

ENGLISH STUDENT'S BOOK

E-Teens

7

WHAT DO YOU
DO IN YOUR FREE
TIME?

Hilda Curwen
Susana Pontón



EDICIÓN ESPECIAL PARA EL
MINISTERIO DE EDUCACIÓN
PROHIBIDA SU COMERCIALIZACIÓN



ENGLISH **STUDENT'S BOOK**

E-Teens

7

Hilda Curwen

Spanish and French Bachelor Degree, Durham, UK

Susana Pontón

Economy Bachelor Degree, UNAM, MEXICO



Original © U.D. Publishing, S.A. de C.V., 2013

Based on: the Crossover series

E-Teens 7

Student's Book

Publisher

María José Martínez Cornejo

English Editor

Trinidad Maldonado

Authors

Hilda Curwen

Susana Pontón

Adaptors

Isabel Moreno Rodríguez

Proofreading

Edwin Abbett

Academic Advisor

Ethel Melej Gallardo

Art Chief

Carmen Gloria Robles Sepúlveda

Design Coordination

Gabriela de la Fuente Garfias

Series Design

Katherine González Fernández

Cover Design

Jorge Zapata Silva

Designer

Jorge Zapata Silva

Illustration and Photography

Banco de Imágenes Global (BIG) Ediciones SM

Alfredo Cáceres

Andrés Mora

Production

Andrea Carrasco Zavala

This text corresponds to Séptimo año de Enseñanza básica and has been created according to the Decreto Supremo N°614/2013, del Ministerio de Educación Chile.

©2015 – Ediciones SM Chile S.A. – Coyancura 2283 piso 2 – Providencia

ISBN: 978-956-349-963-6 / Legal Deposit: 260999

This edition of xxx.xxx copies was finished printing in xx 2017.

Printed by A Impresores.

All rights reserved. No part of this book may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without prior permission in writing of the publishers.

Dear Student,
Welcome to **E-Teens 7!**

E-Teens 7 is an exciting new course that will help you learn English quickly and easily.

In your Student's Book, you will find:

- ✓ Interesting topics to help you develop your language.
- ✓ Communicative activities that you can relate to your own experience.
- ✓ Cultural information about other countries that helps you compare experiences.

About your Student's Book:

Your Student's Book has four *Units*. Each *Unit* is about a different topic. Each *Unit* ends with a *Checkpoint* to help you practice language and vocabulary.

At the front of your book you will find a *Learning Strategies* section. This gives you useful tips for how to improve your language learning skills: listening, speaking, reading, and writing.

At the back of the book you will find:

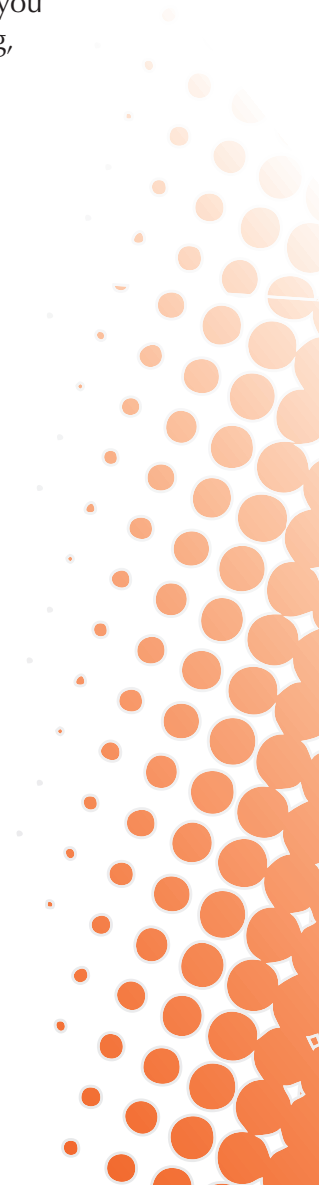
- ✓ *Extra Practice* for each unit.
- ✓ A *Grammar Reference* to explain and check language rules and structures.

Writing Tips:

- ✓ A list of *Irregular Verbs* for easy reference.
- ✓ A *Phonetic Symbols* table to help you with pronunciation.
- ✓ A *Glossary* to help you with difficult words.

E-Teens 7 has been designed to help you progress in English positively.

Are you ready to cross over into the English speaking world?



Contents

Know Your Book	6
Learning Strategies	10

	Unit 1 Free Time	14
START	BEFORE YOU START	15
	LET'S START	16
	Learning to Learn	19
PROGRESS	LESSON 1 My Hobbies	20
	Oral Communication	
	Listening - A Radio Interview	20
	- Pronunciation: /s/ and /z/.....	20
	Speaking Task - Expressing Likes and Dislikes.....	21
	Reading	
	Reading - A Report.....	22
	Reading and Vocabulary - Hobbies.....	25
	Language Focus - Present Simple.....	26
	Reading Task - An Article.....	27
	Writing	
	Writing Task - A Report.....	28
	- Connectors	28
	Cross-Curricular - Physical Education	29
	Final Task - A Poster Presentation	30
	Self-Monitoring.....	31
	LESSON 2 My Style	32
Oral Communication		
Listening - An Advertising Jingle	32	
Speaking Task - Describing Clothes and Sports.....	33	
- Pronunciation: /s/ and /z/.....	33	
Reading		
Reading - An Internet Article	34	
Reading and Vocabulary - Clothes.....	37	
Language Focus - Present Continuous	38	
Reading Task - An Article.....	39	
Writing		
Writing Task - A Webpage.....	40	
- Punctuation	40	
Cross-Curricular - Music	41	
Final Task - Styles Presentation	42	
Self-Monitoring.....	43	
CLOSE	SYNTHETIZE	44
	CHECKPOINT	45
	BEFORE YOU GO ON	47

	Unit 2 Communication	48
START	BEFORE YOU START	49
	LET'S START	50
	Learning to Learn	53
PROGRESS	LESSON 3 Happy Birthday	54
	Oral Communication	
	Listening - A Telephone Conversation	
	- Pronunciation: Contractions.....	54
	Speaking Task - Expressing Wish and Necessity.....	55
	Reading	
	Reading - An Internet Article	56
	Reading and Vocabulary - Parties.....	59
	Language Focus - Quantifiers.....	60
	Reading Task - An Article.....	61
	Writing	
	Writing Task - An E-mail.....	62
	- Punctuation	62
	Cross-Curricular - Language and Communication	63
	Final Task - A Party Plan	64
	Self-Monitoring.....	65
	LESSON 4 Look it up!	66
Oral Communication		
Listening - An Informative text.....	66	
- Pronunciation: letter h.....	66	
Speaking Task - Asking for and Giving Information.....	67	
Reading		
Reading - A Manual.....	68	
Reading and Vocabulary - Dictionary	71	
Language Focus - Parts of Speech.....	72	
Reading Task - A Quiz.....	73	
Writing		
Writing Task - An Essay	74	
- Check words on a dictionary.....	74	
Cross-Curricular - Language and Communication	75	
Final Task - A Manual	76	
Self-Monitoring.....	77	
CLOSE	SYNTHETIZE	78
	CHECKPOINT	79
	BEFORE YOU GO ON	81

	Unit 3 Global Issues	82
START	BEFORE YOU START	83
	LET'S START	84
	Learning to Learn	87
PROGRESS	LESSON 5 Help Out	88
	Oral Communication	
	Listening - A Telephone Conversation	
	- Pronunciation: letter w	88
	Speaking Task - Expressing Suggestions, Obligation, and Prohibition	89
	Reading	
	Reading - An Article and a Survey	90
	Reading and Vocabulary - Volunteering	93
	Language Focus - Modal Verbs for Advice and Possibility	94
	Reading Task - An Article	95
	Writing	
	Writing Task - A Cover Letter	96
	- Letter structure	96
	Cross-Curricular - Social Studies	97
	Final Task - An Advertisement	98
	Self-Monitoring.....	99
	LESSON 6 Take Care	100
	Oral Communication	
	Listening - A TV Documentary.....	100
	- Pronunciation: /g/ and /dʒ/.....	101
	Speaking Task - Expressing Agreement and Disagreement.....	101
Reading		
Reading - An Article	102	
Reading and Vocabulary - Disasters.....	105	
Language Focus - Zero Conditional	106	
Reading Task - Jokes	107	
Writing		
Writing Task - An Informative Article... 108		
- Connectors: when and while	108	
Cross-Curricular - Biology	109	
Final Task - A Video Documentary	110	
Self-Monitoring	111	
CLOSE	SYNTHETIZE	112
	CHECKPOINT	115
	BEFORE YOU GO ON	115

	Unit 4 True Stories	48
START	BEFORE YOU START	117
	LET'S START	118
	Learning to Learn	121
PROGRESS	LESSON 7 First, we went south	122
	Oral Communication	
	Listening - A Radio Show.....	122
	- Pronunciation: /id/, /t/ and /d/.....	122
	Speaking Task - Sequencing Events	123
	Reading	
	Reading - A Diary	124
	Reading and Vocabulary - An Expedition	127
	Language Focus - Past Simple.....	128
	Reading Task - A Map.....	129
	Writing	
	Writing Task - An Informative Text... 130	
	- Informative text structure	130
	Cross-Curricular - Geography	131
	Final Task - Comic Strip Mural	132
	Self-Monitoring.....	133
	LESSON 8 Extra! Extra! Extra!	134
	Oral Communication	
	Listening - A News Interview.....	134
	- Pronunciation: Intonation.....	134
	Speaking Task - Asking for Information.....	135
Reading		
Reading - A News Story.....	136	
Reading and Vocabulary - Pronouns		
Language Focus - Past Continuous..	140	
Reading Task - An Article.....	141	
Writing		
Writing Task - A News Article	142	
- Who, what, where, when, and why.....	142	
Cross-Curricular - Natural Science	143	
Final Task - Newspaper Stories	144	
Self-Monitoring	145	
CLOSE	SYNTHETIZE	146
	CHECKPOINT	147
	BEFORE YOU GO ON	149

Extra Practice.....	150
Grammar Reference.....	174
Writing Tips.....	181

Glossary.....	187
Bibliography	191

Know your Book

The book contains four *Units*, each with two lessons. The units follow a similar format in order to establish a sense of routine and develop your confidence.

Before you Start

The *Before you Start* section presents the topic and introduces the unit.



Unit Opener

The *Unit Opener* describes what you will learn, and asks personal and cultural questions about the topic of the unit.

Let's Start

The *Let's Start* pages help you remember what you already know and present the topic and contents you will learn in the unit.

Learning to Learn

The *Learning to Learn* pages help you plan your work for the unit, applying different learning strategies.




LESSON 3
Happy Birthday!

In this lesson you will listen, speak, read and write about celebrations through telephone conversations and articles.
How would you invite your friends to a party? What do you need to include?

Before Listening A Telephone Conversation

1 Look at the pictures and predict.

- What types of parties can you see?
- What do you think guests need to bring?



While Listening

2 Listen to the telephone conversation. Mark ✓ or ✗ under Jim's answers. Were your predictions from exercise 1 correct?

3 Listen again and answer the questions.

- What time and day is the party?
- Where is the party?
- Does Jim want to go to the party?
- What does he need to do?
- What two things does he need to bring?

After Listening

4 In pairs, discuss if you would like to go to Julie's party. Write your answers on the board.

5 Write the correct contraction from the list below and check.

Contraction Tip
Contractions are very common in spoken English, but not so common in written English.


Fin - Ed - Ex - ...

- _____ It is Julie.
- _____ That is right!
- _____
- _____

Speaking Task Sequencing Events

1 Match the sentences to the pictures.

- First, the flight left Plymouth in England on December 27, 1831. Charles Darwin was not a great traveler.
- Then in February 1842, Darwin saw the Brazilian rainforests.
- Next, at Chiloe Island in Chile, Darwin saw the Osorno Volcano erupt.
- After that, Darwin observed giant turtles on the Galapagos Islands.



2 Look at the words in *italics* in activity 1 and underline the correct options.

- These words establish the *time / order / type* of events.
- They come at the *beginning / middle / end* of a sentence.

3 Complete the sentences to describe the end of Darwin's voyage. Use the words in the box.

First - After that - Then - Finally

- _____ he returned home in 1845.
- _____ he made observations and collected specimens in Australia and the coral reefs.
- _____ he published *On the Origin of Species* in 1859.
- _____ he continued to study at home, and collected together and analyzed his notes.

4 In pairs, retell the story of Darwin's voyage. Remember to use sequencing words.

Listening


The *Listening* pages contain *before, during* and *after listening* activities. These activities focus on your comprehension of oral texts. There are also activities and tips designed to practice areas of pronunciation that Spanish-speaking students have difficulty with.

Speaking Task

Speaking Task activities encourage you to use the practice language present in the text in a functional and communicative way.

CDR

When you see this icon, your teacher can use the *Complementary Digital Resource*.



LESSON 4

Before Reading An Internet Article

1 Make predictions about the text and then go to the website.

- When do people send invitations and cards?
- What special occasions can you see in the picture?



Invitations

What is the most important day of the year for you? Your birthday, of course! A lot of people like to celebrate their birthday with friends and family. How do you organize a good party? First, you have to invite the people you would like to be there! How many friends do you want to invite? Sending invitations is an important stage in organizing a successful party. Everybody loves receiving an invitation.

If you are having a themed party, you can design your invitation in a similar style to your theme. Here are some popular party themes:

A Glamor Party or Camping Party

This is when you invite a few friends to sleep overnight. You can have the party inside or outside. Make all the necessary preparations. How much food do you need?

Reading and Vocabulary

1 Decide who or what the words in *italics* refer to.

- _____ The car fell into a large hole. It was slowly sinking.
- _____ What did Jack do? As the water rose, he stayed calm.
- _____ Jack's sisters were frightened. They started to cry.
- _____ Jack pulled himself to the front of the car. He had to swim between the front seats and out of the window.
- _____ Jack's mom quickly passed first through the open window and his dad took his sister to safety.

2 Read the text again and unscramble the words to complete the sentences.

- They were driving down long, _____ (rough) roads.
- The _____ (child) looked like lakes.
- The storm caused the road to _____ (collapse).
- The car filled with water and it started to _____ (sink).
- Family friends _____ (subject) up Jack and his family and took them home.

3 Read the sentences and number them in the order they occurred.

- They began to feel worried.
- Jack's picture was in the newspaper.
- They were all singing and laughing.
- They went to the hospital to see if they were injured.
- Huge sandbags were falling on the roof of the car.
- The car was three meters under the water.

4 Discuss the questions.

- How would you feel if you were in Jack's situation?
- Look at the picture below and describe the emotions of the characters.



Vocabulary Tip
Pronoun Reference
Pronouns refer to a noun or other pronoun that comes before it.

Reading Tip
Order of Events
Identify the first and last words. This will make it easier to put the others in order.

Reading

The *Reading* pages include prediction questions and offer a selection of informative and narrative texts on interesting topics. The texts help increase your awareness of different types of topics, while presenting new language within a range of contexts.

Reading and Vocabulary

The *Reading and Vocabulary* pages help you reinforce your vocabulary related to the topic of the lesson.

Discuss

The *Discuss* icon lets you know you should discuss the topic as a class.

Language Focus

Language Focus activities encourage you to deduce and practice a particular language point present in the reading text.

Reading Task

The Reading Task pages are based on the topic of each lesson and include extra reading activities.

Pair or Group Work

These icons mean the activity should be done in collaboration with classmates.



Exercise 1

Language Focus: Present Simple

- Underline the verbs in the sentences.
 - Young people spend at least two hours every weekday outdoors.
 - What do you like to do in your free time?
 - However, teens do not play these sports so often.
 - A typical young person today plays video games, watches television, goes to the movies, and uses computers for non homework activities.
 - Do you practice any sports?
- Underline the correct option to complete the rule.

We use the present simple tense to talk about habits and routines / something we are doing now.
- In pairs, answer the questions.
 - How do we form questions and negative statements in the present simple?
 - What happens to the verb in affirmative statements in the third person singular (he/she/it)?
- Complete...

Exercise 2

Writing Task: A Personal Webpage

- In pairs, look at the text and make predictions.
 - Who do you think is the author of the text?
 - Who do you think is going to read it?
 - What type of information are you going to find in the text?
- Read the online profile quickly and complete the section headings.

Clothes - Music - Sports - Movie/TV
- Circle any contractions on the web page. Decide if the text is formal or informal.
- Write an online profile describing your interests following these instructions:
 - Create sections about each area of interest (hobbies, clothes, movies, etc.).
 - Write a short paragraph about each. Describe routines and things you are doing around now.

40 List 1 Free Time

Reading Task: An Article

- In pairs, discuss what party games you know.
- Read the article and label the games.

Twist and Shout - Flashlight Limbo - Treasure Hunt
- Mark the sentences T (true) or F (false).
 - You play Flashlight Limbo in pairs.
 - In Flashlight Limbo, you have to jump over the beam of light.
 - You always play Treasure Hunt indoors.
 - It is difficult to run in a straight line in Twist and Shout.
 - In Twist and Shout, everybody always falls over.
- In groups, create a party game. Then share your ideas with the class.

Cross-Curricular: Biology

Water and Your Body

Your body and the blue stuff - water facts

Water helps regulate the temperature and removes waste from the human body. If you have a fever, you should drink lots of water. Healthy people should drink two liters of water daily.

Water is extremely important to us, but it can cause serious damage to our health when it is contaminated by bacteria and other microorganisms. Never drink water straight from a lake or river, as it can damage your health. In most cases and towns, drinking water is treated so that people don't get sick with diseases such as cholera and typhoid. However, 20% of the world's population is still not treated water.

- Read the information sheet and answer the questions.
 - Which three parts of the body mentioned in the text contain large amounts of water?
 - What are the functions of water stated in paragraph three?
 - What types of diseases are caused by bacteria in water?
- In pairs, discuss the questions.
 - How much water do you drink every day? Do you think it is sufficient?
 - What do you know about water-related diseases? How can you prevent them?
- In groups, write a general "Water Facts" information sheet using ideas from this text.
 - Include problems (nutritional and environmental), uses, health, and any conditional sentences.
 - In pairs, exchange information and compare your ideas.

Writing Task

Writing Task pages include meaningful tasks to help students develop basic writing skills through the production of realistic texts.

Tips

Look at these tips to find useful information that can help you with the activities.

Cross-Curricular

Cross-Curricular pages promote the discussion of the topic of the lesson in relation to other school subjects.

Final Task

Final Task

The *Final Task* pages provide necessary input to allow you to create a project to consolidate and represent what was learned in each lesson.

Self-Monitoring

This page will help you assess your performance during the *Final Task*. You will give examples of each item and then assign your final score.

Checkpoint

The *Checkpoint* pages assess the contents learned in the unit.

	Highly competent (4-6)	Competent (3-5)	Approaching competent (1-2)	Not yet (1-0)
Newspaper design	Look models in more than 3 sources.	Look models in more than 2 sources.	Look models in more than 1 source.	Look models in only 1 source.
Relevance and diversity				
Layout				
Team work				
Division of tasks				
Cooperation with team				
Group feedback				
Dialogue				
Grammar				
Multimedia etiquette				
Content				

Synthesize

Complete the mind map with ideas from the unit. Remember to use the vocabulary related to free time and fashion styles.

```

    Present
    /   \
  Simple   Continuous
  
```

When to use it

Information sentence examples

Negative sentence examples

Interrogative sentence examples

Compare your mind map with a classmate to check the differences. Is there only one correct answer for each box?

Checkpoint

Read the report and write T (True) or F (False). (5 points)

Obesity in Latin America

Obesity in Latin America is an increasing problem. More and more children and teens are becoming overweight or obese. There are many possible causes for the problem. These include an increase in fast-food restaurants, changes in eating habits, and a decrease in physical activity.

In Mexico, Congress passed legislation in order to decrease the amount of fast-food outlets open to children. Some also suggest that schools should not allow students with at least thirty minutes exercise per day.

A. One reason for obesity is child b. Another reason is living in cities.
 c. Watching TV and playing video d. The Mexican government want
 e. The article suggests that student

Check the correct words to complete

a. What _____ you _____ eat?
 b. I _____ do I want _____ in
 c. _____ for wearing _____ in your free time
 d. What _____ you _____ in your free time?
 e. I usually _____ with my friends
 f. Hanging out _____

Remember your Goal One

Go back to page 117 and check your predictions about the unit. Use the space below to reflect on your predictions. Were you correct?

Go back to page 121 and see the strategies you chose to apply in the unit. Give examples of activities where you used them.

Listening strategies:

Speaking strategies:

Reading strategies:

Writing strategies:

Did you use any other strategy that was not on the list? Write it here and remember it for future work.

What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss your answers with the class.

Synthesize

The *Synthesize* page helps you summarize the contents learned in the unit.

Before you Go On

The *Before you Go On* page takes you back to the beginning of the lesson, where you planned your work, and gives you a moment to reflect on it.

At the end of your book you will also find *Extra Practice* for each unit, *Grammar References*, a *Glossary*, *Writing Tips*, and the *Bibliography*, all of which will help you understand the Units better.

Listening

Are you a good listener?

Language learning depends on listening. Being a good listener will allow you to acquire a new language and help you to communicate orally. Listening activities help you develop strategies that will improve your listening skills. There are three types of activities. Each has a different purpose and requires you to use different strategies.

1 Before Listening activities are designed to help you understand what you are going to hear. They require you to use whatever knowledge you have to make predictions about what you are going to hear.

- Who are the speakers?
- What is the situation?

Read the situation and make predictions.

Situation: Marty calls Janet to invite her to the movies.

1. Imagine Janet says no. Predict what she will say and how Marty will respond.
2. Imagine Janet says yes. Predict what the rest of the conversation will be about.

3 After Listening activities evaluate how well you understood the text as a whole. These activities require you to use other strategies:

- Infer information that is not specifically stated in the recording.
- Summarize the main ideas in the text.

Match these tasks to the strategies.

1. Work in groups. Discuss the questions.
 - a. What kind of relationship do Janet and Marty have?
 - b. Do you think they will go out on another occasion?
2. Work in pairs. Imagine you are Marty. Tell a friend about your plans for the evening.



2 While Listening activities help you focus on specific words, sounds, or information in the text. The following strategies are helpful:

- Read through the task before listening, so that you know what you are listening for.
- Focus on the task. Do not try to understand every word.

Decide which of these questions might appear in a while-listening activity.

1. What excuse does Janet give?
2. Do you think Janet likes Marty?
3. What movie are they going to see?
4. What time does it start?
5. Do you think this is the first time they are going out?

Think about yourself

1. Which strategies do you use?
2. How can you improve your listening skills?
3. How can you use these strategies to develop your listening skills outside the classroom?

Speaking

Are you a good speaker?

Many people think that speaking is the result of good language learning. Only by practicing will you be able to develop fluency. When you first start speaking, you might find it difficult to express yourself, but you will gradually gain confidence and feel more comfortable. Some simple strategies can make the process easier.



1 Short Answers are phrases and sentences that are predictable and repeated frequently in speech. They are often common phrases that people use in conversations to show that they understand, agree, or have doubts about what someone is saying. It is important to memorize minimal responses and practice them so that they are easily accessible to you when you are speaking English. In this way, you can focus on what the other person is saying. This will give you more confidence to participate.

Decide which of the following are minimal responses.

Could you please repeat that?

I agree.

Mmmm.

Go on.

I think so.

I'd like some tea, please.

I'm not sure.

I disagree.

I'll come in on Monday.

I don't think so.

2 Communication is your ultimate objective. Oral communication involves a speaker, a listener, and a message. To improve fluency, you need to focus more on what you want to say (the message) than on how you say it. Remember, you are successful if you communicate using the language you have. These strategies may be helpful.

- Think about what you want to say in English.
- Do not translate.
- Use simple structures.
- Explain or use alternatives for words you don't know.
- Verify that the listener understands you.

Think about yourself

1. Decide in which situations in your everyday life you would do the following in English.
 - Participate in an interview.
 - Ask for and give information.
 - Express likes and dislikes.
 - Describe events and situations.
 - Have a telephone conversation.
 - Have a discussion with opposing and similar points of view.
 - Give a simple presentation.
2. Write some minimal responses you could use for the situations.

Reading

Are you a good reader?

There are four factors to consider as a good reader: you, the text, the reading strategies you use, and the purpose. You need to think about how you interact with the text you are reading, and sometimes change your reading strategies to meet the challenges of that text.



- 1 Reader characteristics** include reading skills, interest in the topic, and physical factors such as sleepiness or hunger.

Put a check next to the sentences that describe you.

1. I read sitting up, with a good light, at a desk or table.
2. I keep background noise to a minimum so I can concentrate.
3. When reading is difficult and I don't understand something, I read it again.
4. I write and take notes as I read.
5. I note down what interests or bores me and think about why.

- 2 Texts** vary depending on the type (plays, novels, short stories, research papers, etc.). Some reading is quick and easy, while other reading is quite slow and difficult.

Answer the questions.

- What types of texts do you find difficult?
- What genres do you read for pleasure? Why?
- Which genres do you read for academic purposes?

- 3 The purpose** is probably the single most important factor. People read for a variety of purposes: to gain information or verify existing knowledge, to critique a writer's ideas or writing style, or just for enjoyment. Before beginning to read, think about the purpose for the reading.

Answer the questions.

- Why has the teacher given you this assignment?
- What are you supposed to find or learn?
- Why did you choose this text?

- 4 Reading strategies** can make all the difference. Selecting the correct strategies for a text will help you to understand it.

Decide how these strategies can help you.

1. Survey the reading. Look at the title of the piece, the subheadings, the graphs, and the pictures.
2. Read the introduction and conclusion first. Or read the first line in every paragraph to get the main idea, and then go back and read from the beginning.
3. Read quickly. Then focus on the most interesting or relevant parts to read in detail.
4. Pay attention to when you can look for general information and when you need to understand every word. Read the complete text, and then write a one-paragraph or one-sentence summary.

Think about yourself

Researchers have come to the conclusion that good readers...

- Read extensively.
- Integrate information in the text with existing knowledge.
- Use different reading strategies, depending on what they are reading.
- Are motivated.
- Read for a purpose; reading has a function.

Answer the questions.

1. Do you think you are a good reader?
2. What do you need to do to improve your reading skills?

Steps to Writing

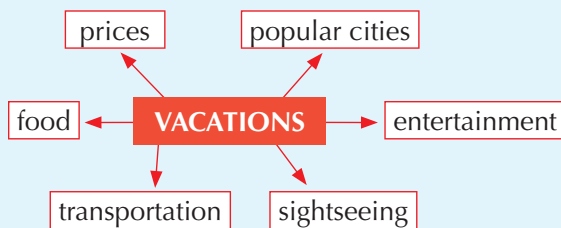
Are you good at writing?

Good writers plan their work in stages. Most people do this naturally. If you want to improve your writing skills, the following writing process will help.



1 Pre-writing is the planning and idea-gathering stage of the process.

- Research.
- Create idea maps, webs, and story charts.
- Develop word banks.
- Decide on form, audience, and style.



2 Drafting refers to a first version of your ideas.

- Focus on including the main ideas and developing what you want to say.
- Don't worry too much about grammar and style conventions.
- Allow your creativity to flow. Written work does not have to be neat at this point. We call this the "sloppy copy".

3 Revising is the process of improving the first draft. Re-read your work and share it with a friend. Make changes in the writing based on his or her comments.

- Clarify content by asking *who*, *what*, *when*, *where*, *why*, and *how* questions about parts of the text that are not easy to understand.
- Look for better words.
- Talk about how to improve your work.

4 Editing is the process of correcting grammar and mechanical errors, revising, and modifying a text.

- Correct spelling.
- Check capitalization and punctuation.
- Check grammar and sentence structure.

Symbol	Meaning	Example
Sp	Spelling	recieved
P	Punctuation	Whats your name.
WO	Word order	Always I go shopping.
T	Wrong tense	They have played yesterday.
S/V	Subject-verb disagreement	The people was clapping.
M	Meaning not clear	Come and rest with us.
[]	Unnecessary word	It was too much difficult.
^	Missing word	You should listen them.

5 Sharing your work, is the final and most important stage. Seeing the readers' response will allow you to see if you were successful.

Think about yourself

1. Do readers understand what you write?
2. Do they enjoy what you write?
3. What can you do to improve your writing?



Unit 1

Free Time



In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about free-time activities and personal style.

Lesson 1

Oral Communication

- Listen to and understand a radio interview about free-time activities.
- Express likes and dislikes.

Reading

- Read and understand a report about free-time activities.

Writing

- Write a short report on likes and dislikes.

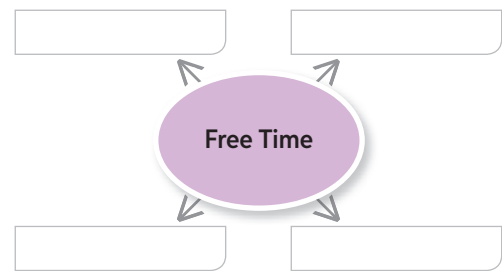
Attitudes

- Develop cultural awareness, showing interest and respect for my own and foreign cultures.

BEFORE YOU START



1. Look at the photo and the title and use them to discuss the topic of the unit.
2. What do you think the people in the photo do in their free time? How can you describe them?
3. Find the following items in the unit.
 - A photo of a boy playing baseball: Lesson ____, page ____
 - A text about different trends: Lesson ____, page ____
 - An activity about comparing jingles: Lesson ____, page ____
4. What do you think you will learn in this unit? Complete the diagram with possible contents.



5. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
6. Read the objectives for each lesson. Do you think these are practical?

Lesson 2

Oral Communication

- Listen to and understand an advertising jingle.
- Describe clothes, sports and hobbies.

Reading

- Read and understand an internet article describing what people are doing and wearing.

Writing

- Write a personal web page.

Attitudes

- Participate and collaborate in teams.

LET'S START

1 Look at the photos and complete with your ideas about them.



a. Roberto plays



b. They like



c. He is buying



d. Her style is



e.



f.

2 Discuss the following questions.

- a. What do the pictures have in common?
- b. What do you think of the style of the people in the photos?
- c. Do you think free time is important? Why?

Discuss

3 Match the sentences with the same meaning. Pay special attention to the words in bold. Then underline the words on the right column that are synonyms of the words in bold.

<p>Do you want to hang out this weekend?</p>	<p>I went to the cinema a lot when I was 10.</p>
<p>I'm just going to hang out at home tonight.</p>	<p>Do you want to do something together on Saturday?</p>
<p>I used to hang out a lot outside the cinema when I was younger.</p>	<p>I'm going to relax at home this evening.</p>
<p>What is your favorite fashion trend?</p>	<p>Emo is a popular look in Chile.</p>
<p>The emo trend is popular in Chile.</p>	<p>I don't like the clothes you are wearing.</p>
<p>I don't like that trend.</p>	<p>What is the style you like the most?</p>
<p>This dress is a bargain.</p>	<p>I don't have so much money. I want to ask for a lower price.</p>
<p>It's too expensive. I want to bargain for a better price.</p>	<p>This dress is really cheap.</p>
<p>I don't like to bargain.</p>	<p>I feel uncomfortable asking for a discount.</p>

4 Now write sentences for each word.

Hang out: _____

Trend: _____

Bargain: _____

5 Look at the title, vocabulary and picture to predict what the text will be about. Do you know this story?

6 Read the text and answer the questions.



The Emperor's New Clothes

Hans Christian Andersen (1805 - 1875)

Vocabulary

Fond of: to like something.

Weave: to lace together to form fabric.

Pattern: decorative design.

Wise: clever, rational.

Fool: idiot.

Settle: reside, start living somewhere new.

Silk: an expensive and soft type of fabric to make clothes.

Thread: a thin, fine cord of fiber.

Loom: a hand-operated device for weaving fabrics.

Faithful: loyal, constant.

Pretender: impostor, dishonest.

Glad: happy, pleased.

What do you think the impostors will do with the materials?

Many years ago there was an emperor who was so **fond of** clothes that he spent all his money on them.

Life was happy and energetic in the country, and many strangers came to it every day. One day, two impostors arrived, saying that they knew how to **weave** the most exquisite fabric imaginable. Not only were the colors and **patterns** beautiful, but the clothes had the property of becoming invisible to people who were stupid.

"Those must be valuable clothes," thought the emperor. "By wearing them I should be able to distinguish **wise** men from **fools**. I want pants, a jacket, and a cape." And he paid a large sum of money in advance to them, as they required.

So they **settled** in palace and pretended to weave. They asked for the finest **silks** and the purest gold **thread**, all of which went into their own bags, while they worked at their empty **looms**.

"I want to know how those weavers are advancing with my pants, jacket, and cape," thought the emperor. But he thought it was better to send someone else first. "I will send my **faithful** old prime minister," thought the emperor, "because he is a man of sense."

So the minister went into the room to visit the impostors. "Oh, no, I can't see anything at all!" thought the old man. But he did not say anything.

"Well, sir, what do you think?" asked one of the **pretenders**.

"Oh, it is most elegant, most beautiful!" lied the old man. "What a fine pattern, and what fine colors! I will certainly tell the emperor how pleased I am with it".

"We are **glad**," said both the weavers. "Look, we even made a hat!".

- Highlight the items of clothing in the text.
- When do you think this story takes place? Explain your answer and underline where you found the information.

- Imagine you are in the position of the prime minister. What do you do? Discuss with a classmate and share your ideas with the class.



Learning to Learn

This lesson will be about free-time activities and different styles.

What I know	What I want to know	What I learned

- Do I like the topic of this unit? Why or why not?

- How can I learn English related to this topic?

Listening to _____

Reading about _____

Writing about _____

Speaking about _____

- What strategies can I use to excel (become better) in each area?

Listening strategies:

- a. Make predictions using pictures
- b. Read through the task before listening
- c. Do not try to understand every word

Writing strategies:

- a. Plan your work before
- b. Prepare a draft
- c. Proofread the text after writing

Reading strategies:

- a. Read the introduction and conclusion first
- b. Read quickly once
- c. Write a summary of the text

Speaking strategies:

- a. Do not translate
- b. Explain or use a synonym when you don't remember a word
- c. Verify that the listener understands you

LESSON 1 My Hobbies

In this lesson you will listen, speak, read and write about free-time activities through interviews and reports.

What free-time activities do you do? How often do you do them?

Before Listening A Radio Interview

➔ **1** Look at the pictures and answer the questions.

- What are the people in the pictures doing?
- Do you like doing these things? Why or why not?



Listening Tip

Prediction

Look at pictures to generate ideas about an audio.

While Listening

- Listen (2) to the radio interview and mark the activities in the pictures that Scott (S) or Jess (J) like doing.
- Listen again and underline the correct answer.
 - Scott *has too much / doesn't have much* free time.
 - Jess / Scott plays video games.
 - Jess / Scott likes rollerblading.
 - Jess *always / sometimes* goes to the movies on weekends.
 - Jess thinks that watching TV is *relaxing / a waste of time*.

Listening Tip

Word Ending

Words ending in 's' can have two different sounds: /s/ and /z/.

Words with /s/: likes, gets, hates, etc.

Words with /z/: sometimes, movies, goes, etc.

After Listening

4 Answer the questions in your notebook.

- What does Scott like to do? Where does he like to do it?
- What does Jess like to do?

➔ **5** Listen (3) and mark whether the sound is /s/ or /z/.

___ Thinks ___ Questions ___ Results ___ Weekends

Speaking Task Expressing Likes and Dislikes

- 1** Read the sentences and add the highlighted words to the table.
- a. I **dislike** going to the cinema.
 - b. I **prefer** to take it easy with friends.
 - c. I **love** to study!
 - d. I **don't like** to study either!
 - e. They **hate** playing basketball in the summer.
 - f. Do you **like** reading?
 - g. I **can't stand** watching TV.
 - h. Manuel **enjoys** skateboarding.

Expressing likes	Expressing dislikes
like,	hate,

Grammar
See page 17A.

- 2** Read and complete the magazine profiles with words from the table.

Our Free Time!

Name: Johanna Mills
Age: 13

What do you like to do in your free time?

I _____ team sports, because
(1)
I _____ to compete. I play soccer,
(2)
hockey, and basketball. However,
I _____ American football. It's too slow!
(3)

How often do you play?
Every day!

Which is your favorite team?

The Chicago Bulls in basket-
ball. For soccer, Arsenal. Alexis
Sánchez is my favorite soccer
player.



Name: Drew Stone
Age: 12

What do you do in your free time?

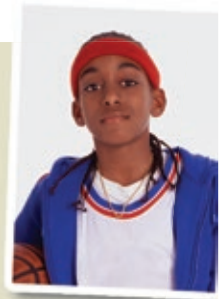
I hang out with my friends.
We sometimes go skateboarding.
I _____ skateboarding!
(4)

How much time do you spend outdoors each week?

I think about three or four hours.

What types of movies do you like?

Most types. However, I _____
(5)
horror movies. They are ridiculous!



- 3** In your notebook, write questions to ask a classmate about his or her free time.
- 4** Exchange your questions with your classmates. Are there any mistakes?
- 5** In pairs, ask and answer each other's questions. Talk about your likes and dislikes.



Before Reading A Report

→ 1 Write predictions about the text below. Then, go to question 2.

a. What are the people in the picture on the opposite page doing?

b. How do young people rest and relax?

c. Which activities do you think are most popular amongst young people?

Reading Tip

Predicting

Use visual clues such as pictures and graphs to generate ideas about a text.



<http://kids.usa.gov/>

Rest and relaxation

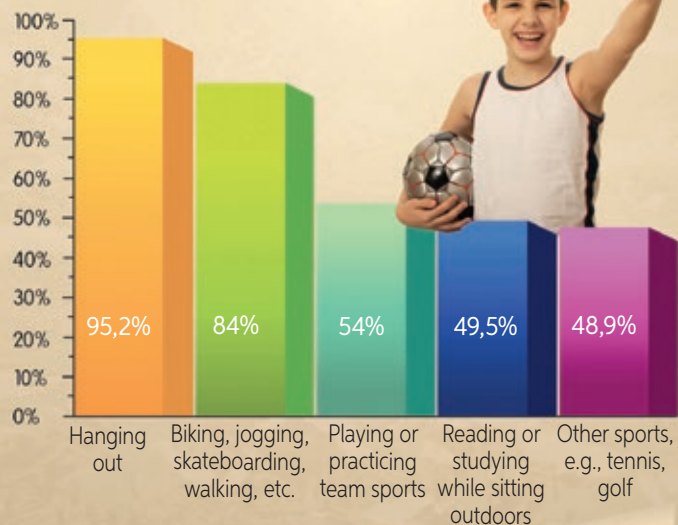


What do you like to do in your free time? Rest and relaxation are important for our health, and free time gives us a chance to do the activities we enjoy. However, it is important to use the time we have in constructive ways.

Activities can be indoor, outdoor, active or sedentary. In the United States, current research shows that young people enjoy doing outdoor activities. In fact, 61 percent of young people between the ages of six and nineteen spend at least two hours outdoors every weekday.

Top 5

Free-time activities for 11- to 13-year-olds (weekly participation)



While Reading

- 2 Read the text quickly and choose the correct option.
- The report shows children's participation in free-time activities each *month / year / week*.
 - The report shows the top *ten / five / three* free-time activities.
 - 84% of young people between the ages of 11 to 13 prefer *biking / playing team sports / golf*.

The survey found that a number of sports are popular. Teens play basketball or American football very often. Young people also enjoy going on field trips, camping, bird and wildlife watching, doing karate or gymnastics, and aquatic sports such as swimming, diving, and snorkeling.

On the other hand, many youngsters spend a lot of their free time indoors. Indoor activities include playing videogames, watching television or going to the movies, and using computers for non-homework activities.

Studies show that playing videogames and using computers are extremely popular among young people. Children under twelve buy one quarter of all the videogames that stores sell. Three quarters of all twelve-year-olds play videogames, while 81 percent of the same age group uses computers for non-homework activities.

However, watching television is still by far the most popular activity among young people. In the US, the average eight- to eleven-year-old spends 28 hours per week in front of a TV screen and four hours per week on homework.



What is clear from studies around the world is that young people from different cultures share similar interests and do similar activities. The difference is how much free time they have. In some countries, young people complain they do not have enough free time, while in others they say that they have so much free time that they are bored.

What do you think?

3 Read the text on pages 22 and 23. Answer the questions.

- a. What is the purpose of the report?
- b. Where would you see a report like this?
- c. Who would read it and why?

Reading Tip

Skimming

Read texts quickly to get the general idea.

4 Read the numbers and complete the *Supporting idea* bubbles.

61 - one quarter - three quarters - 28 - 4 - 95,2

Main idea

Supporting ideas

Young people spend some of their free time outdoors.

- a. Sixty-one percent of six to nineteen-year-olds spend over two hours per day outdoors.
- b. _____

Young people also like playing video games.

- c. _____
- d. _____

The most popular free-time activity is watching TV.

- e. _____
- f. _____



After Reading

5 Write the names of sports or activities that go with the verbs. Look at pages 22 and 23 again.

play	do	go
tennis,	karate,	swimming,



6 Speaking • Discussing Free-time Activities.

- a. Make a list of your top five free-time activities. Use the verbs play, do, and go.
- b. Work in groups. Make a list of the top five most popular activities.

Reading and Vocabulary

- 1 Look at the information on pages 22 and 23 again. Now read the sentences below and underline the mistakes, writing the correct information in the space provided.
 - a. _____ Sixty-one percent of young people spend at least two hours indoors every weekday.
 - b. _____ The most popular outdoor activity for ten- to-twelve-year-olds is surfing on the Internet.
 - c. _____ Eighty-four percent of this age group like to play tennis and golf.
 - d. _____ Studies show that playing video games and using computers are not popular among young people.
 - e. _____ Three quarters of all ten-year-olds play video games.

- 2 Look at pages 22 and 23 again and write what the percentages refer to. ←

- a. 95,2% _____
- b. 49,5% _____
- c. 81% _____
- d. 84% _____
- e. 54% _____

Learning Tip

Scanning

Read the text quickly to find key words that give specific information.

- 3 Look at the illustration. Identify the sedentary and active free-time activities. Make a chart on your notebook with your words. Classify the activities from most to least active.

- 4 Answer and discuss the questions.

- a. Do young people have a lot of leisure time in your country? How do they use it? Do they spend time outdoors or indoors?
- b. Do you think active hobbies are better than sedentary ones? Why?
- c. Do you think young people in your area spend their free time in a positive way? Why?

Discuss



Language Focus Present Simple

1 Underline the verbs in the sentences.

- Young people spend at least two hours every weekday outdoors.
- What do you like to do in your free time?
- However, teens do not play these sports so often.
- A typical young person today plays video games, watches television, goes to the movies, and uses computers for non-homework activities.
- Do you practice any sports?

Grammar

See page 17A.

2 Underline the correct option to complete the rule.

We use the present simple tense to talk about *habits and routines / something we are doing now*.



3 In pairs, answer the questions.

- How do we form questions and negative statements in the present simple?
- What happens to the verb in affirmative statements in the third person singular (he/she/it)?

4 Complete the survey with the correct form of the verb (you may use a verb more than once).

not have - play - go - do - watch - have

Web

Go to <http://codigos.auladigital.cl> and write the code **Ti7P026** to watch a video and practice using the Present Simple.

Free Time Survey

Tom: What _____ you
(1)
_____ in your free time?
(2)

Ann: I _____ tennis on Tuesdays and
(3)
Thursdays, and _____ skateboarding
(4)
with my friends on the weekend.

Tom: _____ you _____
(5) (6)
television?

Ann: Yes, I do. But I _____ much free time.
(7)
I _____ a lot of homework.
(8)



5 In pairs, ask and answer the questions from the survey.

Reading Task

The Importance of Play

Do you remember when you were a small child? What games did you play? Kicking a ball? Jumping rope? Creating an imaginary world? Experts agree that playing is important for children to develop into healthy adults. Here are five ways that play benefits kids:

- 1 Play helps children develop their own interests.
- 2 When they play, children learn how to make decisions and solve problems.
- 3 Children learn how to control their emotions, such as anger and fear, when they play.
- 4 Play helps children make friends.
- 5 Play makes children happy!

Play is not just for kids, but for teenagers and adults as well. It helps us learn, it relieves stress, and it makes us more productive at school and at work. Play isn't a luxury—it is a necessity. So when you have some free time, don't just sit and watch TV. Engage in some brain-stimulating play!



- 1 In pairs, look at the article and discuss what games you liked playing when you were a child.
- 2 Read the article and match the statements to the five benefits.
 - a. ___ Climbing trees is frightening but fun!
 - b. ___ Children laugh and joke when they play.
 - c. ___ When I play, I do what I want to do, not because I have to do it.
 - d. ___ We make the rules for the games we play.
 - e. ___ We all enjoy playing. If somebody is not happy, we change the game.

- 3 Read the list and mark (✓) the reasons why you play.

- | | |
|----------------------------|--------------------------|
| a. ___ to learn | f. ___ to be with others |
| b. ___ to create | g. ___ to compete |
| c. ___ to challenge myself | h. ___ to cooperate |
| d. ___ to pass the time | i. ___ to have fun |
| e. ___ to relieve stress | j. ___ to be happy |



- 4 In pairs, give reasons for your answers and examples of what or how you play.

Writing Task A Report

1 Read the report and answer the questions.

- Which section of the report makes suggestions? _____
- Which section of the report states objectives? _____
- Which section of the report gives statistical information? _____

Introduction



This report investigates popular free-time activities among 12- to 13-year-olds in the U.S. Many teenagers around this age enjoy different outdoor or physical activities, but some of them spend a lot of time indoors doing sedentary activities. Here we make suggestions for using free time based on a questionnaire applied to forty-one secondary students.

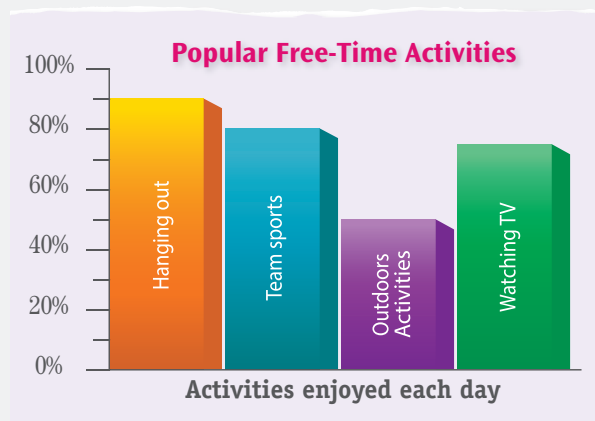


According to the questionnaire, the most popular free-time activity among teenagers at this age is hanging out with friends. Nearly 90% of teens do this every day.

However, team sports (soccer, baseball, etc.) are also popular daily activities (80%).

Only 50% of teens spend more than an hour a day outdoors. At the same time, 75% of them watch television for more than two hours a day.

Findings



Recommendations

- Teenagers should have a balance of indoor and outdoor activities.
- Teenagers should be more active.

Conclusion

Many adolescents like physical activities, but don't do them very often.

In summary, young people should spend less time watching television and find ways to be more active in their free time.



- Circle two connecting words in the report that indicate contrast.
- Write a report about the free-time activities you do at home. Decide on an objective and think of three questions to ask.
- Use the following four headings for the different sections of your report.

Introduction - Findings - Recommendations - Conclusion

- In pairs, exchange and correct your reports. Write a final version.

Writing Tip

Connectors

Remember to use connectors to express contrast.

Steps to writing

See page 13.

The Activity Pyramid



There are lots of reasons to get off the couch and start exercising! Playing sports or doing exercise improves health and fitness. They also help you make friends and develop personal qualities like cooperation and competitiveness. Look at the activity pyramid and see how you can get more active. Think of more activities you can do!



1 Read the pyramid and circle the things that you do.



2 In groups, compare your results. Decide who has the most active lifestyle.



3 With your group, make a weekly planner of physical activity. Use the information in the pyramid to help you.

- Decide what and how much activity to do each day.
- Present your ideas to the class.
- Follow your weekly planner.

A Poster Presentation

1 Collate Results

- ✓ In groups, look at the results from the reports you wrote on page 28.
- ✓ Collect the results to make a bigger report. Ask classmates more questions to complete any missing information.



2 Write the Presentation

- ✓ Decide how you are going to show the results of your group report.
- ✓ Assign writing roles for each section of the report: introduction, findings, recommendations, and conclusion.
- ✓ Write a draft for your section. Create more questions to complete any missing information.

3 Design the Poster

- ✓ In your groups, put together your drafts and copy them onto a sheet of poster paper. Write the report questions and make sure the layout is logical and easy to read.
- ✓ Ensure that the results are presented correctly and are easy to follow.
- ✓ Check each other's work.



4 Present the Poster

- ✓ Present your poster to the class.

Self-Monitoring

1 Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
Content				
Research and collection of data	Use more than 3 sources.	Use more than 2 sources.	Use more than 1 source.	Use only 1 source.
Organization of contents				
Design of presentation				
Team work				
Division of tasks				
Cooperation with team				
Group feedback				
Public Speaking				
Voice and tone				
Use of visual aids				
Connection with the audience				

2 Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Research and collection of data		Division of tasks		Voice and tone	
Organization of contents		Cooperation with team		Use of visual aids	
Design of presentation		Group feedback		Connection with the audience	
Total		Total		Total	
Total Score					

3 Before you go on, discuss your results with the class. What do you need to improve on?

LESSON 2 My Style

In this lesson you will listen, speak, read and write about fashion trends through jingles and articles.

What fashion trends do you know? Do you follow a trend?

Before Listening An Advertising Jingle



1 Work in pairs. Compare the ads and complete the chart.



	Ad A	Ad B
Product		
Name		
Slogan		
Who is the product for?		

While Listening

2 Listen and mark (✓) the correct ad in activity 1.

After Listening



3 Discuss with a classmate. Then, share your answers with the class.

- What are the characteristics that make the jeans “cool”?
- Do you like the jingle? Why or why not?

Speaking Task Describing Clothes and Sports

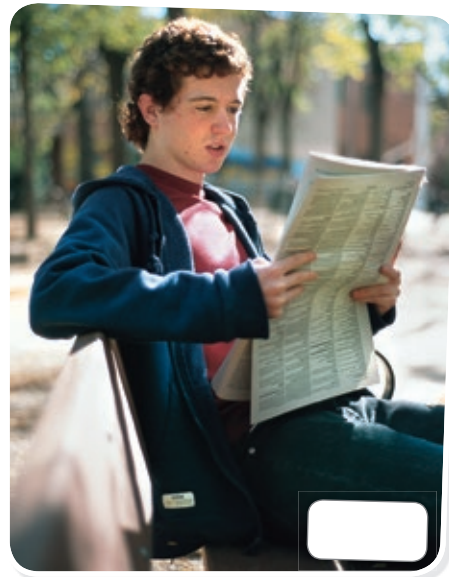
1 Complete the sentences with the adjectives from the box.

cheap - big - trendy - good

- a. I like to wear _____ quality clothes.
- b. This pocket is _____ ! I can put my wallet and my keys inside!
- c. These jeans are really _____. I can buy two pairs!
- d. Wow! Your jacket is so _____. You are always so fashionable.

2 Match the sentences with pictures.

- a. I love shorts. I wear them with my pink hoodie.
- b. My jeans are cool. They are so comfortable!
- c. I never wear shorts. I don't like them.
- d. I love roller blading. It's exciting.



3 In your notebook, make a list of basic items of clothing that you always wear.



4 In pairs, write a jingle about sports clothes and complete the chart with your information. Now sing it.

Our jingle	
Product	
Name	
Slogan	

5 Discuss who has the most convincing jingle.

Listening Tip

Pronunciation
Remember that there is a difference between sounds /s/ and /z/. Words like style, sneaker, and slogan start with /s/. Can you think of words that start with /z/?

Before Reading An Internet Article

- 1 Look at the pictures and discuss the questions.
 - a. What clothes can you see in the pictures?
 - b. Do you feel identified with any of the styles in the pictures? Why?
 - c. How can you define "style"?

While Reading

Reading Tip

Scanning

Read the texts quickly and look for specific information.

- 2 Scan the text and name five clothing styles.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

http://kids.usa.gov/

Your Style

What clothes do you like to wear?

What are you wearing now? Some people dress in order to identify with a particular group. Others choose their own individual style. The clothes you are wearing can tell others what you are interested in. Here are a few of the most popular styles for boys and girls.




Skater

It is easy and inexpensive to create the skater look. This summer, James is following skater fashion. "I like designing my own T-shirts" says James. "Hoodies are popular this year." He usually wears a beanie or a cap, loose-fitting jeans, and some sneakers.



Sporty

In summer, a simple T-shirt with a sports logo, three-quarter length shorts, and sneakers or sandals will do. In cooler weather, put on a hoodie, some denim pants and a cap. "I am wearing this hoodie because that way I am warm and ready for action!" says Jack. "I play basketball with my friends in the evenings. We are practicing for the school team."



Hip-Hop

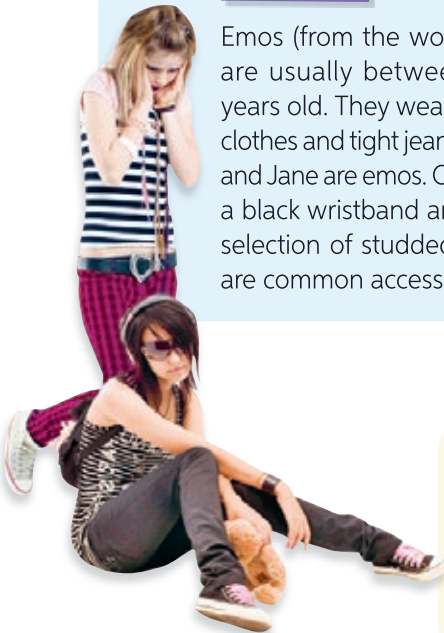
Hip-hop fashion is big business, but the clothes are not necessarily expensive. Sam achieves the hip-hop look with colorful baggy clothes, khaki pants, or a cap tilted at an angle.

3 Choose the correct option.

- You wear beanies and caps on your *feet / hands / head*.
- People who follow the *skater / emo / hip-hop* style often wear black clothes.
- A *mall / swap meet / thrift shop* is a place where you can negotiate the price.
- Comfy / Skaters / Emos* are young people who wear black or pink clothes and tight jeans.
- Belts, bracelets and necklaces are types of *clothes / accessories / bargains*.
- In many cities, people can find a wider range of clothing styles at *street markets / shopping malls / thrift stores*.

Emo

Emos (from the word emotional) are usually between 12 and 18 years old. They wear black or pink clothes and tight jeans. Sisters Clare and Jane are emos. Clare is wearing a black wristband and Jane has a selection of studded belts. These are common accessories.



"We keep it simple!" say Jill and Tom.

**Comfy**

If you are not interested in any particular trend, then maybe the comfy style is for you. Girls look great in a casual dress with leggings, while boys with no interest in fashion can still look cool in a short-sleeved T-shirt and jeans.



You can get fabulous clothes almost anywhere. Some kids in big cities often go to shopping malls with friends. However, in many cities, people buy their clothes from thrift shops or swap meets. You can sometimes find a wider range of clothes at these places than in stores. Another advantage of swap meets is that you can find bargains and negotiate the price. A thrift shop is also a great place to find accessories such as bracelets or necklaces!

After Reading

4 Write the correct style.

Glossary

See page 187.

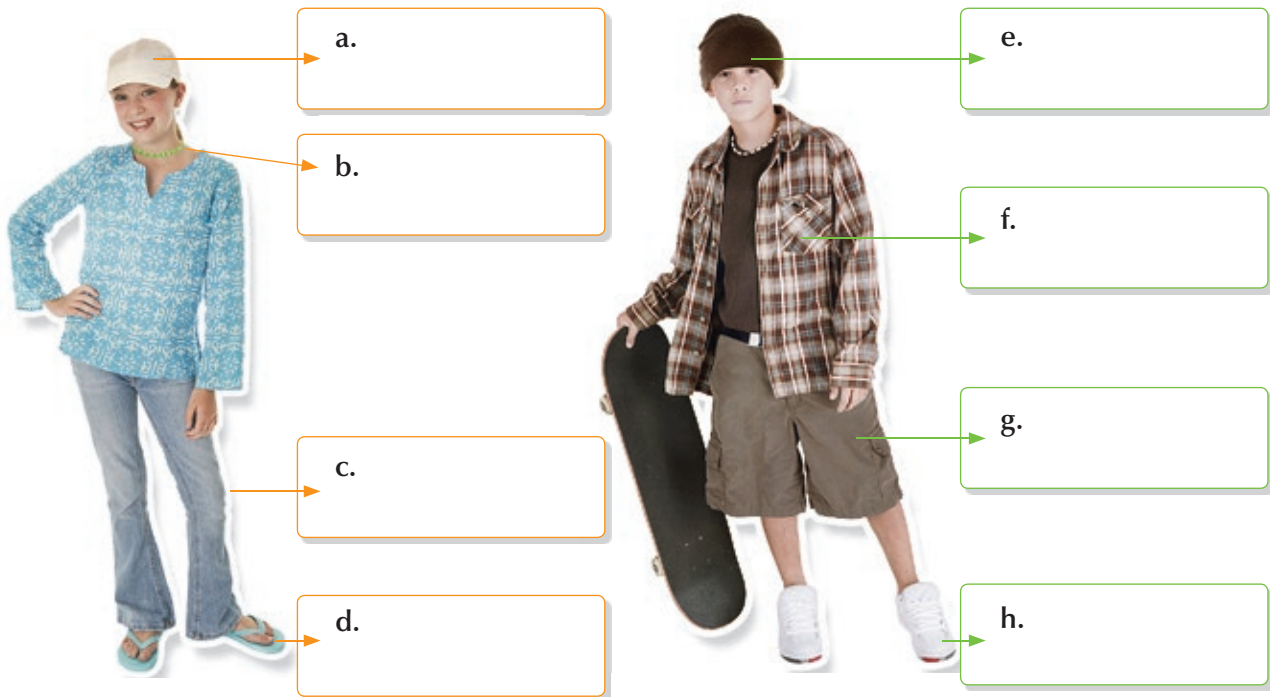
a. I like wearing black clothes and tight jeans. I have a selection of studded belts.

b. I like to wear comfortable clothes. I'm not interested in fashion.

c. I like colorful clothes and big, baggy jeans. I always wear a baseball cap.

d. I like wearing a cap and loose jeans. My style is inexpensive.

5 Label the clothes. Use your glossary if necessary.



a.

b.

c.

d.

e.

f.

g.

h.

6 Classify the items from activity 5 into the groups in the box.

accessories - headwear - legwear - footwear - upper body

Vocabulary Tip

Classification

Classify vocabulary into groups to help you remember words and phrases.

7 Speaking • Coming to a Consensus.



In groups, come to a consensus about the most appropriate clothing for school, for outdoor activities and parties. Share your ideas with the class.



Reading and Vocabulary

1 Write the items of clothing that you can remember from the text or pictures.

Accessories	
Headwear	
Legwear	
Footwear	
Upper body	

2 Match the words to the definitions.

bargain <input type="radio"/>	comfortable <input type="radio"/>
baggy clothes <input type="radio"/>	a type of headwear <input type="radio"/>
beanie <input type="radio"/>	cheap <input type="radio"/>
comfy <input type="radio"/>	something that costs less than it usually does <input type="radio"/>
inexpensive <input type="radio"/>	loose clothes <input type="radio"/>

3 Complete the sentences with the words in activity 2.

- In our school, students can't wear _____.
- It's difficult to find _____ clothes in a mall.
- My mom likes changing into something _____ when she gets back from work.
- I don't like baseball caps. I prefer to wear a _____.
- You can usually find a _____ at swap meets.



4 Answer and discuss the questions.

- Which clothing styles are popular with young people in your country?
- Do you like shopping at thrift stores? Why or why not?

Language Focus Present Continuous

- 1 Read the examples of the present continuous in the box. Underline the correct option in the sentences below the box.

Grammar

See page 17A.

What are you wearing now?
Skater fashion is getting popular.
I'm not buying any new clothes this winter.

- a. We form the present continuous tense with the verb *to be* / *to do* + present participle (verb + *ing*).
- b. We use the present continuous to talk about *habits and routines* / *things happening in the moment*.

- 2 Complete the description with the correct form of the verbs in parentheses.

Tom and Sara like sports. This year, they _____ (play) basketball for the school team. Tom _____ (wear) a red shirt to practice in. Sara _____ (not wear) red because in this practice she _____ (play) for the other team. "At the moment, we _____ (practice) for a tournament that starts next week," says Tom.

- 3 Look at the pictures and write five sentences in your notebook to describe what the people are doing and wearing.



- 4 Write a message to a friend describing what you are doing now or around now. Use the questions to help you.
 - a. What are you learning at school?
 - b. What music are you listening to? What television programs are you watching?
 - c. What are your family and friends doing?
- 5 Exchange messages, and tell the class about your partner.

Reading Task

How to Bargain ¹⁰

Not everybody has the money to buy what they want. Fortunately, we can sometimes negotiate prices. Bargaining is not appropriate at regular stores or malls, but is an old tradition that is still popular at some markets or swap meets around the world. Bargaining takes a bit of practice, but it is good fun once you learn how to do it. Here are a few bargaining tips and rules!



1. When you ask "How much...?" the store owner will respond with the starting price. This is sometimes much more than he or she actually expects to receive.
2. Always offer lower than you are willing to pay—but not too low!
3. You can only raise your price. If you start at \$50, your next offer must be \$51 at least!
4. Smile each time you make an offer.
5. Walk away if the store owner does not accept your final offer (if it is a fair price).

Remember, the salesperson expects you to bargain, so don't worry about being aggressive! Don't give up so easily!



1 In pairs, look at the pictures and answer the questions.

- a. What places can you see?
- b. What can you buy at these places?
- c. Do you have similar places in your city?

2 Read the article and mark the sentences T (*true*) or F (*false*).

- a. ____ To bargain means to spend money.
- b. ____ Bargaining is easy.
- c. ____ The starting price is what you offer the store owner.
- d. ____ If the store owner says no you need to offer more.
- e. ____ A successful bargain means that you are smiling but the store owner is not smiling.



3 In pairs, answer the questions.

- a. Is bargaining popular in your country? Where and when?
- b. What items do people bargain for?

Writing Task A Personal Webpage



1 In pairs, look at the text and make predictions.

- Who do you think is the author of the text?
- Who do you think is going to read it?
- What type of information are you going to find in the text?

www.acrosscultures.com

My Life

Home Profile Friends Comments

Name:
Dave Stevens

Network:
United States

Date of Birth:
14 July 2000

45 friends

Send message

Favorite _____ (1)
I listen to rock. I play the guitar and I'm also learning to sing. My favorite band is Radiohead and I want to see them live. Post me a message about bands you like.

Favorite _____ (2)
I like tennis and basketball and I go swimming every week. I also love soccer. I'm training with the local team at the park and I'm making lots of new friends.

Favorite _____ (3)
I'm not watching much TV at the moment because I don't have time, but my favorite movie is Iron Man 3. It's action packed and lots of fun!

Favorite _____ (4)
I like a comfy style. I'm wearing jeans and a T-shirt at the moment, because it's the weekend. My sister's wearing black as usual. She's an emo!

2 Read the online profile quickly and complete the section headings.

Clothes - Music - Sports - Movie/TV

Steps to writing

See page 13.

3 Circle any contractions on the web page. Decide if the text is formal or informal.

4 Write an online profile describing your interests following these instructions:

- Create sections about each area of interest (hobbies, clothes, movies, etc.).
- Write a short paragraph about each. Describe routines and things you are doing around now.

5 In pairs, exchange and correct your work.

Writing Tip

Punctuation

Remember to use capital letters at the beginning of names of people, songs, movies, places, etc.



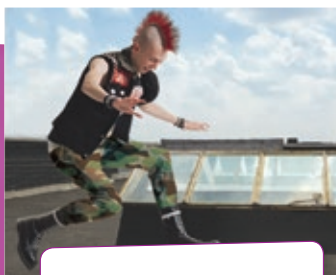
Music and Fashion

There is a strong link between music and fashion. We can often associate certain types of music with a particular type of clothing or hairstyle.

In the 1960s, hippies listened to protest songs that talked about peace and love. Hippie-style consisted of peace symbols printed on old T-shirts and long hair. The practice of printing messages of protest or support on T-shirts is still common.

Biker culture influences rock fashion: a leather jacket over a simple T-shirt, torn jeans and studded belts. Bands such as Guns n' Roses and Aerosmith wear these types of clothes.

Punk became popular in the 1970s, and some people still follow punk style today. Famous punk bands include the Sex Pistols from London, and the Ramones from New York. Military boots and coats, safety pins on a torn T-shirt, together with a dyed Mohawk hairstyle are common features.



Singers like Madonna and George Michael influenced 1980s fashion, which is becoming popular again. When we walk down the street, we can see girls wearing skirts over leggings, and lots of accessories such as multiple bracelets.

1 Read the article and label the pictures with the correct style or fashion.

2 Answer the questions.

a. How are music and fashion connected?

b. What things does the article say people can do with T-shirts?

c. How are punk and rock fashions similar?

d. Which styles do we still see today?



3 In groups, discuss the questions. Use a dictionary if necessary.

a. Do you know any other fashion styles that are influenced by music? Make a list.

b. What types of clothing do people who follow these styles wear?

c. Which style is most popular where you live?

4 Choose which music fashion you prefer. Explain why you like it.

Favorite Styles Presentation

1 Ideas Session

- ✓ In groups, think of fashion styles or designs you like (emo, sporty, comfy, etc.).
- ✓ Think of ideas for adding to or improving the style. Be creative, and design a new style if necessary. Make a list of clothes and colors you will use.

2 Plan Your Designs

- ✓ In your groups, sketch and describe your ideas. Check each other's work, and change and improve your designs.
- ✓ When you are happy with the designs, make notes describing them.
- ✓ If you have the clothes you need for your favorite style, bring them to the next class.

3 Prepare Your Style Presentation

- ✓ In your groups, put together your drafts and copy them onto a sheet of poster paper. Write the report questions and make sure the layout is logical and easy to read.
- ✓ Ensure that the results are presented correctly and easy to follow.
- ✓ Check each other's work.

4 Present Your Style

- ✓ Do a presentation. Describe your designs to the group.
- ✓ Ask and answer questions about each other's designs.
- ✓ Vote for the best design.

Web

Find different tips to become a fashion designer by entering the code **Ti7P042** at:
<http://codigos.auladigital.cl>



Self-Monitoring

1 Complete the rubric with examples.

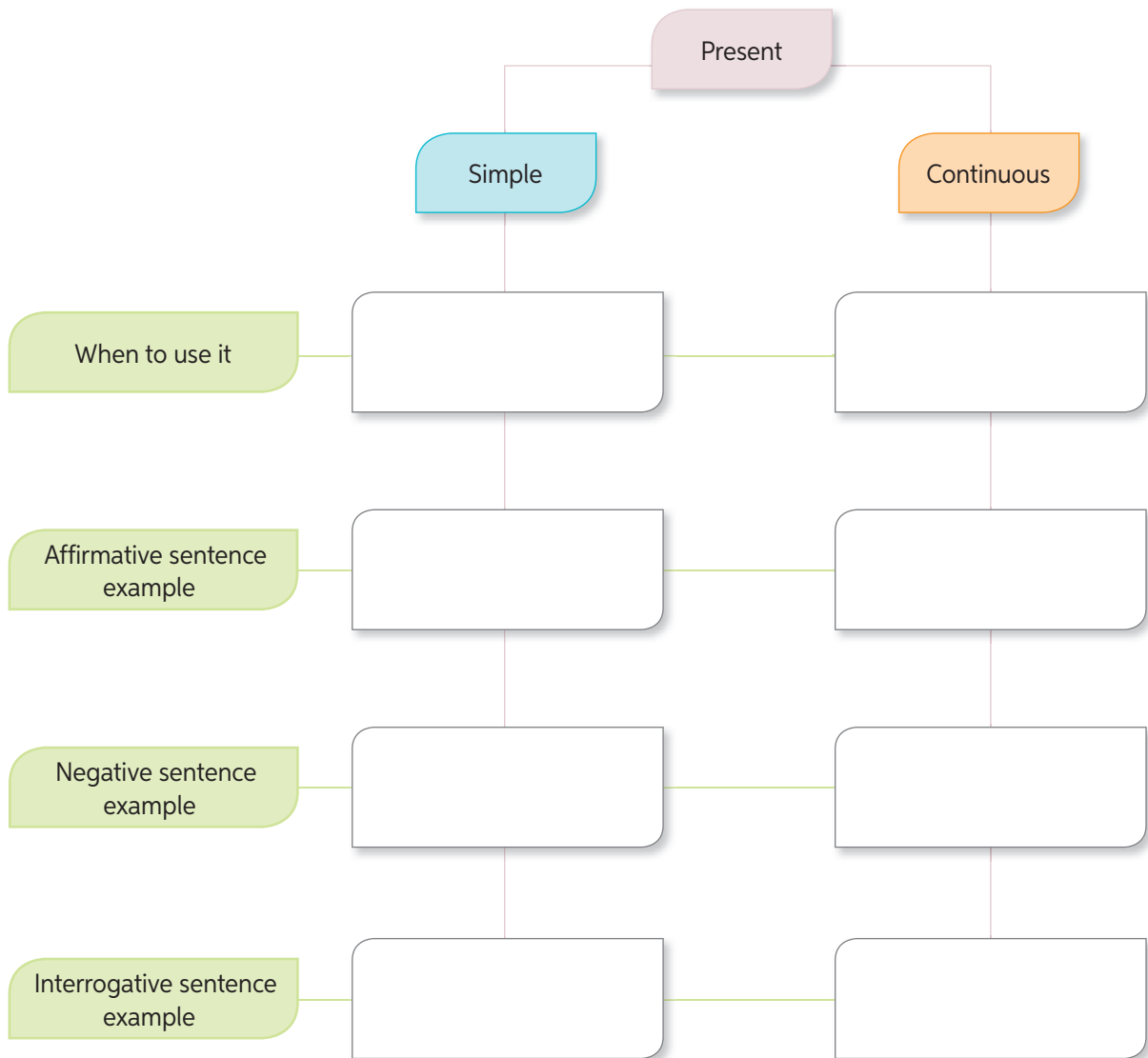
	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
Content				
Creative process	More than 3 sketches.	More than 2 sketches.	More than 1 sketch.	Only 1 sketch made.
Description of designs				
Creativity of layout				
Team work				
Division of tasks				
Cooperation with team				
Group feedback				
Public Speaking				
Voice and tone				
Use of visual aids				
Connection with the audience				

2 Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Creative process		Division of tasks		Voice and tone	
Description of designs		Cooperation with team		Use of visual aids	
Creativity of layout		Group feedback		Connection with the audience	
Total		Total		Total	
Total Score					

3 Before you go on, discuss your results with the class. What do you need to improve on?

- 1** Complete the mind map with ideas from the unit. Remember to use the vocabulary related to free time and fashion styles.



- 2** Compare your mind map with a classmate to check the differences. Is there only one correct answer for each box?

1 Read the report and write T (*true*) or F (*false*). (5 points)

Obesity in Latin America

Obesity in Latin America is an increasing problem. More and more children and teens are becoming overweight or obese.

There are many possible causes for this problem. These include an increase in urban living, dietary changes towards unhealthy US-style snacks, and a more sedentary lifestyle that involves watching TV and playing video games.

In Mexico, Congress passed legislation in 2010 in order to decrease the amount of junk food schools sell to children. Specialists also suggest that schools should provide students with at least thirty minutes of exercise per day.



- ___ One reason for obesity in children is the amount of junk food they eat.
- ___ Another reason is living in cities.
- ___ Watching TV and playing video games are examples of an inactive lifestyle.
- ___ The Mexican government wants to increase the sale of junk food in schools.
- ___ The article suggests that students should do more exercise at school.

2 Circle the correct words to complete the sentences. (4 points)

- What ___ you ___ now?
 - do / wear
 - are / wearing
 - is / wear
- I _____ my basketball uniform.
 - 'm wearing
 - 're wearing
 - 's wearing
- What ___ you ___ in your free time?
 - are / do
 - do / do
 - do / doing
- I usually _____ with my friends.
 - hanging out
 - to hang out
 - hang out

Before you Go On

- Go back to page 15 and check your predictions about the unit. Use the space below to reflect on your predictions. Were you correct?

- Go back to page 19 and see the strategies you chose to apply in the unit. Give examples of activities where you used them:

Listening strategies:

Speaking strategies:

Reading strategies:

Writing strategies:

- Did you use any other strategy that was not on the list? Write it here and remember it for the future.

- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss your answers with the class.



Unit 2 Communication

In this unit I will learn to...

Integrate skills to communicate orally and in writing, to understand English better and achieve communicative competence for making invitations.

Lesson 3

Oral Communication

- Listen to and understand a telephone conversation about parties.
- Express desire and necessity.

Reading

- Read and understand an informative internet article.
- Express quantity.

Writing

- Write an e-mail invitation.

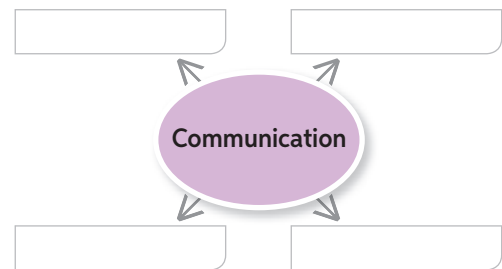
Attitudes

- Show a positive attitude towards my own ability to learn and use the language. Respect my own achievements and those of others.

BEFORE YOU START



1. Look at the photo and the title and use them to discuss the topic of the unit.
2. How do you think the people in this photo communicate with each other? And with older people?
3. Find the following items in the unit.
 - A photo of a **pillow**:
Lesson _____, page _____
 - A text about **the dictionary**:
Lesson _____, page _____
 - An activity about **writing an essay**:
Lesson _____, page _____
4. What do you think you will learn in this unit? Complete the diagram with possible contents.



5. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
6. Read the objectives for each lesson. Do you think these are practical?

Lesson 4

Oral Communication

- Listen to and understand a short talk about communication.
- Give and ask for information.

Reading

- Read and understand a manual.
- Check words in a bilingual dictionary.
- Identify different parts of speech.

Writing

- Write a short essay about the importance of languages.

Attitudes

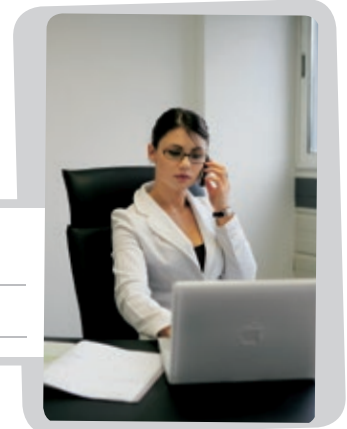
- Show interest for my own constant and independent learning process. To be able to contribute to personal and collective development.

LET'S START

1 Look at the photos and complete with your ideas about them.



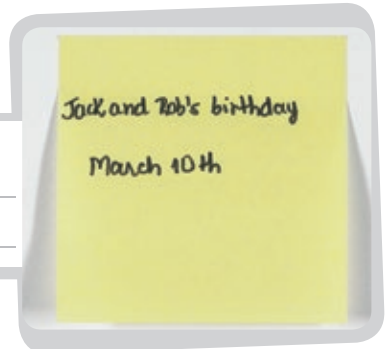
a. Amanda has some



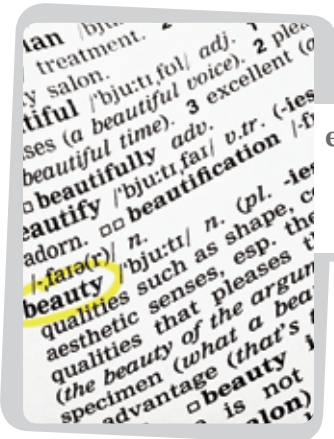
b. She is



c. They



d.



e.



f.

2 Discuss the following questions.



- What do the pictures have in common?
- Do you think written communication is as important as spoken language?
- What can you do to improve your communication in English?

3 Match the sentences with the same meaning. Pay special attention to the words in bold.

<p>Could you RSVP before tomorrow? <input type="radio"/></p>	<p>Let us know you are coming by sending an e-mail. <input type="radio"/></p>
<p>Please, RSVP to the e-mail below. <input type="radio"/></p>	<p>I did not say I was going to the birthday. <input type="radio"/></p>
<p>I forgot to RSVP to my cousin's birthday. <input type="radio"/></p>	<p>Can you confirm you are coming soon? <input type="radio"/></p>
<p>It is considered bad etiquette to be late to meetings. <input type="radio"/></p>	<p>I don't get the protocol you have to follow at weddings! <input type="radio"/></p>
<p>Etiquette dictates that in Britain you say "hi" by shaking hands. <input type="radio"/></p>	<p>People think it is bad manners to be late for meetings. <input type="radio"/></p>
<p>I don't understand wedding etiquette! <input type="radio"/></p>	<p>Social rules says that British people say "hi" with a handshake. <input type="radio"/></p>
<p>Get in touch with me about the party! <input type="radio"/></p>	<p>I recommend you contact the person in charge. <input type="radio"/></p>
<p>I suggest you get in touch with the manager. <input type="radio"/></p>	<p>Let me know if there is a party later! <input type="radio"/></p>
<p>How do you get in touch with your parents? <input type="radio"/></p>	<p>How do you communicate with your mom and dad? <input type="radio"/></p>

4 Now, write synonyms for each word.

RSVP: _____

Etiquette: _____

Get in touch: _____

Learning to Learn

This lesson will be about communication: means of communication, invitations, and language itself.

What I know	What I want to know	What I learned

- Do I like the topic of this unit? Why or why not?

- How can I learn English related to this topic?

Listening to _____

Reading about _____

Writing about _____

Speaking about _____

- What strategies can I use to excel in each area?

Listening strategies:

- Make predictions using pictures
- Read through the task before listening
- Do not try to understand every word

Writing strategies:

- Plan your work before beginning
- Prepare a draft
- Proofread the text after written

Reading strategies:

- Read the introduction and conclusion first
- Read quickly once
- Write a summary of the text

Speaking strategies:

- Do not translate
- Explain or use a synonym when you don't remember a word
- Verify that the listener understands you

Happy Birthday!

In this lesson you will listen, speak, read and write about celebrations through telephone conversations and articles.

How would you invite your friends to a party? What do you need to include?

Before Listening A Telephone Conversation

- 1 Look at the pictures and predict:
 - a. What types of parties can you see?
 - b. What do you think guests need to bring?



While Listening

- 2 Listen (12) to the telephone conversation. Mark (✓) the type of party Julie invites Jim to. Were your predictions from exercise 1 correct?

- 3 Listen again and answer the questions.
 - a. What time and day is the party? _____.
 - b. Where is the party? _____.
 - c. Does Jim want to go to the party? _____.
 - d. What does he need to do? _____.
 - e. What two things does he need to bring? _____.

Listening Tip

Intonation

The rising intonation of questions helps you to identify the relevant information you need.

After Listening



- 4 In pairs, discuss if you would like to go to Julie's party. Give reasons.

Pronunciation Tip

Contractions

Contractions are very common in spoken English, but not so common in written English.

I'm - I'd - It's - That's

- 5 Write the correct contraction from the box next to the sentence. Then listen (13) and check.
 - a. _____ It is Julie.
 - b. _____ That is right!
 - c. _____ I would love to come.
 - d. _____ I am having a party.

Speaking Task Expressing Wish and Necessity

1 Read the examples and match them to their functions.

- | | |
|---|----------------------------------|
| a. "Would you like to come?"
"Yes, I'd love to." | _____ Expressing necessity. |
| b. "Could you bring some chips?"
"Yes, I can." | _____ Inviting and accepting. |
| c. "I need to check with my
parents." | _____ Requesting and responding. |

Grammar

See page 174.

2 Underline the correct option.

- | | |
|--|--|
| a. <i>Could / Would</i> you like to come to a party? | e. Yes, of course I <i>can / need</i> . |
| b. Yes, I <i>would / can</i> love to. | f. <i>Could / Would</i> I bring a friend? |
| c. Do I <i>need to / should</i> bring anything? | g. Yes, you <i>can / would</i> . |
| d. <i>Need / Could</i> you bring some soda? | h. You <i>need to / would</i> tell me if you can come. |

3 Number the sentences in order to create a dialogue.

- | | |
|---|----------------------------------|
| _____ Could you bring some soda and chips? | _____ It's at my house at 4 p.m. |
| _____ Do you need me to bring anything? | _____ Great! Bye. |
| _____ Sure. I'll see you on Saturday. | _____ I'd love to. Where is it? |
| _____ Hi. Would you like to come to my party on Saturday? | |



4 In pairs, choose a type of party you would like to have and write notes about it so you can create a dialogue. Follow the instructions.



Student A

- Greet your friend and invite him or her to a party.
- Say when and where the party is.
- Ask your friend to bring something.
- Say good-bye.



Student B

- Accept the invitation and ask when the party is.
- Say you want to go.
- Ask if it is necessary to bring anything.
- Confirm that you will bring something.
- Say good-bye.

Speaking Tip

Hesitation

Even native speakers doubt about what to say. Use the correct temporal fillers such as *so...*, *well...*, or *okay...* to make some time.

5 Practice your dialogue.

Before Reading An Internet Article

- 1 Make predictions about the text and then go to question 2.
 - a. When do people send invitations and cards?
 - b. What special occasion can you see in the picture?



http://www.partyinvitations.org

Invitations and Cards ⁽¹⁴⁾

Home

Invitation

Gallery

Contact

What is the most important day of the year for you? Your birthday, of course! A lot of people like to celebrate their birthdays with friends and family. How do you organize a good party? First, you have to invite the people you would like to be there! How many friends do you want to invite? Sending invitations is an important stage in organizing a successful party. Everybody loves receiving an invitation.

If you are having a themed party, you can design your invitation in a similar style to your theme. Here are some popular party themes:

A Slumber Party or Camping Party

This is when you invite a few friends to sleep overnight. You can have the party inside or outside. Make all the necessary preparations. How much food do you need?



While Reading

2 Read the text quickly and answer the questions.

- a. Who do people celebrate their birthdays with? _____.
- b. When do people send you party invitations? _____.
- c. What types of themed parties are mentioned? _____.

3 Write the words in the correct columns.

soda – sleeping bag – toothbrush – intermission – ice-cream – pajamas

Slumber or camping party	Movie party

A Movie Party

Maybe you would like to watch a movie with your friends. Remember to have intermissions to eat popcorn and ice-cream and to drink some soda.

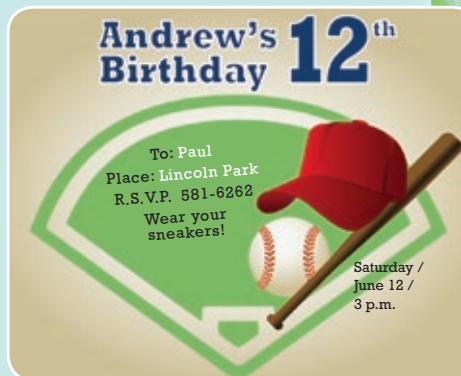


A Pool Party or Sports Party

Organizing your party at a pool or on a sports field can be very exciting for your friends. There are many different possibilities, but check your invitation before you send it. Are you missing any information?



For all types of parties, it is important to make an attractive invitation. Sprinkle them with a little glitter, make them colorful, but keep them simple. Always use polite language, and make your friends feel like they are invited to the event of the year—which it is!



4 Look at the invitation. Write the correct letters next to the different sections.

- a. Location of the party.
- b. Time of the party.
- c. Clothing.
- d. Things you need.
- e. Contact details.

5 Answer the questions.

- a. Why do invitations include an RSVP?

- b. What do people need to bring to a slumber party?

- c. What do people do if they are invited to a party?

- d. What information is essential to include in an invitation?



After Reading

6 Read the sentences and write the names of the types of party.

- a. You eat popcorn at a _____.
- b. You wear pajamas at a _____.
- c. You wear a swimsuit at a _____.
- d. You play soccer with your friends at a _____.



7 Speaking • Coming to a Consensus.

- a. In pairs, look at pages 56 and 57. Think about the different types of invitations and plan an invitation to send to a friend.
- b. Make notes.

- Friend's name and birthday:

- Friend's interests:

- How you would design his or her birthday invitation:



Reading and Vocabulary

- 1** Look at pages 56 and 57. Mark the sentences T (*true*) or F (*false*).
 - a. _____ Someone's birthday is not an important event.
 - b. _____ You can have a theme for your party.
 - c. _____ RSVP on an invitation means you have to reply.
 - d. _____ People always love invitations from friends.
 - e. _____ Some people like to watch movies when they have a party.

- 2** Look at Paula's invitation on page 58 and answer the questions.
 - a. Who is the invitation for?

 - b. Where is it going to take place?

 - c. What time is the party?

 - d. What kind of party is it?

 - e. What do Paula's friends have to take?

- 3** Look at the picture and write as many words related to the party you can find.

- 4** Answer and discuss the questions.

- a. How much have I learned about party vocabulary?
- b. Would you be able to invite your friends to a real party in English?
- c. Who would you invite?

Discuss



Language Focus Quantifiers

Grammar

See page 174-180.

1 Read the sentences and underline the nouns.

- How many friends do you want to invite?
- I have a lot of friends.
- There is no need to bring any snacks.
- How much food do you need?
- Sprinkle them with a little glitter.
- Eat some popcorn.
- I want to invite a few friends.
- Are they missing any information?
- Some cards can be cute.
- There aren't any balloons.

2 Classify the nouns in the two columns below. Can you count them or are they uncountable?

Countable (C)	Uncountable (U)

3 Fill in the chart to show which quantifiers are used with Countable (C) or Uncountable (U) nouns. Say if we use the words in affirmative (+), negative (-) or interrogative (?) sentences.

Quantifier	C	U	+	-	?
much					
many					
some					
any					
a few					
a little					
a lot of					



4 Underline the correct options.

- a. "How *many* / *much* friends did you invite?" "Only a *few* / *little*. It was a small party."
- b. "Is there *any* / *few* soda?" "Yes, there is *some* / *any* in the kitchen."
- c. "How *much* / *many* birthday cake do you want?" "Just a *little* / *few*. I'm full!"
- d. There are a *lot of* / *little* chips, but there isn't *any* / *some* popcorn.



5 In pairs, describe a party you went to. Talk about the amount of people, food and drink, and entertainment there was. Use quantifiers.

Reading Task An Article



- 1 In pairs, discuss what party games you know.
- 2 Read the article and label the games.

Glossary

See page 187.

Twist and Drink - Flashlight Limbo - Treasure Hunt



Party Games


In the US



What party games do you like to play? Games are important for the success of any party. Here are some ideas for having fun and creating a great atmosphere.

(1)

This is a great game for slumber parties. First, play some music. Then, two people stand four to five feet apart and shine two flashlights directly at each other. The idea is for each person to raise or lower the beam of light. A third person then tries to bend over backwards, or "limbo" under the beam, without breaking it!

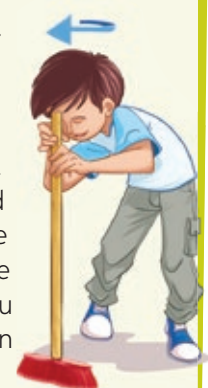



(2)

This game can be played at home, in a park, or anywhere safe. You need to prepare for this game. Collect a group of not-too-large objects. Distribute the names of the items in two lists. Hide the objects around the area where you are playing the game. Write a clue about where each object is. Form two teams and give each team a list and a set of clues. The first team to find all of the objects wins!

(3)

You can play this game outdoors on grass. Stand twenty to thirty feet away from a chair with a cup of water on it. Stand a broom upright, and have one participant place his or her forehead on the top of it. Another person keeps time. Spin around in circles, keeping your forehead on the handle. After thirty seconds, run to the chair and drink the water. Be careful... you will be dizzy and can fall over. The person who gets to the water and drinks it the fastest is the winner!





3 Mark the sentences T (true) or F (false).

- a. ____ You play Flashlight Limbo in pairs.
- b. ____ In Flashlight Limbo, you have to jump over the beam of light.
- c. ____ You always play Treasure Hunt indoors.
- d. ____ It is difficult to run in a straight line in Twist and Drink.
- e. ____ In Twist and Drink, everybody always falls over.



4 In groups, create a party game. Then share your ideas with the class.

Writing Task An E-mail Invitation

1 Read and complete the e-mail with the words in the box.

RSVP - could - like - need - address

Reply

Forward

Delete

Inbox

Compose

Addresses

Logout

To:

Subject: Next | Back

Hi Jenny,

I'd _____ (1) to invite you to my birthday party next week! It's on Saturday, May 7 at my house and a few friends are coming. We are going to watch a few movies. There is no _____ (2) to bring any snacks because there will be lots of popcorn and candy!

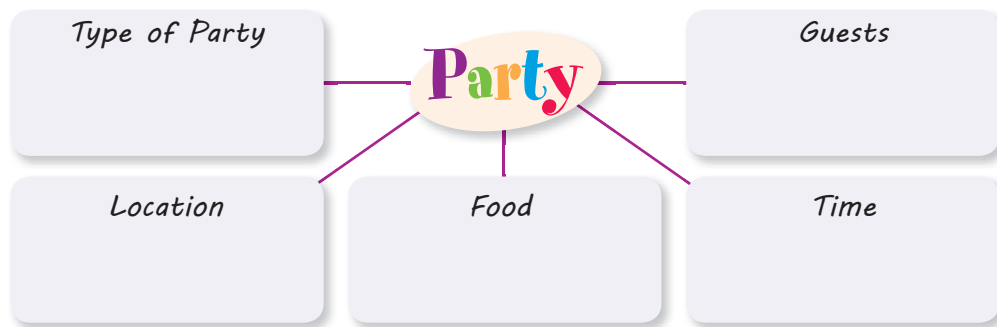
My _____ (3) is 231 Winterfield Road. _____ (4)

you please let me know if you can come?

Hope to see you there! Lucy

_____ (5) : 462-2314

2 Plan your own party. Make notes in the bubbles.



3 Write an e-mail invitation to a friend. Read the tips.

Writing Tip

Punctuation

Remember to use capital letters at the beginning of names of people, songs, movies, places, etc.

- Include all of the essential information from your notes.
- Use polite language.
- Make sure the e-mail is friendly.

4 In pairs, exchange and check your invitations. Correct your e-mail and write a final version.

Steps to writing

See page 13.

Cultural Etiquette



Do you know how to act when visiting another country? All over the world, what you do when meeting or greeting someone is sometimes more important than what you say.

For example, in Argentina, a handshake and a nod show respect when meeting someone for the first time. A hug and a kiss on the cheek are acceptable between friends. Argentines stand close to one another when speaking. However, people see the “OK” or thumbs-up sign as insolent.

On the other hand, the British are very reserved. Sometimes they can appear too formal when in fact they are friendly. Handshakes are light, not strong.



British people generally do not show affection in public, and hugging and kissing is for close family and friends. They think it is not polite to stare at people.

Finally, in Japan people are even more reserved. A handshake is appropriate when meeting, but there is little or no eye contact. Sometimes, Japanese people bow when meeting to show respect. Nodding is important because it shows you are listening to what someone is saying.

So remember, when you visit a new country, check the cultural etiquette first. It can help you prevent from some embarrassing situations!



- 1** In pairs, describe what the people are doing in the pictures. Use some of the words in the box.

bow - hug - shake hands - “thumbs up” - nod - kiss

- 2** Read the article and make notes in the table. Complete the last row with notes about your country.

Country	Meeting and greeting	Body language	Inappropriate behavior
Argentina			
Great Britain			
Japan			
Your country			



- 3** In groups, discuss the questions.
- Which country’s meeting and greeting etiquette is most similar to yours?
 - Why is social etiquette important?

A Party Plan

1 Ideas Session

- ✓ In groups, pick a theme. Decide what type of party you are going to have (pool party, slumber party, movie party, etc.).
- ✓ Make notes about specifics. Use the categories in the chart.

Who you will invite	
Food	
Place	
Activities	



Web

Find fun games to play at your party by writing the code **Ti7P064** at: <http://codigos.auladigital.cl>



2 Make the Invitations

- ✓ Make sure your invitations include all the essential information.
- ✓ Decorate your invitation with appropriate images.

3 Send and Respond

- ✓ Send your invitations to the other groups.
- ✓ Write a response to each invitation you receive. Accept or refuse the invitation. Remember to be polite.
- ✓ Check your responses with your group and then give them to the group that sent you the invitation.



4 Display and Read

- ✓ Display your invitations and responses around the classroom. Walk around and read all of the responses.
- ✓ The class votes for the best party, and check which one had the most positive responses.

Self-Monitoring

1 Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
Invitations				
Clarity of information	Five items explained.	Four items explained.	Three items explained.	Less than three items explained.
Originality of party				
Design of invitation				
Team work				
Division of tasks				
Cooperation with team				
Group feedback				
Responses				
Grammar				
Politeness				
Spelling and punctuation				

2 Assess your performance.

Invitations	Me	Team work	Me	Responses	Me
Originality of party		Division of tasks		Grammar	
Clarity of information		Cooperation with team		Politeness	
Design of invitation		Group feedback		Spelling and punctuation	
Total		Total		Total	
Total Score					

3 Before you go on, discuss your results with the class. What do you need to improve on?

LESSON 4 Look it up!

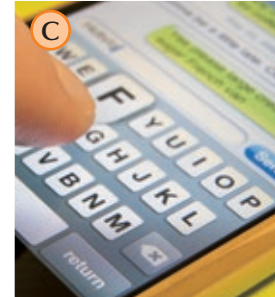
In this lesson you will listen, speak, read and write about bilingual dictionaries.

How do people communicate in your country? What about other countries?

Before Listening Modern Communication Talk

1 Label the pictures with these phrases.

a message on the fridge door - a text message - sticky note



While Listening

2 Listen (17) and answer the questions.

- How do mothers communicate with their children? _____.
- What ways of sending messages are mentioned? _____.

After Listening

3 Match the two parts of the sentences. Then listen again and check.

- Many people post their messages _____ letters these days.
- Very few young people write _____ cell phones.
- Many children own _____ on the fridge door.

4 Listen (18) to the word pairs. Is the pronunciation of h the same or different in the two words?

Word	Same	Different
a. have - hour		
b. house - history		
c. honest - honor		

Speaking Task Asking for and Giving Information

- 1** Read the dialogue and mark who is giving information (GI) and who is asking for information (AI).



- 2** Match the questions and answers.

- | | |
|---|---------------------|
| a. Do you have a cell phone? | ___ Yes, she does. |
| b. Does your mother leave you messages? | ___ No, he doesn't. |
| c. Does your father send text messages? | ___ No, I don't. |
| d. Does your grandmother send e-mails to her friends? | ___ Yes, I do. |
| e. Do you write messages on sticky notes? | ___ Yes, she does. |

- 3** Complete the rules.

- a. With *he, she* and *it*, we use _____.
- b. With *I, you, we* and *they*, we use _____.



- 4** In pairs, complete the dialogue and practice saying it with your partner.

Do - like - do - doesn't - Does - don't - does

- A: Do you _____ to leave messages on people's phones?
(1)
- B: To my friends, but I _____ send messages to my mother.
(2)
- A: Why not?
- B: Because she _____ have a cell phone.
(3)
- A: _____ your father have a cell phone?
(4)
- B: Yes, he _____. He needs it for his job.
(5)
- A: How _____ you get in touch with your friends?
(6)
- B: I write e-mails. _____ you?
(7)
- A: Yes, I do, too.



- 5** Personalize the dialogue with a classmate. Talk about the way you communicate with your friends and relatives.

Before Reading A Manual

- 1 Look at the text and discuss the questions.
 - a. What do you use a dictionary for?
 - b. What can you find in a dictionary?
 - c. How do you use a dictionary?

Using a Bilingual Dictionary



- a
- b
- c
- d
- e
- f
- g
- h
- i
- j
- k
- l
- m
- n
- o
- p

absurd

absurd UK: /əb'sɜ:d/ US: /-'sɜ:d/ *adj* ⇨ absurdo, da

abuse¹ /ə'bju:s/ **n** [C, U] **1** ⇨ abuso: *an abuse of power* - un abuso de poder **n** [U] **2** ⇨ insultos **3** ⇨ malos tratos

abuse² /ə'bju:z/ [**abused, abusing**] *v* [T] **1** ⇨ abusar de **2** ⇨ insultar ⇨ ofender **3** ⇨ maltratar

accelerate UK: /ək'sel.ə.reɪt/ US: /-'æ.ri/ [**accelerated, accelerating**] *v* [T, I] ⇨ acelerar

accent /'æ.k.sənt/ **n** [C] **1** ⇨ acento: *She speaks Spanish with a French accent* - Habla español con acento francés **2** (*en ortografía*) ⇨ tilde: *He says that the accent doesn't exist in English* - Dice que en inglés no existe la tilde; ⇨ acento

↑ **accept** /ək'sept/ **v** [T, I] **1** ⇨ aceptar ⇨ aprobar **2** ⇨ acoger **3** ⇨ aceptar ⇨ admitir **4** ⇨ confesar ⇨ reconocer ■ to accept + (that) ■ La primera **c** se pronuncia como una **k** y la segunda como una **s**

Do the words *big* and *small* come before or after this page?
What part of speech is *accent*?

accompaniment /ə'kʌm.pə'nɪ.mənt/ **n** [C, U] **1** (*en música*) ⇨ acompañamiento **2** (*en una comida*) ⇨ agregado

accompany /ə'kʌm.pə.nɪ/ [**accompanies, accompanied**] *v* [T] **1** (*form*) ⇨ acompañar: *to accompany sb to a place* - acompañar a alguien a un sitio **2** (*en música*) ⇨ acompañar

accomplice UK: /ə'kʌm.plɪs/ US: /-'kɑ:m-/ **n** [C] ⇨ cómplice

according to *prep* ⇨ según: *According to him, the fire was arson* - Según dice él, el incendio fue provocado

accordion UK: /ə'kɔ:di.ən/ US: /-'kɔ:r-/ **n** [C] ⇨ acordeón: *to play the accordion* - tocar el acordeón

↑ **account** /ə'kaʊnt/ **n** [C] **1** ⇨ cuenta bancaria **2** ⇨ factura **3 on - of** ⇨ a causa de **4 to take sth into** - ⇨ tener algo en cuenta

accountant UK: /ə'kaʊn.tənt/ US: /-'tʌnt/ **n** [C] ⇨ contador,-a

accounts /ə'kaʊnts/ **n** [PL] ⇨ cuentas

accumulate /ə'kju:.mjʊ.leɪt/ [**accumulated, accumulating**] *v* [T, I] ⇨ acumular(se)

accusation /,æk.ju'zeɪ.ʃən/ **n** [C, U] ⇨ acusación: *a false accusation* - una acusación infundada

accuse /ə'kju:z/ [**accused, accusing**] *v* [T] ⇨ acusar: *to accuse sb of committing a crime* - acusar a alguien de cometer un

While Reading

2 Read the text and mark the sentences T (true) or F (false).

- ___ Entries are the words listed in a dictionary.
- ___ The past and past participle of verbs are not included in a dictionary.
- ___ *I'll take a rain check* is an idiomatic expression.
- ___ A dictionary helps you understand different situations.
- ___ It is important for a language learner to have a dictionary.

A bilingual dictionary is a reference book. It can be used by anyone who needs to communicate in two languages.

Find a word

The *entries* are the words that are listed in the dictionary. They usually appear in bold, and they always appear in alphabetical order.

Classify the word

Dictionaries always tell you what part of speech each entry is. There is usually a section at the beginning of the dictionary with a list of abbreviations that are used in the dictionary and tells us what they mean.

These are some common abbreviations:

n	noun (<i>man, Tuesday</i>)
v	verb (<i>eat, go</i>)
pron	pronoun (<i>he, she, it</i>)
adj	adjective (<i>pretty, small</i>)
adv	adverb (<i>quickly, slowly</i>)
prep	preposition (<i>in, on, at</i>)
conj	conjunction (<i>or, because</i>)

Find out how to say a word

Most dictionaries show you how to pronounce a word. This usually comes between two diagonal lines and in phonemic script—for example, *hat/hæt/*. Each symbol represents a specific sound and the accents mark the stressed syllables.

Find other forms of words

Entries also include different forms of a word. For example, they provide the past and the past participle of verbs (*give, gave, given*). You use this section to expand your vocabulary and to find the correct way to use prefixes (*re-, un-*) and suffixes (*-ment, -tion*).

Find synonyms

Some dictionaries also include a synonym for the entry. *Small* and *little* are synonyms.

Find phrasal verbs

Some verbs change their meaning when they are used with specific prepositions. These are called phrasal verbs. Sometimes the same combination of words can have different meanings depending on the context, i.e. *She takes off (removes) her sweater. A plane takes off (leaves the ground) every hour.*

Find idiomatic expressions

Some bilingual dictionaries also include the meanings of common idiomatic expressions. There are times when the idiomatic expression is useful and necessary to explain something. It is easier to say *I'll take a rain check* than *I'm afraid I can't go out today but maybe some other time*. It is important to understand idiomatic expressions and to be able to read and write them correctly.

The bilingual dictionary helps you to understand different situations and is a must-have for any language learner.

3 Find examples on pages 68 and 69.

- a. Phonemic script for a word

- b. A synonym of little

- c. A phrasal verb

- d. An idiom



4 In pairs, answer the questions about the text on pages 68 and 69.

- a. Who uses bilingual dictionaries?

- b. Why do they use them?

After Reading

5 Look at the dictionary entries and complete the table with the correct spellings of other words in US and British English.

Vocabulary Tip

American vs. British spelling

There are some well-known spelling differences between American and British English, i.e. -or / -our when used in words like color / colour and -er / -re endings to words like center / centre. It is important to recognize the most common ones.

center (BrE) centre /sentər/ n centro

color (BrE) colour /kʌləɹ/ n color

traveler (BrE) traveller /trævlər/ n viajero

Glossary

See page 187.

US	British	Translation
counselor	c. _____	_____
honor	d. _____	_____
a. _____	favourite	_____
b. _____	metre	_____
theater	e. _____	_____

6 Write the translations. Use your dictionary or Glossary to help you.



7 Speaking • Group Discussion.

- a. Do you use a bilingual dictionary? Why or why not?
- b. When do you use a dictionary?
- c. How could you use the dictionary better?

Reading and Vocabulary

1 Read the text on pages 68 and 69, and answer the questions.

a. How does the dictionary arrange entries?

b. What information can you find in a bilingual dictionary?

- Translations _____
- _____
- _____
- _____

c. What do accents in phonemic script represent?

d. Where can we usually find a list of abbreviations?

2 Label the dictionary entries.

- a. entry b. pronunciation c. example of use
d. translation e. part of speech

understand /ʌndə'stænd/ v

entender; I understand

the dictionary better now

translation /træns'leɪʃən/ n

traducción; This is an excellent

translation of Cervantes

3 Look at the picture and write sentences about it using new words you find in a dictionary. Compare with your class.

4 Discuss the questions.

- a. How do you learn and remember new words in English?
b. Which English words are similar to Spanish words?

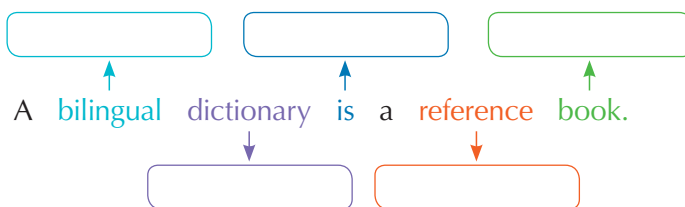


Language Focus Parts of Speech

1 Complete the table with the parts of speech. Use the text on pages 68 and 69.

Part of Speech	Function	Examples
	Show actions or being	be, go, learn, jump
	Name persons, places, things, or ideas	table, dog, happiness
	Describe nouns and pronouns	pretty, old, blue
	Describe verbs, adjectives, and other adverbs	very, always, quickly
	Indicate time, place, or position	up, down, at
	Take the place of nouns	I, they, him, her
	Join words and phrases	and, but, because

2 Label the parts of speech in the following sentence.



3 Write the part of speech of the underlined word.

- a. _____ We took an express train.
- b. _____ I am running a marathon next month. I train every day.
- c. _____ She is never hungry, so she only eats light snacks.
- d. _____ Turn on the light, I can't see anything.
- e. _____ Everyone left the building quickly when they heard the fire alarm.
- f. _____ Turn left at the next corner.

4 Look at the example and describe the pictures using different parts of speech.



It runs quickly.
it—pronoun, *run*—verb, *quickly*—adverb

Reading Task A Quiz

Crazy English Quiz



Over one billion people speak English in the world today. Over 700 million of these people speak English as a foreign language. You are one of them!

English is a crazy language. Think about it—there is no ham in hamburger, and a guinea pig is neither from Guinea nor is it a pig. A vegetarian eats vegetables, but what does a humanitarian eat? And why do we have noses that run and feet that smell?

Try our Crazy English quiz and learn about some special English words.

- Which is the longest one syllable word in the English language? ____
- Which is the longest English word that does not contain a vowel? ____
- Which common word has all of its letters in alphabetical order? ____
- Which is the most common noun in the English language? ____
- Which word is a palindrome (you can read it the same way in either direction)? ____
- Which word only contains letters from the second half of the alphabet? ____
- Which word only contains letters from the first half of the alphabet? ____
- Which word contains the five vowels in alphabetical order? ____



1 screeched

2 racecar

3 facetious

4 time

5 soup spoons

6 almost

7 rhythms

8 fiddledeedee

1 Read and answer the magazine quiz.



2 In pairs, check your answers.



3 In groups, read the introduction to the quiz again and discuss the questions.

- What things do you find strange or illogical about the English language?
- Which words or phrases do you find amusing?
- Which is your favorite word or phrase? Why?



Answers a. 1 b. 7 c. 6 d. 4 e. 2 f. 5 g. 8 h. 3

Writing Task An Essay

1 Skim the essay and write the correct title from the options below.

- a. English in My Country
- b. The Importance of English
- c. Travel English

I am Mexican and my first language is Spanish. I speak Spanish with my family and friends every day. However, at school I have to learn English for three hours every week. Why is it important that I learn English?

People speak English all over the world - more than any other language except Mandarin Chinese. English is the international language of business, science, technology, banking, medicine, and more. It can also be fun. A lot of great music is in English, as well as movies and TV shows.

I want to speak English because I want to travel to other countries and communicate with people. I also have family in the US, and I want to have conversations with them.

For all of these reasons, I think English is a very important language to learn. I also think that learning English will help me get a job when I leave school.

2 Read the essay and write a list of reasons for learning English.

Writing Tip

Checking

When writing in English, check vocabulary and spelling in your dictionary or glossary.

Steps to writing
 See page 13.



3 In pairs, study the tips for writing an essay.

- Answer the question and focus on the topic.
- Give your essay a clear structure: introduction, arguments, and conclusion.
- Use appropriate connectors in order to add, contrast, or give reasons.

4 Write an essay to answer the question.

How can you improve your English?

5 In pairs, exchange and correct your work.

6 Write a neat version of your essay.

History of the English Language



The main difference between Early Modern English and Late Modern English is vocabulary. Late Modern English has many more words. In the 19th and 20th centuries the Industrial Revolution and technology created a need for new words. Also, the English language adopted foreign words from many different countries.



In 1066, William the Conqueror, the Duke of Normandy (part of modern France), invaded and conquered England. As a result, French became the language of the Royal Court and the ruling classes. However, the lower classes continued to speak a type of English. This language, called Middle English, became dominant in Britain in the 14th century.



During the 5th century AD, three Germanic tribes — the Angles, the Saxons, and the Jutes — invaded and stayed in Britain. These tribes spoke similar languages, which developed into what we call Old English. Native English speakers today do not understand most Old English. However, half of the most common words in Modern English have Old English roots.



Today, American English is extremely influential. US culture dominates cinema, television, popular music, trade, and technology. But there are many other varieties of English around the world. These include Australian English, New Zealand English, Canadian English, South African English, Indian English, and Caribbean English.



In this period, many new words and phrases entered the language. The invention of printing meant that there was now a common written language. Books became cheaper and more people learned to read. Spelling and grammar became fixed, and in 1604 the first English dictionary was published.

1 Read and number the paragraphs in chronological order.

2 Match the titles with each paragraph.

Glossary

See page 187.

- | | |
|---------------------------------------|-------------------------------------|
| a. Middle English (1100-1500) | c. Early Modern English (1500-1800) |
| b. Late Modern English (1800-Present) | d. Varieties of English |
| | e. Old English (450-1100 AD) |



3 In groups, discuss the questions.

- Which countries and languages influenced the development of the English language?
- Which countries and languages influenced the Spanish language in the past?
- How does modern culture affect languages?

A Manual

1 Review the Topic

- ✓ In groups, discuss bilingual dictionaries. Think about the different components of a dictionary entry and make notes in the table.

Components of a dictionary entry	Reasons for using a bilingual dictionary

Web

Find interesting pieces of advice on how to use a printed or online dictionary entering the code **Ti7P076** at: <http://codigos.auladigital.cl>

2 Make Notes

- ✓ In your groups, discuss how to use a bilingual dictionary and make notes. Think about...
 - how to find a word quickly.
 - looking for the translation.
 - checking spelling and pronunciation.
 - checking synonyms.
 - deciding on context and finding sample sentences.



3 Write a Manual

- ✓ In your groups, use your notes to write a manual for using a bilingual dictionary.
- ✓ Arrange your notes into logical steps.
- ✓ Check the manual on pages 68 and 69 to find examples of how steps are introduced using the imperative (Find phrasal verbs; Find words that mean the same; etc.).
- ✓ Check with your group that each step is in the correct order and the manual is complete.

4 Check and Display

- ✓ Complete your manuals with sample dictionary entries and label the different components.
- ✓ Display your groups' manual in the classroom. Walk around and read each other's manuals. Ask and answer questions.

Self-Monitoring

1 Complete the rubric with examples.

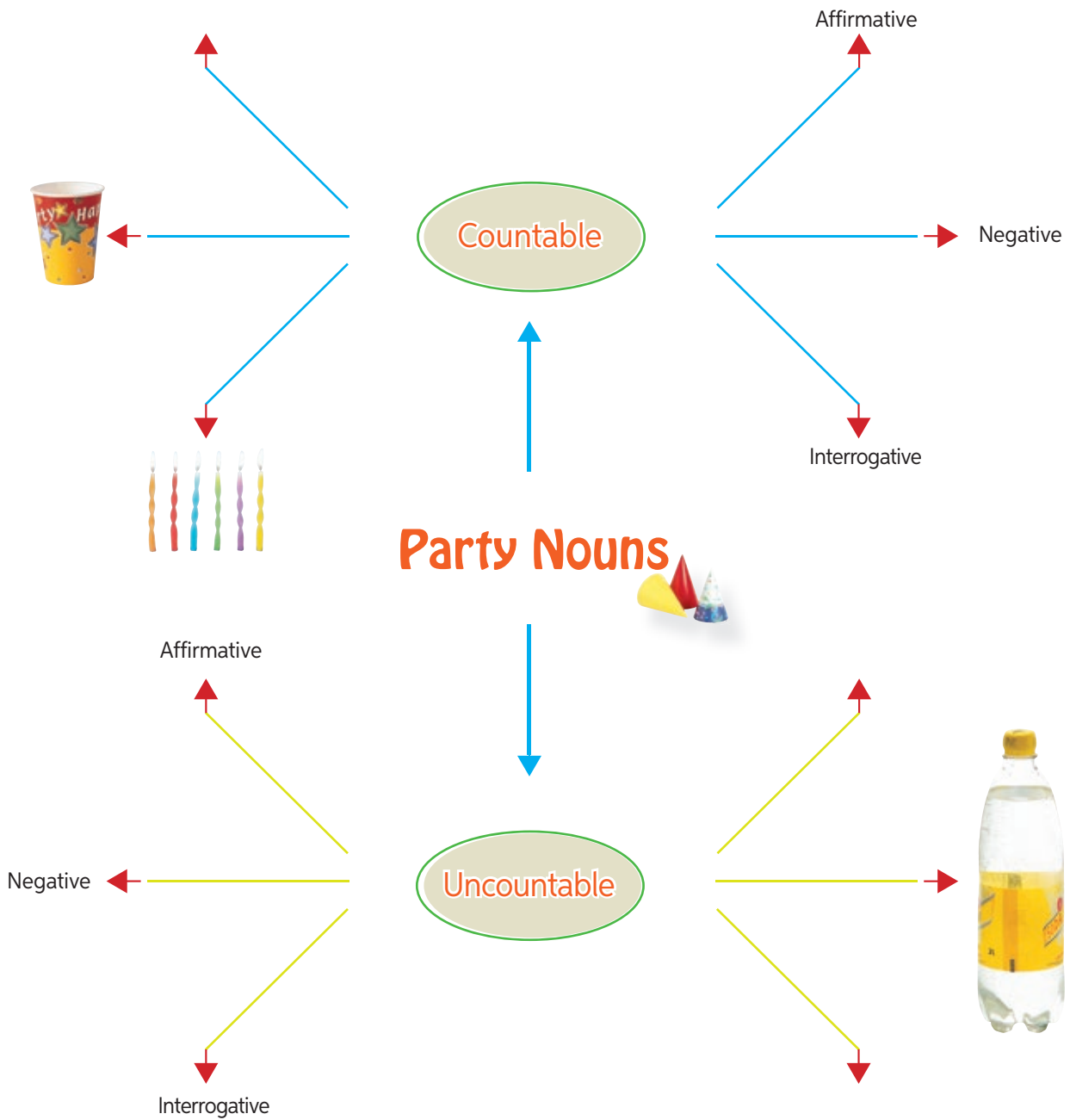
	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
Content				
Organization of content	Five sections.	Four sections.	Three sections.	Less than three sections.
Use of structures (imperative)				
Steps of writing				
Team work				
Division of tasks				
Cooperation with team				
Group feedback				
Design				
Layout				
Order				
Display of manual				

2 Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Organization of content		Division of tasks		Layout	
Use of structures (imperative)		Cooperation with team		Order	
Steps of writing		Group feedback		Display of manual	
Total		Total		Total	
				Total Score	

3 Before you go on, discuss your results with the class. What do you need to improve on?

1 Complete the mind map with content from the unit. Use page 60 as a reference.



2 Compare your mind map with a classmate to check the differences. Is there only one correct answer for each box?

- 1 Read the report and write T (true) or F (false).

Around the World

There is a variety of different attitudes in every culture. It is important to identify these attitudes in order for real communication to take place. Remember there are many stereotypes about different nationalities that are not necessarily true. The first thing to do is listen and observe. Some people are very eloquent, others quiet and modest, and others are direct and practical. Learning effective communication across cultures takes time.

If you visit another country, learn a few polite phrases, listen to traditional music, taste the food - every little effort can have a positive effect. After you understand a few basic rules, you will soon discover just how similar we all are.



- a. ___ Learning effective communication is easy.
- b. ___ Stereotypes are always true.
- c. ___ There are different attitudes in every culture.
- d. ___ In some cultures, people are direct and practical.
- 2 Complete the sentences from the text.
- a. It is important to listen and _____ .
- b. Listening to _____ can have a positive effect.
- c. In some countries, _____ are very eloquent.
- d. It is important to _____ some phrases in another language when Spanish is not spoken in the country you are visiting.
- 3 Number the conversation in the correct order.
- | | |
|--|---|
| ___ Hi Tony! I'm having a party this weekend. Do you want to come? | ___ I'll bring a big bag. See you then. |
| ___ No. It's not my birthday. I'm just having some friends over. | ___ Great idea! What time is it at? |
| ___ At seven. | ___ Do you want me to bring anything? |
| ___ At my house. | ___ Bye. |
| ___ How about some chips? | ___ Seven's great. Where is it? |
| | ___ Yeah, sure. Is it your birthday? |

4 Write an e-mail invitation to your friends (35-50 words).

- Write what type of party it is.
- Explain when and where it is.
- Write what your friends can bring.

**5** In pairs, choose one of the following situations and have a conversation.

	Student A	Student B
Situation 1	You are inviting a friend to come to your party on Saturday afternoon.	You decline the invitation politely, because it is your grandmother's birthday.
Situation 2	You call a friend to help you with your homework; you need to look up some words in a dictionary.	You explain to your friend how to look up words in a dictionary.

With your teacher, correct your Checkpoint. Go to pages 156 to 161 for further work!

Before you Go On

- Go back to page 49 and check your predictions about the unit. Use the space below to reflect on your predictions. Were you correct?

- Go back to page 53 and see if the strategies you chose to apply in the unit. Give examples of activities where you used them:

Listening strategies:

Speaking strategies:

Reading strategies:

Writing strategies:

- Did you use any other strategy that was not on the list? Write it here and remember it for the future.

- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss your answers with the class.



Unit 3 Global Issues



In this unit I will learn to...

Integrate skills to communicate orally and in writing, to express ideas and find solutions to some global issues, such as natural and human-made disasters.

Lesson 5

Oral Communication

- Listen to and understand a phone call.
- Express suggestions, obligation and prohibition.

Reading

- Read and understand an article and a survey.

- Practice commonly used words and expressions.

Writing

- Write a cover letter

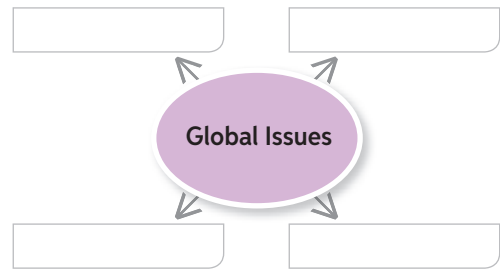
Attitudes

- Participate and collaborate in different teams.

BEFORE YOU START



1. Look at the photo and the title and use them to discuss the topic of the unit.
2. What natural and human-made disasters do you know? What is the difference between them?
3. Find the following items in the unit.
 - A photo of a hurricane:
Lesson _____, page _____
 - A text about Children’s Rights:
Lesson _____, page _____
 - An activity about answering a questionnaire:
Lesson _____, page _____
4. What do you think you will learn in this unit? Complete the diagram with possible contents.



5. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
6. Read the objectives for each lesson. Do you think these are practical?

Lesson 6

Oral Communication

- Listen to and understand a TV documentary.
- Express agreement and disagreement and use gap fillers.

Reading

- Read and understand an informative article.

Writing

- Write a short informative article.

Attitudes

- Use information and communication technologies to do research.

LET'S START

1 Look at the photos and complete with your ideas about them.



a. If they clean the park,

b. The street must



c. He

d.



e.

f.



2 Discuss the following questions.

- Which photos show people helping? In which photos is help needed?
- How could you help in these situations?
- Do any of the photos remind you of the area where you live? Which ones?

Discuss

3 Match the sentences with the same meaning. Pay special attention to the words in bold.

- | | |
|--|---|
| <p>Would you like to volunteer by walking dogs?</p> | <p>We offered our services to help the community center.</p> |
| <p>Please, volunteer to help clean the ocean.</p> | <p>Would you sign up for walking dogs?</p> |
| <p>My cousin and I are volunteers at the community center.</p> | <p>You should enlist to keep the oceans clean.</p> |
| <p>This is a shelter for cats and dogs.</p> | <p>Birds take cover under the trees when it rains.</p> |
| <p>The homeless person went to live to a shelter.</p> | <p>He didn't have a place to live, so he went to a refuge.</p> |
| <p>Trees are a good shelter for birds when it rains.</p> | <p>This is a safe place for cats and dogs.</p> |
| <p>The pollution of the sea is very concerning!</p> | <p>Is where you live very contaminated?</p> |
| <p>We couldn't see the city from the mountain because of the pollution.</p> | <p>The amount of impurities in the sea is alarming!</p> |
| <p>Is your city polluted?</p> | <p>We were not able to see the buildings because of the smog in the city.</p> |

4 Now write synonyms for each word.

Volunteer: _____

Shelter: _____

Pollution: _____

- 5 Look at the title and the vocabulary to predict what the text will be about.
- 6 How do you face a challenge? What is your strategy?
- 6 Read the text and answer the questions.

Vocabulary

Cinch: something sure or easy.

Success: to achieve something favorably.

Ere: a poetic word for before.

Deed: achievement, something that is done.

Outclassed: to be inferior to someone.

What does "Think small and you'll fall behind" mean?

Thinking

Walter D. Wintle, 1905

If you think you are beaten, you are,
If you think you dare not, you don't,
If you like to win, but you think you can't,
It's almost a "cinch" you won't.
If you think you'll lose, you've lost,
For out in the world you find
Success begins with a fellow's will;
It's all in the state of mind.

Full many a race is lost
Ere ever a step is run;
And many a coward fails
Ere ever his work's begun.
Think big and your deeds will grow,
Think small and you'll fall behind,
Think that you can and you will;
It's all in the state of mind.

If you think you're outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You can ever win a prize.
Life's battles don't always go
To the stronger or faster man,
But sooner or later, the man who wins,
Is the fellow who thinks he can.

a. Complete the sentences with your own ideas.

- If you think you are beaten, _____.
- If you think you dare not, _____.
- If you think you're outclassed, _____.

b. What do you think is the main idea of the poem?

c. Do you agree with what the author says? Why or why not? Discuss as a class.



Learning to Learn

This lesson will be about different global issues and how to face them.

What I know	What I want to know	What I learned

- Do I like the topic of this unit? Why or why not?

- How can I learn English related to this topic?

Listening to _____

Reading about _____

Writing about _____

Speaking about _____

- What strategies can I use to excel in each area?

Listening strategies:

- Make predictions using pictures
- Read through the task before listening
- Summarize the main ideas in the text

Writing strategies:

- Develop a word bank
- Write a “sloppy copy”
- Share your work to see the readers responses.

Reading strategies:

- Survey the reading
- Read quickly once
- Write a summary of the text

Speaking strategies:

- Do not translate
- Use minimal responses to show agreement or gain time to give an answer
- Verify that the listener understands you

LESSON 5 Help Out

In this lesson you will listen, speak, read and write about volunteering through telephone conversations, surveys and articles.

Who do you think needs help in your community? Who can help them?

Before Listening A Phone Conversation



1 Look at the photos and answer the questions.

- What do you think the conversation is about?
- What is the correct way of starting a phone conversation?



While Listening

2 Listen (23) and mark the sentences T (*true*) or F (*false*).

Listening Tip

Listening for main ideas

Listen for the main points without trying to understand every word.

- ___ Adam wants to work on Saturday and Sunday.
- ___ Mr Jones needs people for one specific job.
- ___ Adam loves working with animals.
- ___ Adam does not have enough experience to volunteer for the organization.

After Listening

3 Answer the questions.

a. What experience does Adam have volunteering?

b. Do you think this experience will help him with the volunteering work he wants to do now? Why?

4 Listen (24) to the sentences and write whether the *w* is silent (S) or pronounced (P) in each example.

Pronunciation Tip

Silent consonants

A *w* is not pronounced when followed by an *r*. Sometimes it is not pronounced when it is before an *h* (*whole*, *who*).

- ___ Should I *write* a résumé?
- ___ I *would* really like to.
- ___ I love *working* with animals.
- ___ *Will* that help?
- ___ I really hope I get an *answer*.

5 Underline the word that has a different pronunciation of *w*. Look up and write sentences using the words that are new to you.

- whistle, where, wriggle, when, wheat
- writing, whole, who, waist, wrestle
- wood, wrong, Welsh, weapon, worse
- window, waffle, wool, wrinkle, water

Phonetic Symbols

See page 186.

Glossary

See page 187.

Speaking Task Expressing Suggestions, Obligation and Prohibition

1 Match the sentences to the pictures.

- a. You must study. b. You could help your grandfather. c. Don't cross.



2 Answer the questions about activity 1.

- a. ____ Which sentence expresses obligation?
 b. ____ Which sentence expresses a prohibition?
 c. ____ Which sentence expresses a suggestion?

3 Decide if the sentences express suggestion (S), obligation (O) or prohibition (P).

- a. ____ You must listen to your parents
 b. ____ We could help clean the neighborhood.
 c. ____ Don't throw papers on the street!
 d. ____ You mustn't speak loudly in the library.
 e. ____ We could start soon.

4 Match the two parts of the sentences.

- a. You have _____ show your references to get the job.
 b. You could _____ to write a résumé.
 c. What do I need _____ work with the elderly if you are interested.
 d. You must _____ say no to volunteering.
 e. Don't _____ to include?

5 List types of volunteer work you might be interested in.

6 Write sentences in your notebook using phrases from activity 4.

I'd like to help clean the park. You must... I need... I have to... We could...



7 In groups, share your sentences and give each other advice.

Speaking Tip

Ask to clarify or check

To clarify information or check if you understand your interlocutor, ask questions such as:

Could you repeat that?

What do you mean with...?

Do you mean...?

Before Reading An Article and a Survey

- 1 Look at the pictures and discuss the questions with the class. Then go to question 2.
 - a. What is happening in the pictures?
 - b. What theme do the pictures have in common?
 - c. Which is the most interesting picture for you? Why?

Teens Volunteering

A recent survey showed that today more teens are volunteering in comparison to earlier generations. Many teens are spending more time helping out while getting experience at the same time.

There are many different ways to volunteer and a variety of jobs to do. Teenagers can decide what they want to do, how they want to do it, and where they can help out the most. What is more, these teens work for free and do not expect any reward.

In the US, a survey of over 22,000 students discovered that 30% of teens now volunteer for over 80 hours a year. It reported that 22% of students visit sick kids in hospitals and 54% belong to an organization that

"I think everybody should volunteer. You make new friends and experience new situations. I met some of my best friends volunteering on weekends."

Amanda, 14



requires volunteer work. Furthermore, 22% say they might continue to volunteer throughout their life. 32% of volunteers like the new experiences they have and 83% say they do not feel pressured into doing volunteer work.

Most teenagers think that volunteering is more enjoyable if you do it with friends. It is also better if you choose activities that interest you. If you love animals, you can work for an animal rescue foundation. If you like helping the elderly, you ought to volunteer at a senior citizen home. You may care about the environment. If so, you might want to help pick up trash in your area. You can help in any number of ways.

Here is what teenagers said:

"Volunteering is interesting. It gives me the opportunity to learn new things. All my friends volunteer, and we always go together. It's a big responsibility, and I love it!"

Raul, 15



"I love volunteering. The children I work with are good fun, and they make me laugh! That's important! It gives me a good feeling."

James, 15

"I like helping others. It helps me appreciate the good things in life and behave more responsibly. I certainly don't have to do it; it's my choice! You shouldn't volunteer to do something if you don't like it."

Luisa, 15

While Reading

- 2** Read the text again and write T (*true*) or F (*false*).
- ___ More teenagers volunteer now than in the past.
 - ___ Teens can get experience doing volunteer work.
 - ___ Volunteering is more fun if you do it alone.
 - ___ You can work for an animal rescue foundation if you like animals.
 - ___ Volunteers like to help people.

Teen Volunteering Questionnaire

What do you think about volunteering? Read the questions and choose the answer that best reflects your attitudes and opinions. Mark your answers on the next page.

- How many hours do you volunteer per year?**
 - Fewer than 20 hours per year.
 - 20 to 39 hours per year.
 - More than 40 hours.
- What is your opinion of volunteering?**
 - I want to volunteer to get experience.
 - I want to try all kinds of volunteering.
 - I don't want to volunteer. It's a waste of time.
- Should schools put pressure on students to volunteer?**
 - Yes, they should.
 - No, they shouldn't.
- Which type of volunteer work would you like to try?**
 - Visit sick kids in hospitals.
 - Help feed the homeless.
 - Visit old people in a nursing home.
 - Do sponsored walks, runs, or bike rides.
- What should be the main purpose of volunteer work?**
 - To offer people new experiences.
 - To respond to a social need.
 - To make you feel good.
- What stops you from volunteering?**
 - You are too busy with other activities.
 - You need more opportunities to volunteer.
 - You don't want to volunteer.



3 Answer the questionnaire on page 91. Write your answers in the chart below.

Students	1	2	3	4	5	6
Me						
Total	a. _____ b. _____ c. _____	a. _____ b. _____ c. _____	a. _____ b. _____	a. _____ b. _____ c. _____ d. _____	a. _____ b. _____ c. _____	a. _____ b. _____ c. _____

After Reading

4 Interview four friends and write their answers in the chart.

Glossary
See page 187.

5 Complete the table. Use some words from pages 91-92.

Vocabulary Tip
Parts of speech
 Look carefully at the words in the text and the sentences where they appear. This will help you to decide what the word is (noun, verb, adjective, adverb, etc.).

Noun	Adjective	Verb	Adverb
	voluntary	volunteer	
	responsible	X	
		organize	X

6 Complete the sentences with words from the table.

- a. Volunteers learn how to be more _____.
- b. There are many different _____ that encourage volunteering.
- c. Volunteers can help _____ sponsored walks or bike rides.

7 Speaking • Class Discussion

- a. What is volunteering?
- b. Why do people volunteer? Why do you volunteer?

Reading and Vocabulary

1 Match the beginnings and endings of the sentences from page 90.

- | | |
|--|---|
| a. 32% of volunteers... | _____ be fun and rewarding. |
| b. The majority of teenagers... | _____ work with friends or choose something that interests you. |
| c. Slightly more than half of the teenagers interviewed... | _____ belong to an organization that requires volunteer work. |
| d. Volunteering can be more fun if you.. | _____ do not feel pressured into volunteering. |
| e. Volunteering can... | _____ like the new experiences they have. |

2 Read the report again and mark (✓) under the name the sentences refer to. ←

Who...	James	Amanda	Raul	Louisa
a. thinks volunteers gain skills?				
b. thinks volunteering has made them more responsible?				
c. believes that more people should volunteer?				
d. believes it is important for volunteer work to make you feel good?				

Learning Tip

Scanning
Read the text quickly to find key words that give specific information.

3 List different types of volunteer work you can think of, and who can do them.

4 Discuss the questions.

- What reasons do the teenagers in the report give for volunteering?
- Do people volunteer in your community? What do they do?



Language Focus Modal Verbs for Advice and Possibility

- 1 Read the sentences and write A (advice) or P (possibility).
 - a. ____ I think everybody should volunteer.
 - b. ____ 22% say they could volunteer throughout their lives.
 - c. ____ You shouldn't volunteer to do something if you don't like it.
 - d. ____ You can help in any number of ways.
- 2 Look at the sentences in activity 1 again and complete the rule.

We use ____ after the modal verbs *should*, *can*, and *could*.

 - a. the infinitive without *to*
 - b. the full infinitive

Grammar

See page 17A.

Grammar Tip

Modal Verbs

A suggestion is an idea for someone else to think about. Advice is stronger than a suggestion, it implies that you are telling someone what you think they should do.

- 3 Match the modal verbs to their function in activity 1.

- a. should/shouldn't ____ possibility
- b. can/could ____ advice

- 4 Complete the text with the words in the box.

should - can - could - shouldn't

Doing a Sponsored Bike Ride

Why not organize a sponsored bike ride for your school? First, you

_____ ask for permission from your teachers. Then

(1) you ask for sponsors. People _____ sponsor you per
(2) kilometer you ride, or give you a fixed total amount.

You _____ write their names on a list and

(3) the amount they have to pay when you complete the ride. You

_____ make the ride too long or people won't take part!

(4)

- 5 Read the situations and give advice or talk about the possibilities.

- a. I love animals.
You should volunteer at the animal shelter.
- b. I am good with children.
- c. I care about the environment.
- d. I'm worried about the homeless.

I love animals



Reading Task An Article

Sweatshops: What Can We Do?

26

Sweatshops are workplaces that have difficult or dangerous working conditions. There could be exposure to dangerous materials, extreme temperatures, or abuse from employers. People must work long hours for low pay. Often sweatshops hire children.

It is difficult for people to relate to sweatshop workers because they live so far away and they provide us with cheap clothes and electronics. Everyone likes a bargain, but we have to start to recognize the human cost of the things we consume.

1 ____ When you support child labor, you are denying children the right to education and emotional growth. No child should have the responsibilities of an adult and no child should be forced to work to support his or her family. The problem starts with governments who do not regulate the factories in their countries.

2 ____ We need to be more awake in the Western world. We should all stop buying products from companies that exploit

children. We should all work on supporting local businesses so that we don't rely so much on imported products that come from sweat shops.

3 ____ We need to protect children's rights. The problem starts with the international companies who make their products in sweatshops but do not acknowledge the suffering they are causing. It is a moral dilemma that we all need to consider more.



1 Look at the title and photo and say what you think sweatshop means.

- A workplace with difficult or dangerous conditions.
- A very hot shop.
- A type of factory.

Glossary

See page 187.

2 Who do the speakers think is responsible for sweatshops? Write their names next to the correct option.

Companies _____ Consumers _____ Governments _____

3 Read the article again and identify whether the statements reflect the ideas of Sam (S), Juan (J), or Naheem (N).

- ____ There should be stronger laws against child labor in all countries.
- ____ If we all stop supporting sweatshops, companies will stop using children as factory workers.
- ____ I wish popular companies would recognize the harm they are causing.
- ____ We need to start seeing ourselves in sweatshop workers so that we can empathize with their situation.

Web

To read more about this topic go to <http://codigos.auladigital.cl> and enter the code Ti7P095



4 In pairs, discuss the best ways to eliminate our dependence on sweatshop labor. Who do you agree with?

Writing Task A Cover Letter

- 1 Look at the ad and answer the questions.
 - a. What should children under 13 do to apply?
 - b. What characteristics do volunteers need?



Animal Shelter

14 Main Street, Newtown

Volunteers required

Should be kind and generous, and love animals!

Write to Janet Dawes saying how you can help.

Children under 13 should apply with a parent or adult.

Dear Ms. Dawes,



I am thirteen years old. I would like to help at the Animal Shelter because I love dogs. I am worried about the number of dogs on the street, and I want to help in any way possible. I have experience in caring for animals as I have two pet dogs and a rabbit.

I am very kind and patient, and I enjoy physical exercise. I can take dogs for walks, or I can clean and feed them.

I can help every Saturday morning between 9:00 am and 11:30 am. I could be able to help some Saturday afternoons, but not every week.

Please let me know if there is any work available and when I can start.

Yours sincerely,

Will Hurst

- 2 Read the ad and cover letter and complete the first row of the table

Previous experience	Personality characteristics	Abilities	Area of interest for work	Time available for work

- 3 Think of a type of volunteer work of interest to you and make notes in the second row in the table.

Writing Tip

A letter

When writing letter, always remember to: Have clear sections; keep it simple; check spelling and format.

- 4 Write a letter asking for volunteer work in your area of interest. Remember to include all the information in the table.
- 5 In pairs, exchange and correct your letters.
- 6 Write a final version of your letter.

Steps to writing

See page 13.



UNICEF

28

Every person under the age of eighteen also has rights. The United Nations Convention on the Rights of the Child agreement lists them. Almost every country in the world has accepted this agreement.

Your rights

- The right to survival.
- The right to protection.
- The right to health care.
- The right to food and water.
- The right to education.
- The right to play.
- The right to sports.
- The right to opinions.
- The right to involvement in decisions that affect you.

You are entitled to these rights whatever your race, religion, beliefs, and family background.



Your responsibility

To make sure that the way you behave doesn't stop others from exercising their rights.

Your government's responsibility

To make sure that these rights are available to everyone and that parents and children are aware of the convention.

Source: Adapted from www.unicef.org.uk

1 Look at the logo and say what you think UNICEF means.

- a. United Children Forward
- b. Union of International Children For Peace
- c. United Nations International Children's Fund



2 Read the leaflet and discuss the questions in pairs.

- a. What age group is UNICEF responsible for?
- b. Where is UNICEF active?
- c. What specific types of problems concern UNICEF?



3 In groups, read the problem. Choose the best solution with reference to the rights and responsibilities in the leaflet. Justify your reasoning.



4 In your groups, write your own list of rights for teenagers in your country. Think about...

- school
- family
- work



5 Make a poster to present your teenage rights.

14-year-old Juan lives with his parents and grandmother. His grandmother is very ill, but his parents both work long hours and can't take care of her. Juan's mother tells him he must stay at home with his grandmother and not go to school. Do you think this is fair?

1. No. Juan should go to school.
2. Yes, but only if it's temporary and Juan's parents find another way of looking after his grandmother.
3. Yes. Juan has to look after his grandmother. His family couldn't support Juan with less money if one of his parents stops working.

An Advertisement

1 Research Voluntary Work

- ✓ Work in groups. Look at the ads or the *Help Wanted* section in different magazines, newspapers, and on Web pages. Find places where teens can do some kind of volunteer work.

Trash removal



Meet at Green Park at 9:00 am on Saturday. Help protect your local environment!

2 Choose Your Ad

- ✓ In your groups, make the Help Wanted section of a newspaper.
- ✓ Decide what types of volunteer jobs you want to advertise in your newspaper and make notes.

Type of Work	Hours Required	Location

Do volunteer work!



Helping the victims of the flood. Call 321-5643. Over 13 only.

3 Write Your Ad

- ✓ Individually, work on an ad for your page.
- ✓ Write a first draft of your ad and exchange it with your teammates.
- ✓ Check each other's work and make suggestions on how to improve it.
- ✓ Prepare your final ad. Decorate it with a logo and any pictures you can find.

Web

Go to <http://codigos.auladigital.cl> and enter the code **Ti7P098**. Click on the Volunteer section to find many classified ads.

4 Present Your Page

- ✓ Put all group's ads together to make up the *Help Wanted* section of a newspaper.
- ✓ Present your *Help Wanted* page to the other groups in your class.

5 Act Out a Dialogue

- ✓ Choose an ad you are interested in and contact the person who wrote it to ask for more information.
- ✓ Practice and act out a dialogue for the class.

Self-Monitoring

1 Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
Newspaper design				
Sources	Look models in more than 3 sources.	Look models in more than 2 sources.	Look models in more than 1 source.	Look models in only 1 source.
Relevance and diversity				
Layout				
Team work				
Division of tasks				
Cooperation with team				
Group feedback				
Dialogue				
Grammar				
Telephone etiquette				
Content				

2 Assess your performance.

Newspaper design	Me	Team work	Me	Dialogue	Me
Sources		Division of task		Grammar	
Relevance and diversity		Cooperation with team		Telephone etiquette	
Layout		Group feedback		Content	
Total		Total		Total	
Total Score					

3 Before you go on, discuss your results with the class. What do you need to improve on?

LESSON 6 Take Care

In this lesson you will listen to, and speak, read and write about natural disasters through documentaries and articles.

Is there a river or sea where you live? Is it important for the community?

Before Listening A TV Documentary



1 In pairs, look at the pictures and predict what the audio will be about.

CHANNEL	20:00 ▶	21:00 ▶	22:00 ▶
20	Danube: War and Peace		World War I

While Listening

Listening Tip

Listening for the gist

Focus on the overall idea even if you don't understand every phrase or sentence

2 Listen (29) to the TV documentary and mark (✓) the problems affecting the Danube.

- | | |
|---------------------------------------|--|
| a. <input type="checkbox"/> War | c. <input type="checkbox"/> Tourism |
| b. <input type="checkbox"/> Pollution | d. <input type="checkbox"/> Heavy industry |

3 Listen again and match the places to the information about the Danube.

- | | |
|-------------------------------------|--|
| <input type="radio"/> Germany | <input type="radio"/> The river runs to the east |
| <input type="radio"/> Serbia | <input type="radio"/> The river begins here |
| <input type="radio"/> The Black Sea | <input type="radio"/> Factories were attacked during a war causing pollution |

After Listening

4 Look at a map of Europe and see what countries the Danube goes through. How do you think the river impacts life in those places?

Pronunciation Tip

Syllables

Pay special attention to the stressed syllable in each word to understand the correct pronunciation of the word.

Practice saying each word out loud.

5 Listen (30) to the sentences and circle the syllable that is stressed in the following words.

- | | |
|----------------------|---------------------|
| a. e-col-o-gy | f. cat-a-stroph-ic |
| b. e-co-log-i-cal | g. in-dus-try |
| c. en-vi-ron-ment | h. in-dus-tri-al |
| d. en-vi-ron-men-tal | i. ag-ri-cul-ture |
| e. ca-tas-tro-phen | j. ag-ri-cul-tur-al |

6 Listen again and pay attention to the difference in sounds /dʒ/ and /g/. Say sentences with these words to compare.

- /dʒ/ ecology – ecological
- /g/ agriculture – agricultural

Speaking Task Expressing Agreement and Disagreement

1 Read the sentences and indicate whether they express agreement (A), disagreement (D), or qualified agreement (Q).

- a. _____ Uh, no, not really.
- b. _____ No, it isn't.
- c. _____ Oh yes, completely.
- d. _____ Yes, that's right.
- e. _____ Of course!
- f. _____ Mmm, I'm not sure.
- g. _____ Absolutely not!
- h. _____ Well, yes, but it's not only industry that is the problem.



Learning Tip

Qualified agreement

Qualified agreement is when someone partially agrees with what is being said, or agrees but is unsure.

2 Read the comments about the Danube and agree or disagree with them using expressions from activity 1.

- a. The Danube is an important river in Europe.

- b. The Danube is home to a diverse range of species.

- c. Pollution in the Danube is going to get worse.

- d. The Danube provides many people with jobs.

- e. The Danube supplies drinking water to some countries.

- f. The Danube is the longest river in Europe.

3 Write four sentences about a river in your country. Think about ecology, history, present day uses, and future problems. You can look for information online.



4 In pairs, share your ideas. Express agreement or disagreement with your partner's statements.

Before Reading An Informative Article

- 1 Look at the pictures and discuss the questions. Then, go to exercise 2.
 - a. What is happening in the pictures? What do they have in common?
 - b. Which natural disaster looks the most dangerous to you?
 - c. Have you experienced any of these events?



Earthquake

An earthquake, also known as a quake or tremor, is the result of a sudden release of energy in the Earth's crust. We measure earthquakes with a seismograph. If an earthquake is of magnitude 3 or lower it can be relatively harmless, but earthquakes of magnitude 7 or higher can be very harmful and cause serious damage over large areas of land.

An earthquake's initial point of rupture is called the epicenter. This is where the earthquake is the strongest and where it can cause the most damage. Earthquakes are difficult to predict and continue to be a huge threat to our world.



Home

Gallery

Info

Contact us

[Earthquake](#)

[Wildfire](#)

[Tsunami](#)

[Hurricane](#)

[Flood](#)

[Drought](#)

[Pandemic](#)

Wildfire

A wildfire is an uncontrolled fire that normally occurs in countryside or wilderness areas where you can find combustible vegetation. A wildfire is different from other fires due to its size and how quickly it spreads. It can suddenly change direction and has the ability to cross gaps like roads or rivers. Wildfires can cause extensive damage to property, land, and human life.





Tsunami

Tsunami, a Japanese word created from Tsu (harbor) and nami (wave), also known by the term "tidal wave," is a series of waves created when a body of water is rapidly displaced. A tsunami takes place if there are earthquakes, volcanic eruptions, or large explosions under water. Due to huge amounts of water and immense energy, a tsunami could potentially destroy any coastal region.

Tsunami waves can rise up to as much as 14 meters and can travel as fast as 800 kilometers per hour. These immense waves have the potential to destroy anything they come across.



While Reading

2 Read the text quickly and answer the questions.

- Where is a place where tsunamis typically occur? _____
- How long do most droughts last? _____
- How big can the hurricane eye be? _____
- What are floods normally caused by? _____

Hurricane

A hurricane is a storm that produces strong winds and heavy rain and can be very dangerous to people if they are caught in its path. Hurricanes develop over large areas of water but quickly lose power as they travel over land. Hurricanes need the warm energy of the water to maintain their initial power, and for this reason coastal regions are particularly prone to hurricane activity. If the hurricane is very strong, it will develop an "eye" at the center. This eye is very large and can range from 3 to 370 kilometers in size. Hurricanes can be catastrophic events and will destroy land, buildings, people, or anything in their way.



Flood

A flood is an overflow of water that submerges land when a river or lake exceeds its capacity and breaks its banks. Floods will vary depending on seasonal change but are usually caused by heavy rainfall. If the strength of a river is high, it will break out of its channel. Floods often cause severe amounts of damage to land, property, businesses, and transportation systems, if left to run out of control.



Many scientists believe the increased number of floods is due to global warming and that if we do not take steps to control these floods, now they will become worse as global warming increases.

Drought

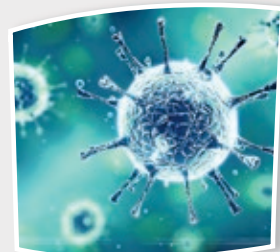
A drought is an extended period of months or years when there is a deficiency in water supply because of low precipitation. When water runs out, it causes environmental, agricultural, health, and economic problems. Lengthy periods of droughts cause mass migration and have had a widespread impact on agriculture.



However, if water management techniques like irrigation or crop rotation are implemented, droughts won't be so likely to occur. Droughts occur in any area of hot, dry land. Any period of drought will have long-lasting effects.

Pandemic

A pandemic is the spread of infectious disease across a large region, country, or even the world. A pandemic can be very harmful to the human race. Many people become ill and sometimes, depending on the severity of the disease, die. Throughout history, there have been a number of significant pandemics. These include smallpox and, perhaps the most famous, the Bubonic Plague in the 1300s. The most recent was the swine flu pandemic in 2009, which affected many people worldwide.



3 Label the definitions with the correct natural disasters from your text on pages 102 and 103.

A What am I?

I produce strong winds and heavy rain. I get my power from water, so I am more dangerous in coastal regions. I can destroy land, buildings, and people.

C What am I?

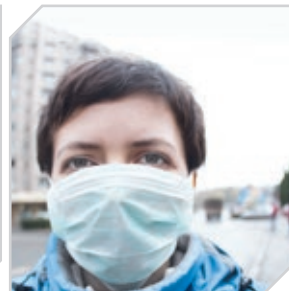
I am created by earthquakes under the sea. I can travel up to 800 km per hour. I can destroy anything that gets in my way. I usually appear in coastal regions.

B What am I?

I can be very harmful to the human race. I can travel across whole countries or even around the world. I am infectious and can kill many people and animals.

D What am I?

I am also known as a tremor. I can cause landslides which can lead to a lot of damage. Scientists measure me with a seismograph.



After Reading

4 Find the phrasal verbs in the text on pages 102 and 103 and match them to their meanings.

Vocabulary Tip

Phrasal verbs
A phrasal verb is a verb plus a particle (preposition or adverb) that changes the meaning to make a new verb.

- | | |
|----------------|----------------------------------|
| a. break out | ___ exhaust a quantity or supply |
| b. come across | ___ escape |
| c. run out of | ___ occur |
| d. take place | ___ encounter, meet by chance |

5 Complete the sentences with the correct form of the phrasal verbs from activity 4.

- We go to the store when we _____ milk.
- Earthquakes _____ every day somewhere in the world.
- I always _____ something interesting when I surf the Internet.
- The prisoners are trying to _____ of jail.

Reading and Vocabulary

- 1** Read the text on page 102 and 103 again and write T (*true*) or F (*false*).
- ___ Earthquakes are always harmful and cause serious damage.
 - ___ Tsunami waves can rise up to as much as 14 meters.
 - ___ Strong wind speeds are found in the eye of a hurricane.
 - ___ Many believe that global warming has increased the number of floods around the world.
 - ___ The bubonic plague was a deadly, infectious disease in the thirteenth century.

- 2** Underline the mistakes in the sentences and write the correct information.

a. Earthquakes are weakest at the epicenter.

b. Droughts only cause environmental and economic problems.

c. Wildfire is a controlled fire that occurs in the countryside.

d. Swine flu is the most famous pandemic.

- 3** Think of different steps to follow in case of an earthquake while you are in the classroom.

1st _____

2nd _____

3rd _____

4th _____

- 4** Taking into consideration activity 3, discuss as a class an emergency plan in case of an earthquake, and create a poster with your conclusions.



Language Focus Zero Conditional - Expressing real and possible facts

1 Read the sentences and complete the rule.

Grammar

See page 17A.

If there is an earthquake, houses and buildings move.

The zero or real conditional is formed using if + _____, _____.

(Condition)

(Result)

2 Study the sentences in activity 1 and answer the questions.

a. Is the zero or real conditional about the past, present, or future?

b. Is the situation in the *if* clause the cause or the effect?

c. If the condition occurs, is the result definitive or improbable?

3 Match the two parts of the sentences.

Condition

Result

- | | |
|--|--|
| a. If there is a tsunami, | ___ plants die. |
| b. If a pandemic spreads, | ___ it develops an eye at the center. |
| c. If there is a drought, | ___ governments vaccinate people to minimize risk. |
| d. If there is heavy rain for a long time, | ___ the waves increase in size. |
| e. If a hurricane is very strong, | ___ floods occur. |

4 Read the sentences and underline the correct form of the verbs.

- If there is a wildfire, the local fauna *die/dies*.
- If there *is/are* a tsunami wave, the land is seriously damaged.
- If there *is/will be* an earthquake, many people lose their homes.
- If it *rains/rain* a lot, the rivers overflow.



5 In pairs, think of another possible natural disaster. Talk about what happens if this natural disaster occurs. Write sentences using the zero conditional.

If there is a severe volcanic eruption, many small towns and villages are destroyed.



Reading Task A Joke 

A Q: What kind of storm is always in a rush?
A: A hurry-cane.



B Q: What do you call fifty penguins in the Arctic?
A: Lost! Really lost! (Penguins live in Antarctica.)



C Q: Why does the man smoke?
A: Because he is on fire.

D Q: Why do earthquakes shake?
A: Because they like to rock and roll.



- 1 Match the jokes to the pictures.
- 2 Rate the jokes 1 (not funny at all) to 5 (extremely funny).
a. ___ b. ___ c. ___ d. ___



- 3 In pairs, discuss the questions.
 - a. Which jokes are easy to understand and why?
 - b. Which jokes don't you understand? If you understand a joke that your partner doesn't, explain it.
 - c. What vocabulary is difficult? Is it essential to understand the joke? Check new words in your dictionary.
 - d. Which jokes can be translated effectively into your language?



- 4 In groups, translate a joke you know in Spanish and tell it in English.



Writing Task A Informative Article



- 1 In groups, think of a natural disaster that has happened recently. It can be from any part of the world (a disease, a tsunami, an earthquake, a natural phenomenon, river/sea pollution, etc.).
- 2 Read the informative article and study the different points. Refer to the text on pages 102 and 103 for more examples. Think about...
 - the information presented.
 - the organization of information.
 - the language used in the entries.



Katrina

Hurricane Katrina was one of the worst hurricanes in the history of the United States. It formed over the Bahamas in August 2005. It then moved across Florida and got stronger in the Gulf of Mexico.

Hurricane Katrina caused the most damage and deaths in New Orleans. Over eighty percent of the city was flooded when the flood defenses failed. The worst affected areas were along the banks of the Mississippi.



Today, thousands of the residents live in temporary accommodation. Reconstruction is still taking place and many people are waiting to go home.

Writing Tip

Cause and effect

Remember to include clauses of cause and effect using the Zero Conditional for things that are certain to happen.

- 3 Research information about the topic you chose in activity 1 and write a draft of an informative article. Follow these writing tips.
 - Give the article a title.
 - Write an introductory paragraph about the topic.
 - Include factual information.
 - Write a conclusion with a summary of the situation now.
- 4 In pairs, exchange and correct your work.
- 5 Write a final version of your article.

Steps to writing

See page 13.



Water and Your Body



DEPARTMENT OF HEALTH

Your body and the blue stuff – water facts



Do you know that approximately 66% of the human body is water? Water exists in all our organs and is transported through our body to assist with physical functions. The total amount of water in the body of an average adult is 37 liters. Human brains are 75% water, human bones are 25% water, and human blood is 83% water. Humans drink an average of 75,000 liters of water throughout their lives.

A person can live for a month without food, but only for a week without water. If a human does not absorb enough water, the body will dehydrate.

Water helps regulate the temperature and removes waste from the human body. If you have a fever, you should drink lots of water. Healthy people should drink two liters of water daily.

Water is extremely important to us, but it can cause serious damage to our health when it is contaminated by bacteria or other microorganisms. Never drink water straight from a lake or river, as it can damage your health. In most cities and towns, drinking water is treated so that people don't get sick with diseases such as cholera and typhoid. However, 25% of the world's population is at risk from untreated water.

Adapted from www.lenntech.com (Accessed 30-04-2015)

1 Read the information sheet and answer the questions.

- Which three parts of the body mentioned in the text contain large amounts of water?

- What are the functions of water stated in paragraph three?

- What types of diseases are caused by bacteria in water?

Web

To read more about this topic, go to <http://codigos.auladigital.cl> and enter the code **Ti7P109**



2 In pairs, discuss the questions.

- How much water do you drink every day? Do you think it is sufficient?
- What do you know about water-related diseases? How can you prevent them?



3 In groups, write a general “Water Facts” information sheet using ideas from this unit.

- Include problems (national and international), uses, health, and zero conditional sentences.
- In pairs, exchange information and compare your ideas.

A Video Documentary

1 Research and Discuss

- ✓ In small groups, research some recent natural disasters in the world. Use the Internet, magazines, or the library to help you.
- ✓ Decide which is the most interesting.



2 Make Notes and Assign Roles

- ✓ Make notes about your disaster. Think about action, prevention, the history of such disasters, and the problems in different countries.
- ✓ Assign roles for a video documentary (project manager, writers, illustrators, designers, etc.). Each member of the group must work on a different section of the documentary.

3 Prepare Your Documentary

- ✓ Individually, start working on your part of the project. Prepare your information in a precise way.
- ✓ Exchange and correct your work with other members of your group.

4 Present Your Documentary

- ✓ Put all the different parts together and present your video documentary to the other groups in your class.
- ✓ Talk about why you chose that natural disaster and how you researched your part of the project.
- ✓ Have a question-and-answer session about each natural disaster presentation.

Web

Go to <http://codigos.auladigital.cl> and enter the code **Ti7P110** to watch some documentaries about weather and climate.



Self-Monitoring

1 Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
Content				
Research	Information from 4 sources.	Information from 3 sources.	Information from 2 sources.	Information from 1 source.
Organization of content				
Script and storyboard				
Team work				
Role assignment				
Cooperation with team				
Group feedback				
Use of media				
Images				
Video				
Music				

2 Assess your performance.

Content	Me	Team work	Me	Use of media	Me
Research		Role assignment		Images	
Organization of content		Cooperation with team		Video	
Script and storyboard		Group feedback		Music	
Total		Total		Total	
Total Score					

3 Before you go on, discuss your results with the class. What do you need to improve on?

1 Complete the chart with the information required.

	Possibility	Advice
Modal Verb		
Sentence example		
Modal Verb		
Sentence example		

2 Complete the sequences with possible answers, following the example.

If there is low water supply, the vegetables die. — If the vegetables die, there is nothing to eat. — If there is nothing to eat, humans do not survive.

If there is a large explosion under the sea, — —

the rivers overflow. — —



3 Compare your answer with a classmate to check the differences. Is there only one correct answer for each box?

1 Look at the signs and underline the correct description for each one. (3 points)

- A**
- Volunteers could be needed on March 3 and 4.
 - Volunteers mustn't work on March 3 and 4.
 - Volunteers should be available to work on March 3 and 4.



- B**
- Volunteers could help with dogs and cats.
 - Volunteers can take the dogs home.
 - Volunteers should walk the dogs.



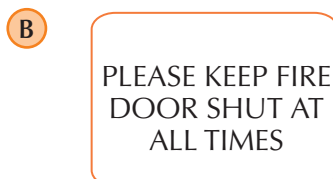
- C**
- Volunteers can help by painting graffiti.
 - Volunteers are needed to help remove graffiti once a week.
 - Volunteers should clean graffiti every day.



2 Look at the signs and underline the correct description for each one. (3 points)



- Don't waste time using the stairs.
- Get out through the emergency door.
- You must use the stairs instead of the elevator.



- Don't leave this door open.
- Use the other door.
- This door is not in use.



- Watch out for falling objects.
- Remember to lower your head.
- Remember to wear protective safety equipment.

Before you Go On

- Go back to page 83 and check your predictions about the unit. Use the space below to reflect on your predictions. Were you correct?

- Go back to page 87 and see the strategies you chose to apply in the unit. Give examples of activities where you used them:

Listening strategies:

Speaking strategies:

Reading strategies:

Writing strategies:

- Did you use any other strategy that was not on the list? Write it here and remember it for the future.

- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss your answers with the class.



Unit 4 True Stories



In this unit I will learn to...

Integrate skills to communicate orally and in writing, in order to understand new articles and retell stories.

Lesson 7

Oral Communication

- Listen to and understand a radio show.
- Sequence events.

Reading

- Read and understand a diary.
- Describe past events.

Writing

- Write an informative text.

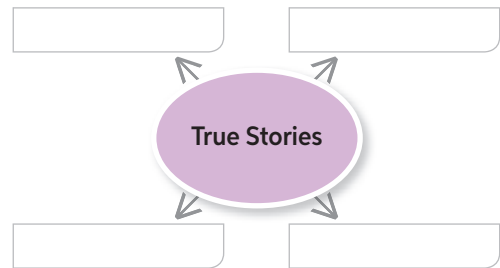
Attitudes

- Develop cultural awareness, showing interest and respect for my own and foreign cultures.

BEFORE YOU START



1. Look at the photo and the title and use them to discuss the topic of the unit.
2. Do you know any interesting true stories? How would you tell them to someone to make it sound interesting?
3. Find the following items in the unit.
 - A photo of a camel:
Lesson ____, page ____
 - A text about Great Britain:
Lesson ____, page ____
An activity about matching questions to answers:
Lesson ____, page ____
4. What do you think you will learn in this unit? Complete the diagram with possible contents.



5. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
6. Read the objectives for each lesson. Do you think these are practical?

Lesson 8

Oral Communication

- Listen to a news interview.
- Ask for information about past events.

Reading

- Read and understand a news story.
- Describe events or continuous events in the past.

Writing

- Write a news article.

Attitude

- Use information and communication technologies to do research. Produce material crediting and respecting people's copyrights.

LET'S START

1 Look at the photos and complete with your ideas about them.



a. I saw



b. They went



c. It was raining, when



d.



e.



f.

2 Discuss the following questions.

- What headline would you give to each photo?
- Does the local, national, and international news tell true stories?
- How did people tell their stories in the past?

Discuss

3 Match the sentences with the same meaning. Pay special attention to the words in bold. Then underline the words on the right column that are synonyms of the words in bold.

<p>Captain Cook collected many interesting objects on his voyages.</p>	<p>Our tour of the mountains was memorable.</p>
<p>Our voyage to the mountains was unforgettable.</p>	<p>The way you describe your journey sounds amazing!</p>
<p>The story of your voyage is unbelievable!</p>	<p>Captain Cook gathered lots of exciting objects on his trips.</p>
<p>Look! That ship is going to sink.</p>	<p>Every toy went to the bottom of the lake.</p>
<p>The cell phone is sinking in the pool.</p>	<p>Take a look! That ship is going under water.</p>
<p>All the toys sank in the lake.</p>	<p>The phone is going to the bottom of the pool.</p>
<p>The lights went off and I was so frightened!</p>	<p>Was Sheila alarmed when she saw the car?</p>
<p>He was frightened after the earthquake.</p>	<p>When the lights were gone I got really scared!</p>
<p>Did she get frightened when she saw the car?</p>	<p>He was afraid because of the earthquake.</p>

4 Now write sentences with each word.

Voyage: _____

Sink: _____

Frightened: _____

5 Look at the title and the illustration to predict what the text will be about.

6 Read the text and answer the questions.



Sunday, August 1st



Woman lifts car, saves her father

A Virginia woman is being hailed as a hero after she **lifted** a car off her father and performed **CPR**, saving his life.

Alec Kornacki was at the family garage on a Saturday working on a car when a **jack** holding it up slipped, according to Kristen Kornacki, another one of his daughters.

Lauren Kornacki, the daughter who rescued him, found her father **pinned** to the ground and unresponsive.

"She proceeded to lift up the car, pull him out and then give him CPR," said Kristen Kornacki.

Lauren Kornacki, 22, who lives in Glen Allen, near Richmond, is trained as a lifeguard.

"It flashed like, oh my God, I'm going to lose my dad," she said. "I knew I had to get his heart beating again."

Alec Kornacki is being treated at the Virginia Commonwealth University Medical Center.

He has several broken **ribs**, some **numbness** and other fractures, but likely suffered no permanent damage. He is still in the **ICU**.

According to his daughter Kristen, Alec Kornacki is "**healing** fantastically." His family shot a brief video of him walking in the hospital, slow but **steady**.

"He is walking and talking and laughing and joking. He's feeling pretty good," she said. "He's Superman, that's for sure."



Vocabulary

Lift: to move something to a higher position.

CPR: cardiopulmonary resuscitation.

Jack: device to lift heavy objects.

Pin: hold in a position.

Rib: bone connected to the backbone.

Numbness: paralysis, loss of sensation.

ICU: intensive care unit.

Heal: to get well again.

Steady: constant, regular, continuous.

What kind of text is this?

- Who saved a life? _____
- What happened? _____
- Where did it happen? _____
- When did it happen? _____
- Why do you think Lauren was able to do that? Do you think you could do it?

Learning to Learn

This lesson will be about real life stories told in the form of journals and news articles.

What I know	What I want to know	What I learned

- Do I like the topic of this unit? Why or why not?

- How can I learn English related to this topic?

Listening to _____

Reading about _____

Writing about _____

Speaking about _____

- What strategies can I use to excel in each area?

Listening strategies:

- a. Make predictions using pictures
- b. Recognize the speakers and the situation
- c. Infer information not stated on the audio

Writing strategies:

- a. Decide on form, audience, and style
- b. Write a "sloppy copy"
- c. Correct spelling

Reading strategies:

- a. Identify the genre of the text
- b. Read the introduction and conclusion of the text
- c. Write a summary of the text

Speaking strategies:

- a. Do not translate
- b. Use alternatives for words you don't know
- c. Verify that the listener understands you

First, we went south

In this lesson you will listen, speak, read and write about famous expeditions through radio shows, journals, and maps.

Do you know a famous explorer who wrote about his or her journey?

Before Listening A Radio Show



1 In pairs, answer the questions.

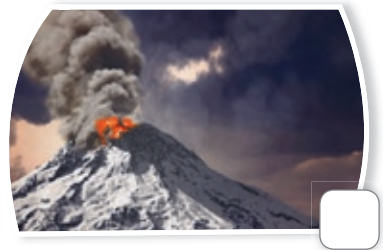
- Where was Charles Darwin from? What was he famous for?



While Listening

2 Listen (35) and number the places in the order Darwin visited them. Then match them to the pictures.

- | | | |
|--|--|---------------------------------|
| <input type="checkbox"/> Galapagos Islands | <input type="checkbox"/> Australia | <input type="checkbox"/> Brazil |
| <input type="checkbox"/> Argentina | <input type="checkbox"/> Cocos Islands | <input type="checkbox"/> Chile |



After Listening

3 Answer the questions.

- What did Darwin see in the Brazilian rainforest? _____
- What happened to the Osorno Volcano? _____
- What did he notice about Table Mountain? _____

Listening Tip

-ed Pronunciation

Pay attention to the final sound of the verb in the infinitive to determine the pronunciation of -ed.

4 Listen (36) to the sentences and write in the correct column.

stopped - observed - jumped - noted - lasted - returned

/id/	/d/	/t/

Speaking Task Sequencing Events

1 Match the sentences to the pictures.

- First*, the Beagle left Plymouth in England on December 27, 1831. Charles Darwin was not a good traveler.
- Then* in February 1832, Darwin saw the Brazilian rainforests.
- Next*, at Chiloé Island in Chile, Darwin saw the Osorno Volcano erupt.
- After that*, Darwin observed giant turtles on the Galapagos Islands.

Grammar

See page 176.



2 Look at the words in italics in activity 1 and underline the correct options.

- These words establish the *time* / *order* / *type of events*.
- They come at the *beginning* / *middle* / *end of a sentence*.

3 Complete the sentences to describe the end of Darwin's voyage. Use the words in the box.

First - After that - Then - Finally

- _____ he returned home in 1836.
- _____, he made observations and collected specimens in Australia and the coral reefs.
- _____, he published *On the Origin of Species* in 1859.
- _____, he continued to study at home, and collected together and analyzed his notes.



4 In pairs, retell the story of Darwin's voyage. Remember to use sequencing words.

Before Reading A Diary

1 Look at the pictures and make predictions. Then go to question 2.

The Diary of Robert O'Hara Burke

Victorian Exploration Expedition 1860

37

- What country can you see in the pictures?
- Who is Robert O'Hara Burke and what do you think he is famous for?
- What do you think he writes in his diary?

June 20, 1860



Over 15,000 people came to say good-bye to us today at Royal Park in Melbourne. The Victorian Exploration Expedition started on its way to the northern coast.

August 19, 1860



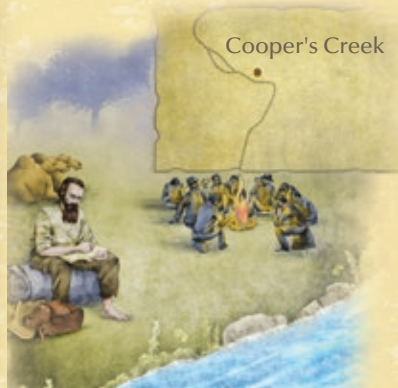
Today we arrived at Swan Hill. The journey last week was very difficult because it rained so much! The ground was very wet and muddy.

October 12, 1860



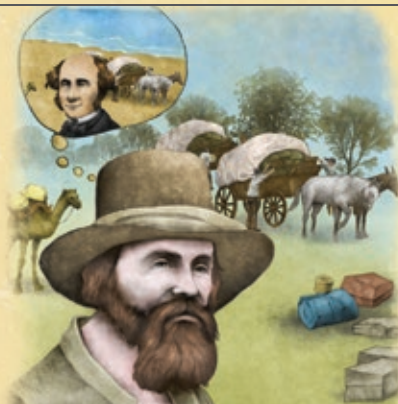
It did not rain as much as last week, but we had new problems on the road to Menindee. At every step, our wagons and camels had to stop to push them out of the sand.

November 20, 1860



This morning, we arrived at Cooper's Creek. This is a new territory. When we arrived, we decided to wait until March. The summer is too hot for us and our camels need to rest.

December 15, 1860



A few moments ago, I received a message. John Stuart is close to us. He is a great explorer and his team is very fast. Stuart must not get to the coast before us. Four of us decided to leave Cooper's Creek tomorrow.

December 26, 1860



The desert was less difficult than expected. The heat was the biggest problem, but everyone was happy. We celebrated Christmas Day at an oasis by the Diamantina river.

While Reading

2 Read the text and write T (*true*) or F (*false*).

- ___ The diary is about a trip in Africa.
- ___ Burke started his expedition in Melbourne.
- ___ The expedition was between 1860 and 1862.
- ___ Burke and his people, finally saw and swam in the sea.

January 5, 1861



The Yandrawandha people (indigenous Australians) were very helpful this week. They were peaceful and they gave us fish to eat.

January 14, 1861



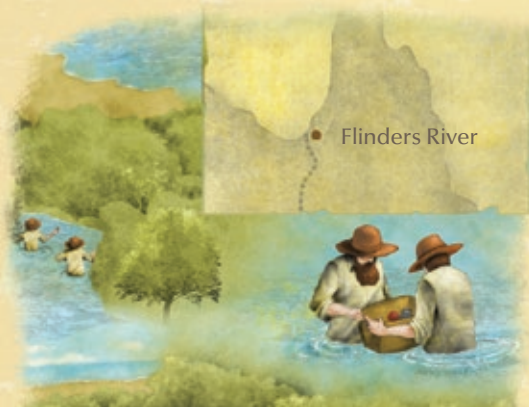
Today we walked towards an impressive mountain range. The landscape is fascinating.

January 18, 1861



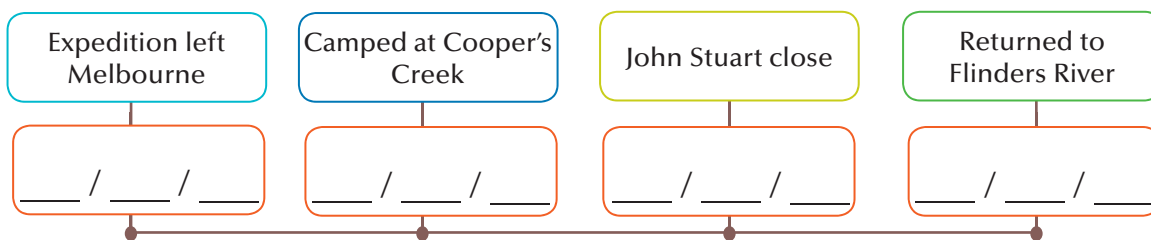
The mountains were difficult to cross. It was impossible to walk along some of the paths. The camels are suffering. We are all scared.

February 11, 1861



Today I heard the ocean, but I did not see it. We were so close, but we were in a swamp. It was too difficult to get across. We decided to return to Flinders river. Tomorrow, we must begin our journey back to Melbourne. We are so disappointed. We were so close!

3 Look at pages 124 and 125. Write the dates on the timeline.



Reading Tip
Scanning
 Scan the text quickly to look for key words and specific information.

4 Match the sentences to the locations on the map.

- a. It rained so much!
- b. The Victorian Expedition started its way to the northern coast.
- c. Tomorrow, we must begin our journey back to Melbourne.
- d. We celebrated Christmas Day at a delightful oasis.



After Reading

5 Find words in the diary related to each category.

Weather	Environment

6 In your notebook, write a description of the weather where you live.



7 Speaking • Coming to a Consensus

- a. In groups, imagine you are going on a long expedition. Make a list of things to take.
- b. Come to a consensus about the five most important things.

Reading and Vocabulary

1 Look at pages 124 and 125 and match the sentence halves.

- | | |
|---|--|
| a. The Victorian Exploration Expedition spent | _____ the first man to get to the coast. |
| b. There were nineteen | _____ was unexplored territory. |
| c. On the road to Menindee the expedition | _____ moved very slowly. |
| d. Coopers Creek | _____ people on the Expedition. |
| e. Burke wanted to be | _____ crossing the mountains. |
| f. The camels had problems | _____ their first night very close to Melbourne. |

2 Read the problems encountered on the expedition. Write where the problems occurred.

- _____ At every step, their wagons and camels had to stop.
- _____ It was impossible to walk along some paths.
- _____ The heat was the biggest problem.
- _____ The journey was difficult because of the rain.
- _____ The ground was very wet and muddy.
- _____ They were in a swamp.

3 Complete the sentences with the correct adjectives from the text.

disappointed - fantastic - excited - scared - exhausted

- When the expedition left Melbourne, the crowd was very _____.
- The beautiful Diamantina River stopped them from getting too hot. It was _____.
- The travelers were _____ at the end of a long day in the heat.
- They heard the ocean, but did not see it. They were _____.
- It was difficult traveling through the mountains. They felt _____ and nervous.

4 Discuss the questions.

- What was the purpose of the expedition? Was it successful? Why or why not?
- Find out more about the Australian Aboriginal people. Are they similar or different to your culture? What about the weather and the environment where they lived?

Discuss

Language Focus Past Simple



1 In pairs, read the sentences and answer the questions.

A band played music and the mayor made a speech.

It did not rain as much last week.

"Did you see him?" I asked.

- Do the sentences refer to events in the past or in the present? _____
- How do we form the simple past tense of the regular verbs in the examples?

- What auxiliary verb do we use in questions and negatives? _____
- What irregular verb can you see in the examples? _____

2 Look at pages 124 and 125. Write the past tense of the irregular verbs.

Base Form		Past Simple
be	have	
break	know	
do	tell	

3 Complete another page of Burke's diary with the correct form of the verbs in parentheses.

January 16, 1861

Yesterday _____ (1) (be) a bad day. We _____ (2) (walk) for hours across the mountains, but the paths _____ (3) (be) very difficult. Last night, we _____ (4) (camp) near a stream. We _____ (5) (not know) exactly where we were, because we were lost. The camels _____ (6) (collapse) because they were so tired.

4 Answer the questions.

- How was the weather in August? _____
- When did they arrive at Swan Hill? _____
- When were they scared? _____
- What was the weather like at Cooper's Creek? _____



5 In pairs, ask and answer more questions about the expedition.

Grammar

See page 174.

Irregular Verbs

See page 186.

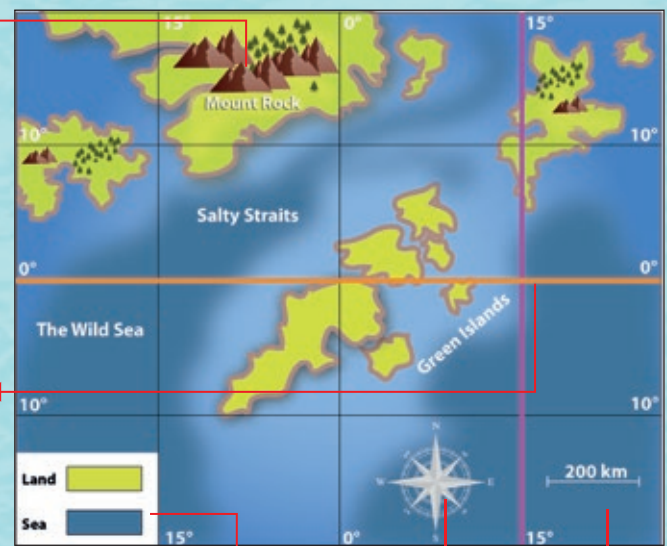
Reading Task A Map

Mapmaking

38

In the past, all great expeditions included an important member in their teams: the mapmaker. The maps the mapmaker drew helped figure out what routes the expedition should take. When expeditions arrived home, people could understand the geography of newly discovered areas.

Why not make a map of an area you know? Or even an imaginary map to describe places in a movie, book, or game? Follow these steps to become a cartographer.



- 1 Sketch and lightly color your map. Define land and sea, or boundaries such as city limits, or state lines. Use basic colors and add a compass.
- 2 Add features. For large-scale maps these can be mountains, rivers, etc. For small-scale maps there could be streams or paths.
- 3 Note the scale. This shows how many centimeters on a map equal the number of kilometers in the actual place.
- 4 Add latitude and longitude lines.
- 5 Write the names of important places, or places that have meaning to you.
- 6 Create the legend. This is a key for the reader to make sense of symbols, colors, and lines. For example, you can graduate colors to show different land heights or sea depths.



1 In pairs, discuss the questions.

- a. Why were maps important for great expeditions in the past?
- b. What details do maps show?

2 Read the introduction and find another name for a mapmaker.

3 Read the steps, and label the map.

- a. Legend
- b. Geographical features
- c. Compass
- d. Scale
- e. Latitude and longitude lines

Glossary

See page 187.



4 In pairs, create a map of real or imaginary place. Use different symbols, names, and colors to add detail.

5 Present and display your maps.

Writing Task An Informative Text

- 1 Look at the title of the text and the pictures and answer the questions.
 - a. What type of text do you think this is?
 - b. What kind of information do you think it contains?
- 2 Read the text and make notes in the first column of the chart.

Great Britain in the 19th Century

In the nineteenth century, Great Britain became the world's first industrial society. The population increased from nine million in 1801 to forty-one million in 1901.

Although Britain was a superpower, life for most people was very ordinary. Many people moved to large cities and ate plain food such as bread, butter, potatoes, and bacon. Meat was an expensive luxury. Then bread became cheaper because ships and railways made it possible to import food. Later, in the 1860s, the first fish and chip shops opened.

Clothing was also basic. In the early nineteenth century, men wore cotton shirts, pants, and waistcoats. Women wore light dresses with a large frame, or bustle, at the back.

Despite this ordinary everyday life, the British Empire continued to expand. Industrialization and expeditions meant it grew to become the largest empire in history.



	Britain	Chile
Society		
Food		
Clothes		

Writing Tip

Pre-writing

Develop word banks or charts before writing a draft to brainstorm ideas for your text.

- 3 Make notes about Chile in the second column of the chart.

- 4 Write a short informative text giving historical information about Chile. Follow the tips.

- Write an introduction, one paragraph on each topic from the table and a conclusion.
- Use the past simple tense and sequencing words if necessary.
- Make sure your information is correct.

Steps to writing

See page 13.



- 1 Look at the map and the pictures and answer the questions.
 - a. What places can you see? Where are they?
 - b. What is the weather like in these places?
 - c. What problems do explorers have in these areas?
- 2 Listen to the radio program and number the places in the order they are mentioned.
- 3 Listen again and make notes in the chart.

Name	Achievement	Problems
Choi Jong Yul		
Ed Stafford		
Chhurim		
Amelia Hempleman-Adams		



- 4 In groups, make a list of dangerous or inhospitable places in the world. Discuss the questions.
 - a. Why are they dangerous?
 - b. Why do people want to explore dangerous places?

A Comic Strip Mural

1 Research

- ✓ In groups, choose a famous expedition like the ones presented in this unit.
- ✓ Research more information about the expedition, using history books or the Internet. Bring your research to the next class.



2 Make notes

- ✓ Organize your research into notes about the expedition you chose. Use the following categories to help you:

Setting (climate and natural environment)	
Important events	

- ✓ Assign important events to each member of your group. Make more detailed notes about each event (time and location, characters, conclusion).
- ✓ Write sentences about your event.

3 Make Your Mural

- ✓ In groups, take a large sheet of poster paper and divide it into boxes for a comic strip.
- ✓ Draw a picture to describe your event in one of the boxes. Make sure your picture is in the correct place for the story.
- ✓ Write your sentences next to your picture.
- ✓ In groups, color and decorate your comic strip mural.



Web

Go to <http://codigos.auladigital.cl> enter the code **Ti7P132** and take a look at an interactive map of famous expeditions. There are more than 20 journeys!

4 Display and Present

- ✓ Display your murals in the classroom.
- ✓ Walk around the class and ask and answer questions.

Self-Monitoring

1 Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
Content				
Sources	Look for models in more than 3 sources.	Look for models in more than 2 sources.	Look for models in more than 1 source.	Look for models in only 1 source.
Organization of contents				
Grammar				
Team work				
Division of tasks				
Cooperation with team				
Group feedback				
Comic structure				
Captions				
Scenes				
Frames				

2 Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Sources		Division of tasks		Captions	
Organization of contents		Cooperation with team		Scenes	
Grammar		Group feedback		Frames	
Total		Total		Total	
Total Score					

3 Before you go on, discuss your results with the class. What do you need to improve on?

In this lesson you will listen, speak, read and write about true stories through news interviews and articles.

How do you get informed about world events? Which news source do you prefer?

Before Listening A News Interview

- 1 Look at the newspaper headlines and decide what the stories are about.



While Listening

- 2 Listen (41) to the radio interview with Tina and mark (✓) the headline of the story you hear. Then number the events in the correct order.

- ___ The family went on vacation.
- ___ The girl realized a tsunami was coming.
- ___ The girl completed a school geography project.
- ___ The tide went out and everybody was amazed.
- ___ The girl's parents did not believe her.

- 3 Listen (42) and mark (✓) how the story ends.

- a. ___ There was no tsunami.
- b. ___ The hotel owners didn't listen to Tina's parents and didn't evacuate the beach.
- c. ___ Everybody evacuated the beach and everybody survived.

After Listening

Listening Tip

Question Intonation

Look at the type of question (*yes/no* or *wh-*) to identify if the intonation rises or falls.

- 4 Listen to the questions (43) and decide if the intonation goes up (↑) or down (↓) at the end.

- a. ___ What did you do next?
- b. ___ What did your parents do?
- c. ___ Did you save everybody?



- 5 In pairs, role-play the end of Tina's interview.

Student A: You are the interviewer. Ask questions about what happened.

Student B: You are Tina. Answer the questions and give details about your story.

Speaking Task Asking for Information

1 Write what type of information the questions refer to.

things/events - place - time - people - reason

- _____ Who were you with?
- _____ What happened?
- _____ Where were you?
- _____ When was the accident?
- _____ Why did you say that?

2 Complete the questions about the story with the correct question word.

- _____ spoke to Tina? News reporters.
- _____ did the story happen?
On Maikhao beach in Thailand.
- _____ happened? A tsunami was coming and I told everybody.
- _____ didn't they believe you?
Because I was too young to know about tsunamis.

Grammar

See page 17A.

3 Match the questions to the answers.

- Where did this story happen? ___ Because they thought I was too young.
- When were you there? ___ In 2010. I was 11 years old.
- Who were you with? ___ My family.
- What happened? ___ On Dichato beach in the south of Chile.
- Why didn't they believe you? ___ The tide suddenly went out.

4 In your notebook, write questions about a recent news story.

What happened to...? What was he/she doing?



5 Ask and answer questions about your stories.



Before Reading A News Story

- 1 With your class, discuss these questions.
 - a. Why do we call people heroes? What do heroes do?
 - b. What local heroes can you name? What did they do?
 - c. Look at the pictures. How do you think the people in them are related?
- 2 Skim the text and label the pictures. How do you think people feel in the story?
 - a. Happy
 - b. Sad
 - c. Frightened
 - d. Relieved



Local Hero



This is the story of one brave boy and his family. Where does the story take place? In the small town of Roma in Queensland, Australia. In 2010, heavy rain in the area brought terrible floods.



Who was this boy? Twelve-year-old Jack Osbourne. He lived in Roma with his mom and dad and two younger sisters. In September of the same year, Jack's dad was driving the family home after visiting some friends.



As they were driving down the long, winding road, it started to rain. Raindrops as big as stones crashed against the hood of the car. Jack's younger sisters were not laughing anymore.



The storm continued. When Jack looked out of the window, he saw the fields looked like lakes. Jack's dad slowed the car down to twenty miles per hour.

While Reading

3 Complete the sentences with *Jack* or *Jack's father*.

- _____ helped his other sister.
- _____ slowed the car down.
- _____ desperately opened the window.
- _____ appeared in the newspapers.
- _____ released the seatbelts.



Part of the road collapsed, and the car started to sink. It was sinking into a deep pool of water. Jack's sisters were frightened. They started crying as their father desperately tried to open a window.



What did Jack do? He stayed calm. He quickly released his sisters' seatbelts while his father opened a window and climbed out of the car. Jack passed his younger sister, Libby, to his mother. The car began to sink under water, but he did not panic.



Jack helped his other sister, Erin. The water was now as high as Jack's neck. The rain was pouring down around the car, and his mom was screaming at him to hurry.



Finally, Jack pulled himself to the front of the car. His mother followed him just as the vehicle completely sank. They swam to the side of the road and collapsed. The car disappeared under the water.



The next day, Jack's parents returned with the police to find their car. It was three meters under water. They looked at each other. "You saved your sisters' lives, Jack," they said.



Reporters rushed to speak to Jack. "How did you feel?" they asked. "I was relieved," Jack replied. "I just wanted my sisters to get out before I got out." Jack's smiling face was all over the front pages. The town had a new hero.

4 Match the pictures to the headlines.



Heavy Storms Cause Chaos!

Family Swims to Safety!

5 Complete the sentences with the family members.

Jack - Jack's mother - sisters - Jack's father

• Language Tip

Possessive 's

Remember to use 's at the end of a word to show possession.

Jack's mother = The mother of Jack.

- a. _____ managed to open a window in the car.
- b. Jack passed his _____ to the front of the car.
- c. _____ screamed at Jack to hurry.
- d. _____ spoke to the reporters after the accident.

6 Write T (true) or F (false). Correct the false statements.

- a. _____ The story took place in Roma, Italy, in 2001.

- b. _____ Jack and his family were going home.

- c. _____ The water was as high as Jack's belt.

- d. _____ Jack Osbourne was younger than his sisters.

After Reading

7 Decide who the adjectives refer to in the story.

- a. happy _____
- b. nervous _____
- c. frightened _____
- d. relieved _____



8 Speaking · Group Discussion

- a. In groups, discuss any news stories you know that are similar to the one in your text. Say who the characters were and describe what happened.
- b. Share your ideas with the class. Identify similarities and differences to Jack's story.

Reading and Vocabulary

1 Decide who or what the words in *italics* refer to.

- _____ The car fell into a large hole. *It* was slowly sinking.
- _____ What did Jack do? As the water rose, *he* stayed calm.
- _____ Jack's sisters were frightened. *They* started to cry.
- _____ Jack pulled himself to the front of the car. *He* had to swim between the front seats and out of the window.
- _____ Jack's mom quickly passed Erin through the open window and *his* dad took his sister to safety.

Vocabulary Tip

Pronoun Reference

Pronouns refer to a noun or other pronoun that comes before it.

2 Read the text again and unscramble the words to complete the sentences.

- They were driving down long, _____ (nngdiwi) roads.
- The _____ (dsfeil) looked like lakes.
- The storm caused the road to _____ (aclolsep).
- The car filled with water and it started to _____ (skin).
- Family friends _____ (idkpec) up Jack and his family and took them home.

3 Read the sentences and number them in the order they occurred.

- _____ They began to feel worried.
- _____ Jack's picture was in the newspaper.
- _____ They were all singing and laughing.
- _____ They went to the hospital to see if they were injured.
- _____ Huge raindrops were falling on the roof of the car.
- _____ The car was three meters under the water.

Reading Tip

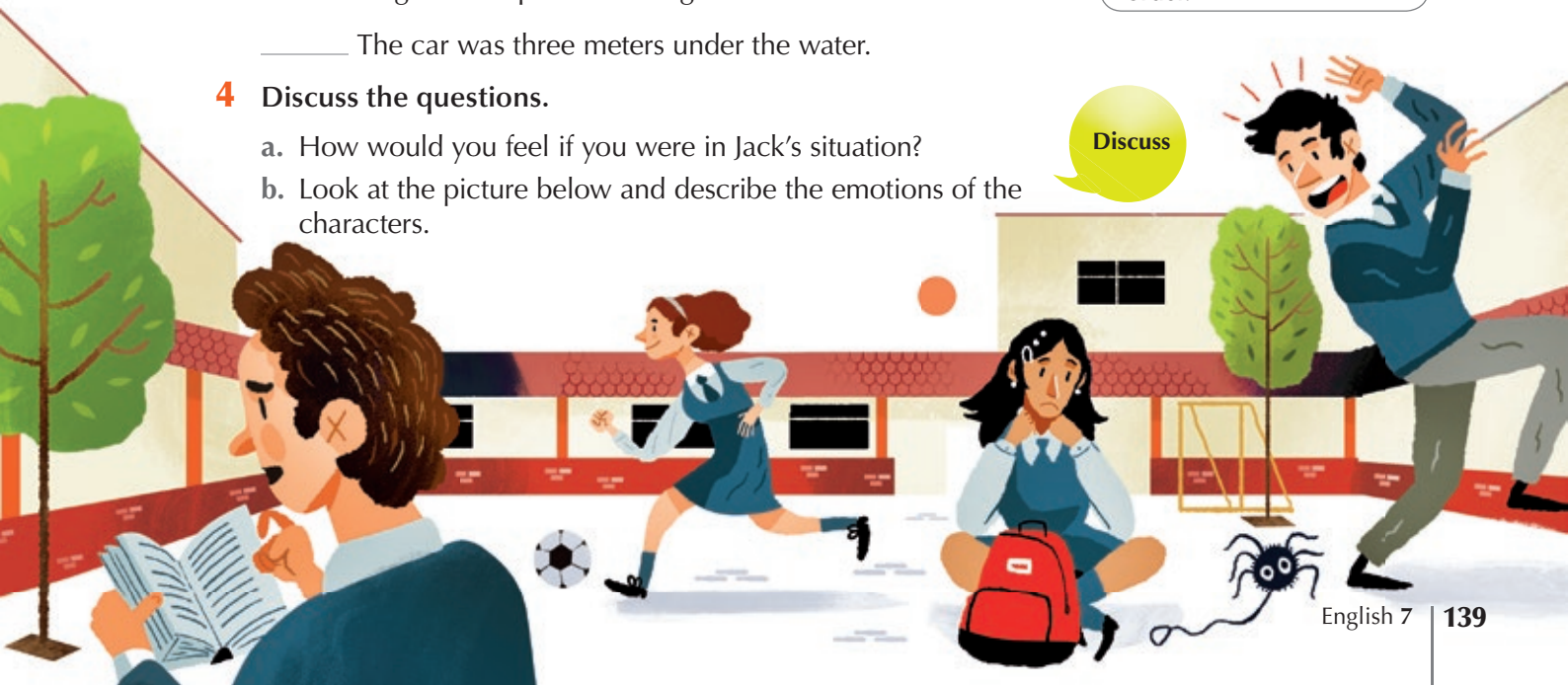
Order of Events

Identify the first and last events. This will make it easier to put the others in order.

4 Discuss the questions.

- How would you feel if you were in Jack's situation?
- Look at the picture below and describe the emotions of the characters.

Discuss



Language Focus Past Continuous

Writing Tip

Connectors

Use connectors *when* and *while* to talk about events happening at the same time or that interrupt something.

Grammar

See page 17A.

1 Read the sentences and underline the verbs.

- a. Jack's dad was driving the family home.
- b. The rain was pouring down around the car while his mom was screaming at him to hurry.
- c. Jack's sisters were not laughing anymore.
- d. They were laughing and singing when it started to rain.

2 Underline the correct option.

- a. We use the past continuous to describe *something we were doing at a past moment in time / a completed action in the past.*
- b. We can use the past continuous to describe *two actions happening at the same time / a sequence of events.*
- c. We form the past continuous with the past tense of the verb to *be / to have + ing form of the main verb.*

3 Look at pages 136 and 137. Write full answers to the questions.

- a. Where was Jack's dad driving the family?
He _____
- b. Who were the family visiting?

- c. What was the policewoman doing on page 137?

4 Describe what happened in the end. Use connectors *while* and *when* to join sentences of events happening at the same time or interrupting each other.



Jack was helping Libby to the front while his dad was carrying Erin.







5 In pairs, retell the end of the story.

Reading Task An Article

Who Is Your Hero 45

COMMUNITY NEWS

What is a hero? A hero is a person who is admired for their courage and noble qualities. In movies and books, heroes are usually strong or have special powers, but many heroes are ordinary people living ordinary lives.

What makes a hero? There are two factors that can lead to heroic behavior:

1. The situation someone is in.
2. How the person reacts to that situation.

It is possible to come face to face with a situation that requires heroic behaviour.

What would you do in these situations?

- Someone is bullying a classmate.
- There is smoke coming from the windows of a house you are passing.
- You see a cyclist hit by a car.
- An elderly person cannot cross a busy road.

Remember, you don't have to be a famous historical figure to be a hero.

Heroes are all around us, every day. So, who is your hero?



Glossary

See page 187.



1 In pairs, read the article and discuss what you would do in the situations described.



2 In groups, discuss heroic figures from modern or historical times.

- a. Why are/were they heroic? What do/did they do?
- b. What personal qualities do/did they have?

3 Identify the personal qualities of Rob's hero.

My hero is my grandfather. He is very funny and always makes me laugh. He is kind to me and my sisters. When we were small and my parents were working, he looked after us all. My grandfather is great!

4 Write a description of your hero.

5 Share your description with the class.

Writing Task A News Article

- 1 Read the newspaper article and check that it contains all of the information indicated in the graphic organizer.

A Local Hero

Twelve-year-old Jack Osbourne saved his family from drowning yesterday. The family were traveling in their car near Roma, in Queensland. They had an accident as they took a curve. Heavy rain caused the road to collapse, and the car started sinking into a river. Jack stayed calm. He helped his sisters out of the vehicle

before escaping with his mother. Police recovered the car this morning from under three meters of water.

“We think Jack is incredible,” said his parents. “He stayed very calm.”

“I was frightened,” Jack said. “I just wanted my sisters to be safe.” The town of Roma has a new hero.

Steps to writing
See page 13.

<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">Who?</div> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>	}	<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;">General details</div> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>
<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">What?</div> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>		<hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>
<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">Where?</div> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>		<hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>
<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">When?</div> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>		<hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>
<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; margin-bottom: 5px; text-align: center;">Why?</div> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>		<div style="border: 1px solid #ccc; border-radius: 10px; padding: 5px; text-align: center;">Specific details / Opinion</div> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/> <hr style="border: 0; border-top: 1px solid #ccc; margin: 2px 0;"/>

Writing Tip ●

A news article
Remember to think about the structure of the article, the audience that will read it, and the style in which it must be written.

- 2 Complete the graphic organizer with notes about a current event.
- 3 Write a draft of the event. Read the tips.
 - Make sure your notes answer the *wh-* questions.
 - Include specific and general information about the event.
 - Use appropriate tenses for describing events in the past.
- 4 In pairs, exchange and correct your work.
- 5 Write a clean version of the event.

Flash Floods

Flash floods can happen very quickly and they are very dangerous. They cause more deaths in the United States each year than any other type of weather, except heat waves. Causes of flash floods include very heavy rain or accidents like a dam break.



Did you know...?

The most famous flash flood in American history was in 1889, in Johnston, Pennsylvania. A dam collapsed and 2,200 people drowned.

Other Factors

Sometimes the ground is too hard to absorb water. As a result, the rain goes downstream. If there is more than one inch of rain per hour, it can cause a flash flood. There may even be a flash flood in sunny weather, because it is raining on higher ground nearby.



What You Can Do

Flash floods occur within six hours of a rain event or accident. There is not always time for a warning, so you need to be prepared:

1. Learn about flood risks where you live.
2. Find out the elevation of your home in relation to streams, rivers, and dams.
3. Develop a family disaster plan.
4. Do not drop trash, which can block drains.

- 1 Look at the pamphlet and say who and what it is for.
- 2 Read the pamphlet and underline the correct options.
 - a. *Flash floods / Heat waves* are the most common cause of weather-related deaths in the United States.
 - b. The Johnston disaster was caused by *heavy rain / an accident*.
 - c. There needs to be more than *one inch / six inches* of rain per hour for a flash flood to occur.
 - d. Flash floods *sometimes / never* occur in sunny weather.
 - e. You should *wait for a warning about / be prepared for* a flash flood.

Glossary

See page 187.



- 3 In pairs, answer the questions.

- a. Are there flash floods in your country? Where and when?
- b. What causes the flash floods?
- c. What problems do the flash floods cause?



- 4 In groups, develop a family disaster plan in the event of a flash flood. Use the prompts to help you.

food - shelter - clothing - action - emergency services



- 5 Share your ideas with the class.



Newspaper Stories

1 Make Notes

- ✓ In groups, write notes about local news stories, or news about past school events.
- ✓ Choose one story each and write notes about it.
- ✓ Make sure you have all the essential information: who, what, when, where, why, and general and specific details.

2 Prepare Your Stories

- ✓ Individually, write your stories. In groups, check each other's work.
- ✓ Think of a title for your story or any pictures you can include.

3 Create Your Newspaper

- ✓ In your groups, plan how the stories will appear in your newspaper. Identify the headline, sub-heading, image, and caption. Decide the size of the columns your stories will use.
- ✓ Put your stories together and prepare your group's newspaper. Give the paper a name.
- ✓ Check spelling, grammar, and punctuation.

4 Present and Display

- ✓ Present your newspaper to the class. Display it in the classroom and walk around and read each other's work.
- ✓ Ask and answer questions about each other's stories.



Web

Go to <http://codigos.auladigital.cl> and write the code **Ti7P144** to find more than a hundred stories about local heroes.

Self-Monitoring

1 Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
Content				
Answer who, what, where, when, and why	Answers all questions.	Answers 4 questions.	Answers 3 questions.	Answers 2 or less questions.
Structure				
Organization of newspaper				
Team work				
Role assignment				
Cooperation with team				
Group feedback				
Design				
Layout				
Pictures or drawings				
Neatness				

2 Assess your performance.

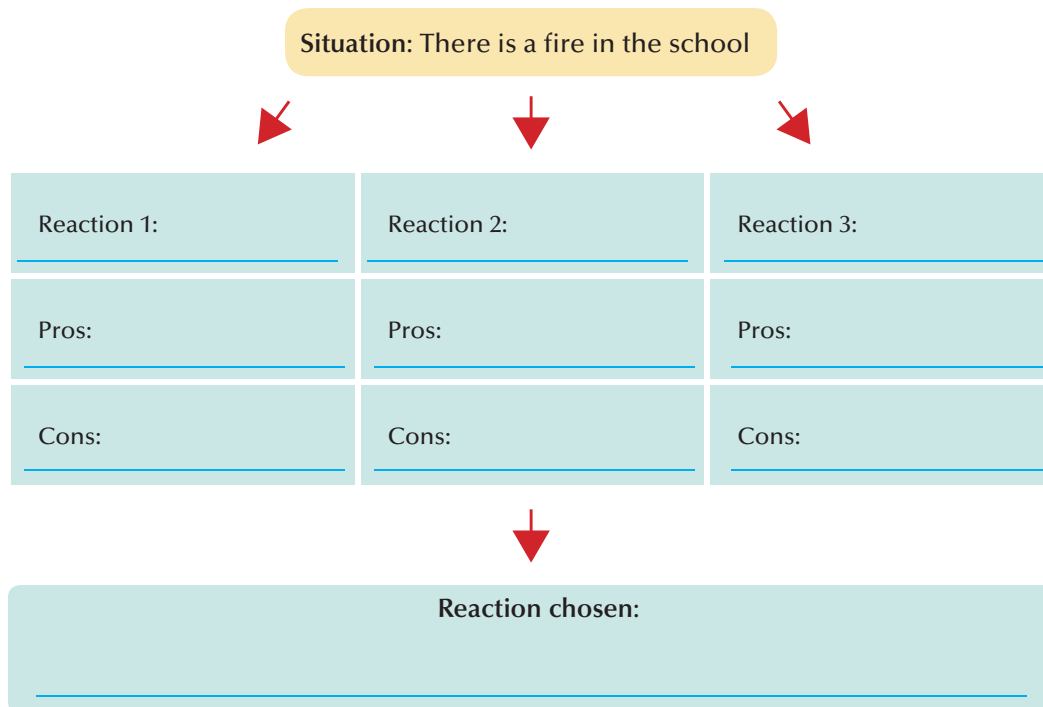
Content	Me	Team work	Me	Design	Me
Answer who, what, where, when, and why		Role assignment		Layout	
Structure		Cooperation with team		Pictures or drawings	
Organization of newspaper		Group feedback		Neatness	
Total		Total		Total	
				Total Score	

3 Before you go on, discuss your results with the class. What do you need to improve on?

1 Look at the timelines that represent the two different tenses from the unit. Complete the example sentences.

Tense	Past Simple
Representation	
Example Sentence	_____
Tense	Past Continuous
Representation	
Example Sentence	_____

2 Complete the diagram with the information required.



3 Compare your answers with a classmate to check the differences. Is there only one correct answer for each box?

1 Read the article and answer the questions. (4 points)

Francis Drake was born in England around 1540. He went to sea when he was very young. In 1567, he made one of his first voyages to Africa and brought slaves to the New World. The Spanish attacked the ship and they became a lifelong enemy for Drake. The Spanish considered him a pirate. In 1577, he set off to the Spanish colonies on the American Pacific coast. He tried to find a passage from the Pacific Ocean to the Atlantic, but didn't find one. He arrived back in England in 1580 with a rich cargo of spices and treasure he stole from the Spanish. He became the first Englishman to circumnavigate the globe and Queen Elizabeth I knighted him.

- a. What is the best title for the text?
- 1) The History of Slavery.
 - 2) Francis Drake (ca. 1540–1596).
 - 3) Francis Drake and the Spanish.
- b. What does **one** refer to in line six?
- 1) The four ships he lost.
 - 2) A passage from the Pacific to the Atlantic.
 - 3) The Spanish treasure.
- c. What does **they** refer to in line three?
- 1) The ships.
 - 2) The Spanish.
 - 3) The English.
- d. Why did Queen Elizabeth I knight him?
- 1) Because he stole treasure from the Spanish.
 - 2) Because he found a passage from the Pacific to the Atlantic.
 - 3) Because he was the first Englishman to sail around the world.

2 Underline the correct options to complete the text.

2010 Chile Earthquake

The 2010 Chile earthquake _____ (1) _____ (*occurs / occurred*) off the coast of central Chile on Saturday 27 February 2010 at 3:34 local time. It _____ (2) _____ (*has / have / had*) a magnitude of 8.8. It _____ (3) _____ (*was / be / were*) the 6th largest earthquake ever to be recorded by a seismograph. People in six Chilean regions _____ (4) _____ (*feel / to feel / felt*) it very strongly. The earthquake caused a tsunami which devastated several coastal towns. Many people _____ (5) _____ (*to lose / lost / lose*) their homes and 525 people _____ (6) _____ (*die / died / were dying*).

Before you Go On

- Go back to page 117 and check your predictions about the unit. Use the space below to reflect on your predictions. Were you correct?

- Go back to page 121 and see the strategies you chose to apply in the unit. Give examples of activities where you used them:

Listening strategies:

Speaking strategies:

Reading strategies:

Writing strategies:

- Did you use any other strategy that was not on the list? Write it here and remember it for future work.

- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss your answers with the class.

Listening and Speaking

1 Look at the pictures, listen to the interview  and number the activities that are mentioned in the audio.

Listening Tip

Prediction

To be prepared, read the instructions and look at the photos before you start.



2 Mark in the chart who likes the following activities.

	Jess	Scott
Hanging out with friends		
Going rollerblading		
Playing video games		
Watching TV		
Going to the movies		

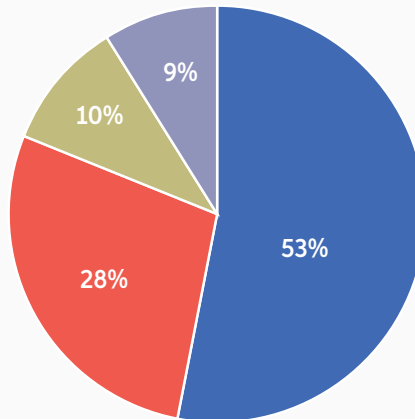
3 Discuss these questions as a class.

- How long do you spend outdoors each week?
- What do you do in your free time?
- What types of sports do you like?
- What is your favorite team?
- What do you like doing on your own?

Reading and Writing

Young people in Chile who play sports regularly (three 30 minute sessions per week)

- Play sports
- Don't play sports due to lack of time
- Don't play sports due to lack of interest
- Don't play sports for other reasons



Source: INJUV, Vida Sana y Juventud 2013.

- 1** Decide whether the statements are T (*true*), F (*false*), or DS (*doesn't say*).
 - a. _____ The number of people who play sports is higher than the number of people who do not.
 - b. _____ The percentage of people who don't play sports because they don't have the time is lower than the percentage of people that don't want to.
 - c. _____ Other reasons for not playing sports are lack of money and disability.
 - d. _____ 47% of young people in Chile do not play sports.
- 2** Take a poll among your classmates asking if they play any sports and create a pie chart with the information.

- 3** Discuss the results of your pie chart with the class. Is the percentage of students who play sports high or low? What are the reasons for not playing sports?

Language Focus

→ **1** Complete the dialogue with *do*, *play*, or *go*.

• **Language Tip**

Collocations

Remember that some groups of words usually go together as a fixed combination. For example, make a mistake/a plan/a cup of tea....

Grammar

See page 17A.

PEDRO: What do you do on Mondays?

LOUISE: I _____ (1) table tennis.

PEDRO: What about Tuesdays?

LOUISE: I _____ (2) swimming.

PEDRO: And the rest of the week?

LOUISE: Well, on Wednesdays I _____ (3) soccer,

on Thursdays I _____ (4) my science homework, and

on Fridays I _____ (5) rollerblading with my friends.

PEDRO: Do you _____ (6) to the movies on the weekend?

LOUISE: Yes, sometimes. Most of the time I _____ (7) video games.

But on Sundays I usually _____ (8) skateboarding.

My dog loves to come with me!

2 Complete the sentences with the correct form of the verbs in parentheses.

- He _____ (go) swimming every Thursday.
- She _____ (not like) playing soccer.
- I usually _____ (play) video games after I do my homework.
- Some young people _____ (not do) enough exercise.
- What _____ your mother _____ (like) doing?

3 Describe what you usually do on weekends.

- Where do you go?
- Who are you with?
- What do you do to relax?
- What time do you go to sleep?

Listening and Speaking

- 1 What product do you think is advertised in this ad? Discuss.
- 2 Read, listen (48) and answer the questions.



- a. What product is actually advertised in this ad? ←
- b. Does the ad make you want to buy the product? Why or why not?
- c. Do you think the audio helps the ad? Why?

Listening Tip

Prediction

Remember to confirm or correct your predictions made about the audio.



- 3 Work in pairs. Compare the ads and complete the chart.



	Ad A	Ad B
Product		
Name		
Slogan		
Who is the product for?		

Reading and Writing

1 Match the products to the slogans.



- ⊙ The spring collection: colorful, comfortable, and classy.
- ⊙ High quality vision at low cost.
- ⊙ A healthy way to start the day.
- ⊙ Bright and bouncy. Energize your hair!
- ⊙ Perfect sound, take it with you.
- ⊙ Fast, healthy, and ecological. Bike to the future!

Glossary

See page 187.



2 Work in pairs. Write adjectives that describe each product.

Bicycle	
MP3 player	
Shampoo	
Cereal	
DVD player	
Shirt	



3 Choose one of the objects from activity 2 and write a slogan with the adjectives you wrote.

Language Focus

1 Complete the dialogue with the correct form of the verbs in parentheses.

JENNY: Who is Tom?

PAUL: He is the one standing over there. He _____ (wear) jeans
and a shirt. Tom's shirt _____ (be) red. (1)
(2)

JENNY: Oh, I see him now.

PAUL: Tom's friend _____ (help) me with my math homework
this week. Are you ready with that? (3)

JENNY: Yes! I _____ (work) on the science project now.
(4)

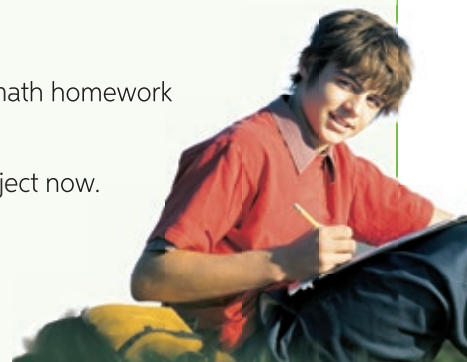
But I _____ (write) the report yet.
(5)

PAUL: That's too bad. I'm OK with my report.

JENNY: Lucky you!

Grammar

See page 174.



2 Look at the pictures and describe the things the students are doing and not doing.



- a. The student _____ (think) about the weekend.
She _____ (not pay) attention.
- b. The student _____ (look) out of the window.
He _____ (not study).
- c. The students _____ (chat).
They _____ (not listen) to the teacher.



3 Read the questions and discuss them in groups.

- a. What are your friends wearing this year?
- b. What are you studying this week?
- c. Are you watching any series on the TV at the moment?
- d. Are you wearing any accessories?

Listening and Speaking

1 Unscramble the questions. Then listen  and check.

a. Julie: Hi, Jim! I'm having a party. come? / you / Would / to / like

b. Jim: exactly? / is / When / it

c. Julie: Saturday at 3 p.m.

Jim: it / is / Where / ?

d. Julie: At my house.

Jim: party? / you / Are / a / pool / having

Julie: Yeah, that's right!

Jim: Cool!

e. Julie: some / soda / Could / bring / you / ?

Jim: Yes, of course!

2 Underline the words we can contract and write the contraction.

a. _____ They are making a cake for the party.

b. _____ He would really like to come to the party.

c. _____ It is the best party ever!

d. _____ We are having a great time!

Learning Tip

Contractions

Contractions are more common in spoken English, but less common in written English.



3 Get in pairs and practice a dialogue where one invites the other to a Halloween party and the other replies. Use the information from the invitation.



Reading and Writing

- 1 What do you see in the pictures? What do you think the text is about?
- 2 Read the text quickly and complete the chart.

	Independence Date	Independence from	Flag colors	Food
Chile				
USA				

Reading Tip

Scanning

Read the text quickly to find key words that help you complete the information required.



Chilean Independence Day

Independence day is on September 18th. Kites color the skies during the day. On this day, Chile proclaimed its first government body after becoming independent from Spain. White, blue, and red flags are everywhere. Most people go to the fondas and eat traditional food like empanadas and listen to folk music. They also drink a lot of wine and chicha. Many people dance the cueca.



USA Independence Day

This holiday is on July 4th. On this day the USA got its independence from Great Britain. People have barbecues, watch parades, and go to football games. Lots of red, white, and blue flags hang from buildings and flagpoles. At night everyone watches great fireworks displays. It's summer so the weather is nice and a lot of people play sports. Very few people stay at home.

- 3 Answer the questions.

a. What do you do on Independence Day?

b. What do you like best about this holiday?

- 4 Using the information from the chart on activity 2, write a paragraph comparing both Independence Days.

Language Focus

Grammar

See page 174.

1 Underline the correct options.

- a. You should take *a / any / some* bottles of water to sports parties.
- b. If you don't like fruit juice, please bring *a / some / any* bottle of soda.
- c. We are having a slumber party so you need *some / a / an* sleeping bag.
- d. It's a good idea to make *an / a / some* invitation with *an / a / some* image of the party theme.
- e. Remember to bring *a / an / some* popcorn for the movie.

2 Complete the dialogue with the words in the box. You can use each word more than once.

a lot - much - any - some - many - few

Daniel: How _____ people are coming to your sports party?
(1)

Charlie: Oh, just a _____. About ten.
(2)

Daniel: Do you want me to bring _____ fruit?
(3)

Charlie: Yes, please.

Daniel: How _____?
(4)

Charlie: Oh, quite _____ because people get hungry with all the exercise.
(5)

Daniel: How about _____ chips?
(6)

Charlie: No, I don't want _____ junk food.
(7)

Daniel: I can bring granola bars instead. How _____?
(8)

Charlie: Not _____ because my mom is fixing sandwiches, too.
(9)


Daniel: I hope you get _____ of presents!
(10)

Charlie: Me too! See you at the party.

3 Imagine you are having a party. Answer the questions.

- a. How many invitations would you send? _____
- b. How much time would you need to prepare it? _____
- c. How much food would you need? _____
- d. How many drinks would you need? _____

Listening and Speaking

1 Listen  and label the ads with the name of the artist or show.

If you like rock music this is the concert for you. Buy tickets from www.tickets.com.
One date only!

Playing at Radio City Music Hall
in September, and you can also buy the new album in the spring.

2 Listen again and find the words that start with 'h'. Decide whether the letter is silent or not.

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

Silent Not silent

3 Listen again and answer the questions.

- a. Where is the first concert taking place? _____
- b. How much do tickets for U2 cost? _____
- c. How many nights is Kanye West playing? _____



4 Work in pairs. Complete the conversation with the phrases in the box.

Where is she playing - Where can you get tickets - Who else is playing - Really

John: Taylor Swift is playing next week. Do you want to go?

Samuel: Hmm... _____? (1)

John: Wow! Look! Beyonce is coming in a month!.

Samuel: _____? (2)

John: Beyonce, can you believe it?

Samuel: _____? (3)


John: In the main square. The concert starts at 8:30.

Samuel: _____? Let's go! (4)



5 Discuss in groups which of the concerts mentioned on this page you would prefer going to and why.

Reading and Writing

- 1 Listen to the audio  and discuss: do you agree with the information?
- 2 Now read the article and number the paragraphs in the correct order. Listen to the audio again if necessary.

CULTURAL DIFFERENCES IN COMMUNICATION

- There is a variety of different attitudes in every culture. When we want real communication, we need to know these attitudes. There are stereotypes but they are not always true.
- Learning effective communication across cultures takes time. It is also necessary because more and more people are working in a foreign country.
- The first thing to do is to listen and observe. Some people are very eloquent; others quiet and modest and others are direct and practical.
- And when you visit another country, learn a few polite phrases, listen to traditional music, taste the food. Every little effort has a positive effect. After you understand a few basic communication rules, you are going to discover just how similar we are.



- 3 Decide whether the statements are T (*true*) or F (*false*) according to the text.
 - a. ___ Learning effective communication is easy.
 - b. ___ Stereotypes are always true.
 - c. ___ There are different attitudes in every culture.
 - d. ___ In some cultures people are direct and practical.
- 4 Find evidence in the article to support your answers for activity 3. Underline the information in the text with different colors.
- 5 Write a short essay answering the question: *Are stereotypes always true?*

Language Focus

1 Underline the adjectives and circle the adverbs.

- a. Beautiful flowers are nice.
- b. Scott plays the flute beautifully on the bus.
- c. Jane goes quickly to school.
- d. He always wears very nice shoes when he goes to school.
- e. Carol's dresses are trendy and very short.
- f. Long words are not easy to remember.

2 Complete the text using examples of the parts of speech in parentheses.

- a. A _____ (adv.) _____ (adj.) morning. (1)
- b. John is looking up at the _____ (adj.) sky. (3)
- c. John's _____ (n.) is _____ (adj.). (4)
- d. Her _____ (n.) are in fashion. (6)
 _____ (pronoun) are _____ (adj.). (7)
- e. He _____ (verb) to school and he's a _____ (adj.) student. (9)
- f. They walk _____ (adv.) _____ (prep.) the Street. (11)

Vocabulary Tip

Adjectives and Adverbs
 Adjectives describe nouns. They tell you about size, color, and other features. Adverbs describe verbs, adjectives and other adverbs.

3 Use the different parts of speech indicated.

- a. • play (v.) _____
 • play (n.) _____
- b. • happy (adj.) _____
 • happily (adv.) _____
- c. • live (adj.) _____
 • live (v.) _____
- d. • nice (adj.) _____
 • nicely (adv.) _____
- e. • right (adj.) _____
 • right (n.) _____

Listening and Speaking

1 What is your experience with volunteering? Discuss with the class and compare experiences.

2 Listen (23) and complete the sentences.

- Mr. Jones is always looking for young and _____ people to help out at the organization.
- Adam would like to help out in the senior _____ center.
- Adam loves working with _____.
- Mr. Jones thinks that two volunteer jobs show _____ work experience.
- Adam needs to include information about his _____ and interests.

3 Complete the sentences with the correct form of the words in the box.

like - hope - have to - should - need

- You _____ only volunteer if you really want to help.
- You don't _____ to have a lot of experience to volunteer.
- I really _____ I get the job.
- Henry _____ include his experience in his resume.
- I'd really _____ to work with children.

4 Write a sentence about each activity. Use the correct form of the verbs in parentheses.

- a. Leave home at eight o'clock every day. (I/have to)

- b. Make her own breakfast. (she/have to)

- c. Study in the evening. (they/should)

- d. Volunteer on weekends. (he/want)

- e. Go out with friends. (I/like)



5 In pairs, advise a classmate about what kind of volunteer work should he or she do and why.

Reading and Writing



- 1 Do you consider yourself fit? Why or why not? Discuss.
- 2 In pairs, discuss your daily habits. Answer the questions.
 - a. In what ways are you lazy?
 - b. What simple things could you do to be more active?

Some Ways to Change Your Body and Get Fit Easily



- 1 Hide the TV remote control. Getting up and changing the channel manually ten times per day with the TV two meters from the sofa will burn calories.
- 2 Go through regular doors, not automatic ones. Pushing the door uses the triceps.
- 3 Don't drink water with meals. Water prevents a feeling of fullness.
- 4 Towel dry your hair. This is some workout for the biceps.
- 5 When sitting, occasionally lift your feet from the floor, then hold. This works the abdominal muscles.
- 6 Don't wait for the bus, walk to the next bus stop. By walking you burn six calories every minute.
- 7 Carry objects. Keeping the arms extended requires powerful static contraction. It works your shoulders and chest.



- 8 Relax. Not relaxing causes release of the hormone cortisol, which takes muscle and burns it as fuel, leaving fat cells in its place.
- 9 Wear lace-up shoes, not slip-ons. Tying laces works the thumb and finger flexor muscles

Source: www.guardian.co.uk (Accessed 19/03/2014)

3 Read the magazine tips and answer the questions.

- a. Which activities do you do already?
- b. Which activities would be easy for you to incorporate into your daily life?
- c. Which activities don't interest you? Why?



4 In pairs, make a list of the different activities that burn calories and are good for the upper and lower body?

Language Focus

1 Complete the sentences with the words in the box.

don't have to - can - shouldn't - should

Grammar

See page 17A.

- You look really tired. You _____ work today if you don't want to.
- You _____ go there. It's dangerous.
- If you love animals, there are many things you _____ do. Why don't you work at an animal rescue center or study to be a vet?
- If you see trash on the floor, you _____ pick it up and put it in the garbage.

2 Unscramble the sentences. Use the correct punctuation when writing the sentences.

- you / it's what you / if / want to do / should / only volunteer

- once a week / at an animal rescue center / could / volunteer / you

- can / for just / a few hours a week / volunteer / you

- you / in / can / sponsored walks / or bike rides / take part

3 Match the statements to the sentences in activity 2.

1 _____ I enjoy the outdoors. I love playing sports and I'm very active.

3 _____ I want to volunteer, but I need time to study, too.

2 _____ My friends volunteer and my mom's making me volunteer, too.

4 _____ I want to be a vet when I'm older.

4 Read the extract and complete the sentences with your own ideas.

David doesn't do anything in his free time. He is so lazy. All he does is watch television or play video games. All of his friends volunteer, but David thinks that's a waste of time. The only thing David enjoys doing is playing sports with his friends on Sundays.

- David should _____.
- David shouldn't _____.
- David could _____.
- David can _____.

Writing Tip

Punctuation

Remember to use capital letter at the beginning of a sentence and a period at the end.

Listening and Speaking

1 Listen  and underline the correct words to complete the sentences.

- The 2 **900** / **290** kilometer river starts in the Black Forest in Germany and runs to the Black Sea.
- The Danube is the **second** / **sixth** longest river in Europe.
- The Danube provides a route for commerce and **sport** / **tourism**.
- The Balkan war had a **positive** / **negative** effect.
- Governments also **disagree** / **agree** about how to protect the river.
- Many factories were **repaired** / **bombed**.



2 Listen again and match the sentences to the replies. ←

- Oh yes. There is a lot of heavy industry next to the river, isn't there?
- And the Balkan war had a negative effect.
- There was a lot of ecological damage in Serbia during the war in 1999.
- It's a diverse environment that needs to be protected.

_____ Oh yes, completely.

_____ I think so, too!

_____ Yes, that's right.

_____ Well, yes, but it's not only industry that is the problem.

Learning Tip

Fact or opinion

Remember that statements can be **facts** or **opinions** about facts. Can you find two facts sentences and two opinions sentences on this page?

3 Agree or disagree with the comments about natural disasters. Use some of the expressions from activity 2.

- There should be more TV documentaries about natural disasters.

- There is nothing we can do to stop natural disasters.

- Pollution is getting worse not better and because of that, we cause some natural disasters.

- Natural disasters are Earth's way of telling us to take more care of our planet.



4 Discuss in groups whether natural disasters are a consequence of what humans have done to the environment or not. Then present your conclusions to the class.

Reading and Writing

1 Read the article.

Environmental Issues in my Community 

A big problem that affects my community is litter. People drop garbage everywhere. There are empty bags and pieces of food all over my street. Also, people allow their dogs to make a mess on the sidewalk.

Litter can cause many problems. If it blocks the drains, it causes floods when it rains. It is also very unhealthy. There are rats and cockroaches on my street, and it is very smelly in hot weather. Litter takes a lot of time and costs a lot of money to clear up. In future, when I see somebody drop something on the floor, I am going to ask him or her to pick it up. So, don't drop anything on the street. Neighborhoods look nicer if they are clean.

2 Read the article and write T (*true*) or F (*false*).

- _____ Litter affects your community.
- _____ People should not allow their dogs to make a mess of the sidewalk.
- _____ Litter is unhealthy and also smelly in hot weather.
- _____ People should not drop garbage everywhere.




3 In pairs, think about one environmental problem that affects the community where you live. Make notes in the table.



What is affected?	Who is affected?	How does it affect you?	What can we do?

Writing Tip **Publish**

Sharing your work is the final step of the writing process. It can be done in the classroom, on a bulletin board, in the school, on a blog, etc.

4 Create a poster that summarizes your results and present it to the class. 

Language Focus

1 Match the beginning of each sentence to the end.

- a. If I go to the country,...
- b. If you take a shower instead of a bath,...
- c. We don't waste so much electricity...
- d. We will save thousands of trees...

_____ if we don't waste so much paper.

_____ you save a lot of water.

_____ I protect the flora and fauna.

_____ if we turn off the lights when we leave a room.

Grammar

See page 17A.



2 Complete the article with the correct form of the verbs in parentheses.

If a company _____ (1) _____ (*have*) to damage the environment to provide their customers with what they want, it _____ (2) _____ (*do*).

Rainforests in South America are being destroyed to get lumber and raise cows that produce cheap beef for the United States. But if people _____ (3) _____ (*cut down*) a rainforest to raise cattle, the soil _____ (4) _____ (*dry*) in a few years. If this _____ (5) _____ (*happen*) the cattle rancher _____ (6) _____ (*have*) to move and cut down more rainforest. If wide areas of trees _____ (7) _____ (*be not*) preserved, erosion _____ (8) _____ (*occur*) and the soil flows into rivers. If the soil _____ (9) _____ (*reach*) the sea it _____ (10) _____ (*cover*) coral reefs and _____ (11) _____ (*not let*) them breathe. If coral reefs _____ (12) _____ (*decline*), waves _____ (13) _____ (*be*) more violent and they cause property damage and a threat to plant and animal life. If you _____ (14) _____ (*not buy*) products that destroy the rainforest, you _____ (15) _____ (*not contribute*) to environmental catastrophes. Do you _____ (16) _____ (*change*) anything if you _____ (17) _____ (*tell*) others about the consequences of rainforest destruction?

3 Complete the phrases with your own ideas.

- a. If we don't protect our flora, _____

- b. If global warming continues, _____

- c. If we use cars in excess, _____

Listening and Speaking

1 Listen (35) and answer the questions.

a. What was the name of Charles Darwin's boat?

b. Where did they sail from?

c. How long did the voyage last?

d. What natural disasters did he experience in Chile?

e. How did he describe the voyage?



2 Listen again and complete the sentences with the correct form of the verbs in the box.

feel - be - leave - see - make

Irregular verbs
See page 186.

a. The Beagle _____ England in 1831.

b. He _____ seasick on the boat.

c. He _____ the Brazilian rainforests in 1832.

d. He _____ careful observations of animals.

e. He _____ fascinated by giant fossils.

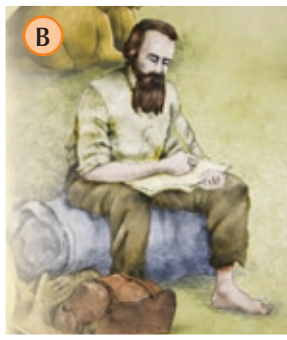
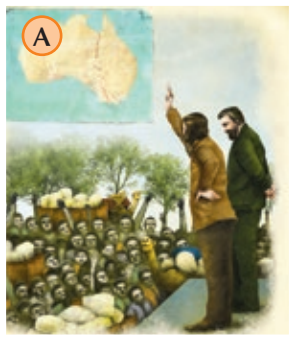
Learning Tip

Irregular verbs

Keep a list of irregular verbs in your notebook. This will help you remember them.



3 In pairs, discuss Burke's Expedition. Use the pictures to help you. Use *first*, *next*, *after that*, and *finally*.



Reading and Writing

1 Match the parts of the dialogue to the pictures.

John: What did you do for Thanksgiving, Carla?

Carla: I went to my grandmother's house with my family.

a. John: Great. And what did you do there?

Carla: I went to see a parade. It was very exciting.

b. John: And then what did you do?

Carla: I ate a big meal with my family.

c. John: What did you do after eating?

Carla: I played football outside with my brother.

d. John: Did you stay the night at your grandmother's house?

Carla: No, we went home.



2 Complete the sentences about Carla's day. ←

After that - Then - Finally - First

- _____, I went to see a parade. It was very exciting.
- _____, I ate a big meal with my family.
- _____, I played football outside with my brother.
- _____, I went home.

Learning Tip

Connectors

There are connectors that are useful to describe a sequence of events, such as: *first*, *second*, *next*, *after that*, and *finally*.

3 Write a story describing something that happened to you during a holiday using sequencing connectors.

Language Focus

Grammar

See page 17A.

1 Complete the description of Darwin's adventures in Punta Alta.

On the plains of Patagonia, Darwin _____ (camp) for the first time under the open sky. He _____ (1) _____ (not have) a bed, but he had everything else he _____ (2) _____ (need): pasture for the horses, food, and firewood. There _____ (3) _____ (be) a few animals on the plains. He _____ (4) _____ (see) llamas and a type of rabbit. But there were many other extinct creatures. While he was in Patagonia, Darwin _____ (5) _____ (find) fossils of giant animals. _____ (6) _____

2 Unscramble the words and write the questions about Darwin.

a. Australia / did / Darwin / When / visit

_____ ?

b. stay / he / did / there / How / long

_____ ?

c. go / did / Where / he

_____ ?

d. did / What / he / in / Hobart / do

_____ ?



3 Match the questions in activity 2 to the answers.

- _____ He studied and collected specimens of fossils, rocks, flora, and fauna.
- _____ He visited Australia in 1836.
- _____ He spent 61 days there.
- _____ He visited Sydney, King George's Sound, and Hobart in Tasmania.

4 Complete the sentences with the correct form of the verbs in parentheses.

- a. Darwin _____ (not like) traveling by boat because he _____ (1) _____ (feel) seasick. _____ (2) _____
- b. He _____ (love) the tropical forest in Brazil, but he _____ (3) _____ (not like) the weather. _____ (4) _____
- c. Darwin _____ (experience) an earthquake in Chile and _____ (5) _____ (see) the land change. _____ (6) _____
- d. Darwin _____ (not understand) the natives in Tierra del Fuego. _____ (7) _____



Listening and Speaking

1 Listen (41) and (42) and answer the questions. ←

a. Where did Tina learn about tsunamis?

b. What causes a tsunami?

c. Who did Tina's parents talk to?

d. What did the people in the hotel do?

Listening Tip

Listening for the gist

Focus on the overall idea even if you don't understand every phrase or sentences.

2 Identify the type of questions. Mark if the intonation rises (↑) or falls (↓) at the end.

a. _____ Did you go back to the hotel?

b. _____ Where did you stay after the tsunami?

c. _____ How long did you stay there for?

3 Complete the questions with the words in the box.

who - what - where - why - when

a. _____ did you arrive late to class? Because there was a traffic jam.

b. _____ was the person at the door? The biology teacher.

c. _____ did Joshua talk to you about? He asked me out on Friday!

d. _____ did you go on Saturday? To the movies with Mary.

e. _____ was your literature exam? Last Tuesday.



4 Write your own questions using the wh- words and, in pairs, ask and answer your questions.

a. Who _____ ?

b. What _____ ?

c. Where _____ ?

d. When _____ ?

e. Why _____ ?

Reading and Writing

1 What do you remember about the earthquake of 2010? Discuss as a class.

No. 50

March 15, 2010

Eyewitness Reports from Chile 

At 3.34 a.m. local time, Chile, my country suddenly changed. The earthquake lasted about three minutes. My world, and that of my countrymen and women, became a massive horror story played out on the world stage. I was in Chile on vacation from my job in New York with the United Nations when the earthquake started. The earth screamed; a sound of thunder came from its belly as it violently shook the plants, the cars, the walls, and the pavement that I stood on. It seemed like a very long time. Then silence. From my yard, high on a mountainside, I looked down at the city below and saw a cloud of dust. After the earthquake there was a tsunami, which devastated six regions.



Earthquake damage in Angol.

Monica Contreras

It started off as kind of soft shaking, then really intensified. There was no way I could have gotten out of the building. It was shaking too hard. I stood in a doorway to try to

protect myself. Everything that was standing fell over. Computers fell off desks and pipes burst everywhere. Once the earthquake stopped, I ran to the window that looks down over the city. I saw a huge cloud of dust I have never seen anything like it in my life. There was screaming, crying, yelling, and panic coming from the city. Many of our neighbors' houses collapsed. After, there was a tsunami coming that affected the coast. It was really scary.

Marco Vidal



Pelluhue after the earthquake.

2 Read the article and write T (true) or F (false).

- _____ The earthquake lasted three seconds.
- _____ Monica works in New York.
- _____ Before the earthquake there was a tsunami.
- _____ The tsunami affected all the country.

3 Read the eyewitness accounts and answer the questions.

- How long did the earthquake last?
- What was Monica doing in Chile?
- Why could Marco not leave the building?
- How did he try to protect himself?

4 Following the example of the text, write your own experience (or imagine what would have happened if you were there) about the earthquake of 2010.

Language Focus

- 1** Complete the sentences with the past simple or past continuous using the verbs in parentheses.



- a. Jack's young sisters _____ (not laugh) anymore.
It _____ (rain) heavily.
- b. The cows _____ (stand) under the trees for shelter.
- c. Jack's father and his sisters _____ (watch) Jack and his mom from the river's bank. They _____ (try) to get out of the car before it sank.

- 2** Look at the pictures and write short answers.

Picture A

- a. Was the car sinking while they were still inside?

- b. Was Jack's mom screaming at Erin to hurry?

- c. Was Jack's dad carrying Erin to safety while the others were still in the car?



Picture B

- d. Was it raining when they were talking to the policewoman?

- e. Were they smiling during the interview?

- f. Was Jack a hero?



Verbs

Note

- We use the short forms of verbs in spoken English and in informal writing. Short forms are provided in parentheses.

Present Simple *Verb to be*

Use

- We use the verb **to be** in the present simple tense to give information about people or things.

Form

Affirmative and Negative

I	am (I'm) am not (I'm not)	at school.
He She It	is (He's/She's/It's) is not (isn't)	
We You They	are (We're/You're/ They're) are not (aren't)	

Questions

Where is the boy? Why is free time important?

Short Answers

Are you a student?	Yes, I am. No, I am (I'm) not.
Is he a teacher?	Yes, he is. No, he is not (isn't).
Are they students?	Yes, they are. No, they are not (aren't).

Present Simple

Use

- We use the present simple tense to indicate:
 - Something that happens over a long period of time or is a regular, habitual activity.
I always *do* my homework.
 - A permanent situation.
I *play* video games on weekends.
 - A timetabled event.
The train *leaves* at 6 o' clock.

Form

- The form only changes in the third person singular.

Affirmative and Negative

I We You They	play tennis. don't play tennis.
He She It	plays tennis. doesn't play tennis.

Questions

Where	do	I we you they	hang out?
	does	he she it	

Short Answers

Do you study on the weekends?	Yes, I do. No, I do not (don't).
Does she study on the weekends?	Yes, she does. No, she does not (doesn't).

Questions

- Questions can begin with question words: **what, where, which, how, who, when, why, whose.**
What *do you do to rest and relax?*
When *do you rest and relax?*
Why *do you think free time is important?*
How often *do you practice sports?*
- The answer to questions without a question word is **yes** or **no**.
Do you remember when you were a small child?
No, I don't.

Verb Patterns

Verb + *-ing* or *to* + base

like	hanging out with friends to hang out with friends
love	
hate	
prefer	

Note: When expressing likes and dislikes, we usually use the *-ing* form.

Verb + *-ing*

enjoy	watching TV for hours
can't stand	

Verb + base

would rather	be rollerblading in the park
--------------	------------------------------

Verb + *to* + base

would like	to go to the movies
would prefer	

Present Continuous

Use

- We use the present continuous to describe an action that is going on at or around this moment in time.

*This year, they **are playing** basketball for the school team.*

Form

- We form the present continuous tense with the present simple of the verb *to be* plus the present participle (*-ing*).

Affirmative and Negative

I	am (I'm) am not (I'm not)	wearing a cap.
He She It	is (He's/She's/It's) is not (isn't)	
We You They	are (We're/You're/ They're) are not (aren't)	

Questions

What	is	he she it	learning in other school subjects?
	are	we you they	
	am	I	

Short Answers

Are you going swimming this weekend?	Yes, I am. No, I am (I'm) not.
Is she going swimming this weekend?	Yes, she is. No, she is not (isn't).

Past Simple

Use

- We use the past simple tense to indicate:
 - An action that is now finished.
*It **rained** a lot.*
 - A sequence of events in the past.
*I **came** home and **collapsed** on the sofa.*

Form

- The form of the past simple is the same for all persons.
 - The normal rule is to add **-ed** to the base form of the verb:
rain–rained
 - We add **-d** to the base form of verbs ending in **e**:
observe–observed
 - We eliminate the **y** and add **-ied** to the base form of verbs ending in a consonant + **y**:
try–tried
 - We double the consonant and add **-ed** to verbs ending in a single vowel + consonant:
stop–stopped
 - There are many common irregular verbs. See page 186.

Affirmative

I He/She/It We You They	camped near a stream.
-------------------------------------	-----------------------

Negative

- We use the auxiliary verb **did not (didn't)** before regular and irregular verbs in the base form to form the negative in the past simple tense.

I He/She/It We You They	did not (didn't) see him.
-------------------------------------	---------------------------

Questions

- We use the auxiliary verb **did** in questions in the past simple tense. The main verb always stays in the base form.

When did	I you he/she/it we they	arrive at Swan Hill?
----------	-------------------------------------	----------------------

Short Answers

Did you go camping last night?	No, I did not (didn't). Yes, I did.
Did she feel sad yesterday?	No, she did not (didn't). Yes, she did.

Sequencing Words

Use

- We use the words **first, then, next, after that, finally** to establish the order or sequence of events.

First, the Beagle left Plymouth in England on December 27, 1831. Charles Darwin was not a good traveler.

Next, at Chiloé Island in Chile, Darwin saw a volcanic eruption on Mount Osmo.

Then in February 1832, Darwin saw the Brazilian rainforests.

After that, Darwin observed giant turtles on the Galapagos Islands. He even jumped on one's back.

Finally, he published On the Origin of Species in 1859.

Note:

We use a comma after: **first, next, after that** and **finally** but not after **then**.

Past Continuous

Use

- We use the past continuous tense to indicate longer actions in the past. It indicates actions or activities that have longer duration.
They were laughing and singing.

Form

- We form the past continuous tense with the auxiliary **was/were** + the present participle.

Affirmative and Negative

I He She It	was was not (wasn't)	driving the family home.
We You They	were were not (weren't)	

Questions

Why	was	I he she it	carrying Erin?
	were	we you they	

Short Answers

Were you watching TV yesterday?	Yes, I was. No, I was not (wasn't).
Was she watching TV yesterday?	No, they were not (weren't). Yes, they were.

Countable and Uncountable Nouns

Use

- **Much/many**

We use **much** with uncountable nouns (money, bread, water, etc.)

We use **many** with countable nouns (friends, bags, bottles, etc.)

How **much** birthday cake do you want?

How **many** friends do you want to invite?

- **Some/any**

Some and **any** are used when the speaker cannot specify or does not need or want to specify a number or an exact amount. We use **any** in questions and negative sentences. We use **some** in positive statements. We can use **some** in questions when offering or requesting:

Is there **any** soda?

Yes there is **some** in the kitchen, but there **isn't any** popcorn.

Would you like **some** more tea?

Could I have **some** milk, please?

- **A little/a few**

We use **a little** and **a few** to express a small amount or number in a positive way. This means that although there is only a small amount, it is enough.

We use **a little** with uncountable nouns and **a few** with countable nouns.

Sprinkle them with **a little** glitter.

I only invited **a few** friends to the party.

- **A lot of**

We use **a lot of** to refer to a large amount or number of people or things. We use it before both countable and uncountable nouns:

There are **a lot of** chips.

There is **a lot of** soda.

Zero Conditional

Use

- We use the zero conditional to express condition with a real result.

If there is low water supply, vegetables die.

*If the human body **doesn't absorb** enough water, the body **dehydrates**.*

Form

- We form the zero conditional with if + present simple, ... present simple.

Affirmative and Negative

If	a pandemic spreads, we don't contaminate,	people get sick. we protect the environment.
----	---	--

Questions

- What do you do if there is an earthquake?
- How do we survive if there is a tsunami?

Short Answers

- If you don't water vegetables, do they survive?
- Yes, they do.
- No, they don't.

While and When

Use

- We use **while** and **when** to introduce a longer action or situation, which was going on when something else happened. We use the past continuous to express long actions, and the past simple to express short actions.

- If a sentence contains **when** and has the simple past in both clauses, the action in the **when** clause happens first.

When Medusa looked at someone, they turned to stone.

- We use **when** to state that a continuous action was taking place and it was interrupted by another action.

Perseus was looking for the secret cave when he had an idea.

- We usually use **while** to say that two longer actions or situations went on at the same time.

Perseus was wearing his invisibility cloak while he was watching the old witches.

- We can also use **while** to indicate that a longer action in the past was interrupted. The interruption is usually a shorter action in the simple past. Remember this can be a real interruption or just an interruption in time.

*Hercules saw the phantom of Medusa while he was crossing the River Styx.
Hera put two poisonous snakes in Hercules's crib while he was sleeping.*

- The past simple usually follows **when** and the past continuous usually follows **while**.

Modal Verbs

- Modal verbs are helping/auxiliary verbs that express ideas such as making offers and requests, and asking for assistance. They are always followed by the simple form of a verb.

Use

- **Can** and **could** are used to make offers and requests.

Can I help you?

Could I have your size, please?

- **Could** is more polite than **can**.

Could I try it on?

- **Would** is for polite offers.

Would you like anything else?

- **Must** expresses strong obligation or prohibition.

*Children must be accompanied by an adult.
You must not touch the exhibits.*

- **Have to** expresses obligation.

We have to pay attention to this issue.

- **Should** expresses recommendation, advice or mild obligation.

*You should go to the Modern Art Museum.
You shouldn't arrive late to the exhibit.*

Form

- We use the infinitive of the main verb after modal auxiliary verbs.

You must take children by the hand.

- The form is the same for all persons. There is no **s** in third person singular.

He must get a ticket to see the exhibit.

Note:

The only exception is **have to**.

He **has to** take pictures without a flash.

Negative

- We add **not** (n't) to form the negative.

You mustn't smoke inside the museum.

Will, be going to, and might

Use

- We can use both **will** and **be going to** for predictions. There is often no difference, but **will** can be used to express the opinion or belief of the speaker, while **be going to** is based on concrete evidence.

*It is very cloudy outside. It **is going to** rain.
Portable electronic devices **will** become cheaper.*

- We use **may** and **might** for predictions for the future. **Might** is not the past of may. It indicates possibility or uncertainty.

*Video cameras **might** become obsolete.*

Form (be going to)

Affirmative and Negative

I	am (I'm) am not	going to use electronic books at schools.
He She It	is (He's/She's/It's) is not (isn't)	
We You They	are (We're/You're/ They're) are not (aren't)	

Questions

What	am	I	going to buy?
	is	he she it	
	are	we you they	

Short Answers

Are you going swimming this weekend?	Yes, I am. No, I am (I'm) not.
--------------------------------------	-----------------------------------

First Conditional

Use

- We use the first conditional to express a possible condition with a probable result in the future.

*If we **don't stop** global warming, flooding problems **will increase**.*

*If crop rotation **is in place**, drought **won't be** so likely to occur.*

Form

- We form the first conditional with **if** + present simple, **will** + base form.

Affirmative and Negative

If	we don't save water, there	will ('ll) won't	be a drought.
	we do something now, there		

Questions

*What **will** you do **if** there is an earthquake?*

*How **will** we survive **if** we don't look after our resources?*

Short Answers

If we look after our resources, will we survive?	Yes, we will. No, we won't.
--	--------------------------------

Parts of speech

- **Nouns** name persons, places, things, or ideas.
*The **living room** is comfortable.*
- **Adjectives** describe nouns. They tell you about size, color and other features.
*That **big, red** apple is delicious.*
- **Adverbs** describe verbs, adjectives, and other adverbs.
*Jane runs **very quickly** to school.*
- **Prepositions** indicate time, place or position.
*They are **at** school.*
- **Pronouns** take the place of nouns.
*John is at home. **He** is cooking now.*
- **Verbs** show actions or being.
*He **sings** and **plays** the piano beautifully.*

Phrasal verbs

Some verbs change their meaning when used with specific prepositions. They are called phrasal verbs. Sometimes the same combination of words can have different meanings depending on the context.

- She **takes off** (removes) her dress.
- A plane **takes off** (leaves the ground) every hour.

Other examples: **to get on, to get off, fill in, stand up, sit down, run out of**, etc.

Connectors

Use

- We use **connectors** to express relationships between ideas and to combine sentences.
- **But** and **however** introduce a contrasting idea to the previous statement.
*Legal working ages change from country to country, **but** young people are often employed in supermarkets.*
*Many jobs are now illegal for those under sixteen years of age. **However**, it is still possible for young people to find work.*
- **Because** introduces a reason or cause.
*They were chosen **because** of their size.*
- **And** joins two ideas and adds information to the previous idea.
*Some of these jobs were dirty, difficult, **and** often dangerous.*

Note:

When **however** starts a sentence, it is followed by a comma and what appears after the comma is a complete contrasting sentence.

Notes are short, informal texts usually written to friends or relatives.

When writing a description, always include:

- A greeting: *Hey Mom,*
- A body: *I am riding my bike with Patricia. We are going to the store. I'll be right back.*
- An informal closing: *Isidora*

Hey Sebastián,

I'm talking to the English teacher about my grade. Please take my school bag and save me a seat at the cafeteria next to you.

Thanks!
Alejandro

Task

Write a note to a friend to help you with something (35–50 words).

- Explain what you are doing now.
- Ask your friend to do something for you.



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

When writing e-mails, always include...

- The subject: Friday, Tim's birthday party
- An introduction: How are you? I'm writing to invite you to my party...
- The main information about when, where, what time the party is, the type of party, and what they should bring. My birthday party is on Friday...
- A closing: I hope to hear from you soon.

Reply

Forward

Delete

Inbox

Compose

Addresses

Logout

To:

Subject: Next | Back

Hi Sue,

How are you? I'm writing to invite you to my birthday party next week. It's on Friday, September 24. I'm going to have it at the bowling alley. I've invited about eight friends, so it's going to be fun. The address is on Winston Road, near the cinemas. You should get there early. Don't forget to bring socks!

Could you please let me know if you can come because I have to book.

Hope to see you there.

Paola

Task

You have some extra tickets for a concert. Write an e-mail to a friend asking him or her if they would like to go (35–50 words).

- Explain what the concert is about.
- Write where and when it is.
- Tell him/her what he/she should do.

Reply

Forward

Delete

Inbox

Compose

Addresses

Logout

To:

Subject: Next | Back

Irregular verbs

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

Phonetic Symbols

Consonant sounds		
/p/	as in	pet /pet/
/b/	as in	bat /bæt/
/t/	as in	tip /tɪp/
/d/	as in	dig /dɪg/
/k/	as in	cat /kæt/
/g/	as in	good /gʊd/
/f/	as in	fit /fɪt/
/v/	as in	van /væn/
/s/	as in	sip /sɪp/
/z/	as in	zoo /zu/
/l/	as in	lid /lɪd/
/m/	as in	mat /mæt/
/n/	as in	nine /naɪn/
/h/	as in	hat /hæt/
/r/	as in	rat /ræt/
/j/	as in	yes /jes/
/w/	as in	win /wɪn/
/θ/	as in	thin /θɪn/
/ð/	as in	the /ðə/
/ʃ/	as in	ship /ʃɪp/
/ʒ/	as in	vision /vɪʒən/
/tʃ/	as in	chin /tʃɪn/
/dʒ/	as in	Japan /dʒəˈpeɪn/
/ŋ/	as in	English /ˈɪŋɡlɪʃ/

Vowel sounds		
/ɪ/	as in	very /veri/
/i:/	as in	see /si:/
/ɪ/	as in	bit /bɪt/
/e/	as in	ten /ten/
/æ/	as in	stamp /stæmp/
/ɑ/	as in	father /fɑðər/
/o/	as in	sore /sɔr/
/ʊ/	as in	book /bʊk/
/u:/	as in	you /ju:/
/ʌ/	as in	sun /sʌn/
/ə/	as in	about /əˈbaʊt/
/ɑ:/	as in	dog /dɑ:g/
/eɪ/	as in	fate /feɪt/
/aɪ/	as in	fine /faɪn/
/ɔɪ/	as in	boy /bɔɪ/
/aʊ/	as in	now /naʊ/
/oʊ/	as in	go /goʊ/
/ɪə/	as in	near /nɪər/
/eə/	as in	hair /heər/

Unit 1

average /ævərɪdʒ/ *n* a typical, usual amount:

promedio, corriente

baggy /bægi/ *adj* fitting loosely: *holgado, -da*

bargain /bɑːɡən/ *v* to argue about the price of something: *negociar, regatear*; *n* something that you buy cheap: *ganga*

beanie /bi:ni/ *n* knitted close-fitting cap: *gorro de lana*

belt /bɛlt/ *n* a band of flexible material worn around the waist as an item of clothing: *cinturón*

benefit /benəfɪt/ *v* to do good to someone or something: *beneficiar*; *n* something good: *beneficio*

birdwatching /bɜːdwɒtʃɪŋ/ *n* observation of birds as a recreational activity: *observación de aves*

bored /bɔːrd/ *adj* with no interest in something: *aburrido, -da*

bracelet /breɪslɪt/ *n* an ornamental band for the wrists: *brazalete, pulsera*

cap /kæp/ *n* hat: *gorro*

cheap /tʃi:p/ *adj* inexpensive: *barato, -ta*

climb /klaɪm/ *v* to go up or ascend: *escalar, subir*

clothes /kloʊðz/ *n* the things that people wear: *ropa*

denim /denəm/ *n* a strong usually blue cotton cloth especially used to make jeans: *mezclilla*

dress /drɛs/ *n* piece of clothes for women and girls made up of an upper part and a skirt: *vestido*

field trip /fild trɪp/ *n* an expedition to study something: *excursión*

hang out /hæŋ aʊt/ *v* to spend time in a casual way: *pasar el rato*

health /helθ/ *n* a person's general mental or physical condition: *salud*

hoodie /hʊdi/ *n* a sweatshirt with headwear included: *polerón con capucha*

increase /ɪnˈkri:s/ *v* make or become greater or larger: *augmentar*

indoors /ɪnˈdɔːrz/ *adj* inside a building or house: *interior*

jacket /dʒækɪt/ *n* a short coat for the upper body: *chaqueta*

jingle /dʒɪŋɡəl/ *n* a short song or groups of words of catchy sounds used for advertising: *canCIÓN publicitaria*

joke /dʒʊk/ *n* a funny story or trick: *chiste*

junk food /dʒʌŋk fud/ *n* food high in calories but of little nutritional value: *comida chatarra*

khaki /kæki/ *adj* made of yellowish brown fabric: *caqui*

laugh /læf/ *v* to express happiness with sounds: *reír*

layout /leɪaʊt/ *n* the way things are placed and organized in a particular site: *distribución*

necklace /nɛklɪs/ *n* a piece of jewellery worn around the neck: *collar*

obesity /oʊˈbɪsɪti/ *n* a condition characterized by the excessive accumulation of fat in the body: *obesidad*

outdoors /aʊtˈdɔːrz/ *adj* in the open air: *al aire libre*

outside /aʊtˈsaɪd/ *n* the outer side or part: *afuera*

raise /reɪz/ *v* to increase something: *augmentar*

rollerblading /ˈroʊləbleɪdɪŋ/ *n* skating on in-line skates: *patinaje en línea*

rubric /rʊbrɪk/ *n* a scoring tool that lists criteria for a piece of work: *rúbrica*

sandal /sændəl/ *n* a shoe with a bottom part that is held in place with straps around the foot: *sandalias*

skirt /skɜːt/ *n* a piece of clothing that hangs from the waist down: *falda*

slogan /sloʊɡən/ *n* a phrase identified with a particular product: *slogan*

sneakers /sni:kəz/ *n* sport shoes: *zapatillas*

store /stɔːr/ *n* a place to buy products: *tienda*

studded /stʌdɪd/ *adj* with a pointy metallic-like ornament: *con tachas*

survey /sɜːveɪ/ *n* asking questions about what people think: *encuesta*

swap meet /swɑp mi:t/ *n* a place to exchange or trade: *lugar de trueques*

thrift shop /θrɪft ʃɒp/ *n* charity shop: *tienda de ropa usada*

tournament /tʊrnəmənt/ *n* a competition: *torneo*

trend /trɛnd/ *n* a style, tendency: *tendencia*

t-shirt /tɪʃɜːt/ *n* a garment for the upper body with short sleeves: *polera*

wallet /wɒlɪt/ *n* a small case that holds money: *billetera*

waste /weɪst/ *n* the act of using or doing something that is not necessary: *pérdida, despilfarro*

wristband /rɪstbænd/ *n* a band of certain material to wear around the wrist: *pulsera, muñequera*

youngster /jʌŋstər/ *n* a young person: *joven*

Unit 2

- backwards** /bækwədz/ *adv* in the reverse of the usual way: *al revés*
- blanket** /blæŋkɪt/ *n* a large piece of soft fabric used as a bed covering: *manta, frazada*
- bow** /baʊ/ *v* to bend the body, or incline the head, to show respect or greeting: *inclinarse, hacer una reverencia*
- broom** /brʊm/ *n* a tool for sweeping: *escoba*
- camp** /kæmp/ *v* to stay in a tent, usually during vacation: *acampar*
- celebrate** /sələbreɪt/ *v* to show that a day is special by having parties, or other festivities: *celebrar*
- cellphone** /sɛlfəʊn/ *n* a portable telephone: *teléfono celular*
- century** /sɛntʃəri/ *n* a period of 100 years: *siglo*
- cheek** /tʃi:k/ *n* either side of the face below the eyes: *mejilla*
- chip** /tʃɪp/ *n* a thin slice of fried potato: *papa frita*
- congratulate** /kɒŋ'grætʃəleɪt/ *v* to express pleasure to a persona on a happy occasion: *felicitar*
- counselor** /kaʊnsələ/ *n* a professional who gives advice: *consejero*
- cute** /kyut/ *adj* attractive, adorable: *tierno, -na*
- dizzy** /dɪzi/ *adj* the feeling that everything is spinning round: *mareado, -da*
- entry** /ɛntri/ *n* a place of entrance: *entrada*
- etiquette** /ɛtɪkɪt/ *n* the rules of proper social behavior or manners: *etiqueta, protocolo*
- favorite** /feɪvərɪt/ *adj* preferred: *preferido*
- feet** /fi:t/ *n* a unit of length equal to 30,48 centimeters: *pie*
- foreign** /fɔ:rn/ *adj* coming from another country: *extranjero, -ra*
- get in touch** /gɛt ɪn tʌtʃ/ *v* contact: *ponerse en contacto*
- glitter** /glɪtər/ *n* shiny pieces of decorative material: *escarcha*
- greet** /gri:t/ *v* to meet somebody with words or actions: *saludar*
- guest** /gɛst/ *n* a person who spends time at another's home in a social activity: *invitado*
- handshake** /hændʃeɪk/ *n* a gripping and shaking of each other's hand: *apretón de manos*
- hesitation** /hezɪ'teɪʃən/ *n* an act of doubt: *vacilación*
- hide** /haɪd/ *v* to deliberately put something where it cannot be seen: *esconder*
- hug** /hʌg/ *v* to put the arms around somebody and squeeze: *abrazar*
- influential** /ɪnflu'ɛnʃəl/ *adj* having power to persuade: *influyente*
- movie** /muvi/ *n* motion picture: *película*
- party** /pɑ:ti/ *n* a social gathering of celebration: *fiesta*
- polite** /pə'laɪt/ *adj* having good manners: *educado, -da*
- pool** /pul/ *n* a small area of water: *piscina*
- popcorn** /pɒpkɔ:rn/ *n* white, cooked corn: *palomitas de maíz*
- raincheck** /reɪntʃɛk/ *n* a promise to do something in the future because it is not possible to do it now: *posponer para otra ocasión*
- relative** /rɛlətɪv/ *n* a member of the family: *pariente*
- RSVP** /ɑ: es vi: pi:/ *n* an abbreviation used on an invitation to indicate that a reply is requested (répondez s'il vous plait): *confirmar asistencia*
- sleeping bag** /slɪpɪŋ bæɡ/ *n* a body-length bag in which one can sleep outdoors: *saco de dormir*
- slumber** /slʌmbər/ *v* to sleep: *dormir*
- snack** /snæk/ *n* a small portion of food or drink to eat between meals: *colación, tentempié*
- sprinkle** /sprɪŋkəl/ *v* to throw a very small amount of a substance on something: *espolvorear, rociar*
- swimsuit** /swɪmsut/ *n* a piece of clothing to wear for swimming: *traje de baño*
- taste** /teɪst/ *v* to eat or drink: *probar*
- theater** /θi:ətər/ *n* a building for plays or movies: *teatro*
- thumbs-up** /θʌmz ʌp/ *n* an indication of encouragement or approval: *pulgar arriba*
- toothbrush** /tu:θbrʌʃ/ *n* a small brush for cleaning the teeth: *cepillo de dientes*
- tribe** /traɪb/ *n* a group of people who have the same language, customs, and beliefs: *tribu*

Unit 3

classified /ˈklæsəfaɪd/ *n* a small advertisement that is grouped with others in a special section of a newspaper, magazine, or web site: *aviso clasificado*

disease /dɪˈziːz/ *n* an illness: *enfermedad*

documentary /ˈdɒkjuːməntəri/ *n* a film or television show that presents facts about an event, person, etc.: *documental*

drought /draʊt/ *n* a long period of time with no rain: *sequía*

earthquake /ˈɜːrθkwɛɪk/ *n* a violent movement of the Earth's surface: *terremoto*

elevator /ˈeləveɪtər/ *n* a moving platform for carrying passengers from one level to another in a building: *ascensor*

environment /ˈɛnvaɪrənmənt/ *n* the external surroundings in which plants or animals live: *ambiente*

factory /ˈfæktəri/ *n* a building where products are made: *fábrica*

flood /flʌd/ *n* an overflow of water: *inundación*

government /ˈgʌvərnmənt/ *n* the group of people who control and make decisions for a country: *gobierno*

harbor /ˈhɑːrbər/ *n* a part of the ocean, lake, etc., that is next to land and that is protected to provide safety for ships: *puerto*

harmful /ˈhɑːmfəl/ *adj* capable of causing harm: *dañino*

homeless /ˈhoʊmlɪs/ *adj* having nowhere to live: *sin hogar*

hurricane /ˈhʊrɪkən/ *n* a violent tropical storm: *huracán*

jail /dʒeɪl/ *n* prison: *cárcel*

nursing home /ˈnɜːsɪŋ hoʊm/ *n* a place where people who are old or who are unable to take care of themselves can live and be taken care of: *residencia de ancianos/enfermos*

overflow /oʊvərˈflaʊ/ *v* to go over the limit: *desbordarse*

pandemic /pænˈdemɪk/ *n* a disease that spreads quickly and affects a large number of people: *pandemia*

pollution /pəˈluʃən/ *n* harmful or poisonous substances introduced into an environment: *contaminación*

questionnaire /kwɛstʃənɛr/ *n* a set of questions given to later analyze the replies: *cuestionario*

résumé /ˈrezʊmeɪ/ *n* a written summary of educational and professional experience: *currículum vitae*

shelter /ˈʃɛltər/ *n* a building serving as a temporary place to live: *refugio, asilo*

smallpox /ˈsmɒlpɒks/ *n* a serious disease caused by a virus, with fever and red spots: *viruela*

spread /sprɛd/ *v* to extend or distribute: *extender, difundir*

stairwell /ˈstɛrwɛl/ *n* the space in a building where stairs are located: *caja de la escalera*

submerge /səbˈmɜːdʒ/ *v* to put below the surface of a liquid: *sumergir*

survive /sərvaɪv/ *v* to remain alive: *sobrevivir*

sweatshop /ˈswɛtʃɒp/ *n* a place where employees work long hours under poor conditions: *taller clandestino*

swine flu /swaɪn flu/ *n* influenza A: *gripe porcina*

threat /θret/ *n* a warning that something or someone will damage another: *amenaza*

tidal /taɪdəl/ *adj* affected by the rising and falling of the water on the ocean: *relativo a las mareas*

tsunami /tsʊnɑːmi/ *n* an unusually large sea wave produced by a seaquake or volcanic eruption: *maremoto*

volunteer /vɒlənˈtɪr/ *v* to offer oneself for some service: *trabajar como voluntario, -ria*

wage /weɪdʒ/ *n* money received for work: *salario*

wave /weɪv/ *n* a rising and falling movement of water: *ola*

weapon /ˈwepən/ *n* an instrument for attack or defense: *arma*

welsh /wɛlʃ/ *v* to break one's word: *no cumplir*

wheat /wi:t/ *n* the grain of a cereal used for flour: *trigo*

whistle /ˈwɪsl/ *v* to make a high sound by blowing air through your lips or teeth: *silbar*

wildfire /ˈwaɪldfaɪər/ *n* a large fire that spreads rapidly: *fuego incontrolado*

wrestle /ˈresəl/ *v* to fight or struggle: *luchar*

wriggle /ˈrɪɡəl/ *v* twist and move quickly: *menearse, retorcerse*

wrinkle /ˈrɪŋkəl/ *n* a small crease in the skin or fabric: *arruga*

Unit 4

- amaze** /ə'meɪz/ *v* to fill with incredulity or surprise:
sorprender
- boundary** /'baʊndəri/ *n* something that indicates limits: *frontera*
- bully** /'bʊli/ *v* to use strength to bother or hurt other people: *intimidar*
- bustle** /'bʌsəl/ *n* noisy activity: *ajetreo*
- busy** /'bɪzi/ *adj* crowded, with lots of activity:
ocupado, -da
- camel** /'kæməl/ *n* long-necked mammal with humps on the back: *camello*
- cartographer** /kɑr'tɒgrəfər/ *n* the creator of maps:
cartógrafo
- chaos** /'keɪs/ *n* a state of confusion: *caos*
- collapse** /kə'læps/ *v* to fall: *colapsar*
- compass** /'kʌmpəs/ *n* an instrument for determining directions: *brújula*
- cotton** /'kɒtən/ *n* a soft, white substance made up of the fibers of the seeds of a plant used in making fabrics: *algodón*
- cyclist** /saɪklist/ *n* a person who rides a bicycle:
ciclista
- dam** /dæm/ *n* a barrier to control the flow of water:
presa
- delightful** /dɪ'laitfʊl/ *adj* very pleasing and beautiful:
encantador, -a
- depth** /depθ/ *n* the distance down: *profundidad*
- disappointed** /dɪsə'pɔɪntɪd/ *adj* feeling sad because something was not as good as expected:
decepcionado
- downstream** /'daʊnstrɪm/ *adv* in the direction of or nearer to the mouth of a stream: *río abajo*
- explorer** /ɪk'spɔr/ *n* a traveler who investigates for the purpose of discovery: *explorador*
- frightened** /'fraɪtənd/ *adj* to become scared: *asustado*
- heat** /hit/ *n* the condition of being hot: *calor*
- helpful** /'helpfəl/ *adj* giving assistance: *útil*
- impressive** /ɪm'presɪv/ *adj* causing admiration:
impresionante
- injure** /'ɪndʒər/ *v* to cause harm: *herir*
- knight** /naɪt/ *n* a man who is given a title by a king:
caballero
- luxury** /'lʌkʃəri/ *n* something expensive and not necessary: *lujo*
- muddy** /'mʌdi/ *adj* covered with wet dirt: *embarrado*
- nearby** /nɪr'baɪ/ *adj* not far away: *cercano, -na*
- newspaper** /'nyuzpeɪpər/ *n* a publication issued daily or weekly containing news: *periódico*
- owner** /'əʊnər/ *n* a possessor: *dueño*
- path** /pæθ/ *n* a small passage on the ground: *sendero*
- purpose** /'pʊrpsəs/ *n* a reason for something:
propósito
- raindrop** /'reɪndrɒp/ *n* a single drop of rain: *gota de lluvia*
- rainforest** /'reɪnfɔrɪst/ *n* a forest found in tropical zones with heavy rainfall: *selva tropical*
- relieved** /rɪ'lɪvd/ *adj* feeling relaxed after something difficult or unpleasant: *aliviado, -da*
- save** /seɪv/ *v* to rescue from danger: *salvar*
- scream** /skrɪm/ *v* to shout in a high voice: *gritar*
- seatbelt** /'si:tbel/ *n* a strap on a vehicle's seat that holds a person if there is an accident: *cinturón de seguridad*
- sink** /sɪŋk/ *v* to fall to a lower level: *hundir*
- suddenly** /'sʌdnli/ *adv* to happen unexpectedly:
repentinamente
- swamp** /swɒmp/ *n* land that is always wet, covered with water: *pantano*
- treasure** /'treʒər/ *n* something valuable that is kept in a safe place: *tesoro*
- voyage** /'vɔɪdʒ/ *n* a journey or travel: *viaje, travesía*
- wagon** /'wæɡən/ *n* a four-wheeled vehicle used for carrying heavy loads: *carreta*
- waistcoat** /'weɪstkəʊt/ *n* a sleeveless jacket: *chaleco*

Unit 1 Free time

- United States Department of Labor. Bureau of Labor
- En busca de un estilo de vida saludable. (n.d.). Retrieved April 20, 2015, from <http://www.injuv.gob.cl/portal/rt-blog/numero-6-julio-2013/tendencias-en-busca-de-un-estilo-de-vida-saludable/>
- Statistics. "American Time Use Survey" <http://www.bls.gov/tus/charts/leisure.htm> (Accessed 15/04/2015)
- Centers for Disease Control and Prevention. "Adolescent and School Health". <http://www.cdc.gov/healthyyouth/physicalactivity/facts.htm> (Accessed 15/04/2015)
- wikiHow. "Become a Fashion Designer when you are a Teen" <http://www.wikihow.com/Become-a-Fashion-Designer-when-You-Are-a-Teen>

Unit 2 Communication

- Punchbowl. "13th Birthday Ideas" <http://www.punchbowl.com/p/13th-birthday-ideas> (Accessed 15/04/2015)
- About.com "Have a Kids Sleepover That's Fun and Snooze-Worthy" <http://childcare.about.com/od/enrichment/ht/slumberparty.htm> (Accessed 15/04/2015)
- wikiHow. "How to use a dictionary" <http://www.wikihow.com/Use-a-Dictionary> (Accessed 15/04/2015)
- Ragan's PR Daily. "How teenagers communicate: 7 things you should know" http://www.prdaily.com/Main/Articles/How_teenagers_communicate_7_things_you_should_know_10601.aspx (Accessed 15/04/2015)

Unit 3 Global Issues

- Unicef. "Child protection" <http://www.unicef.org/protection/> (Accessed 15/04/2015)
- N.J.com True Jersey. "New Jersey Local Classifieds" <http://classifieds.nj.com/> (Accessed 15/04/2015)
- Water.org. "Millions Lack Safe Water" <http://water.org/water-crisis/water-facts/water/> (Accessed 15/04/2015)

- National Geographic. "Natural Disasters" <http://environment.nationalgeographic.com/environment/natural-disasters/> (Accessed 15/04/2015)
- Natural Resources Canada. "Forest fire, facts and questions" <http://www.nrcan.gc.ca/forests/fire-insects-disturbances/fire/13143>

Unit 4 True Stories

- Wanderlust. "GOOD maps out history's greatest journeys, from Magellan to Kerovac" <http://awesome.good.is/features/011/Wanderlust/index.html> (Accessed 15/04/2015)
- Chronicle. "Young hero saves sisters" <http://www.thechronicle.com.au/news/young-hero-saves-sisters/644935/> (Accessed 15/04/2015)
- History's Heroes? "What Makes a Hero?" <http://historysheroes.e2bn.org/whatisahero/whatmakesahero> (Accessed 15/04/2015)
- Power of One. <http://www.americantowns.com/powerofone> (Accessed 15/04/2015)

Suggested Web Sites for the Student

- <http://learnenglishteens.britishcouncil.org/>
An enjoyable Web site for learning English.
- www.bbc.co.uk/learning/subjects/english.shtml
An enjoyable Web site for learning English.
- www.usingenglish.com
Resources for English as a second language.
- www.1-language.com
Resources site for learning English.
- www.english-at-home.com
Educational site with sources for learning English.
- www.manythings.org
An enjoyable Web site for English learners.

ISBN 978-956-349-963-6



9 789563 499636



EDICIÓN ESPECIAL PARA EL
MINISTERIO DE EDUCACIÓN
PROHIBIDA SU COMERCIALIZACIÓN

