

STUDENT'S BOOK

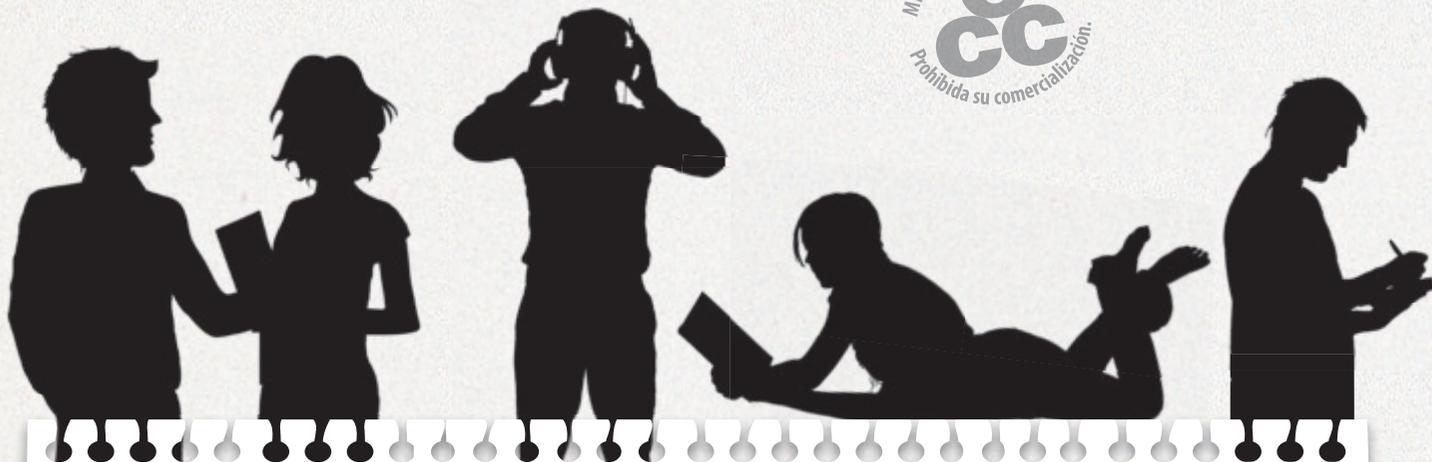
ENGLISH

Lina Mercedes Alvarado Jantus

# TEENS IN MOTION

# 2

Segundo medio



STUDENT'S BOOK

ENGLISH

Lina Mercedes Alvarado Jantus

Teacher of English  
Instituto Profesional Chileno - Británico

# TEENS IN MOTION

# 2

Segundo medio



- 2 | INDEX
- 4 | DISCOVER YOUR BOOK

OPENING	<b>6   UNIT 1 Go global!</b>
	<b>8   GETTING READY</b>
	8   Setting objectives
	9   Do you remember?
DEVELOPMENT	<b>10   MODULE 1</b>
	10   Entry slip
	10   How ready are you?
	<b>11   LESSON 1: Exploring global issues</b>
	11   Preparing to read
	12   Focusing on reading
	14   After reading
	14   Speaking workshop: Talking about global issues
	15   Exit slip
	<b>16   LESSON 2: What is globalization?</b>
	16   Preparing to listen
	17   Focusing on listening
	18   After listening
	18   Writing workshop: Describing globalization
	19   Exit slip
	<b>20   LESSON 3: Total globalization</b>
	20   Preparing to read
	22   Focusing on reading
	24   After reading
	24   Writing workshop: Describing globalization
	25   Exit slip
	<b>26   SUBJECT CONNECTIONS: History, Geography and Social Science</b>
	<b>28   MODULE 2</b>
	28   Entry slip
	28   How ready are you?
	<b>29   LESSON 4: Facing a global crisis</b>
	29   Preparing to listen
	30   Focusing on listening
	31   After listening
	31   Speaking workshop: Proposing solutions
	32   Exit slip
	<b>33   LESSON 5: Globalization and culture</b>
	33   Preparing to read
34   Focusing on reading	
36   After reading	
36   Speaking workshop: Describing my multicultural self	
37   Exit slip	
<b>38   LESSON 6: Embracing diversity</b>	
38   Preparing to listen	
39   Focusing on listening	
40   After listening	
40   Writing workshop: Expressing opinions and feelings about a topic	
41   Exit slip	
<b>42   SUBJECT CONNECTIONS: Language and Literature</b>	
CLOSURE	<b>44   PROJECT: Globalization</b>
	<b>46   UNIT SYNTHESIS</b>
	<b>47   FINAL REFLECTION</b>

OPENING	<b>48   UNIT 2 Technology and its effects</b>
	<b>50   GETTING READY</b>
	50   Setting objectives
	51   Do you remember?
DEVELOPMENT	<b>52   MODULE 1</b>
	52   Entry slip
	52   How ready are you?
	<b>53   LESSON 1: How it all began</b>
	53   Preparing to listen
	54   Focusing on listening
	55   After listening
	55   Speaking workshop: Describing technological advances
	56   Exit slip
	<b>57   LESSON 2: Living screens</b>
	57   Preparing to read
	58   Focusing on reading
	60   After reading
	60   Writing workshop: Narrating a personal experience
	61   Exit slip
	<b>62   LESSON 3: Digital era</b>
	62   Preparing to read
	64   Focusing on reading
	66   After reading
	66   Writing workshop: Writing a set of instructions
	67   Exit slip
	<b>68   SUBJECT CONNECTIONS: Science</b>
	<b>70   MODULE 2</b>
	70   Entry slip
	70   How ready are you?
	<b>71   LESSON 4: Edutainment technology</b>
	71   Preparing to listen
	72   Focusing on listening
	73   After listening
	73   Speaking workshop: Talking about videogames
	74   Exit slip
	<b>75   LESSON 5: The hidden figures</b>
	75   Preparing to read
76   Focusing on reading	
78   After reading	
78   Speaking workshop: Talking about a remarkable woman	
79   Exit slip	
<b>80   LESSON 6: 140 characters at a time</b>	
80   Preparing to listen	
81   Focusing on listening	
82   After listening	
82   Speaking workshop: Talking about a social networking service	
83   Exit slip	
<b>84   SUBJECT CONNECTIONS: Maths</b>	
CLOSURE	<b>86   PROJECT: ICT Report</b>
	<b>88   UNIT SYNTHESIS</b>
	<b>89   FINAL REFLECTION</b>



## 90 | UNIT 3 Outstanding people

OPENING

### 92 | GETTING READY

- 92 Setting objectives
- 93 Do you remember?

### 94 | MODULE 1

- 94 Entry slip
- 94 How ready are you?
- 95 **LESSON 1: Born to lead**
- 95 Preparing to read
- 96 Focusing on reading
- 98 After reading
- 98 Writing workshop: Writing about inspirational leaders
- 99 Exit slip
- 100 **LESSON 2: A Modern-day Folk Hero**
- 100 Preparing to listen
- 101 Focusing on listening
- 102 After listening
- 102 Speaking workshop: Reporting about a remarkable person
- 103 Exit slip
- 104 **LESSON 3: British Presence in Chile**
- 104 Preparing to read
- 106 Focusing on reading
- 108 After reading
- 108 Writing workshop: Writing about a foreigner's experience in Chile
- 109 Exit slip
- 110 **SUBJECT CONNECTIONS: Language and Literature - Social Science**

DEVELOPMENT

### 112 | MODULE 2

- 112 Entry slip
- 112 How ready are you?
- 113 **LESSON 4: Unsung heroes**
- 113 Preparing to listen
- 114 Focusing on listening
- 115 After listening
- 115 Speaking workshop: Playing a role
- 116 Exit slip
- 117 **LESSON 5: Lessons from the past**
- 117 Preparing to read
- 118 Focusing on reading
- 120 After reading
- 120 Speaking workshop: Reporting what people said
- 121 Exit slip
- 122 **LESSON 6: A defender of peace**
- 122 Preparing to listen
- 123 Focusing on listening
- 124 After listening
- 124 Writing workshop: Writing a summary of an interview
- 125 Exit slip
- 126 **SUBJECT CONNECTIONS: Science**

CLOSURE

### 128 | PROJECT: Learning about outstanding people

### 130 | UNIT SYNTHESIS

### 131 | FINAL REFLECTION

## 132 | UNIT 4 Sustainable development

OPENING

### 134 | GETTING READY

- 134 Setting objectives
- 135 Do you remember?

### 136 | MODULE 1

- 136 Entry slip
- 136 How ready are you?
- 137 **LESSON 1: Are you aware?**
- 137 Preparing to read
- 138 Focusing on reading
- 140 After reading
- 141 Speaking workshop: Reciting a poem
- 141 Exit slip
- 142 **LESSON 2: A bright future**
- 142 Preparing to listen
- 143 Focusing on listening
- 144 After listening
- 144 Speaking workshop: Conducting a survey
- 145 Exit slip
- 146 **LESSON 3: Preventing climate change**
- 146 Preparing to read
- 148 Focusing on reading
- 150 After reading
- 150 Speaking workshop: Debating actions to help the environment
- 151 Exit slip
- 152 **SUBJECT CONNECTIONS: Science - Maths**

DEVELOPMENT

### 154 | MODULE 2

- 154 Entry slip
- 154 How ready are you?
- 155 **LESSON 4: Putting nature to work**
- 155 Preparing to listen
- 156 Focusing on listening
- 157 After listening
- 158 Writing workshop: Writing a piece of news
- 159 Exit slip
- 160 **LESSON 5: Planet Saving Technology**
- 160 Preparing to read
- 162 Focusing on reading
- 165 After reading
- 165 Writing workshop: Writing an article
- 166 Exit slip
- 167 **LESSON 6: Using energy at home**
- 167 Preparing to listen
- 168 Focusing on listening
- 169 After listening
- 169 Exit slip
- 170 **SUBJECT CONNECTIONS: Literature - History**

CLOSURE

### 172 | PROJECT: A survey about energy

### 174 | UNIT SYNTHESIS

### 175 | FINAL REFLECTION

### 176 | GLOSSARY

### 179 | BIBLIOGRAPHY



## UNIT 2 Technology and its effects

**In this unit you will...**

- Look and listen to learn about the uses of ICT (Information and Communications Technology) and its effects.
- Exchange ideas and opinions, using words and expressions related to technological devices and activities.
- Use information and communication technology effectively and responsibly, value and appreciate the importance of using media responsibly with other subjects (Science and Maths).

**You will also...**

- Develop a positive attitude towards your ability to learn and use English.
- Value your own and other people's achievement.
- Use information and communication technology effectively and responsibly, value and appreciate the importance of using media responsibly with other subjects (Science and Maths).

**What for?**

- To demonstrate comprehension of main ideas and specific information from oral and written texts, about a topic directly related to the unit.
- To identify communicative skills and strategies to express ideas about the topic of the unit.
- To support comprehension by making connections with other subjects of the syllabus.

**Picturing the unit**

Look at the pictures on page 48 and discuss these questions. Then, exchange opinions with other classmates.

- Do you think we are prisoners of technology? Why? Why not?
- In which cases is technology helpful?
- Do you agree with Steve Jobs' quote? Why? Why not?

**Over to you**

Read the list of objectives for this unit. Then tick (✓) and answer briefly, using the questions as a guide.

1. I am interested in the objectives above to your own life?	Very important	Important	Not important
Why?			
2. Is important to you to reflect on the effects of technology in everyday life?	Very important	Important	Not important
Why?			
3. Do you agree to check to make the importance of using mobile phones responsibly?	Very important	Important	Not important
Why?			

*"Technology is nothing. What's important is that you have a faith in people, that they're basically good and smart, and if you give them tools, they'll do wonderful things with them."* Steve Jobs

The topic of the unit is introduced with engaging pictures and quotes which invite you to activate your curiosity and interest.

**Picturing the Unit** Some simple questions to reflect on the quotation and relate it to the topic of the unit.

**Over to you** You will start the unit by examining and reflecting on the value of the learning objectives for your own life.

## GETTING READY

**Setting objectives**

1. Listen to a Chinese student talking about his personal motivation to learn English. Then read the list of learning objectives on page 51 and answer questions 1 - 4 individually.

- What are your personal learning goals for this unit? Why?
- Which ones do you think are the easiest to achieve? Why?
- Which ones do you think are the most difficult to accomplish? Why?

2. Listen to how this student is planning to reach his goal. Identify the strategies he will use and the difficulties he anticipates.

3. Which are your specific goals for this unit? Draw up a learning plan for Unit 2, following the example in the recording.

My goal is...	Why?	How can I achieve them?	The main obstacles I can anticipate are...

**Do you remember?**

1. Look at these pictures and the names. Answer these questions.

- Why are these people famous? What are their main achievements?
- Do you know their life dates? When were they born? Why?




2. Listen to the recording. Complete the statements and then check with your partner.

- The person's achievements contributed to \_\_\_\_\_.
- The person spent his \_\_\_\_\_ and made important contributions in \_\_\_\_\_.

3. In pairs, answer these questions with one word or number.

- When was Isaac Newton born? \_\_\_\_\_
- When was T.A. Edison born? \_\_\_\_\_
- Who was the 'father of light'? \_\_\_\_\_
- How many inventions did T.A. Edison patent? \_\_\_\_\_
- How were Newton's and the radio discovered? \_\_\_\_\_

4. Check the grid that best describes how ready you are to start the unit.

Very confident	Confident	Not so confident	Not confident

### GETTING READY

**Setting objectives** Different models are provided to help you identify personal goals for the unit and write a learning plan.

**Do you remember?** You will recall and check the previous knowledge necessary to meet the learning objectives for the unit.

## MODULE 1

**Entry slip**

Read your group with one to each lesson of Module 1, and answer the questions in the slip, before you start.

Questions	Answers
1. What do you already know?	1. _____
2. What is useful to you? Why?	2. _____
3. What questions do you have about these topics?	3. _____

**How ready are you?**

1. Answer questions 1a - 1c. Then, exchange ideas with other pairs or groups.

- In your opinion, what are the most important problems about the world, economy?
- Which of the problems you mentioned are affecting Chile at the moment? Explain.
- Give an example of a very important problem in your town. (City Area). Make sure you specify if it is being given, how it is treated, and give it a happening. Write it in 100 words.

2. Use the table below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then compare with your partner.

Not completely ready to start. Need more help to get started.	Not quite ready to start. Need some help to get started.	Not really ready to start. Need some help.	Not ready to start. Need a lot of help.

### MODULES 1 AND 2

There are two modules in each unit, which integrate the practice of language skills.

**Entry slip:** questions that focus on the learning target of the module.

**How ready are you?:** these activities activate prior knowledge and generate motivation and engagement.

## LESSON 1 Born to lead

**You will...**

- Use an article about a remarkable leader.
- Identify characteristics of good leaders.
- Write a short paragraph about an inspirational leader.
- Work with your partner to write, film, and act out a scene from a film.

**What for?**

- CA 4.15 To use language appropriately when expressing qualities.
- CA 4.16 To identify main ideas and specific information of the article.
- CA 4.17 To use different strategies to support comprehension.
- CA 4.18 To write a paragraph according to the topic of the writing practice.
- CA 4.19 To answer clear and open-ended questions, using appropriate sentences and correct spelling and punctuation.
- CA 4.20 To demonstrate cultural awareness, showing respect and recognizing the role of leaders and their most important contributions.

**Preparing to read**

1. Discuss these questions with your partner. Reach an agreement and take notes of your answers.

- What are the characteristics of a good leader? Tick (✓) the appropriate box below.

<input type="checkbox"/> Authority	<input type="checkbox"/> Charisma	<input type="checkbox"/> Determination	<input type="checkbox"/> Influence
<input type="checkbox"/> Leadership	<input type="checkbox"/> Empowerment	<input type="checkbox"/> Honesty	<input type="checkbox"/> Humility
<input type="checkbox"/> Integrity	<input type="checkbox"/> Innovation	<input type="checkbox"/> Passion	<input type="checkbox"/> Responsibility

- According to your answer in activity 1, do you think it is easy to find a good leader? Why? Why not?
- What examples of good leaders can you mention?

6. What actions from their lives show any of the traits in activity 1?

2. Discuss another pair and exchange ideas and opinions.

3. Use the pages 56 and 57 and have a look at the pictures. Discuss these questions with your partner.

- Do you think these people were good leaders? Why? Why not?
- What characteristics of good leaders do you think they had? Choose one or two for each of them.

### LESSONS 1 - 6

Each lesson includes special sections with simple and varied communicative activities to help you develop communicative competence.

The sections in each lesson are:

- Preparing for listening / reading
- Focusing on listening / reading
- After listening / reading
- Speaking / Writing workshop

## SUBJECT CONNECTIONS Language and Literature - Social Science

**You will...**

- Read an article about a remarkable woman.
- Identify characteristics of a remarkable woman.
- Compare the information in both texts.
- Write a short paragraph about a remarkable woman from history.

**What for?**

- CA 4.15 To read fiction and non-fiction with understanding.
- CA 4.16 To demonstrate comprehension of a non-fiction text.
- CA 4.17 To use different strategies to support comprehension.
- CA 4.18 To write a paragraph according to the topic of the writing practice.
- CA 4.19 To answer clear and open-ended questions, using appropriate sentences and correct spelling and punctuation.
- CA 4.20 To demonstrate cultural awareness, showing respect and recognizing the role of leaders and their most important contributions.

1. With your group, read these short texts. Make some comments about the differences you can see.

Wangari Maathai was the first African woman to win the Nobel Peace Prize. That was in 2004. Wangari was born on April 1, 1940, in Nyang'ara, in central Kenya. As a young girl, she went to Kenya's early secondary school and education, but Wangari studied in the United States in her country. When she returned home, she worked as a veterinary medicine at the University of Nairobi and became the first woman to complete a master's degree in Kenya.

She began at the university and became the head of the veterinary extension faculty. Her interest led her to establish her own department at the university in Kenya.

Wangari's work of environmental and social justice led her to work in the fields of ecology, sustainable development, natural resources and wildlife. In 1978, she started the Green Belt Movement, a national organization to combat deforestation in Kenya. In 2002, the people of Kenya elected her to have parliament. She was elected the first woman to the National Peace Prize.

In 1992 Wangari Maathai made the idea of planting trees for peace in Kenya. She then, the Green Belt Movement, has planted more than 30 million trees in Kenya and other countries in Africa. The work has been done primarily by village women, who plant and care for the trees and provide food and fuel. The work has been done primarily by village women, who are planting their trees and responsible in keeping of the earth and caretakers of its future.

Wangari Maathai died on September 25, 2011, in Nairobi, Kenya.

### SUBJECT CONNECTIONS

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

**After reading**

**Work it out!** *Expressing quantity*

**11** Match these examples from the text. Answer the questions and check with your partner.

1. Found out how the ability to change history had only a few of them from the distribution of truly changing the world.
2. At that time, few people were concerned about poor, sick, orphaned and dying people.
3. The city of Montgomery had little choice.

a. Replace the words in bold in the sentences above. Choose one of the expressions below.

1. not much / almost nothing
2. not many / almost none
3. some / a small number

b. Circle the correct alternative.

1. The city and its few inhabitants meaning **many**. Little and few have **positive / negative** meanings. They are used to mean 'not as much as may be expected or wished for'.
2. We use a **few** with **countable / uncountable** nouns. We use a **few** with **plural / countable** / **uncountable** nouns.
3. We use **little** with **countable / uncountable** nouns. We use **few** with **singular / plural** / **countable** nouns.

**Writing workshop** *Writing about inspirational leaders*

**11H** Work in groups (2 - 4).

**1. Organizing the ideas**

1. In your group, choose an inspirational leader you would like to write about (from Chile or from another country).
2. Write a brief biography of information about the leader's life in the graphic organizer below. Remember to use what you've learned in other subjects and what you've read / heard about the person. Copy the organizer in your notebook.

128 UNIT 3 - MODULE 3 - LESSON 3

**After reading**

**Work it out!** *Expressing time of action*

**11** Analyze these examples from the text and answer the questions. Then compare your answers with another pair.

1. ... Over the past years, scientists have been making a rapid development of the disease.
2. ... Humans have traded goods and services since long before recorded history.
3. ... During the last decades, international trade has been increasing significantly.
4. ... Indigenous people have inherited unique social, cultural, economic and political characteristics.

a. Which sentences emphasize the result of the action? Write RA on the line beside them.

b. Which sentences emphasize the duration or continuous course of the action? Write CA on the line beside them.

c. Now, use the pictures below (1 - 4) to complete sentences 1 - 4, emphasizing the course of the action that they show. Take care to read the sentences to your partner.

1. We \_\_\_\_\_ for the past 5 hours and we are all very tired.
2. We \_\_\_\_\_ for a long time, but we still eat.
3. The weather is really awful. It \_\_\_\_\_ all afternoon.
4. I have \_\_\_\_\_ of day. I don't know for what!

**Speaking workshop** *Writing about global issues*

**H** Work in pairs. You will exchange information about global issues.

**1. Preparing to speak**

1. Listen and repeat the words and phrases in the recording.

*cultural diversity global issue globalization natural resource sanitation sustainable water shortage*

2. Do each role (1 - 4) several times. Then assign a role to each member of each team by being most important and repeating best (number) in your notebook, with reasons for your writing.

129 UNIT 3 - MODULE 3 - LESSON 3

## Writing / Speaking workshop

The activities in these sections include step-by-step instructions and models to guide you through the production of a finished piece of writing and to help you develop your oral skills.

**PROJECT**

**Learning about outstanding people**

**1. Preparation**

1. **H** Work in groups of four.
2. Read the instructions in the Procedure section. Then fill in the information in the file.
3. According to your strengths and weaknesses, elaborate an action plan for the project. Before you start, read the rubric carefully so that you know in advance the areas that will be evaluated.

**2. Procedure**

1. In your group, choose one outstanding person that made an important contribution to society (it could be from any area or field: History, Science, Politics, Economy, Arts, Sports, etc.).
2. In a group, visit the websites related to the person you choose and write five or six questions to be answered with the information in the sites. (Remember to take notes of the source).
3. Do one task or three more sites and design a motivating activity to be solved with the information from the sites (such as a timeline, a short historical biography, a comic, etc.).
4. Create a final engaging activity to consolidate and synthesize all the information about the outstanding person (such as: a crossword puzzle, a soap letter, a mask, etc.).
5. Put all the activities you designed and the sources of information you collected and elaborate a webpage. Make it a topic of the webpage.

**3. Presentation**

Join another group and exchange the handouts of the webpage. Then, do the activities designed by the other group.

**4. Evaluation**

After you have finished the task, reflect on your work and evaluate the group's performance (when elaborating and doing the activities according to the following scale):

4 = Excellent / 3 = Good / 2 = Satisfactory / 1 = Needs improvement

The group...	Score
had a positive attitude towards the chosen task.	
elaborated collaboratively and responsibly towards the common goal.	
consolidated the assigned work on time.	
presented all the information required.	
acknowledged the sources of information properly.	
reflected the experience creatively and used oral and written form other subjects.	
used the experience of using technology safely and effectively and consulting media sources in order to obtain information.	

130 UNIT 3 - MODULE 3 - LESSON 3

## PROJECT

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

**UNIT SYNTHESIS**

1. Now that you have completed Unit 3, check what you knew and how you felt before starting each module.
2. Identify the main topics, skills, contents and attitudes you developed in the unit and complete the chart. Compare it with your partner's chart expanding, correcting and adding new information and using what you learned along the unit.

**FINAL REFLECTION**

1. Use the table. As always, 5 = sometimes, 4 = sometimes, 3 = sometimes, 2 = never to evaluate your performance in the unit.

Area to evaluate	5	4	3	2	1
<b>Using content of the learning process</b>					
1) I read, listened and understood.	<input type="checkbox"/>				
2) I relied on text and completed additional language activities.	<input type="checkbox"/>				
<b>Supporting classmates</b>					
1) I tried to help my classmates when they struggled or needed.	<input type="checkbox"/>				
2) I offered consideration and respect for myself and others.	<input type="checkbox"/>				
<b>Understanding directions</b>					
1) I engaged in reading activities and by report.	<input type="checkbox"/>				
2) I watched and listened attentively to get instructions.	<input type="checkbox"/>				
<b>Acquiring</b>					
1) I understood past and new vocabulary.	<input type="checkbox"/>				
2) I asked the teacher to explain words I did not understand.	<input type="checkbox"/>				
<b>Writing</b>					
1) I followed models when I did writing tasks.	<input type="checkbox"/>				
2) I followed my spelling and grammar.	<input type="checkbox"/>				
<b>Speaking</b>					
1) I could give oral presentations on the basis of the lessons.	<input type="checkbox"/>				
2) I could engage in oral dialogues relating a model.	<input type="checkbox"/>				
<b>Comprehending listening</b>					
1) I demonstrated comprehension of main ideas and supporting information in the texts heard or listened to.	<input type="checkbox"/>				
2) I focused on using appropriate or suggested strategies.	<input type="checkbox"/>				
<b>Oral listening</b>					
1) My answers included supporting evidence from the text / lesson.	<input type="checkbox"/>				
2) I identified and explained my opinions.	<input type="checkbox"/>				
3) I identified content to present or discuss.	<input type="checkbox"/>				

2. Ask your teacher or a partner to assess your performance. Complete the column My teacher's partner's use.

3. Discuss your reflections in your group.

4. In your group, comment on the things you can do to improve your weak points in the future.

131 UNIT 3 - MODULE 3 - LESSON 3

## UNIT SYNTHESIS AND FINAL REFLECTION

These sections help you synthesize the knowledge you have acquired and reflect on your learning process.

## Vocabulary in context

Direct vocabulary instruction to help you acquire new terms.

## Work it out!

This section will help you revise a particular language structure.

## Entry slip

A set of questions aimed at activating your ideas, experiences and impressions about the topic and objectives of the module.

## Exit slip

A simple rubric to help you reflect and self-evaluate your performance in the tasks of the lesson.

## Key words

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

## Strategy in mind

Useful strategies to help you improve reading and listening comprehension.

## Smart reading / listening

Challenging tasks to develop and deepen comprehension.

## Think critically

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

## Your analysis

Questions and activities to help you become a better reader.



It Indicates the link to a task in the Complementary Digital Resource.



It indicates pair-work activities.



It indicates group-work activities.



It indicates the number of the track on the CD.

# UNIT 1

# Go global!



***"In the era of globalization, everything is interconnected. A problem in one part of the world will definitely impact on other parts of the globe. (...)Therefore, collaborative efforts are essentially required."***



**Agus Harimurti Yudhoyono**

### In this unit you will...

- read and listen to texts about globalization, its advantages and disadvantages and its main consequences.
- express ideas about this topic in an effective and creative way.
- use different strategies to support comprehension and express ideas clearly.
- practice pronunciation of two-syllable words, link ideas coherently and study words that contain the prefix *im-*.

### You will also...

- develop cultural awareness and comprehension of your own culture as well as of different ones, showing interest, respect and tolerance.
- work collaboratively and creatively towards a common goal, showing respect for everyone's ideas.

### What for?

- To understand main ideas and specific information in oral and written texts, about the advantages and disadvantages of globalization and its main consequences.
- To develop communicative skills to express ideas about the origin, advantages, disadvantages and effects of globalization.
- To connect the topic of the unit with other areas of the curriculum.

## Picturing the unit

1. Look at the pictures on page 6 and discuss these questions. Then, exchange opinions with your classmates.
  - a. What is the first word that comes to your mind when you look at them? Why?
  - b. Are there any of the situations in the poster related to Chile?
  - c. Do you agree with the quotation? Why? Why not? Discuss.



## Over to you

Read the list of objectives for this unit. Then, tick (✓) and answer briefly, using the questions below as a guide.

<ul style="list-style-type: none"><li>• How important are the objectives above to your own life?</li></ul>	Very important <input type="checkbox"/>	Not so important <input type="checkbox"/>
	Important <input type="checkbox"/>	Not important at all <input type="checkbox"/>
Why:		
<ul style="list-style-type: none"><li>• Does "globalization" play an important part in your own life?</li></ul>	Very important <input type="checkbox"/>	Not so important <input type="checkbox"/>
	Important <input type="checkbox"/>	Not important at all <input type="checkbox"/>
Why:		
<ul style="list-style-type: none"><li>• Do you think it is important to develop "cultural awareness" and value collaborative work? Why? Why not?</li></ul>	Very important <input type="checkbox"/>	Not so important <input type="checkbox"/>
	Important <input type="checkbox"/>	Not important at all <input type="checkbox"/>
Why:		

## Setting objectives

1.  Listen to some students talking about their learning goals. Then, read the list of learning objectives on page 7 and answer questions a – c, individually.
  - a. Which ones do you think are the easiest to achieve? Why?
  - b. Which ones do you think are the most difficult to accomplish? Why?
  - c. What specific knowledge (content, vocabulary, attitudes) would you need, in order achieve them?
  
2. Which are your specific goals for this unit? Draw up a learning plan for Unit 1, following the example in the recording.

Goals	Why?	How can I achieve them?	The main difficulties I can anticipate are:
1. My first goal is...	because...		
2.			
3.			

**Do you remember?**

1. Read this short story and answer questions a – e.

## Living globally

“What’s on this afternoon?” Sonia’s father asked tiredly.  
 “Let’s see... I think we could eat tacos **or** some sushi. I love pizza, **too!**”  
 Sonia’s father gave a deep sigh.  
 “Look, Sonia, on a single day I have drunk and eaten food from all over the world. In the morning, I had a cup of tea and ate some cereals. The tea leaves came from India and the cereals from the USA.  
 When I got back to the office, I bought a cup of coffee from the canteen. It happens that the coffee beans were from Brazil.”

“At lunch, I went to a Peruvian restaurant with some of my colleagues. Then, I bought a bottle of mineral water at the store. When I read the label on the bottle, I realized it was from Argentina”, Sonia’s father went on talking about his day.  
 “What’s wrong with that? Why are you so upset?”, Sonia asked.  
 “**Because**, after such a day, I only wanted to come home and enjoy a good portion of a typical Chilean dish, **but** my adorable daughter says she would be delighted to eat tacos or some sushi!”

- a. Why is Sonia’s father so disappointed?
- b. What did he have in the morning?
- c. When did he eat Peruvian food?
- d. Where did the mineral water come from?
- e. What does Sonia want to eat?

2. Discuss with your partner which of the **highlighted** words in the text introduce:

- a. two alternatives
- b. a reason
- c. an additional idea?
- d. a contrast

3. Discuss the questions.

- a. To what extent is your daily life influenced by cultures from all over the world? Do you value and appreciate other cultures? Why?
- b. To what extent do you value and appreciate other cultures’ contribution to your own way of life?

4. Check the slot that best describes how ready you are to start the unit.

I can...	On my own	With some help
understand the main ideas in the story.		
identify specific information and answer questions.		
identify meaning of connectors.		
appreciate and value other cultures’ contribution to my own life.		



# MODULE 1



## Entry slip

Read what you will do in each lesson of Module 1, and answer the questions in the slip, before you start.

### Questions

1. What do you already know?
2. What is useful to you? Why?
3. What questions do you have about these topics?

### Answers

- 1.
- 2.
- 3.

## How ready are you?

1. Answer questions (a – c). Then, exchange ideas with other pairs or groups.
  - a. In your opinion, what are the most important problems around the world, nowadays?
  - b. Which of the problems you mentioned are affecting Chile at the moment? Explain.
  - c. Give an example of a very important problem in your town / city / area. Make sure you specify where it is taking place, who are involved, and why it is happening. Write a list below.

Ministerio de Educación.  
**ecc**  
Prohibida su comercialización.

2. Use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates. <input type="checkbox"/>	I am quite ready to start. I think I may make a few mistakes. <input type="checkbox"/>	I am barely ready to start. I think I need some help. <input type="checkbox"/>	I am not ready to start. I definitely need help. <input type="checkbox"/>
---	--	--	---



**You will...**

- read and analyze information in an article about global issues.
- use strategies to identify specific information in the text.
- rank global issues and talk about them.

**What for?**

- **OA 10:** To demonstrate comprehension of an expository text about global issues.
- **OA 12:** To use strategies to support comprehension.
- **OA 5:** To use vocabulary and expressions related to the topic.
- **OA 6:** To participate in presentations using different strategies before, during and after speaking.
- **OA 7:** To respond to the text through a short presentation.
- **OA D:** To work responsibly and collaboratively towards a common goal.

**Preparing to read**

1.  In pairs, complete the first two columns of the chart. Then, join two other pairs and discuss your ideas with them.

Picture	What situation/problem is this image showing?	What questions do you have about this image?	Rank (*)
			
			
			
			

2. Answer these questions.

- In your opinion, what is a global issue?
- What do we refer to when we talk about a global issue?
- Do you think the issues in exercise 1 are global? Why? Why not?

(\*) You will complete this column at the end of the lesson.



1. Read this article. As you read, confirm or correct your ideas in exercise 2, page 11.

**Key words**

- boundaries
- commodities
- concern
- sanitation
- shortage
- sustainable
- trade



**Strategy in mind**

- Setting a purpose for reading

**Smart reading**

1. Read the text carefully. Identify the subtitle (a – h) for each paragraph (I – VIII).
  - a. Children's rights
  - b. Climate change
  - c. Global food production
  - d. Globalization
  - e. Ice shelf **boundaries**
  - f. Cultural diversity
  - g. Sustainability of the planet
  - h. Water **shortage**

## What is a Global Issue?

An “issue” is a matter of **concern** or of interest, and may have a political, social, environmental or economic focus. An example of a political issue is, whether a country becomes a republic. An example of a social issue might be how to reduce violence on the streets.

Issues can also occur on different scales. They can be local or global, according to the area that is affected.

When we talk about a global issue, we are usually referring to something that affects a number of countries and populations. It is an issue that impacts upon or is important to the global community.

Here are some examples of the most important global issues nowadays:

I.

International organizations predict that rising prices for food **commodities** and increasing fuel prices will lead to an increase in the numbers of hungry people in developing countries over the next decades.



II.

Since the early twentieth century, global temperatures have been increasing gradually. There is growing international concern that climate change will impact on the economic, health, safety and security of many countries and their inhabitants.



III.

Effective **sanitation** is important for human health. Exclusion from water and sanitation services on the basis of poverty, ability to pay, group membership or place of habitation is a violation of human rights.



#### IV.

Over the past years, scientists have been noticing a rapid disintegration of ice shelves on the Antarctic Peninsula and the northern coast of Canada. This process has had a huge impact on world climate, ocean currents and the wildlife in the area around ice shelves.



#### V.

Humans have traded goods and services since long before recorded history. However, during the last decades, international **trade** has been increasing significantly due to improved transportation, communication and the integration of country economies.



#### VI.

Indigenous peoples have inherited unique social, cultural, economic and political characteristics. The international community has recognized that indigenous peoples are vulnerable and that steps need to be taken to protect their unique cultures.



#### VII.

**Sustainable** development recognizes that future development cannot occur without protection of the world's natural resources for future generations.



#### VIII.

In 1989, world leaders decided that people under 18 years old often need special care and protection. A summary of the rights under The Convention on the Rights of the Child can be found at [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)



**Adapted from:** Department of Education and Early Childhood Development (n.d.) *What is a Global Issue?*  
Retrieved from: <http://www.sev.asn.au/model-citizen/what-is-a-global-issue.html>

### Your analysis

1. Give Chilean examples of:
  - a. A political issue
  - b. A social issue
  - c. An environmental issue
  - d. An economic issue
2. Rank the global issues in the text according to their impact on Chile (assign a number from 1 to 4, 1= the most important). Discuss your ideas in your group.

- |      |                          |       |                          |
|------|--------------------------|-------|--------------------------|
| I.   | <input type="checkbox"/> | V.    | <input type="checkbox"/> |
| II.  | <input type="checkbox"/> | VI.   | <input type="checkbox"/> |
| III. | <input type="checkbox"/> | VII.  | <input type="checkbox"/> |
| IV.  | <input type="checkbox"/> | VIII. | <input type="checkbox"/> |

### Think critically

#### Make text-to-world connections

- Which of these specific issues are affecting your town / city / area? Why?

#### Make text-to-self connections

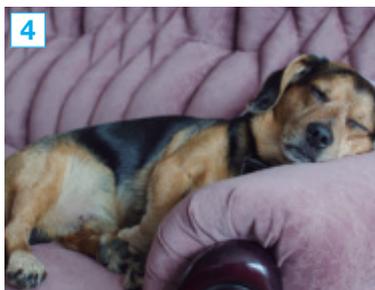
- Are you personally concerned about any of these issues? Why? / Why not?



Work it out! Expressing time of actions

**👤** Analyze these examples from the text and answer the questions. Then compare your answers with another pair.

1. \_\_\_\_ Over the past years, scientists have been noticing a rapid disintegration of ice shelves.
  2. \_\_\_\_ Humans have traded goods and services since long before recorded history.
  3. \_\_\_\_ During the last decades, international trade has been increasing significantly.
  4. \_\_\_\_ Indigenous peoples have inherited unique social, cultural, economic and political characteristics.
- a. Which sentences emphasize the result of the action? Write RA on the line beside them.
  - b. Which sentences emphasize the duration or continuous course of the action? Write CA on the line beside them.
  - c. Now, use the pictures below (1 – 4) to complete sentences i – iv, emphasizing the course of the actions that they show. Take turns to read the sentences to your partner.



- i. We \_\_\_\_\_ for the past 6 hours and we are all very tired.
- ii. We \_\_\_\_\_ for a long time, but we're still lost.
- iii. The weather is really awful. It \_\_\_\_\_ all afternoon.
- iv. Bimbo \_\_\_\_\_ all day. I think it's time for a walk!

Speaking workshop

Talking about global issues

**👤** Work in pairs. You will exchange information about global issues.

1. Preparing to speak

- a. **🔊** Listen and repeat the words and phrases in the recording.

cultural diversity    global issue    globalization    natural resources  
 sanitation    sustainable    water shortage

- b. Go back to page 11, exercise 1, and assign a score or rank to each issue (4 being most important and 0 representing least important). In your notebook, write reasons for your ranking.

## 2. Practicing

- a. Take turns to express your opinions about global issues to your partner. Use the openings in the bubbles below, and the vocabulary from the lesson, to start your ideas.



- b. Correct each other's mistakes and agree on the most important global issues.



## 3. Performing

Join another pair and present your ideas to them. Listen to their ideas and agree on a new ranking of the most important global issues.

## 4. Evaluating

After you finish, self-evaluate your work using the prompts in the list. Then, offer feedback and suggestions to each other, focusing on your strengths and setting personal goals to improve your weaknesses.

**We...**

- prepared our presentation.
- used the openings and the words in the lesson.
- reached an agreement.
- corrected each other with respect.
- worked responsibly and collaboratively.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



## You will...

- listen and identify main ideas in a recording about *globalization*.
- identify specific information in a recording.
- identify how to express *quantity*.
- write a short paragraph about *globalization*.

## What for?

- **OA 1:** To demonstrate comprehension of main ideas and specific information of a recording.
- **OA 3:** To identify purpose, type of text and relevant ideas.
- **OA 4:** To use different strategies to support comprehension.
- **OA 14:** To write different texts using the steps of the writing process.
- **OA 15:** To write texts using correct grammar, spelling and punctuation.
- **OA 16:** To use language in written texts correctly.
- **OA B:** To develop cultural awareness and comprehension.

## Preparing to listen

1. In your opinion, what does *globalization* mean? With your partner, write a list of words that come to your mind when you read / hear this word.

2.  Form groups of three or four. Compare your lists and discuss these questions.
  - a. Is globalization a good or a bad thing? Why?
  - b. In what ways can you see the effects of globalization? Give some examples.
3. You will hear a recording about globalization. Read the sentences below. Tick (✓) the ideas you think will be mentioned.
  - a. \_\_\_\_ It is very easy to define the term *globalization*.
  - b. \_\_\_\_ *Globalization* means it is easier to do business.
  - c. \_\_\_\_ *Globalization* means it is easy to migrate from one country to another.
  - d. \_\_\_\_ Technology development has been an essential factor in this process.
  - e. \_\_\_\_ *Globalization* has many advantages.

1.  Listen to the recording. As you listen, confirm or correct your ideas in exercise 3, p. 16.
2.  Listen to the recording again (twice). Focus on the parts of the recording that are relevant to complete the missing information in the file.

## LISTENING FILE: What is globalization?

### General information

- Type of recording:  
 a conversation    a lecture    an interview
- Speakers:  
 teacher and students    a journalist and an expert
- Purpose:  
 to entertain    to inform    to persuade

### Specific details

- Main ideas. Complete the sentences.
  - Concept**  
 Globalization is a  by which , companies, and , all over the world, can  and .
  - Development**  
 During the last , a large number of  around the world have been acquiring the systems of  and maximizing their own  and opportunities for  business.
  - Factors**  
 has been one of the chief drivers behind , and has  the economics of both consumers and .

### Main conclusions

- According to the recording:
 

	Yes	No
a. Is it easy to define the term globalization?	<input type="checkbox"/>	<input type="checkbox"/>
b. Is globalization beneficial?	<input type="checkbox"/>	<input type="checkbox"/>
c. It is not easy to arrive to a conclusion on this concept.	<input type="checkbox"/>	<input type="checkbox"/>
- How can you define globalization, in your own words? Write a short answer in your notebook.

### Strategy in mind

- Setting a purpose for listening.
- Focusing attention on relevant information.



### Smart listening

- **Before listening**, think about the topic of the recording and try to remember familiar words associated with it.
- **While listening**, pay attention to the parts of the recording that are relevant to your purpose.

### Think critically

#### Make text-to-world connections

- Can you mention any positive or negative effect of globalization? Which one?

#### Make text-to-self connections

- In your opinion, is globalization good or bad? Why?

## After listening

### Work it out! Expressing quantity

Analyze these examples from the recording, paying special attention to the parts in **bold**. Then, complete the task.

- During the last three decades, a **large number of** governments around the world have been acquiring the system of free markets.
- There's **little** doubt that technology has been one of the chief drivers behind globalization.
- Globalization has **many** advantages, but implies **a few** disadvantages too.

a. Identify which expressions are used with...

countable nouns: \_\_\_\_\_

uncountable nouns: \_\_\_\_\_

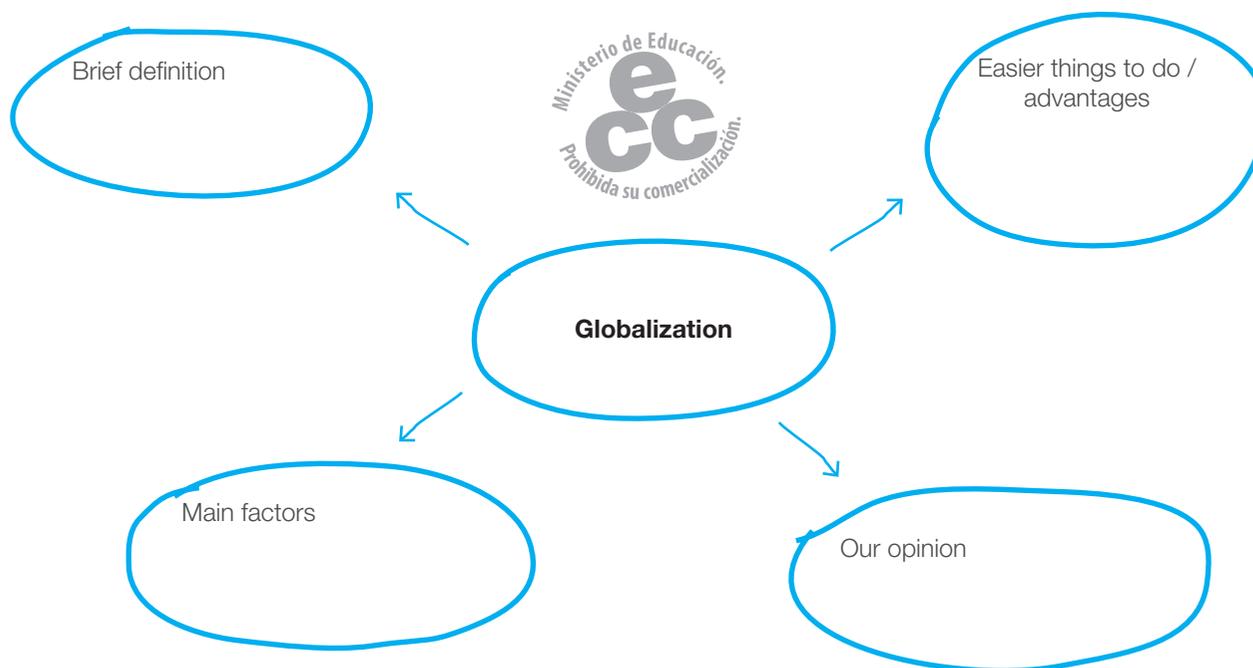
## Writing workshop

### Describing globalization

 Work in pairs or groups of three. You will write a short paragraph summarizing information about *globalization*.

#### 1. Organizing ideas

a. Before you start, take notes of the main ideas you have learned about globalization. Use the diagram below.



b. Join another pair or group and compare your notes. Add any missing information to your diagram.

#### 2. Drafting

Use your notes to write a short paragraph (7 to 8 sentences) about globalization. Make sure you include a sentence expressing your opinion about this topic.

### 3. Revising

Put the ideas together in one paragraph, using the phrases in the boxes to introduce and link your ideas. Follow the examples in the listening file or ask the teacher to play the recording again.

We can say that...
In other words...
Thanks to...

However...
In our opinion...

### 4. Editing

Check for grammar, spelling and punctuation mistakes using the Editor's Marks in the box, and write the final version of your paragraph.

**Editor's Marks**

 Capital letter / Lowercase

 Punctuation

 Add a word

 Check spelling

 Change place

### 5. Publishing

- a. Exchange your paragraph with another pair or group and evaluate each other's work using the prompts in the box.
- b. Discuss the result of the evaluation and offer supporting feedback to each other. Remember to accept all the ideas and opinions with respect.

**The paragraph...**

is clear and well organized.

contains all the information required.

was revised carefully.

was checked and corrected using the Editing Marks in the list.



## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

My performance	
Outstanding.	<input type="checkbox"/>
I exceeded the objectives.	<input type="checkbox"/>
Very good.	<input type="checkbox"/>
I met the objectives.	<input type="checkbox"/>
Satisfactory.	<input type="checkbox"/>
I met some of the objectives.	<input type="checkbox"/>

**What difficulties do I anticipate for next lesson?**

**How can I overcome those difficulties?**



## You will...

- read and identify theme, characters, setting and main features of a story.
- link ideas using *either ...or / neither...nor*
- complete a graphic organizer.
- write an imaginary ending.

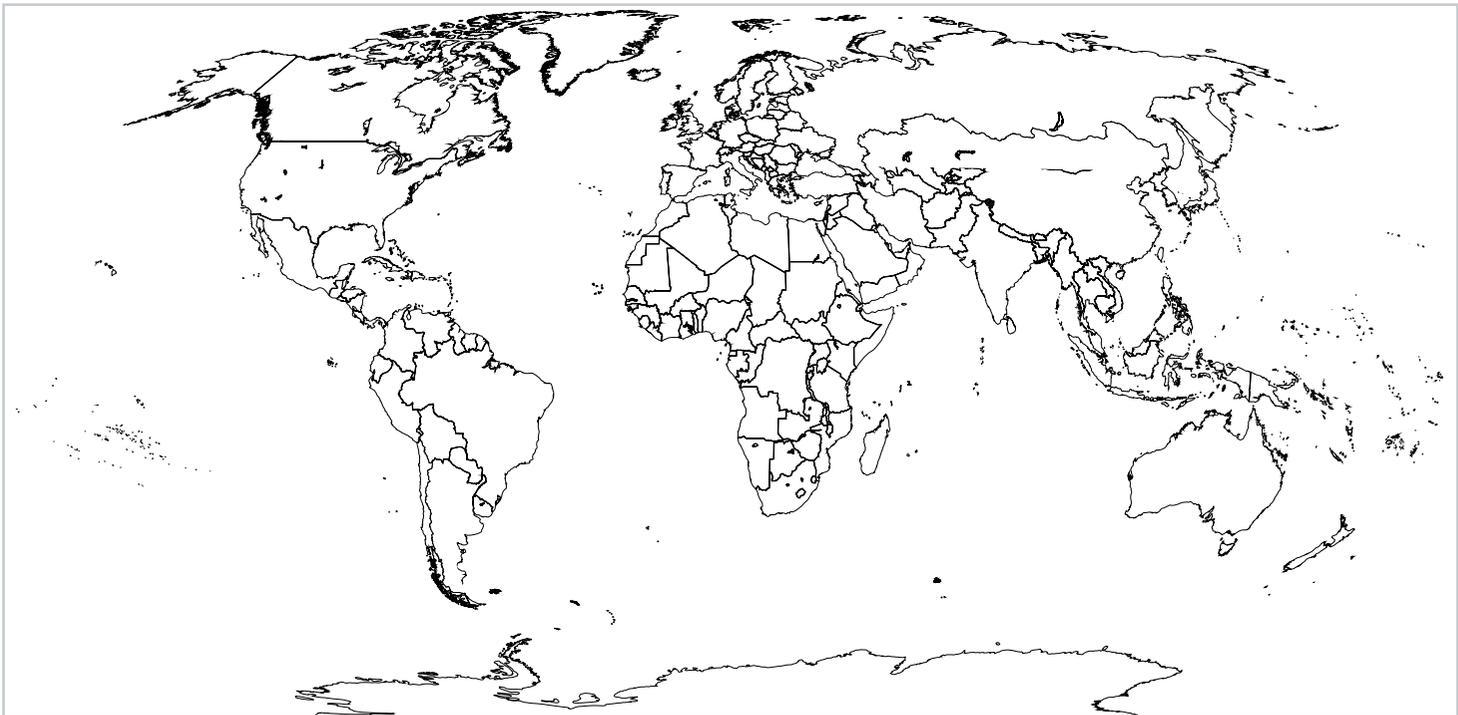
## What for?

- **OA 11:** To demonstrate comprehension of a literary text about *globalization*.
- **OA 12:** To use different strategies to support comprehension.
- **OA 16:** To identify and use expressions to link ideas.
- **OA B:** To develop cultural awareness and comprehension.

## Preparing to read

1. Look at the map of the world carefully. Find the countries in the box on it and circle them, using different color pencils.

Brazil   Canada   Egypt   England   France   Russia



2. Match each picture (1 – 4) with a concept in the box.

a. energetic center of the world    b. fresh water reservoirs    c. "large wasteland"    d. lungs of the world



3. Locate the areas in the pictures (1 – 4) in exercise 2 on the map on page 20.

4.  Work in groups of three or four.

- a. Find and copy the meaning of the term "Globalization" on the space provided below.
- b. You will read a science-fiction story about globalization. Brainstorm and write a list of ideas you think you will find in it.



1. Read the story below. As you read, confirm or correct your ideas in exercise 4, page 21.

**Key words**

- spread
- summit
- supported
- wasteland



**Strategy in mind**

- Making predictions
- Completing a visual organizer

**Smart reading**

Read the text carefully. Then write the following in your notebook:

- Name
- Genre
- Setting
- Theme
- Main characters

## Total Globalization

At the beginning of the twenty first century, the economic crisis spread almost all over the world. In March 2075, the world oil resources were over and people changed gasoline cars to electric means of transportation. They were cheaper but much slower. Trucks could not move faster than fifty kilometers per hour which made the process of logistics last about twice longer than usual.



In June 2076, the United Nations called the World Energy Summit. In the opening, the delegate of the host country said: "The world is facing a serious problem today, a problem which requires us to be united more than ever... We face a crucial dilemma: we either give more political power to the United Nations, or we establish a new global government."

A few days later, the Canadian delegate spoke. "The region of the Middle East is no longer the energetic center of the world." She added: "Which energy is more pure than solar energy? The huge desert of Sahara, which has been a "large wasteland" till now, can become an important economic region and a global government could control this area."



“I suggest”, she continued, “that this global government should have neither more than one thousand nor less than five hundred members; maybe one hundred per each continent. That would make six hundred members. It’s a pretty big number, but they will rule the whole world.”

The motion was significantly supported by many countries.

The next day, it was the President of Egypt’s turn.

“Today, all the countries of the desert are speaking one voice. You want to build the power plant on the territory of our Sahara and take away our land. The area which you find a wasteland, is however our home...” he spoke for a long time before he made his point.

“We must have additional seats in the global government. They will be the guardians of the territory, and will ensure appropriate exploitation of the desert!”

At this time, a political market began. Brazil asked for extra places in the government, as owner of the Amazon rainforest, the lungs of the world.

England and France also claimed for extra power but they were weak countries in the second half of the twentieth century.

Russia was another political player in problems. Only two third of the citizens of Russia were Russians, and ethnic minorities and others were the rest of the society. So, it got few less places in the global government than the other empires did.

Thus, after about a year of negotiations, a new global government was established.

(Try to guess the number of members and what happened further!)



Adapted from: KDRZAZGA (2012). *Total Globalization*. Retrieved from: <http://yourstoryclub.com/short-stories-social-moral/short-story-science-fiction-total-globalization/>

### Your analysis

1. Answer these questions. Compare your answers in your group.
  - a. Why is the story settled in the future?
  - b. What’s the main problem in the story?
  - c. What are the possible solutions?
  - d. Was the problem solved? How?
  - e. How many members do you think the global government included in the end? Why?
  - f. What do you think happened afterwards?



### Think critically

#### Make text-to-world connections

- Have you ever read a story of this genre? Which one? Explain the main topic to your classmates.
- Are you familiarized with the topic of this story? Discuss with your partner.

#### Make text-to-self connections

- Can you think of any other solutions to the problem in the story? Discuss.
- Does the story help you develop cultural awareness and comprehension of other cultures? How?

Vocabulary in context

1.  Find the words below in the text and underline them. Then, in pairs, choose the correct meaning for each word, according to the context in which they are used in the story. Check your answers with another pair.
- a. Spread**
- i. to gradually affect or cover a larger area.
  - ii. to cover a surface with a thin layer of a soft food.
- b. Summit**
- i. the top of a mountain.
  - ii. a meeting or series of meetings between leaders of two or more countries.
- c. Supported**
- i. to be approved and helped to be successful.
  - ii. to be provided with money, food, shelter, or other things that someone needs in order to live.
- d. Wasteland**
- i. an area of land that is empty or cannot be used.
  - ii. an area, situation, or time that is boring and has no interesting features.



Work it out! Connecting alternatives

 Read and analyze these sentences from the story. Answer the questions and then check with your partner.

- We **either** give more political power to the United Nations, **or** we establish a new global government.
- This global government should have **neither** more than one thousand **nor** less than five hundred members.

- a.** What do the words in **bold** link in each sentence? Tick (✓) an option.
- i. \_\_\_\_ additional options    ii. \_\_\_\_ alternatives    iii. \_\_\_\_ opposite options
- b.** Which words are used to connect...
- i. affirmative options: \_\_\_\_\_ / \_\_\_\_\_    ii. negative options: \_\_\_\_\_ / \_\_\_\_\_

Writing workshop

Describing globalization

 You will summarize the story you have read and write a possible ending.

1. Organizing the ideas

- a.** Copy the “sequence organizer” in your notebook and fill it to summarize the main events in the story. Don’t complete the last row of the chart yet.

<b>Setting:</b>		<b>Conflict:</b>	
<b>Characters:</b>			
<b>Event 1</b>	<b>Event 2</b>	<b>Event 3</b>	<b>Event 4</b>
<b>Solution:</b>		<b>Further events:</b>	

- b.** In your group, agree on some possible further events to continue the story. Fill in the last row of the chart with your ideas.

## 2. Drafting

Write some sentences summarizing the main events in the story, and two or three sentences describing how you think the story continued.

## 3. Revising

Put the sentences together into different paragraphs, using connectors to express the sequence of events and link your ideas, adding words to make them more interesting to read. Use the story as an example.

## 4. Editing

- a. Check for grammar, punctuation and spelling mistakes, using the Editor's Marks in the list.
- b. Write the final version of the summary, including the possible ending you agreed on.

### Editor's Marks

 Capital letter / Lowercase

 Punctuation

 Add a word

 Check spelling

 Change place

## 5. Publishing

- a. Read aloud the ending of the story you wrote, for the whole class to hear.
- b. Exchange summaries with another group and evaluate each other's work using the prompts in the box. Remember to focus on the other group's strengths and offer positive feedback and suggestions to improve their weaknesses.

### The group's summary...

- is clear and well organized.
- includes connectors to link the ideas in each paragraph.
- includes a final paragraph narrating further events.
- has only a few / some spelling, punctuation and grammar mistakes.



## Exit slip

Reflect on your performance and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with your teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?

## You will...

- read and identify specific information in a letter about a global issue.
- react to the letter by writing its ending.
- use what you have learned in Social Science classes to support comprehension.

## What for?

- **OA 9:** To demonstrate comprehension of main ideas and specific information of a text.
- **OA 13:** To write different type of texts, making interdisciplinary connections (History, Geography and Social Science, 7<sup>th</sup>, OA23).
- **OA D:** To develop global awareness and comprehension.

## Preparing to read

1.  In groups of three or four, answer these questions.
  - a. Why do people chop down trees?
  - b. What purposes do you think forests serve?
  - c. Think about what you have learned about deforestation in Science class. Can you mention some causes and/or effects?

## Focusing on reading

1. Read the letter on page 27 and answer questions a - d. Then compare your answers in your group.
  - a. Who is the writer of the letter? Who is the intended audience?
  - b. Is the problem described in the letter a global issue? Why? Why not?
  - c. Which places in Chile are being affected by this problem?
  - d. Which are the positive/negative effects of this problem in your town/city/area?



## After reading

1. Which of these are consequences of damaging the forests? Tick (✓) the ideas that are true.
  - a. \_\_\_\_ Land surface is exposed to sunshine and rainstorms.
  - b. \_\_\_\_ The loss of soil and its nutrients makes it hard for the forest to revive.
  - c. \_\_\_\_ The culture and customs of indigenous tribes that live in the forests disappear.
  - d. \_\_\_\_ Many animals are forced to migrate or they just die.
  - e. \_\_\_\_ The dwellings and food of some animals and plants are cleared out.
2. In the end, the tree says, 'If this goes on...' What do you think it wanted to say?  
Write some ideas to finish the letter.
3. Join another group and take turns to read your endings aloud.

To whom it may concern,

We, the forests family, represent the largest family in the world and want to complain about a critical situation that requires the full attention of international organizations.

Ten thousand years ago, we used to cover half of the Earth's land. By now, about one third of the forests' family has vanished.

Since the last decades of the past century, our tropical forests have been experiencing a worldwide 'massacre'.

Up to 16.9 million hectares of forests are logged each year by human beings. In other words, forests of an area of about half the size of big cities have vanished each day in the last decades, and it doesn't seem like this situation will stop.

As you may know, the speed for us to reproduce and grow can never catch up with the speed in which we get killed. You human beings are to blame for this outrageous crime.

If this goes on...





## Entry slip

Read what you will do in each lesson of Module 2, and answer the questions in the slip before you start.

### Questions

1. What is new to you?
2. What is useful to you? Why?
3. What interests you most? Why?

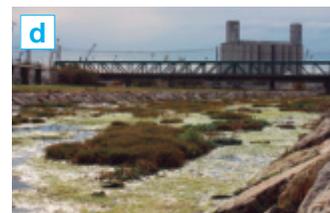
### Answers

- 1.
- 2.
- 3.



## How ready are you?

1. Look at the pictures carefully. Match a picture (a-d) with a picture in the second row and explain the connection between them to your partner.



2. Discuss these questions in your group. Then agree on a general answer and share your ideas with the rest of the class.

- a. What made you link each pair of pictures?
- b. In your opinion, are these pictures showing “global issues”? Why? Why not?

3. Use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates. <input type="checkbox"/>	I am quite ready to start. I think I may make a few mistakes. <input type="checkbox"/>	I am barely ready to start. I think I need some help. <input type="checkbox"/>	I am not ready to start. I definitely need help. <input type="checkbox"/>
---	--	--	---



**You will...**

- listen and identify relevant ideas in a recording about a global problem.
- complete missing information.
- identify key words and expressions related to the topic.
- propose a list of actions.

**What for?**

- **OA 2:** To identify key words and expressions related to a global issue.
- **OA 3:** To identify general purpose, main topic and relevant ideas in a recording.
- **OA 4:** To use different strategies to support comprehension of oral texts.
- **OA 6:** To participate in oral exchanges.
- **OA 7:** To react to oral texts by discussing the topic and proposing solutions to a global problem.
- **OA D:** To work responsibly and collaboratively towards a common goal.

**Preparing to listen**

1. Look at the pictures (1 – 6). In your opinion, which of the pictures are related to the concept “globalization”? Why?



2. Join another pair and answer these questions.

- Do you know the origin of the products in exercise 1? Where do they come from?
- How often are they consumed in your family/group/town?
- Have the products related with *globalization* affected local culture? How?
- Do you think food is a global problem? Why? Why not?



3. You are going to listen to a recording related to food. With your partner, make predictions about the type and content of the recording.

We think we will listen to \_\_\_\_\_.

In the recording, these main ideas will be mentioned: \_\_\_\_\_, \_\_\_\_\_.

1.  Listen to the recording, check your predictions and complete the first point in the file.
2.  Listen to the recording again (twice). As you listen, complete the rest of the file.

## LISTENING FILE: Facing a global crisis

### General information

- Type of recording:
- Purpose:
- Main topic:

### Specific details

- Circle the correct alternative.
  - The Secretary-General said the **growing/decreasing** price of food has developed into a global crisis.
  - The United Nations estimates about **100/10** million of the world's poorest people **can/cannot** afford to buy food.
  - The meeting in **Bern/Berlin** will also address the impact of climate change on food **consumption/production** and explore ways to help **developing/developed** countries adapt to these changes.
  - Critics argue that the cultivation of crops for bio-fuels is taking good land away from food production and causing prices to **drop/rise**.
  - The meeting is expected to **come up/finish** with a plan of emergency measures to **face / solve** the global food crisis.

- Match according to the information in the recording.

rising	controversy
global	poverty
increasing	production
food	measures
developing	food prices
growing	countries
emergency	crisis

### Main conclusions

- What are three main consequences of the problem?  
, ,
- What is the spokesman's attitude? How can you tell?  
 pessimistic / optimistic

### Strategy in mind

- Making and checking predictions.
- Inferring information from contextual clues.



### Smart listening

- As you listen, confirm or correct your previous ideas about the recording.
- Pay attention to clues such as speakers' tone, accentuation and expressions to infer information.

### Think critically

#### Make text-to-world connections

- Do you also think this is a global problem? Why? Why not?
- Do you also think the use of bio-fuels is affecting food production? Yes? No? Why?
- What emergency measures would you suggest to solve this crisis?

## After listening

### Work it out! Multi-word verbs

 Read these sentences from the recording, paying special attention to the words in **bold**. Then answer the questions and check your answers with your partner.

- This kind of dramatic price increases can also **touch off** instability, particularly in poor countries.
- The cultivation of crops for bio-fuels is **taking** good land **away from** food production.
- The U.N. meeting is expected to **come up with** a plan of emergency measures.

a. What are these types of words? **verbs** / **nouns** / **adverbs**

b. How many elements do these types of words combine? \_\_\_\_\_

c. Complete.

A *phrasal verb* is an idiomatic expression that combines \_\_\_\_\_ and \_\_\_\_\_ to make a new verb with a \_\_\_\_\_ meaning.

## Speaking workshop

### Proposing solutions

 You will work in groups of three or four to propose some measures to solve the food crisis.

#### 1. Preparing to speak

a.  Listen to these phrases, paying special attention to intonation and pronunciation.

growing crisis

rising prices

global crisis

international community

food production

developing countries

emergency measures

b.  Listen and repeat these expressions.

We think that...

In our opinion...

We agree that...

We don't think...

In the future...

We propose that...



c.  Brainstorm and write some ideas to face and solve the food crisis. Use the expressions you practiced and the vocabulary in the recording.

## 2. Practicing

-  Read the measures aloud in your group. Follow the model in the recording.
- Correct each other's mistakes in a supportive way and be ready to present your proposals to your classmates.

## 3. Performing

Take turns to present your emergency measures in front of the class, orally.

## 4. Evaluating

- Evaluate the group's performance after you finish. Use the prompts in the box.
- Exchange supportive feedback, focusing on your strengths and proposing remedial actions to improve your weaknesses.



### We...

- took the task seriously and everybody contributed to it.
- used the correct language, intonation and pronunciation.
- reflected on and proposed possible solutions.
- corrected each other, giving positive feedback and appreciating our strengths and achievements.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



### You will...

- read an interview to a famous sociologist.
- identify relevant and specific information.
- discuss the most important factors that are part of your identity.
- study the use of prefixes *im-* and *un-*.

### What for?

- **OA 9:** To demonstrate comprehension of general and specific information.
- **OA 10:** To demonstrate comprehension of words that derive from others.
- **OA 12:** To select and use different strategies to support comprehension.
- **OA 5:** To present information orally, using sound / d3/ properly.
- **OA 6:** To participate in oral exchanges, using different strategies.
- **OA B:** To develop cultural awareness and comprehension, showing tolerance and respect for other cultures.

## Preparing to read

1.  What is culture? Have a look at the pictures (1 – 4) and write the name of some of the aspects that represent a group's culture. Check with your teacher.



2.  What other aspects, do you think, are part of a group's culture? Write a list of 3 – 5 elements in your notebook and then compare it with another pair's list. Add any aspects missing in your list.
3. Write your name on the line in the center. Use the identity bubbles to name cultural aspects that are important in defining who you are.

\_\_\_\_\_



4.  Form groups of four and discuss similarities and differences in your descriptions. Answer questions a and b.
- In what aspects are you similar to / different from your classmates?
  - Do you think globalization has enriched or affected your own culture? Why?

1. Read the interview. As you read, keep in mind your ideas in exercise 4, page 33.

**Key words**

- overwhelming
- loss
- advocates
- reject



**Strategy in mind**

- Setting a purpose for reading
- Identifying relevant information.

**Smart reading**

1. Answer in your notebook.
  - a. Globalization is...
  - b. Advocates of globalization say...
  - c. Globalization opponents are afraid of...
  - d. What factors have accelerated homogenization?
  - e. Isabella Lynton's main ideas on this topic are...

# Does globalization mean one single culture?

*By Adam Jones*

18 November 2017

Nowadays, globalization is an **overwhelming** world trend, but those who oppose it are especially sensitive about **loss** of culture. They view globalization as homogenization.

On the contrary, **advocates** of globalization say that, instead of creating a single, boring global village, the forces of globalization are actually encouraging the proliferation of cultural diversity.

Famous sociologist Isabella Lynton shares her reflections about this current and controversial topic.

**Q: Modern humans have created many thousands of distinct cultures. Is globalization making the world more homogenous?**

**Isabella Lynton:** Undoubtedly, the current era of globalization is having a homogenizing influence on people. Many people think it may also produce an immeasurable loss of local culture, which in turn can lead to loss of identity.

**Q: Does globalization mean homogeneity?**

**Isabella Lynton:** In terms of science, technology and economic development, globalization reflects somewhat the theory of convergence and hegemonic control, but in deeper sense, it promotes cultural identity.

**Q: Prominent critics disagree on that. They argue that globalization has its own dominant culture, which tends to be homogenizing...**

**Isabella Lynton:** Well, first, people are not mere objects of cultural influences. They can **reject** or integrate culture. Surprisingly, I have observed that, in this new era of globalization, people become much more concerned about the richness and particularity of their own culture.

**Q: There are also inter-ethnic, inter-cultural and inter-religious conflicts in the world. It seems that people are protecting their cultural roots.**

**Isabella Lynton:** Globalization and cultural identity is hotly debated in the academy. Indigenous peoples are affirming and defending their cultural and social identities in the new global era. It makes the situation about globalization and cultural identity quite complex.



**Q: Are there any benefits due to cultural globalization?**

**Isabella Lynton:** Balancing the benefits of integrating into a globalized world against protecting the uniqueness of local culture requires a careful reflection.

It is impossible to understand culture as a rigid set of forms or parameters that must be strictly adhered to. We need to understand that culture is a dynamic force for change; it is in a constant state of flux, influencing and being influenced by other world-views and expressive forms.

I argue that the seemingly unstoppable and ever accelerating cultural homogenization around the world brought about by travel, the internet and social networking, is probably a good thing, even if it means the loss of cultural uniqueness: it increases our sense of a shared culture. In fact, the breaking down of cultural barriers is probably one of the few things that societies can do to increase harmony among ever more heterogeneous peoples.

Adapted from: Pagel, M. (2014) *Does globalization mean we will become one culture?*  
Retrieved from: <http://www.bbc.com/future/story/20120522-one-world-order>

**Your analysis**

1. Discuss with the class:
  - a. Does the interview confirm or reject your ideas in exercise 4, page 33? Why?
  - b. What does Isabella Lynton think about culture?
  - c. Is she for or against cultural globalization? Why?



**Think critically**

**Make text-to-world connections**

- In which way is the topic of the interview connected to Chile? Explain.

**Make text-to-self connections**

- In which way is this controversy related with your own reality? Explain.

Vocabulary in context

1. Read sentences from the interview, paying special attention to the parts in **bold**. Do they have anything in common?
  - **Undoubtedly**, the current era of globalization is having a homogenizing influence on people.
  - Many people think it may also produce an **im**measurable loss of local culture.
  - It is **im**possible to understand culture as a rigid set or forms or parameters...
  - (...) the seemingly **un**stoppable and ever accelerating cultural homogenization around the world (...) is probably a good thing ...
2.  In your own words, explain the meaning of the parts in **bold** to your partner.
3.  Classify and organize the words in different categories. Draw a diagram or chart and compare it with other pairs. Check with your teacher.



Speaking workshop

Describing my multicultural self

1. Preparing to speak

- a.  Listen and repeat these words. Pay special attention to the pronunciation of the parts in **bold**.

heterogeneous

homogeneity

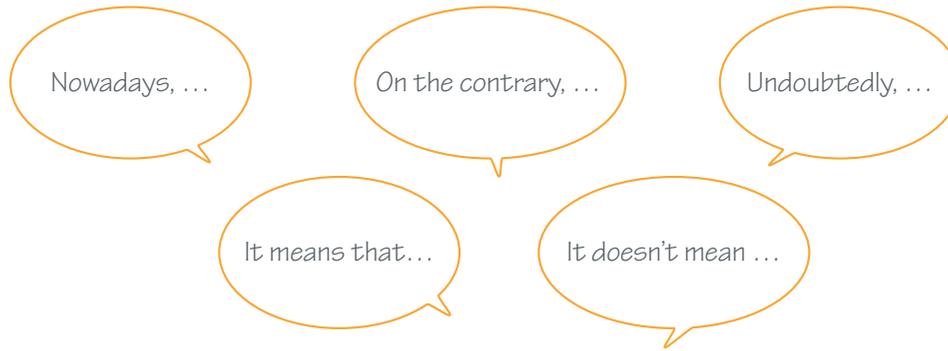
indigenous

reject

religious

rigid

b.  Listen and repeat these expressions. Pay special attention to intonation and stress.



- c. Go back to page 33, exercise 3. Use the diagram you completed and write a short paragraph describing your cultural roots and identity. Mention the most important factors that are part of it.
- d. Write a final sentence explaining how, in your opinion, globalization has affected your own culture.

## 2. Practicing

 Rehearse your presentation with your partner and provide each other with feedback. If possible, record your presentation and ask your partner to listen to it.

## 3. Performing

 Form groups of 6 to 8 students. Describe your multicultural self to your partners.

## 4. Evaluating

Use the prompts in the box to evaluate one person in your group (except the partner you practiced with).

**My classmate...**

- described his / her cultural roots.
- explained how globalization affected his / her identity.
- used correct pronunciation and intonation.
- valued the contribution of different cultures.
- showed awareness, tolerance and respect for cultural diversity.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



**You will...**

- listen and identify general and specific information in a teen radio program.
- recognize speakers' feelings from phonological clues.
- make connections between the recording and your own reality.
- explore some compound words.
- write a short paragraph expressing your opinion and feelings.

**What for?**

- **OA 1:** To demonstrate comprehension of main ideas and relevant information.
- **OA 4:** To infer meaning from intonation, accentuation and key words.
- **OA 5:** To present information orally.
- **OA 14:** To write according to the steps of the writing process.
- **OA 15:** To write a paragraph using connectors and correct grammar, spelling and punctuation.
- **OA B:** To develop cultural awareness and intercultural comprehension.

**Preparing to listen**

1. Work in groups of three or four. Make a list of everyday actions that are manifestations of your own culture (such as: the food you eat, the language you speak, the music you listen to, etc.). Complete the chart.

Name	Student 1	Student 2	Student 3
Food			
Music			
Language you speak			

2. In your group, discuss the meaning of the concept “multicultural”. Then, answer these questions.
  - a. How many different languages do students speak in your school?
  - b. Do you or your classmates speak different languages at home and at school?
  - c. Do you think you live in a multicultural area? Why? Why not?
3. You will listen to some teens expressing their feelings about multiculturalism. Do you think they like this concept? Why? Why not?

1. Listen to the recording and check your ideas on page 38, exercise 3. Complete the first point in the file.
2. Listen to the recording again (twice). As you listen, complete the rest of the file.

## LISTENING FILE: What is globalization?

### General information

- Main topic:
- Purpose:
- Speakers  
 a teacher and students    friends    a journalist and students

### Specific details

1. Circle the correct alternative.
  - a. The reporter is in .  
 i. South London    ii. West London    iii. East London
  - b. At St Mary's school, more than  languages are spoken.  
 i. ten    ii. fifteen    iii. twenty
  - c. It is one of the most multicultural schools in the .  
 i. area    ii. city    iii. country
2. Who said it? Write S (Sharon), G (Greg) or K (Kendra).
  - a.  We are a lot more similar than different.
  - b.  Today, we live surrounded by many other cultures.
  - c.  I always think other cultures are more interesting.
  - d.  It's fantastic walking out of your door and seeing other cultures.
  - e.  The world is becoming smaller.
  - f.  Differences make our world more interesting and diverse.

### Main conclusions

- What are the speakers' feelings on this topic?  
 Write **P** (positive), **N** (negative) or **Ne** (neutral) and the words he / she used to express it.

Speaker	Feeling	Words used
1		
2		
3		

### Strategy in mind

- Focusing on intonation pattern and stress.

### Smart listening

- As you listen, pay attention to the speakers' intonation and stress and make connections with their feelings towards the topic.



### Think critically

#### Make text-to-world connections

- Why do you think some people decide to move to a new country?
- What difficulties do you think a migrant family would face?

#### Make text-to-self connections

- How does this topic make you feel? Why?

Vocabulary in context

1. Read the sentences from the recording, paying special attention to the words in **bold**.

- This is our **website** Teentalkradio.org.
- Find us on your favorite social **network**.
- Hello **everyone**. You're listening to Teen Talk CNY.
- I think multiculturalism is **everywhere** today.

2.  Answer these questions. Then, check with your partner.

- a. What do the words in **bold** have in common? Look carefully.
- b. How many parts can you recognize in each word?
- c. Find more examples of these types of words.

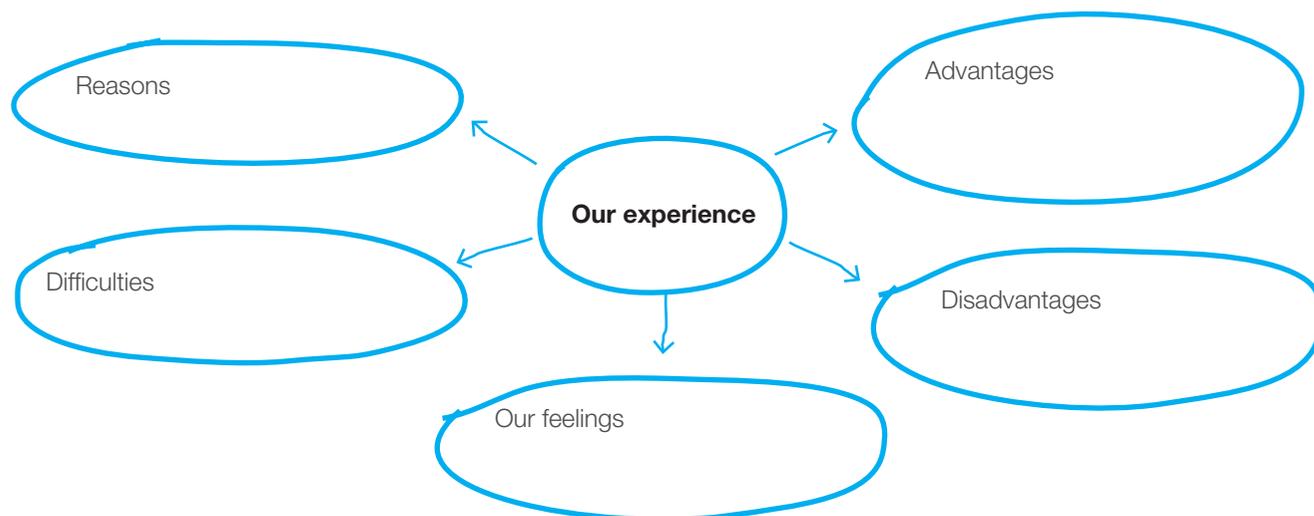
Writing workshop

Expressing opinions and feelings about a topic

 Work in groups of three or four. You will write a short paragraph expressing your feelings towards cultural diversity.

1. Organizing ideas

- a. In your group, discuss questions i. – vi.
  - i. How multicultural is your school and your town?
  - ii. Are your customs different from / similar to your classmates' customs? Why?
  - iii. What reasons can you think of for moving to a new country?
  - iv. What difficulties do you think a migrant family would face in Chile?
  - v. Would you like to live in a multicultural city / town?
  - vi. What are the advantages / disadvantages of living in a multicultural society?
- b. Take some notes of the main ideas discussed. Organize them in the diagram below. You can copy it onto your notebook.



## 2. Drafting

Use your notes to write some sentences, summarizing your conclusions and feelings about this topic.

## 3. Revising

Put the sentences together to create a paragraph, using connectors to link your ideas and adding words to make the paragraph more attractive to read. You may use some of the ideas in the boxes.

In our opinion...

We think that...

because

However...

either... / or...

From our experience...

We like / don't like

but

neither... / nor...

## 4. Editing

With your teacher's help, proofread your revised draft using the Editor's Marks in the box.

## 5. Publishing

- As a group, present your conclusions to the class, orally. Use the text you wrote as help.
- Ask another group to evaluate your written work using the prompts in the box. Then, evaluate other groups' work.
- Exchange supportive feedback, focusing on the other group's strengths and offering some recommendations to improve their weaknesses.

### Editor's Marks

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

### The group...

- organized the ideas in a diagram.
- used the ideas to write the first draft.
- used connectors to put the ideas into a paragraph.
- corrected spelling, grammar and punctuation mistakes.
- showed cultural awareness and comprehension.



## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



**You will...**

- read and identify main information in poems.
- answer questions.
- recite a poem.

**What for?**

- **OA 11:** To demonstrate comprehension of literary texts.
- **OA 12:** To use different strategies to support comprehension.
- **OA 6:** To make an oral presentation.

1. Read the poems on page 43 quickly. Identify the following information and complete the chart.

	Theme / main concern	Tone (Pessimistic / Optimistic / Neutral)	Author's position (against / for)
Poem I			
Poem II			
Poem III			

2. Read the poems again, carefully. As you read, answer the following questions.

**Poem I**

- What does the author have in mind?  
\_\_\_\_\_
- What color of race does the author propose? Why?  
\_\_\_\_\_
- What does the author wish to put an end to?  
\_\_\_\_\_

**Poem II**

- How does the author see the world?  
\_\_\_\_\_
- What word does the author use to define our way of life?  
\_\_\_\_\_

**Poem III**

- What is the author worried about?  
\_\_\_\_\_
- What is the “global truth”?  
\_\_\_\_\_



3. Join another pair and discuss. Do you agree with the poems’ points of view? Why? Why not?

4. Choose one of the poems on page 43.

- Practice reciting it to a partner and then recite it in your group.
- Ask your classmates to provide feedback on your performance.

## A global race

I can imagine a Planet Earth  
All multicultural, with one human race  
A single race color, of café au lait  
Putting the boot into prejudice today  
No more persecuted refugees,  
No more disenfranchised human beings,  
I do dream big, can you see?  
A global race free from prejudice  
intolerance, and bigotry.



## Globalization

I see single communities becoming small towns of a  
global city  
But short before now, the world is just a system of different  
geographies  
I see all cultures beginning to envelope into same ideology  
Imitation becoming a way of life  
Zones of different regions becoming similar in operation  
The same styles being  
exhibited in different  
distant corners  
International, that's the  
word to define our current  
way of life  
Nations learning from  
nations to make the world  
one large room.



## Global truth

Somehow it seems that the people are lost,  
In a world with internet and international posts.  
Globalization has come here to be,  
But what if it all leads to misery.  
What if some nations have come together,  
To decide for the future of all lands forever.  
People are people, we need to understand,  
That it is better to be in our land.  
Then we'll be happy, then we'll be free,  
Of unhappy faces and of misery.  
So let us join hands. Let's fight for this cause.  
It is a statement. And it is the truth.  
Let's come together. Let's fight for our youth.



Adapted from: Grenness, J. (2016) *Racism*; Steen, P. (2015) *Globalization*; Makama, F. (2015) *Globalization*. Retrieved from: <http://hellopoetry.com/words/69417/globalization/poems/>

## Globalization

### I Preparation

1.  Work in groups of four.
2. Choose one of the projects on page 45 and read the instructions in the Procedure section. Then fill in the information in the file.
3. According to your strengths and weaknesses, elaborate an action plan for the project. Before you start, read the rubric carefully so that you know, in advance, the areas that will be evaluated.

### PROJECT 1 PREPARATION FILE

■ Task  Due date

● ■ Sources of information

■ Areas of curriculum involved

■ Member:  Task:

■ Member:  Task:

■ Member:  Task:

● ■ Materials





## II Procedure

### Globalization throughout history

1. Do some research on the Internet about the origin and development of globalization. You may visit <http://nationalgeographic.org/encyclopedia/globalization/>
2. Take notes of the most important events.
3. Organize the information you collected on a timeline.
4. Copy the timeline on a piece of cardboard or prepare a Power Point Presentation (if possible).
5. Get some pictures to illustrate the events on the timeline.
6. Distribute the events on the timeline among the members of the group.
7. Be prepared to present the information orally, in front of the class.

### How does globalization affect our life?

1. Read some texts about the effects of globalization in everyday life. E.g.: <https://www.enotes.com/homework-help/how-does-globalization-affect-you-me-302699> or conduct a survey in your family or friends.
2. Take notes of the most important points mentioned.
3. Organize the information you collected in a graph.
4. Copy the graph on a piece of cardboard or prepare a Power Point Presentation.
5. Write a short paragraph explaining the way globalization affects your own life.
6. Get ready to present your findings and conclusions to the rest of the class, orally.

## III Presentation

Present the information to your classmates, orally. Use the poster as a visual aid or show the Power Point Presentation you prepared.

## IV Evaluation

After you have finished the presentations, reflect on your work and evaluate the group's performance, according to the following scale:

4 = Excellent! / 3 = Good / 2 = Satisfactory / 1 = Needs improvement

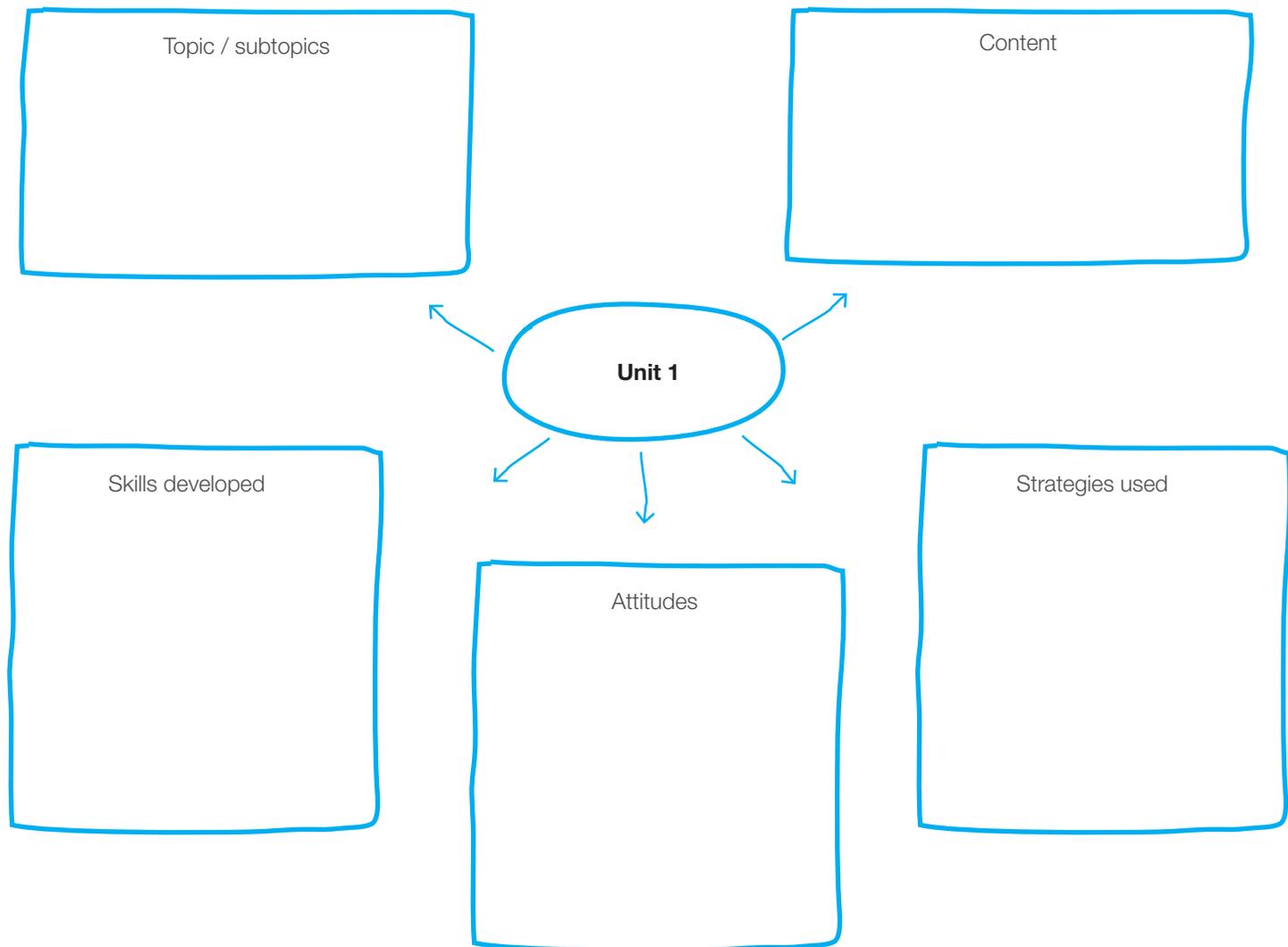
The group...	Score
worked collaboratively and responsibly towards the common goal.	
completed the assigned work on time.	
presented all the information required.	
acknowledged the sources of information properly.	
followed the instructions carefully and used what we know from other subjects.	
showed cultural awareness and comprehension, and respect for other ideas.	

# UNIT SYNTHESIS



Now that you have completed Unit 1, check what you knew and how you felt before starting each module.

1. Identify the main topics, skills, contents and attitudes you developed in the unit and complete the chart below. Compare it with your partner's chart, expanding, correcting and adding new information and using what you have learned throughout the unit.



2.  In pairs, reflect on how you think you will apply what you have learned throughout the unit. Share your comments with your classmates.



# FINAL REFLECTION



1. Use markers **A=** always, **S=** sometimes, **N=** never to evaluate your performance in the unit.

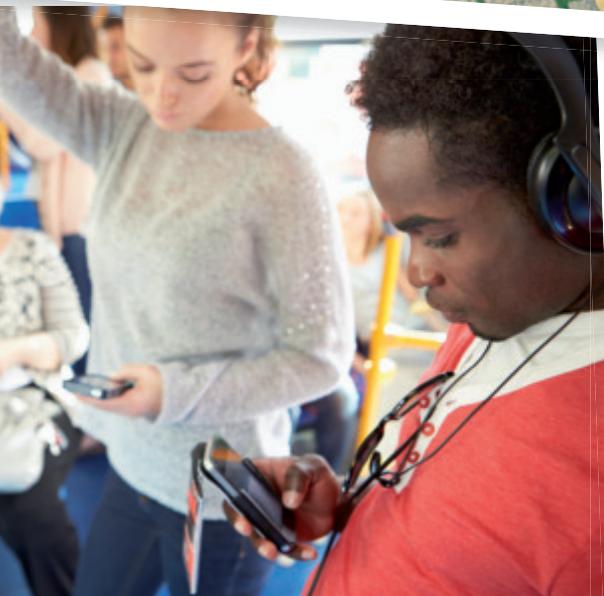
Area to evaluate	Evaluation	
<b>Taking control of the learning process</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I set goals and met them.	<input type="checkbox"/>	<input type="checkbox"/>
• I stayed on task and completed additional language activities.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supporting classmates</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I tried to help my classmates when they struggled or hesitated.	<input type="checkbox"/>	<input type="checkbox"/>
• I showed consideration and respect for myself and others.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understanding directions</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I engaged in activities quickly and by myself.	<input type="checkbox"/>	<input type="checkbox"/>
• I watched and listened attentively to get instructions.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I incorporated past and new vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>
• I asked the teacher to explain words I did not understand.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I followed models when I did writing tasks.	<input type="checkbox"/>	<input type="checkbox"/>
• I checked my spelling and grammar.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I could give small oral presentations on the topic of the lessons.	<input type="checkbox"/>	<input type="checkbox"/>
• I could engage in short dialogues imitating a model.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comprehension (reading / listening)</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I demonstrated comprehension of main ideas and supporting information in the texts I read or listened to.	<input type="checkbox"/>	<input type="checkbox"/>
• I focused on using appropriate or suggested strategies.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Critical thinking</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• My answers included supporting evidence from the text / lesson.	<input type="checkbox"/>	<input type="checkbox"/>
• I justified and explained my opinions.	<input type="checkbox"/>	<input type="checkbox"/>
• I related content to personal experiences.	<input type="checkbox"/>	<input type="checkbox"/>

2. Ask your teacher or a partner to assess your performance. Complete the column *My teacher's / partner's view*.

3. In your group, comment on the things you can do to improve your weaknesses in the future.

# UNIT 2

# Technology and its effects



***“Technology is nothing. What’s important is that you have a faith in people, that they’re basically good and smart, and if you give them tools, they’ll do wonderful things with them.”***

**Steve Jobs**



### In this unit you will...

- read and listen to texts about the use of ICT (Information and Communications technology) and its effects.
- express ideas and opinions, using words and expressions related to technological devices and advances.
- practice pronunciation of initial sounds /d/ and /t/, link ideas, express different past tenses and recognize opposites of words that contain prefix in-.
- make connections with other subjects: Science and Maths.

### You will also...

- show a positive attitude towards your ability to learn and use English.
- value your own and other people's achievements.
- use information and communications technology effectively and responsibly.
- value and acknowledge the importance of using reliable sources of information.

### What for?

- To demonstrate comprehension of main ideas and specific information, in oral and written texts, about a topic strongly related to the lives of young people.
- To develop communicative skills and strategies to express ideas about the topic of the unit.
- To support comprehension by making connections with other subjects of the curriculum.

## Picturing the unit

1.  Look at the pictures on page 48 and discuss these questions. Then, exchange opinions with other classmates.
  - a. Do you think we are prisoners of technology? Why? Why not?
  - b. In which way is addiction to technology manifested?
  - c. Do you agree with Steve Jobs' quote? Why? Why not?



## Over to you

Read the list of objectives for this unit. Then tick (✓) and answer briefly, using the questions as a guide.

<ul style="list-style-type: none"> <li>• How important are the objectives above to your own life?</li> </ul>	Very important <input type="checkbox"/> Important <input type="checkbox"/>	Not so important <input type="checkbox"/> Not important at all <input type="checkbox"/>
Why:		
<ul style="list-style-type: none"> <li>• Is it important to you to reflect on the effects of technology in everyday life?</li> </ul>	Very important <input type="checkbox"/> Important <input type="checkbox"/>	Not so important <input type="checkbox"/> Not important at all <input type="checkbox"/>
Why:		
<ul style="list-style-type: none"> <li>• Do you agree it is crucial to value the importance of using reliable sources of information?</li> </ul>	Very important <input type="checkbox"/> Important <input type="checkbox"/>	Not so important <input type="checkbox"/> Not important at all <input type="checkbox"/>
Why:		

## Setting objectives

1.  18 Listen to two Chilean students talking about learning English. Then, read the list of learning objectives on page 49 and answer questions a – c, individually.
  - a. What are your personal learning goals for this unit? Why?
  - b. Which ones do you think are the easiest to achieve? Why?
  - c. Which ones do you think are the most difficult to accomplish? Why?
  
2.  19 Listen to how these students plan their learning to reach their goal. Identify the strategies they will use and the difficulties they anticipate.
  
3. Which are your specific goals for this unit? Draw up a learning plan for Unit 2, following the example in the recording.

My goals are:	Why?	How can I achieve them?	The main difficulties I can anticipate are:
1.			
2.			
3.			

**Do you remember?**

1.  In your opinion, which of the following statements are true? Compare answers in your group.
  - a. \_\_\_\_ The use of the Internet and social networks can become an addiction.
  - b. \_\_\_\_ The Internet is taking the place of sports and games.
  - c. \_\_\_\_ Social networks may lead to antisocial behavior.
  - d. \_\_\_\_ Teens spend more time in cyberspace than in the real world.
  
2.  Listen to the recording and check your ideas in exercise 1.
  
3.  In pairs, decide which of these paragraphs best summarizes the ideas in the recording. If necessary, listen to the recording again.



⏪ ⏩ + ↻

**I.** David is an Internet addict. He spends so many hours online that he doesn't have time to exercise or make friends. He thinks it may make him antisocial, but the problem is that spending time on social networks is too much fun.

**II.** David is an Internet addict. He spends so many hours on it that he doesn't have time to exercise or make friends. He doesn't think that it may make him antisocial, because he has a lot of virtual friends; he just thinks they are too much fun!

4. Compare in which ways your own habits differ or are similar to David's. Answer these questions.
  - a. Do you consider yourself an Internet addict? Why? Why not?
  - b. What suggestion or advice can you offer David?
  
5. Tick (✓) the slot that best describes how ready you are to start the unit.

I can...	On my own	With some help
understand the main ideas in the recording.		
summarize the main ideas in the recording.		
offer advice and suggestions.		
demonstrate a responsible and effective use of technology.		



## Entry slip

Read what you will do in each lesson (p. 53 - 69) and answer the questions in the slip before you start.

### Questions

1. What things do you already know?
2. What things are useful to you?
3. Do you have any questions about these topics?

### Answers

- 1.
- 2.
- 3.

## How ready are you?

1. Write a list of the technological devices you use to communicate.

2. Classify the devices in the corresponding column of the chart below (notice that some devices can go in more than one category).

Work / Study	Leisure (free time)

3. Use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates. <div style="text-align: right;"><input type="checkbox"/></div>	I am quite ready to start. I think I may make a few mistakes. <div style="text-align: right;"><input type="checkbox"/></div>	I am barely ready to start. I think I need some help. <div style="text-align: right;"><input type="checkbox"/></div>	I am not ready to start. I definitely need help. <div style="text-align: right;"><input type="checkbox"/></div>
--	---	---	---



### You will...

- listen to a recording about technological advances.
- describe the advantages/disadvantages of a technological advance.
- identify and use quantity expressions.
- practice pronunciation of initial sound /t/.

### What for?

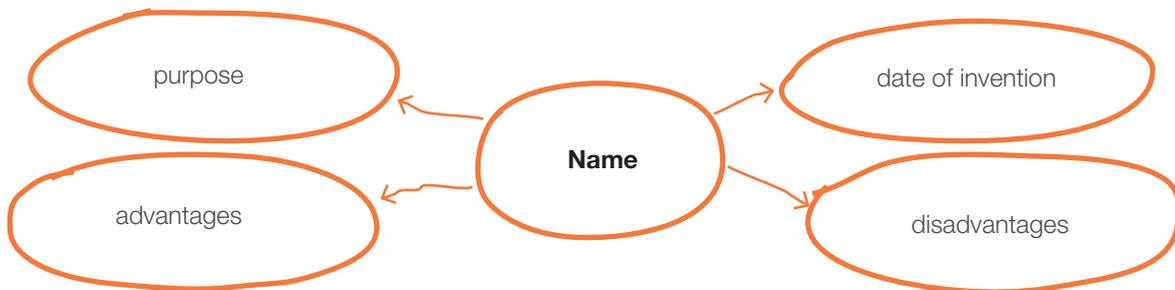
- **OA 1:** To demonstrate comprehension of general ideas in a recording.
- **OA 2:** To identify key words and expressions.
- **OA 3:** To identify type and purpose of a recording.
- **OA 4:** To use strategies to support comprehension.
- **OA 5:** To present information orally, using the initial sound /t/ properly.
- **OA 8:** To express quantity.
- **OA E:** To acknowledge the importance and use of communication technologies effectively and responsibly.

## Preparing to listen

1.  Think about what you already know about technology. Have a look at pictures (a-d) and name the different technological advances. In pairs, discuss their purpose and guess when they were invented.



2.  Choose one invention from exercise 1 and use it to complete the diagram below. You can copy the diagram in your notebook. Then, compare with your partner.



3. You are going to listen to a recording about technological development. Think of what you know about this topic and write a list of ideas you think will be included in it.

## Focusing on listening

1.  Listen to the recording. While you listen for the first time, circle the words and expressions in your list (exercise 3, page 53) that were mentioned.
2.  Listen again (twice). Fill in the missing information in the file.

### LISTENING FILE: Digital era

#### ■ General information

- Type of recording:

a piece of news  a report  an interview

- Purpose:

to entertain  to inform  to persuade

#### ■ Specific details

- Main ideas.

- a. Fill in the blanks with one word.

- I. Perhaps the greatest advance in  was the invention of .
- II. It can be traced back to almost  hundred years ago.
- III. Charles Babbage invented a  as big as .

- b. Identify.

- I. Name of Charles Babbage's machine:
- II. Charles Babbage's job:
- III. Date in which the first personal computer was created:
- IV. Reason for creating the Internet:

- c. What does the speaker mean? Circle.

- I. "When was that, again?"
  - i. When was the event repeated?
  - ii. Can you repeat that?
- II. "And...last, but not least!"
  - i. but more important
  - ii. but equally important

#### ■ Main conclusions

- a. What differences and / or similarities can you find between the first portable cell phone and today's smartphones?
- b. Has the Internet been used for its original purposes? Yes? No? Why?

#### Strategy in mind

- Focusing attention

#### Smart listening

While you listen, focus on key words or phrases and take notes to help you understand the general ideas in the recording.

#### Think critically

##### Make text-to-world connections

- How do you imagine life without these technological advances?
- Is Internet connection available in your city / town / area? How useful is it? Why?

##### Make text-to-self connections

- Which of the advances in the recording are more useful for you? Why?
- What other useful advances / devices can you mention?



## After listening

### Work it out! Expressing quantity

**ii** Notice these examples from the recording and answer the questions.

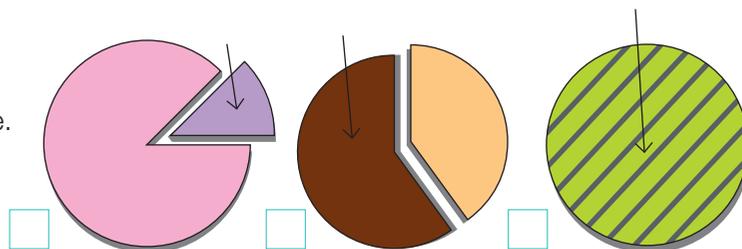
- The machine could perform **a small number of** operations.
- It connects **a large number of** people in most countries.
- I expect **all of** you in three days.

**a.** What do the expressions **in bold** refer to?

- i.** Quantity
- ii.** Size

**b.** Match the expressions with the corresponding picture.

- i.** A large number of
- ii.** All of
- iii.** Small number of



**c.** In pairs, look around the classroom and describe what you see. Take turns to say three sentences expressing quantity.

## Speaking workshop

### Describing technological advances

**ii** Work in pairs. You will exchange information about global issues.

#### 1. Preparing to speak

**a.** Listen to the recording. Pay special attention to the initial sound of the words.



**b.** Listen to these expressions from the recording. Repeat them, imitating the intonation in the model.



c.  In pairs, choose a technological advance you like and collect information about it.

i. Organize the information you collected in a timeline.

ii. Write a brief paragraph (5 – 6 sentences) about its origin, development and advantages.



## 2. Practicing

a.  Take turns to practice reading the presentation aloud.

b. Correct each other's mistakes

## 3. Performing

Express your opinion in front of the class, using your own words. Listen to the other pairs. If possible, use visual aids to enhance your presentation.

## 4. Evaluating

a.  After you finish, join another pair and “peer-evaluate” your performance, using the prompts in the box next to this activity.

b. Offer feedback and suggestions to each other, focusing on your strengths and making suggestions to improve your weaknesses.

### Our classmates...

- prepared the presentation carefully.
- used the expressions and the words in the lesson.
- imitated the pronunciation and the intonation in the model.
- corrected each other with respect.
- recognized the importance of technology in everyday life.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



**You will...**

- read and analyze a literature excerpt.
- use strategies to identify specific information in the text.
- identify literary elements.
- study expressions to make suggestions.
- explore words related to entertainment technology.
- write about a personal experience related to technology.

**What for?**

- **OA 11:** To demonstrate comprehension of a literary text by identifying theme, setting, plot and characters.
- **OA 12:** To use strategies to support comprehension.
- **OA 13:** To write about personal experiences.
- **OA 14:** To write a short story following the steps of the writing process.
- **OA 15:** To write a narration using correct language.
- **OA 16:** To express suggestions and recommendations.
- **OA A:** To show a positive attitude towards learning English.

**Preparing to read**

1. Have a look at the man in the photo. Find information about him, complete the file in pairs and exchange information with your classmates.

<p>Ray Bradbury</p>	Date of birth / death	<input type="text"/>
	Nationality	<input type="text"/>
	Profession	<input type="text"/>
	Genre	<input type="text"/>
	Main works	<input type="text"/>

2. You are going to read and excerpt from the novel *Fahrenheit 451* by Ray Bradbury.

- a. Find information about this novel and complete the diagram. You can copy the diagram in your notebook.  
 b. Compare the information you found with your partner's.



3. Answer these questions.

- a. What do you think “living screens” are?  
 b. In your opinion, what is the connection between the topic of the unit and a “living screen”?



1. Read the excerpt from the novel. Were your ideas in exercise 3, page 57, correct? Yes? No? Why?

**Key words**

- script
- play
- line
- part

**Strategy in mind**

- Visualizing  
To create mental pictures while you read. These will eventually change, as you keep on reading.

**Smart reading**

1. Read the text again carefully. As you read, picture the place, people and the events that are described.
  - a. Draw a picture of what you saw in your head and write two sentences describing the scene and the atmosphere.
  - b. Compare images and sentences in your group.
2. Complete the graphic organizer with some information from the excerpt and your own ideas. Create a title for the scene.

Name:	
Setting:	
Characters:	
Conflict:	



# Fahrenheit 451

“What’s on this afternoon?” he asked tiredly.

She didn’t look up from her script again.

“Well, this is a play that comes on the wall-to-wall circuit in ten minutes. They mailed me my part this morning. I sent in some box-tops. They write the script with one part missing. It’s a new idea. The home-maker, that’s me, is the missing part. When it comes time for the missing lines, they all look at me out of the three walls and I say the lines. ...-

Here, for instance, the man says, “What do you think of this whole idea, Helen?”

And he looks at me sitting here center stage, see? And I say, I say --” She paused and ran her finger under a line in the script. “I think that’s fine!” And then they go on with the play until he says, “Do you agree on that, Helen!” and I say, “I sure do!” Isn’t that fun, Guy?”

He stood in the hall looking at her.

“It’s sure fun,” she said.

“What’s the play about?”

“I just told you. There are these people named Bob and Ruth and Helen.”

“Oh.”

“It’s really fun. It’ll be even more fun when we can afford to have the fourth wall installed.

We ought to save up and get the fourth wall -TV. It’s only two thousand dollars.”

“That’s one-third of my yearly pay.”

“It’s only two thousand dollars,” she replied. “And I think you should consider me sometimes.”

“We’re already doing without a few things to pay for the third wall. It was put in only two months ago, remember?”

She sat looking at him for a long moment. “Well, good-bye, dear.”

“Good-bye,” he said. He stopped and turned around. “Does it have a happy ending?”

“I haven’t read that far.”

He walked over, read the last page, nodded, folded the script, and handed it back to her. He walked out of the house into the rain.

...

He realized there was a wall between him and Mildred. Literally not just one, but so far, three! And very expensive too!

And all those uncles, aunts, cousins, nieces, nephews that usually lived in those walls were in the center of the living-room. The “living-room”—what a good label was that now!

No matter when he came in, the walls were always talking to Mildred.

Adapted from: Bradbury, R. (1953). *Fahrenheit 451*. New York: Simon & Schuster (Ed.: June 2013)

### Your analysis

1. Answer the questions. Use the information in the text and your own ideas.
  - a. What do you think will happen next in the story? Why?
  - b. Do you think this situation could happen in our lives in the near future? Why? Why not?
  - c. What is the role of technology in *Fahrenheit 451*?
  - d. Can you recognize any elements in today’s world?
  - e. Why do you think Guy says: “living-room” what a good label was that”?
2. Exchange ideas in your group. Discuss your answers in exercise 1.



### Think critically

#### Make text-to text connections

- Have you ever read another novel by this author? If yes, what was it about?
- If not, find out what is the common topic in Ray Bradbury’s novels.

## After reading

### Work it out! Expressing suggestions and recommendations

 Notice these examples from the text and answer the questions. Then, compare your answers with another pair.

- We **ought to** save up and get the fourth wall -TV.
- And I think you **should** consider me sometimes.

1. Circle the correct alternative.

a. The words in **bold** express:

- i. obligation      ii. suggestion      iii. possibility

b. The expression 'what I think is best for you to do' can be replaced by:

- i. should      ii. ought to

c. The expression "what is necessary, and cannot be avoided to do" can be replaced by:

- i. should      ii. ought to



### Vocabulary in context

1. Read these sentences from the text. Pay special attention to the words in **bold**.

- Well, this is a **play** that comes on the wall-to-wall circuit in ten minutes.
- They write the **script** with one part missing.
- They all look at me out of the three walls and I say the **lines**.

2.  Explain the meaning of the words in **bold** to your partner with your own ideas.

3. Each of the words in **bold** in point 1 can be either used as a noun or a verb. Choose one and write two sentences using them in different functions.

Word:	noun	<input type="text"/>
	verb	<input type="text"/>

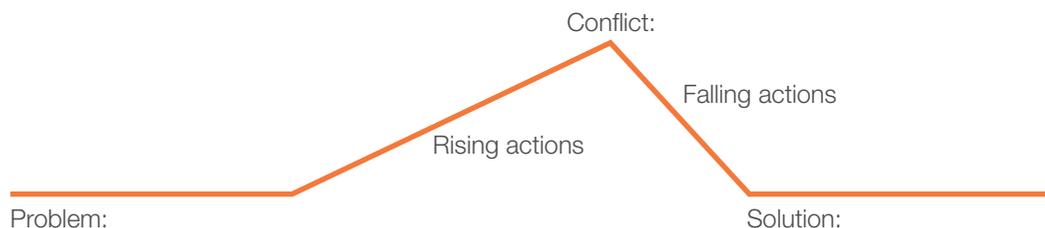
## Writing workshop

### Narrating a personal experience

You will follow the steps and write a short experience related to addiction to technology (or invent one).

1. Organizing ideas

- a. Think about a personal experience related to technology. Use the graphic organizer below to gather your ideas.



## 2. Drafting

Use the notes you collected in the graphic organizer to write some sentences (8 – 10) about your experience.

## 3. Revising

- Put the sentences together to form two or three short paragraphs, using connectors and sequence markers (first, next, then, finally) to link the ideas.
- Add / delete / change words to make the story more interesting.

## 4. Editing

Proofread your story using the Editor's Marks list in the box. Check for grammar, spelling and punctuation mistakes.

### Editor's Marks

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

## 5. Publishing

- Post your story on the class blog or read it aloud in your group. Choose the most interesting / funny / exciting story.
- After you finish, exchange stories with a partner and peer-evaluate your work, using the prompts in the list. Then, offer feedback and suggestions to each other, focusing on your strengths and setting personal goals to improve your weaknesses.

### My partner...

- organized ideas in a graphic organizer.
- wrote coherent sentences about the topic.
- used connectors and sequence markers.
- exchanged stories showing respect to their partner's work.



## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



## You will...

- read and use different strategies to understand two Internet articles.
- identify different technological processes.
- complete a sequence graphic organizer.
- write a set of instructions for a technological process.

## What for?

- **OA 9:** To demonstrate comprehension of main ideas and specific information of a text about technology.
- **OA 10:** To identify the steps of a technological process.
- **OA 12:** To use different strategies to support comprehension.
- **OA 13:** To write a text about interdisciplinary topics.
- **OA 14:** To write texts following the steps of the writing process.
- **OA 15:** To use correct language in written texts.
- **OA 16:** To connect ideas in a sentence / paragraph.
- **OA E:** To use technology to create texts and/or images effectively and responsibly, acknowledging copyright and respecting other people's privacy.

## Preparing to read

- 

Have a look at these pictures. Answer the questions, share your ideas with your partner and explain your reasons.

  - What technological devices do you think they are?
  - What are they used for?



- 

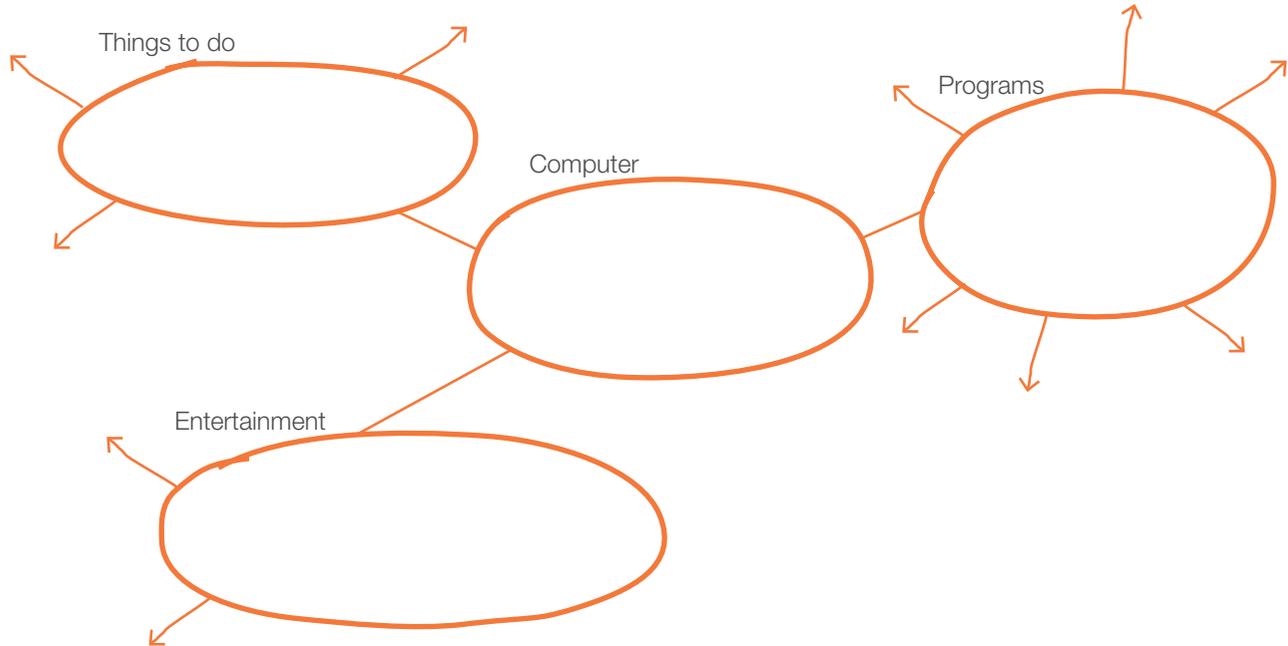
Listen to the recording and check your ideas. As you listen, take notes of the words that can help you find the answers.
- 

Discuss these questions in your group. Reach an agreement on the answers and then share your conclusions with the rest of the class.

  - In your opinion, what is the best technological device invented? Why?
  - Do you use it? What do you use it for?
  - How often do you use it?



4.  In pairs, complete the diagram with words that you know and use every day. Then, join another pair and check, adding other examples and expanding your diagram.



5. Take a quick look at the text on pages 64 and 65. Focus on the organization (title, headings, bullet points) and other features (visuals). Then, develop activities a and b:
- Think about what you already know about the topic and then think about other things you would like to learn about it.
  - Write the information in the corresponding column of the chart.

What do I know about video software?	What do I want to learn about video software?
	

1. Read the text below. As you read, decide if your questions in exercise 5, page 63, are being answered.

**Key words**

- transfer
- download
- click
- drag
- share
- upload

**Strategy in mind**

- Analyzing text features
- Using prior knowledge

**Smart reading**

1. Number the steps in the correct order.

- a.  Add transitions and drag them onto the Storyboard.
- b.  Click and drag all the clips you selected onto the Storyboard.
- c.  Open your file or movie.
- d.  Select a song and drag it down to the "Timeline".
- e.  Add video effects and drag them on the star on the corner of the clip.
- f.  Click "Save" to your computer or to a CD/DVD.

2. Find words in the text that mean the same as...

- a. a film
- b. to use the mouse
- c. the lowest part
- d. entire
- e. jobs in a film
- f. content
- g. the people who make a movie

Ministerio de Educación.  
**ecc**  
Prohibida su comercialización.

# AND...ACTION!

Your favorite photos and songs on a video! Sounds good, doesn't it?  
Read all the steps below and learn how to make a video.

- I** Transfer your pictures and music to your computer and open a "Movie Maker" software. If you don't have one, you can download any version from the Internet.
- II** Open your file or movie and click "Import Video"; it won't take much time.
- III** Click and drag all the clips you selected onto the Storyboard, located at the bottom of the window.
- IV** Add video effects by clicking on "Video Effects" on the left side of the window. Drag the effect you want and put it on the star on the corner of the clip.
- V** Add transitions with the "View Video Transitions" from the left panel. Drag them onto the Storyboard, but put them in the middle box. You can view the transitions by clicking on them and watching them on the screen to the left.

**VI** Add music or cut the clips by clicking on "Timeline" also at the bottom of the screen. When you want to cut some time from the clip, click the half triangle at the side of the clip and edit how long you want the scene.

**VII** Go to "Import Audio or Music", select a song and drag it down to the "Timeline". You can also cut time by clicking the triangle and dragging it to make it as long as you want. You can have just one word, chorus or the whole song.

**VIII** Add title or credits by clicking on the link on the left panel. There is a big empty bar on the form; you can put either the title of the movie or the credits. On the right side of the form, you should write people's names according to positions (e.g.: director, producer, character).

**IX** Click on the "View Timeline". As a result, you will see the timeline with the song, the title, the clips and the effects and transitions. Then you can view the movie you created by pressing "Play" on the left panel.

**X** If you are satisfied with your movie, click "Save" to your computer or to a DVD. As soon as you do that, your movie is ready. If you want to share it, you can upload it on any social network.

Adapted from: How to use Windows Movie Maker (n.d.).  
Retrieved from: <http://www.wikihow.com/Use-Windows-Movie-Maker>

### Your analysis

1. Read the text again. Answer these questions.
  - a. Did your previous knowledge about the topic help you understand the text? Explain how.
  - b. Did the text organization help you identify the relevant information? Why? Why not?
  - c. If the text didn't answer your questions in exercise 5, page 63, where would you look for further information?

### Think critically

#### Make text-to-text connections

- Have you ever read a similar text? Which one?

#### Make text-to-self connections

- Did you already know how to do the process in the text?
- If not, did you find the text useful? Yes? No? Why?
- If yes, was it easy to understand the text? What new information did you get?



## After reading

### Work it out! Connecting ideas

 Notice these examples from the text. Then circle the correct alternative to answer the questions.

- Click on the “View Timeline”. **As a result**, you will see the timeline with the song, the title, the clips and the effects and transitions.
- Click “Save” to your computer or to a DVD. **As soon as** you do that, your movie is ready.

Which of the expressions in **bold** ...

- a. can be replaced by “shortly after”?  $\longrightarrow$  **As a result / As soon as**
- b. indicates cause-and-effect relationship?  $\longrightarrow$  **As a result / As soon as**

### Vocabulary in context

1. Find the words in the “Key Words box” on page 64. Underline the sentences containing them.
2.  Explain the meaning of the words to your partner with your own ideas. Which words can be used in other contexts apart from IT (Information Technology)?
3.  Answer these questions. Then share and exchange examples with another pair.
  - a. What technological device can you use to transfer pictures and music?
  - b. Apart from music and videos, what other things can you download?
  - c. Look around you. What elements in the classroom can be dragged?
  - d. What words in the “Key Words box” are opposites?

## Writing workshop

### Writing a set of instructions

 You will work in groups of 3 and write a set of instructions to download an application (app) to a smartphone.

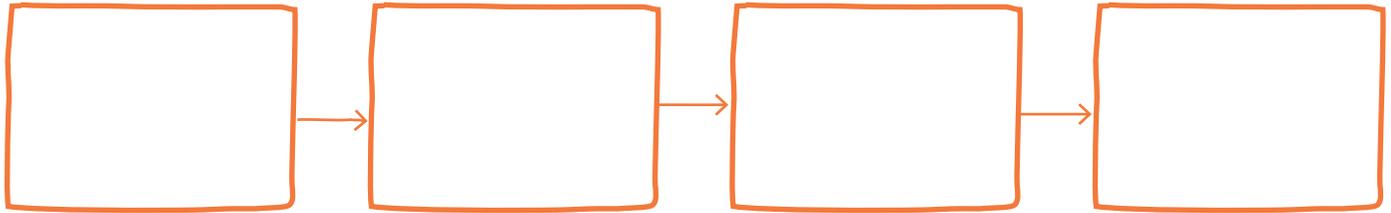
#### 1. Organizing the ideas

- a. Brainstorm a list of the actions of the process. Take notes.



Ministerio de Educación.  
e  
cc  
Prohibida su comercialización.

b. Number the steps of the process in the correct order. Organize the steps in a diagram.



## 2. Drafting

Use the information in the diagram to write the first version of the set of instructions.

## 3. Revising

Revise your draft and improve or complete the information. Organize the instructions using bullet points and connectors to show the order of the actions. Use the text on pages 64 – 65 as an example.

## 4. Editing

- a. Check for grammar, punctuation and spelling mistakes using the Editor's Marks in the list.
- b. Write the final version of the instructions. Type and print the text, adding some visuals to illustrate the actions.

## 5. Publishing

- a. Send your work by e-mail or exchange a copy of the instructions with another group.
- b. Follow the other group's instructions and download the application.
- c. Evaluate your classmates' work using the prompts in the box.

### Editor's Marks

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



### The instructions...

- were clear and well organized.
- included connectors and showed the actions in the correct order.
- included visual aids to enhance comprehension.
- had only a few / some spelling, punctuation and grammar mistakes.
- encouraged a correct use of technology.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?

### You will...

- write a set of instructions about a scientific process.

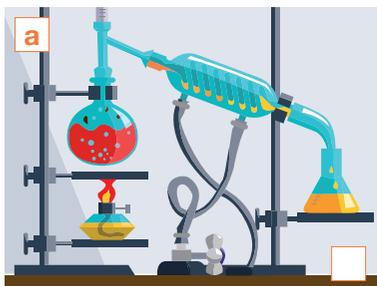
### What for?

- **OA 13:** To write different type of texts, making interdisciplinary connections (Science)
- **OA 14:** To write a text following the steps of the writing process.
- **OA 15:** To use correct language.
- **OA A:** To show a positive attitude towards the learning process.
- **OA E:** To use communication technologies responsibly and effectively.

1.  In your group, brainstorm the names of some scientific processes you have studied in your Science classes.



2. Identify the scientific processes in the pictures and match them to their names below. Check if you mentioned them on your list in exercise 1.



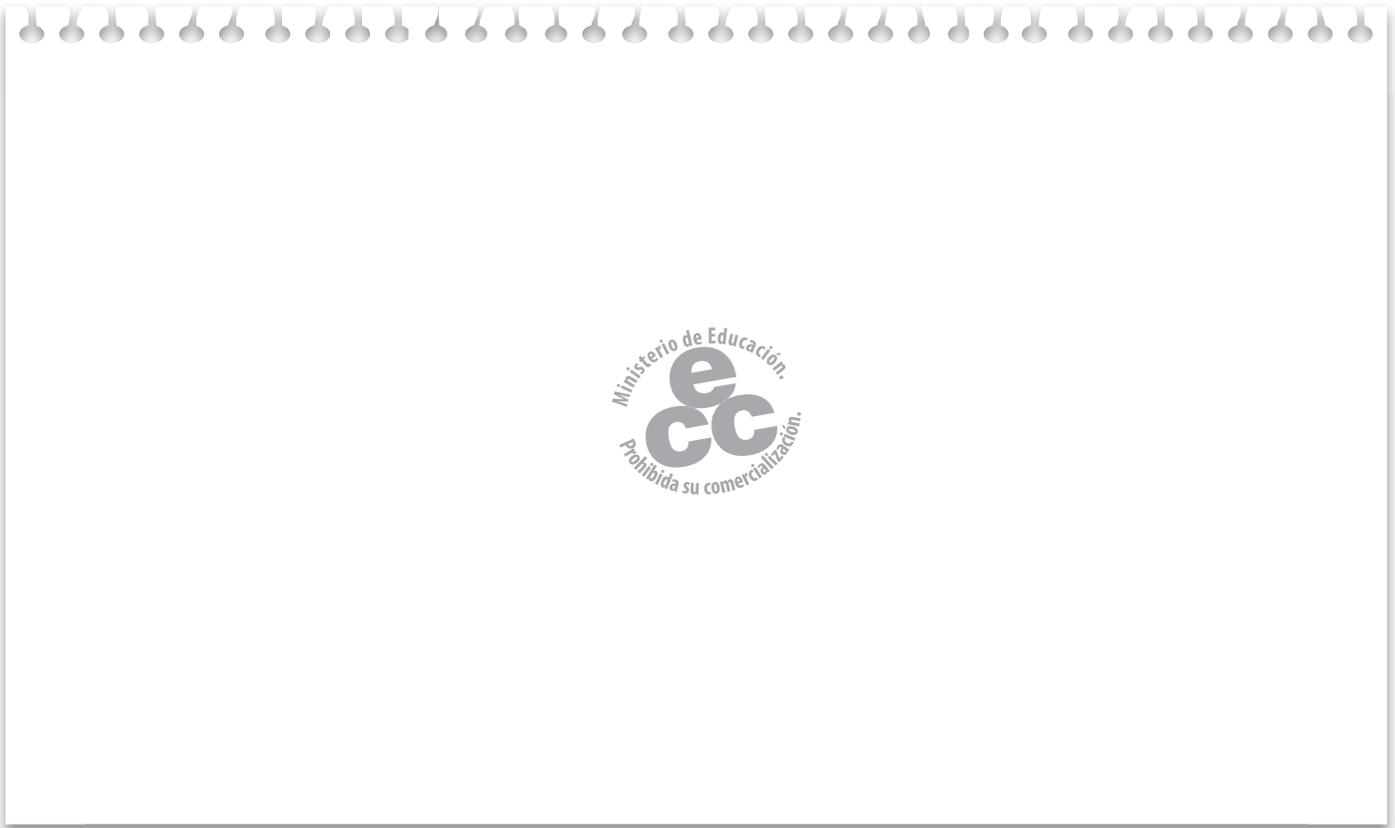
i. Distillation

ii. Decantation

iii. Crystallization

3.  Do you remember the steps of the distillation process? Describe it to your classmate next to you.
  - a. In your notebook, write a set of simple instructions to separate ethanol from water. Before starting, take notes of some useful verbs and nouns that you may need to describe this process.

b. Organize your notes in a sequence diagram.



4.  Use the information you collected to write the first draft of your set of instructions. If possible, use a word processor. Remember to:
  - use the model in the previous lesson
  - organize the information according to the steps of the process
  - use reliable sources of information
  
5.  Revise your draft as a group.
  - a. Add / delete / complete any piece of information.
  - b. Write the final version of the text.
  - c. Attach some visuals to enhance your work and support comprehension of the text.
  
6.  If possible, use a word processor tool to proofread your text. If not, use any of the Editor's Marks lists in the book.
  
7.  Attach the document to an e-mail and send it to the teacher and to the rest of your classmates. If this is not possible, print a copy and publish it on the notice board or on a visible place in the classroom.



## Entry slip

Read what you will do in each lesson (p. 71 - 85) and answer the questions in the slip before you start.

### Questions

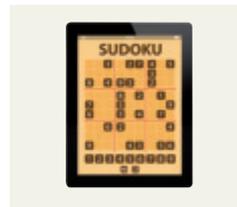
1. What is new to you?
2. What is useful to you? Why?
3. What interests you most? Why?

### Answers

- 1.
- 2.
- 3.

## How ready are you?

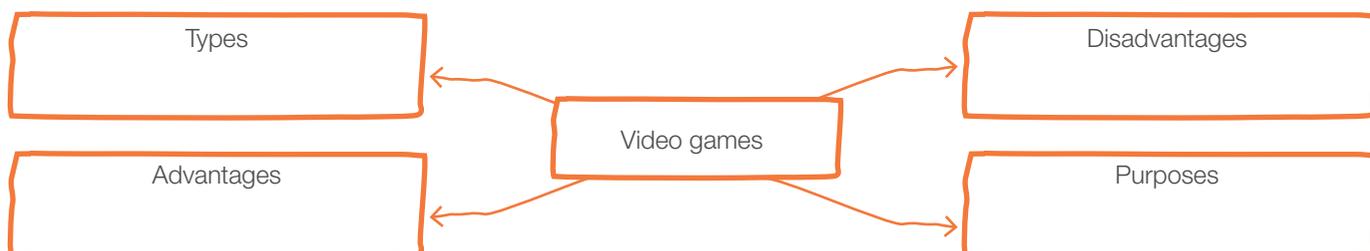
1. Have a look at the pictures and identify the different video games. Then, answer these questions in pairs.



- a. What type of video games are they?
- b. Have you ever played them? Which is your favorite kind? Why?
- c. Apart from having fun, do you find any other purpose for playing video games? Explain.



2. In groups of 3-4, complete the web diagram with ideas of your own. Then share and compare them with other groups'.



3. Use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates. <input type="checkbox"/>	I am quite ready to start. I think I may make a few mistakes. <input type="checkbox"/>	I am barely ready to start. I think I need some help. <input type="checkbox"/>	I am not ready to start. I definitely need help. <input type="checkbox"/>
--	---	---	--



**You will...**

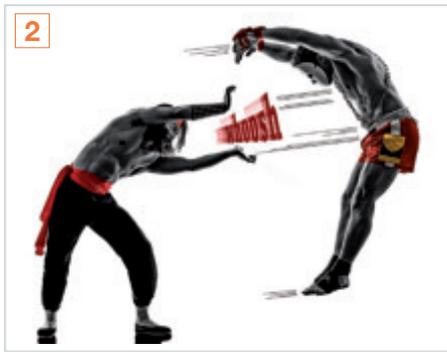
- listen and identify main ideas in a recording about *edutainment technology*.
- identify specific information in a recording.
- infer meaning of words from context.
- talk about video games.

**What for?**

- **OA 1:** To demonstrate comprehension of main ideas and specific information.
- **OA 2:** To identify key expressions and initial sound /d/.
- **OA 3:** To identify purpose, type of text and relevant ideas.
- **OA 4:** To use different strategies to support comprehension.
- **OA 5:** To pronounce initial sound /d/ correctly.
- **OA 6:** To participate in oral exchanges.
- **OA 8:** To use proper expressions and correct language.
- **OA A:** To show a positive attitude towards learning and using English.

**Preparing to listen**

1.  You are going to listen to a recording connected with these pictures (1 – 4). Have a look at them and complete the chart below with your own words.



I think the recording will be about...	The speakers may be...	I think the connection among the pictures is...
		

2.  In pairs, compare and discuss your predictions.
3.  What do you think an “*edutainment software*” is? Take some notes and then explain the concept to your partner.

- 24 Listen to the recording. As you listen, confirm or correct your ideas in exercise 1, p. 71.
- 24 Listen to the recording again (twice). Focus on the parts of the recording that are relevant to complete the missing information in the file and take notes.

## LISTENING FILE: Edutainment technology

### General information

- Type of recording:
  - a conversation  a lecture  an interview
- Topic
- Purpose:
  - to report a piece of news  to discuss a new theory

### Specific details

- Main ideas. Complete the sentences.
  - A new  says that a game is similar to a .
  - can actually help  development and have  benefits.
  - Children with  syndromes are very  so they learn much  from visual materials than from other .
- Infer. What does Dr. Evans mean?
  - Ethan is the most savage Tekken 5 player.
  - Ethan has a mountain to climb.

### Main conclusions

- According to Dr Evans...
 

	Yes	No
a. Are video games useful?	<input type="checkbox"/>	<input type="checkbox"/>
b. Has playing games helped Ethan?	<input type="checkbox"/>	<input type="checkbox"/>
c. Have playing video games contributed to their relationship?	<input type="checkbox"/>	<input type="checkbox"/>
- Answer.
  - How is a game similar to a classroom? Explain.
  - Is Dr Evans expressing a positive or negative opinion of Ethan? Why?

### Strategy in mind

- Making predictions.
- Taking notes.



### Smart listening

- Before listening, think about what you think you will listen and make predictions about the content of the recording.
- While listening, pay attention to the parts of the recording that are relevant and take notes. Validate (confirm) your predictions or formulate new ones.

### Think critically

#### Make text-to-world connections

- Do you know any person who may benefit from playing video games? Who?

#### Make text-to-self connections

- How often do you play video games?
- How does playing videogames affect your own life? Discuss this question with the whole class.

## After listening

### Work it out! Word formation

1.  Analyze this sentence taken from the recording, paying special attention to the word in **bold**. Then, complete the task.

- Children with genetic syndromes have more to gain from "**edutainment**" software than they do from traditional teaching methods.

- a. What does the word in **bold** mean? \_\_\_\_\_
- b. What two words have contributed to this meaning?  
\_\_\_\_\_ + \_\_\_\_\_
- c. Find other similar examples and write them down. Check with your partner.

## Speaking workshop

### Talking about videogames

 Work in pairs. You will perform a dialogue about videogames in front of your classmates.

#### 1. Preparing to speak

- a.  Go back to the questions in the "Think Critically" box on page 72 and discuss the answers. Take some notes.



- b.  Listen to the recording. Repeat the words, paying special attention to the pronunciation of the initial sound.

development

difficult

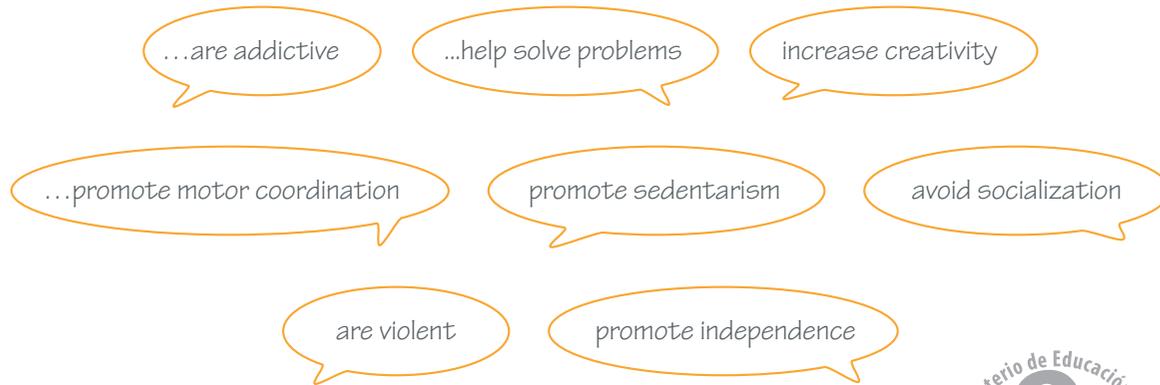
disabled

determined

decide

destiny

c. Think about the advantages and disadvantages of playing videogames. Use the ideas in the recording and the expressions in the bubbles to exchange opinions with your partner.



## 2. Practicing

Practice the dialogue in pairs and correct each other's mistakes.

## 3. Performing

Role-play the dialogue in front of your classmates, exchanging your opinions on the advantages and disadvantages of playing video games.

## 4. Evaluating

 After you finish, use the prompts in the box to self-evaluate your performance. (Yes: ✓; No: ✗)

**We...**

- expressed our ideas clearly.
- showed respect for each other's opinions.
- used ideas from the recording.
- justified our opinions.
- corrected each other in a supportive way.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



### You will...

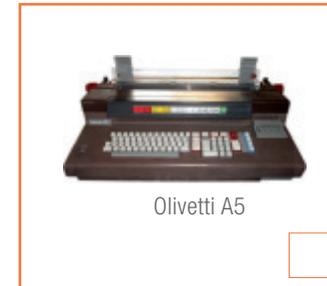
- read an interview to a remarkable woman.
- identify relevant and specific information.
- write an interview article.
- identify different past events.

### What for?

- **OA 9:** To demonstrate comprehension of general and specific information.
- **OA 10:** To identify main ideas.
- **OA 12:** To select and use different strategies to support comprehension.
- **OA 14:** To write texts following the steps of the writing process.
- **OA 15:** To write texts using correct spelling, grammar and punctuation.
- **OA 16:** To narrate events that happened before others in the past.
- **OA E:** To use communication technologies responsibly and effectively, acknowledging sources of information and respecting people's privacy.

## Preparing to read

1. Have a look at the pictures. Number them in the correct order, guessing the order in which computers evolved.



2. Answer these questions. Then discuss with another pair.

- In your opinion, in what areas can maths be applied?
- How were computers before being machines? Can you imagine a different type of computer?
- You are going to read a text called "The hidden figures"? What do you think the title refers to?



1. Read the interview. As you read, check your ideas in exercise 2, page 75.

**Key words**

- figure(s)
- boundary
- cutting-edge

**Strategy in mind**

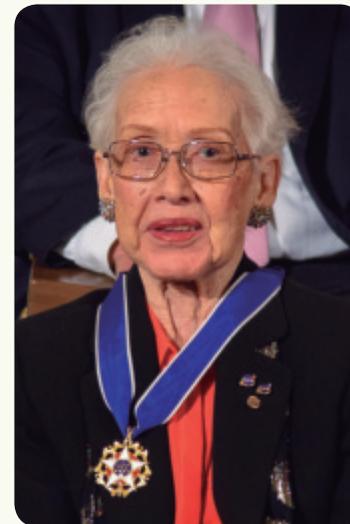
- Scanning to find specific information
- Formulate / answer questions as reading



**Smart reading**

- Find the following information in the text and write it in your notebook.
  - The hidden figures:
  - Nickname the girls were given:
  - Main contribution:
  - Place of work:
  - Famous people related to it:
  - Katherine Johnson's award:
  - Katherine Johnson's main contribution:
- What other things would you like to ask to this remarkable woman? Write the questions in your notebook.

# Meet one of the 'Hidden Figures', the female mathematicians who helped send Americans into space.



Former NASA mathematician Katherine Johnson after receiving the Presidential Medal of Freedom from President Obama in 2015

**Amina Khan, Reporter**  
**January 9, 2017**

*"I counted everything. I counted the steps to the road, the steps up to church, the number of dishes and silverware I washed . . . anything that could be counted, I did."*

So said Katherine Johnson, recipient of the 2015 National Medal of Freedom.

Before they were machines based on silicon, "computers" were actually women — though their colleagues would often refer to them as "girls".

One of them was Katherine G. Johnson, a NASA mathematician from NASA's Langley Research Center in Virginia. The center had taken the unusual step of hiring women for the tedious and precise work of measuring and calculating the results of wind tunnel tests in 1935. By

1953, there were openings for African-American computers at Langley Research Center's Guidance and Navigation Department — and Katherine Johnson found the perfect place to put her extraordinary mathematical skills to work. Johnson played key roles in the flights of astronauts Alan Shepard, the first American in space, and John Glenn, the first American to orbit the Earth.

**Q: Was it difficult to work alongside white colleagues while living in a segregated community?**

Sometimes, but they had called us. We always did what we had to do.

**Q: When you first started as a computer, did you ever think you would help get the first American, John Glenn, into orbit?**

No, I was just excited to have challenging work to do and smart people to work with.

**Q: At the time, did you think about the fact that you and the other West Computing women were pushing the boundaries of what it meant to be a mathematician, a scientist or an engineer?**

I don't think so. We only did the best of our ability.

**Q: What was it that drew you to mathematics?**

Numbers. I had always enjoyed solving the most difficult problems, so I decided to study maths.

**Q: You created "new" maths to go from an elliptical to a parabolic orbit. Did you think of it as cutting-edge maths at the time?**

Well, they had called mathematicians because the solution to the problem was pure maths.

**Q: Did you ever have to fight to have authorship of a report?**

Women did not have their names included as authors on technical paper in the early days.

**Q: Did you know that John Glenn asked for "the girl" to check the numbers before he took his landmark flight into space?**

They asked me to check the numbers as they knew my record for accuracy. I had always had confidence in my maths, so I did it. I always did my best.

**Q: Relatively few people knew about the remarkable work that you did for the space program until recently. Why?**

The work was "secret" and the public knew only what was reported from NASA.

**Q: Do you have any advice for young women and people of color today who want to pursue a STEM career?**

Just do it. Take all the courses in your curriculum. Do the research. Ask questions. Find someone doing what you are interested in! Be curious!

Adapted from: Khan, A. (2017) *The Hidden Figures*. Retrieved from: <http://www.latimes.com/science/sciencenow/la-sci-sn-hidden-figures-katherine-johnson-20170109-story.html>



Katherine Johnson sits at her desk with a globe known as a celestial training device.

### Your analysis

1. Focus on the underlined parts in the text. Then answer and check with your partner.
  - a. How difficult do you think it was?
  - b. Considering the time, how would you define these women's work?
  - c. Why are these women known as "the hidden figures"?
  - d. If Katherine Johnson were a man, do you think her work would have remained "secret"? Yes? No? Why?



### Think critically

#### Make text-to-world connections

- Do you know any remarkable Chilean women scientists? Who?
- What's their area of work and main contribution?
- Do you think it's difficult to be a woman scientist in Chile? Why? Explain.

#### Make text-to-self connections

- Do you agree with Katherine's final advice?
- Do you think it can be applied to all women?

Work it out! Narrating past events

1. Read the sentences from the text and other examples. Pay special attention to the different colors used.

The center **had taken** the unusual step of hiring women.

...Sometimes, but they **had called** us. We always **did** what we had to do.

I **had always enjoyed** solving the most difficult problems, so I **decided** to study maths.

Well, they **had called** mathematicians because the solution to the problem **was** pure maths.

I **had always had** confidence in my maths, so I **did** it.



2. Circle the correct alternative.

- a. The words highlighted in **yellow** express the idea that something occurred **after / before** another action in the **past / present**.
- b. The words highlighted in **green** express actions that **started / finished** and **continue / finished** at a specific time in the past.

Vocabulary in context

1. Read the sentences below. Explain the meaning of the parts in **bold** to your partner, using your own words.

- Did you think of it as **cutting-edge** maths at the time?

- John Glenn asked for "the girl" to check the numbers before he took his **landmark** flight into space.

2. Answer in pairs.

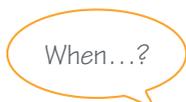
- a. What is the function of the words in **bold** in each sentence?
- b. How many parts do these words in **bold** have?
- c. Can you give other examples in which these words are used? Write two sentences in your notebook.

Speaking workshop

Talking about a remarkable woman

1. Preparing to speak

- a. Go back to Smart Reading box, point 2, on page 76 and revise the questions you wrote.
- b. Which other things would you like to know about this remarkable woman? In pairs, write a set of questions (5 – 6) to be answered by Katherine Johnson. Use the question words in the bubbles as a guide.



- c. Look for information about Katherine Johnson on the Internet and answer the questions. Write a short interview using the text (p. 76 – 77) as a guide.

## 2 Practicing

- a.  Listen and repeat these expressions. Pay special attention to the intonation and pronunciation.

Was it difficult...?

Did you ever think...?

At the time...

Did you ever...?

What would you say...?



- b.  In pairs, take turns to ask and answer the questions, playing the role of an interviewer and of Katherine Johnson.
- c.  Rehearse the interview with your partner and give feedback to each other. If possible, record the interview and ask another pair to listen to it.

## 3. Performing

Role-play the interview in front of your classmates. Try not to read anything.

## 4. Evaluating

Join another pair. Use the prompts in the box to peer-evaluate your performance.

### Our classmates...

- wrote a set of interesting questions.
- searched for information to answer the questions.
- practiced the interview and corrected each other's mistakes.
- used correct pronunciation and intonation.
- used and acknowledged reliable sources of information.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

What difficulties do I anticipate for next lesson?

How can I overcome those difficulties?



**You will...**

- listen to a report.
- identify relevant and specific information.
- evaluate consequences and changes caused by a social networking service.
- recognize words with opposite meaning.
- talk about the evolution of a social networking service.

**What for?**

- **OA 1:** To demonstrate comprehension of general and specific information related to technology.
- **OA 2:** To identify main ideas and key expressions.
- **OA 3:** To identify type, purpose and main ideas related to technology.
- **OA 4:** To use different strategies to support comprehension.
- **OA 5:** To present information creatively, using correct language.
- **OA 6:** To participate in oral exchanges using different strategies.
- **OA 7:** To react to the texts by discussing main ideas.
- **OA E:** To use communication technologies responsibly and effectively, recognizing sources of information and respecting people's privacy.

**Preparing to listen**

1.  Circle the best definition for the word “*application*”, according to the title of the lesson and the topic of the unit.
  - a. a formal written request for something such as a job, permission to do something or a place at a university.
  - b. the act of making a rule operate or become effective.
  - c. a program or software designed to do a particular job.
  
2.  /  Answer these questions. Compare answers with another pair or group.
  - a. What do you use social networking services for?
  - b. In your opinion, how has communication changed since the creation of social networks?
  - c. How will communication change in the future? Express some predictions.
  
3.  What are the most popular social networking applications used at the moment? Name at least three. Number them according to “popularity” in your country.






1. Listen to the recording once. Is the application mentioned here on your list in exercise 3?
2. Listen to the recording again (twice). Fill in the missing information in the file.

## LISTENING FILE: 140 Characters at a time

### General information

- Type of recording:

a lecture  a report  an interview

- Topic:

### Specific details

- Concept and purpose

a.  is the brainchild of a group of  who worked at a  company in San Francisco.

b. They were looking for a way to  on their  and to  an  and dying .

- Match

- |                |   |
|----------------|---|
| a. 2006        | i. tweets that are sent weekly                |
| b. 200 million | ii. the maximum of characters for a message   |
| c. 460,000     | iii. year in which the first message was sent |
| d. 140 million | iv. people who actually work for the company  |
| e. 8           | v. people who use the application             |
| f. 1 billion   | vi. people who worked in 2008                 |
| g. 400         | vii. accounts that are opened each day        |
| h. 140         | viii. tweets that are sent daily              |

### Main conclusions

- Answer in your notebook. How has the application changed...
  - the media?
  - politics?
  - business?

### Strategy in mind

- Focusing attention
- Taking notes



### Smart listening

- While you listen, focus on key words or phrases and take notes to help you understand the general ideas in the recording.

### Think critically

#### Make text-to-world connections

- How do you imagine this type of application will evolve?
- Has the application been used in your town / city / area? What for?
- How useful is it?

#### Make text-to-self connections

- Do you, a friend or someone in your family usually use this application? What for?

Work it out! The prefix *in-*

1.  Read these sentences from the recording, paying special attention to the words in **bold**. Then answer the questions with a partner.

- They were looking for a way to send text on their cellphones and a way to reinvent an **inefficient** and dying company.
- When Jack Dorsey sent the first tweet on March 21, 2006, a communications revolution with **inestimable** effects was born.

a. Which are the opposites of the words in **bold**?

\_\_\_\_\_ - \_\_\_\_\_

b. What does the prefix *in-* mean?

c. Circle the words that contain the prefix *in-*. How do you recognize them?

inadequate	incompetent	indication
inaugural	incomplete	indigenous
incapable	inconvenient	individual
incendiary	incorporate	inefficient
incident	incorrect	inevitable
include	increase	inexpensive
income	incubate	intelligent

Speaking workshop

Talking about a social networking service

 In groups of three or four, prepare a multimedia presentation about the development and evolution of a social network.

1. Preparing to speak

- a. Choose a social network you usually use or one you know well. Search for information about its creation, evolution, main facts, etc. and take notes. Follow the example in the recording (date of creation, relationship between numbers and facts, present situation, etc.)
- b. Answer these questions.
  - Has the application been used in your town / city / area? What for?
  - How useful is it? How has this social network changed people's lives?
  - How do you imagine this type of application will evolve? Explain.
- c. With the information you collected and the answers in point b, prepare a multimedia presentation (Power Point, Prezi, Flash, etc.) about the social network you chose. **If not possible, prepare an oral presentation supported by visuals (pictures, a poster, illustrations, etc.)**



## 2 Practicing

- a. Split up the report into three sections:
  - i. Introduction (where you present the social network).
  - ii. Development (where you state the main facts about it).
  - iii. Conclusion (where you express your opinion, summarize ideas and predict the app's evolution).
- b. Use the openings in the bubbles to introduce the ideas in each section.



- c. Assign a section to each member of the group and practice, presenting your part within the group.
- d. Take notes of the mistakes and correct them. If necessary, ask the teacher to play the recording again (track 27) and imitate the model.

## 3. Performing

Present your report to your classmates and listen to the other groups' presentations. Use the multimedia presentation or other visuals to enhance and support your presentation.

## 4. Evaluating

- a. As a class, evaluate the general result of the presentations. Use the prompts in the box as a guide.
- b. Vote for the most interesting and creative presentation.

**The groups...**

- used reliable sources of information.
- acknowledged all sources of information.
- presented the information creatively.
- used correct language.
- used technology correctly.
- practiced and prepared the presentation carefully.
- showed respect for their classmates' work.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?

### You will...

- read some interesting facts about ICT (Information and Communications Technology).
- find out figures related to the topic in the texts.
- show the data on graphs.

### What for?

- **OA 9:** To read and demonstrate comprehension of texts about other subjects (Maths).
- **OA 16:** To express quantities, count and enumerate.
- **OA A:** To show a positive attitude towards the learning process.
- **OA E:** To use communication technologies responsibly and effectively.

1.  Listen and complete the interesting facts about ICT (Information and Communications Technology). Check with your partner.

### Fact 1



The average \_\_\_\_\_ year-old has spent \_\_\_\_\_ hours playing video games, has exchanged \_\_\_\_\_ e-mails, instant and text messages and has spent \_\_\_\_\_ hours on the mobile phone.

### Fact 2



About \_\_\_\_\_ people are connected to the Internet. Only \_\_\_\_\_ of them speak \_\_\_\_\_ as a native language.

### Fact 3



There are \_\_\_\_\_ people on earth; a conservative estimate of the number of mobile phone users is \_\_\_\_\_; and research indicates that about \_\_\_\_\_ people own a toothbrush.

### Fact 4



Every minute, \_\_\_\_\_ of video are uploaded on YouTube by individual users.



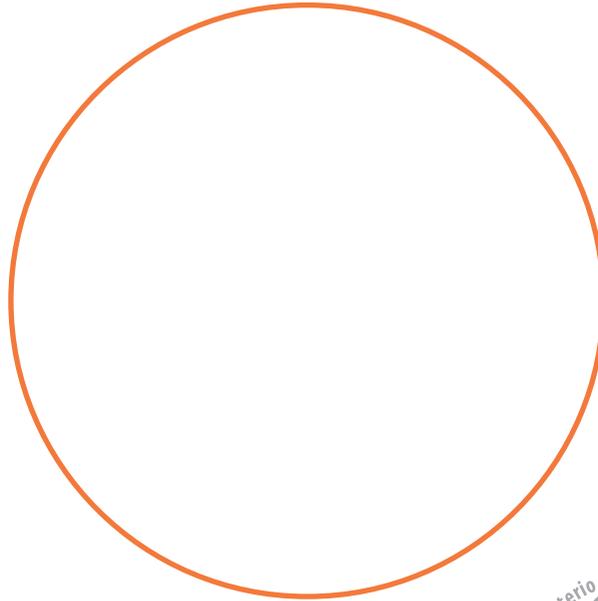
- 2  Get in groups of 3 – 4 and complete the following tasks related to each piece of information available in exercise 1.



- a. **Fact 1:** Calculate or find out the figures for your age and complete the paragraph.

The average \_\_\_\_\_ year-old has spent \_\_\_\_\_ hours playing video games, has exchanged \_\_\_\_\_ e-mails, instant and text messages and has spent \_\_\_\_\_ hours on the mobile phone.

- b. **Fact 2:** Show the data on the pie chart.



- c. **Fact 3:** Show the data on a bar chart.



- d. **Fact 4:** Calculate how many hours of videos are uploaded:

- i. Every hour: \_\_\_\_\_  
ii. A week: \_\_\_\_\_

3. When you finish, join another group and compare your answers. Take notes of the mistakes and correct them.

## ICT Report



### I Preparation

- Work in groups of four.
- Read the instructions in section II, carefully. Then fill in the information in the file.
- According to your strengths and weaknesses, elaborate an action plan for the project. Before you start, read the rubric on page 87 carefully so that you know, in advance, the areas that will be evaluated.

### PROJECT 1 PREPARATION FILE

Task  Due date

Sources of information

Areas of curriculum involved

Member:  Task:

Member:  Task:

Member:  Task:

Materials

### II Procedure

- In your group, discuss the effects and impact that using ICT (Information and Communications Technology) has had in your learning process. Use these questions as prompts:
  - How has technology impacted your learning at school? And out of school?*
  - How do you think technology can help students learn better at school?*
  - What would you recommend?*
  - What suggestions can you give to help students use technology safely?*
  - What technological resources do you think the school should incorporate to support the learning process?*



- 2 Write a letter to the School Headmaster, summarizing the main points in your discussion and offering some suggestions. Follow these steps:
  - a. Write a first draft of the letter, using the ideas in your discussion and the answers to the prompts. Follow the model on page 27.
  - b. Revise, correct and edit the draft using a dictionary, a word processor or an English textbook. Remember to use appropriate expressions to introduce your ideas and to consult and cite reliable sources of information.
  - c. Write the final version of the letter. Check that it contains all the required parts, according to letter format.

### III Presentation

1. Appoint a member of the group to read the letter aloud in front of the class.
2. As a class, if possible, write a list of the most interesting suggestions and give a copy to the Headmaster.

### IV Evaluation

After you have finished the presentations, reflect on your work and evaluate the group's performance, according to the following scale:

4 = Excellent! / 3 = Good / 2 = Satisfactory / 1 = Needs improvement

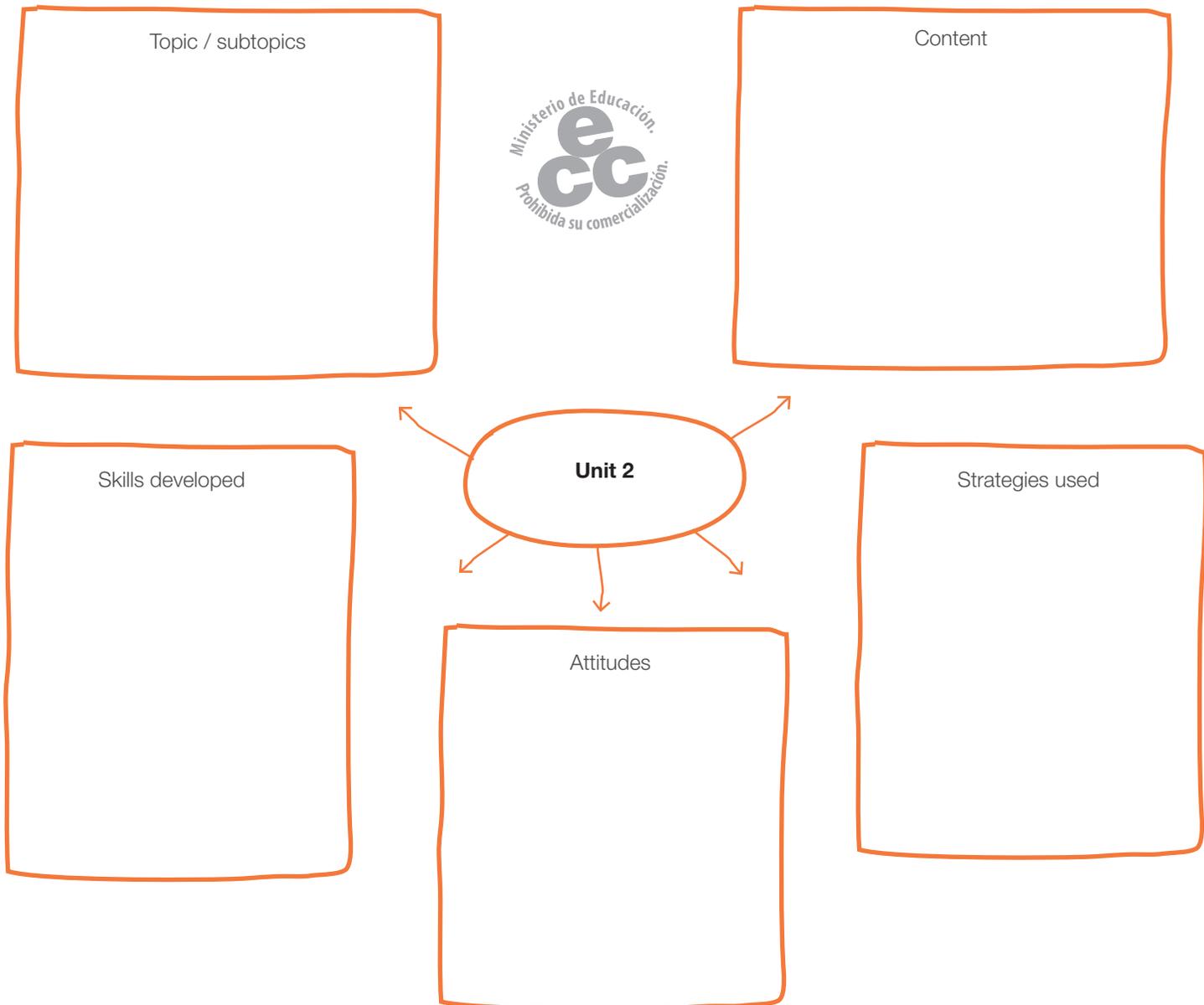
The group...	Score
had a positive attitude towards the chosen task.	
worked collaboratively and responsibly towards the common goal.	
completed the assigned work on time.	
presented all the information required.	
acknowledged the sources of information properly.	
followed the instructions carefully and used what we know from other subjects.	
developed awareness of the importance of using technology safely and efficiently, and consulting reliable sources in order to obtain information.	



# UNIT SYNTHESIS



1. Now that you have completed Unit 2, check what you knew and how you felt before starting each module.
2. Identify the main topics, skills, contents and attitudes you developed in the unit and complete the chart. Compare it with your partner's chart, expanding, correcting and adding new information and using what you learned along the unit.



3.  In pairs, reflect on how you think you will apply what you learned in the unit. Share your comments with your classmates.

# FINAL REFLECTION



1. Use markers **A**= always, **S**= sometimes, **N**= never to evaluate your performance in the unit.

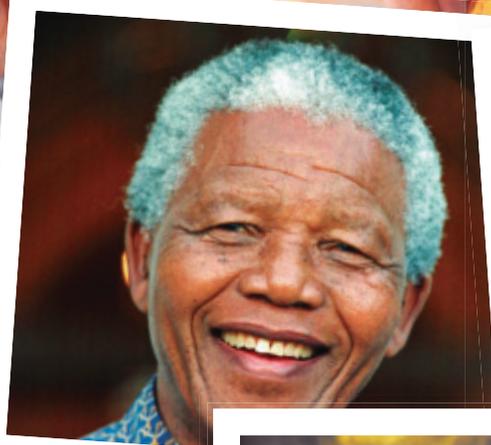
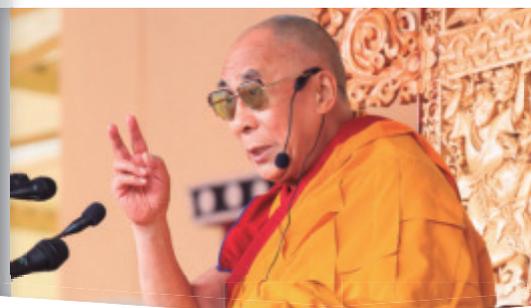
Area to evaluate	Evaluation	
<b>Taking control of the learning process</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I set goals and met them.	<input type="checkbox"/>	<input type="checkbox"/>
• I stayed on task and completed additional language activities.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supporting classmates</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I tried to help my classmates when they struggled or hesitated.	<input type="checkbox"/>	<input type="checkbox"/>
• I showed consideration and respect for myself and others.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understanding directions</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I engaged in activities quickly and by myself.	<input type="checkbox"/>	<input type="checkbox"/>
• I watched and listened attentively to get instructions.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I incorporated past and new vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>
• I asked the teacher to explain words I did not understand.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I followed models when I did writing tasks.	<input type="checkbox"/>	<input type="checkbox"/>
• I checked my spelling and grammar.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I could give small oral presentations on the topic of the lessons.	<input type="checkbox"/>	<input type="checkbox"/>
• I could engage in short dialogues imitating a model.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comprehension (reading / listening)</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I demonstrated comprehension of main ideas and supporting information in the texts I read or listened to.	<input type="checkbox"/>	<input type="checkbox"/>
• I focused on using appropriate or suggested strategies.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Critical thinking</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• My answers included supporting evidence from the text / lesson.	<input type="checkbox"/>	<input type="checkbox"/>
• I justified and explained my opinions.	<input type="checkbox"/>	<input type="checkbox"/>
• I related content to personal experiences.	<input type="checkbox"/>	<input type="checkbox"/>

2. Ask your teacher or a partner to assess your performance. Complete the column *My teacher's / partner's* view. Then, discuss your reflections in your group.

3. In your group, comment on the things you can do to improve your weak points in the future.

# UNIT 3

# Outstanding people



***"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."***

***John Quincy Adams***



### In this unit you will...

- read and listen to texts about outstanding people and their legacy.
- express ideas and opinions using words and expressions related to leadership and its characteristics.
- Practice pronunciation of sound / ʒ/, link ideas, report what other people say and express ideas clearly.
- make connections with other subjects: History, Geography and Social Science.

### You will also...

- develop cultural awareness and understanding.
- value own and other people's cultures.
- use information and communications technology effectively and responsibly.
- value and acknowledge the importance of using reliable sources of information.

### What for?

- To demonstrate comprehension of main ideas and specific information in oral and written texts about outstanding people's lives and legacy.
- To develop communicative skills and strategies to express ideas about the topic of the unit.
- To support comprehension by making connections with other subjects of the curriculum.

### Picturing the unit

1.  Look at the pictures on page 90 and discuss these questions. Then, exchange opinions with other classmates.

- a. Who are the people in the pictures?
- b. What do they have in common?
- c. Do you agree that they are all good leaders? Why? Why not?



### Over to you

Read the list of objectives for this unit. Then tick (✓) and answer briefly, using the questions as a guide.

• How important are the objectives to your own life?	Very important <input type="checkbox"/>	Not so important <input type="checkbox"/>
	Important <input type="checkbox"/>	Not important at all <input type="checkbox"/>
Why:		
• Are other people's actions important for you and your own actions?	Very important <input type="checkbox"/>	Not so important <input type="checkbox"/>
	Important <input type="checkbox"/>	Not important at all <input type="checkbox"/>
Why:		
• What, do you think, are the most important characteristics a good leader should have? Why?		

## Setting objectives

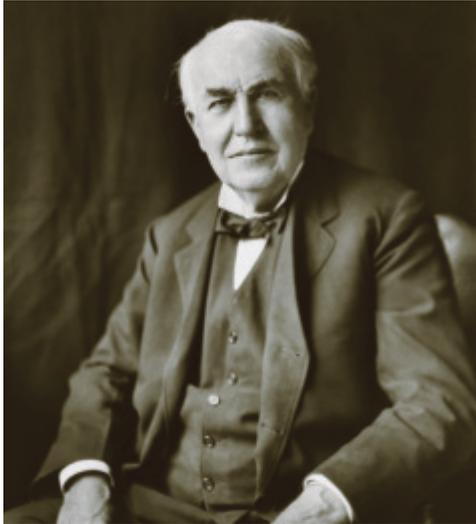
1.  30 Listen to a Chilean student talking about his personal motivation to learn English. Then read the list of learning objectives on page 91 and answer questions a - c individually.
  - a. What are your personal learning goals for this unit? Why?
  - b. Which ones do you think are the easiest to achieve? Why?
  - c. Which ones do you think are the most difficult to accomplish? Why?
  
2.  31 Listen to how this student is planning to reach his goal. Identify the strategies he will use and the difficulties he anticipates.
  
3. Which are your specific goals for this unit? Draw up a learning plan for Unit 3, following the example in the recording.



My goals are:	Why?	How can I achieve them?	The main difficulties I can anticipate are:
1.			
2.			
3.			

## Do you remember?

-  Look at these pictures and the names. Answer these questions.
  - Why are these people famous? What are their main achievements?
  - Do you agree that they are both *outstanding*? Why? Why not?



Thomas A. Edison



Marie Curie

-  Listen to the recording. Complete the statements and then check with your partner.
  - This person's achievements contributed to \_\_\_\_\_.
  - This person won a \_\_\_\_\_ and made important contributions in \_\_\_\_\_.
-  In pairs, answer these questions with one word or number.
  - Where was Marie Curie born? \_\_\_\_\_
  - When was T.A. Edison born? \_\_\_\_\_
  - Who won the Nobel Prize? \_\_\_\_\_
  - How many inventions did T.A. Edison patent? \_\_\_\_\_
  - How were radioactivity and the radio discovered? \_\_\_\_\_



- Check the slot that best describes how ready you are to start the unit.

I can...	On my own	With some help
understand the main ideas in the recording.		
Identify speakers in the recording.		
answer questions about specific information from the recording.		
recognize people's achievements and their importance to our lives.		

# MODULE 1



## Entry slip

Read what you will do in each lesson (p. 95 – 109) and answer the questions in the slip before you start.

### Questions

1. What things interest you the most?
2. What things are new to you?
3. What things would you like to know?

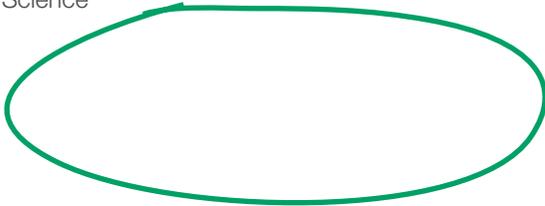
### Answers

- 1.
- 2.
- 3.

## How ready are you?

1. Complete the bubbles with the name of outstanding people you know in each area. Work with your partner.

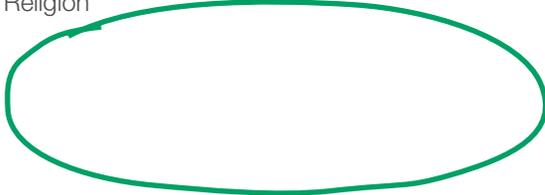
Science



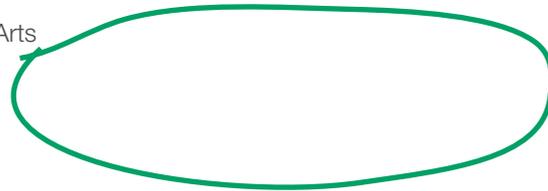
Politics



Religion



Arts



2. Join two other pairs and compare the names in the bubbles. Add your classmates' examples to your diagram.
3. In your group, exchange information about the people you mentioned. Discuss the following questions.
- a. Why do you consider these people as *outstanding*?
  - b. What personal characteristics do they share?
4. Use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates. <input type="checkbox"/>	I am quite ready to start. I think I may make a few mistakes. <input type="checkbox"/>	I am barely ready to start. I think I need some help. <input type="checkbox"/>	I am not ready to start. I definitely need help. <input type="checkbox"/>
---	--	--	---



## You will...

- read an article about some inspirational leaders.
- identify characteristics of good leaders.
- write a short paragraph about an inspirational leader.
- study and use quantifiers: a few, few, a little, little.

## What for?

- **OA 8:** To use language appropriately when expressing quantities.
- **OA 9:** To identify information and express opinions about the topic.
- **OA 10:** To identify main ideas and specific information in the article.
- **OA 12:** To use different strategies to support comprehension.
- **OA 14:** To write a paragraph according to the steps of the writing process.
- **OA 15:** To express ideas and opinions coherently, using appropriate connectors and correct spelling and punctuation.
- **OA B:** To demonstrate cultural awareness, showing respect and recognizing the role of leaders and their most important contributions.

## Preparing to read

1. Discuss these questions with your partner. Reach an agreement and take notes of your answers.

a. What are the characteristics of a good leader? Tick (✓) the concepts in the boxes.

<input type="checkbox"/>	authenticity	<input type="checkbox"/>	charisma	<input type="checkbox"/>	commitment	<input type="checkbox"/>	confidence
<input type="checkbox"/>	courage	<input type="checkbox"/>	engagement	<input type="checkbox"/>	honesty	<input type="checkbox"/>	humility
<input type="checkbox"/>	integrity	<input type="checkbox"/>	motivation	<input type="checkbox"/>	passion	<input type="checkbox"/>	responsibility

b. According to your answer in activity a, do you think it is easy to find a good leader? Why? Why not?

c. What examples of good leaders can you mention?

---



---



---

d. What actions from their lives show any of the traits in activity a.?

2. Join another pair and exchange ideas and opinions.

3. Go to pages 96 and 97 and have a look at the pictures. Discuss these questions with your partner.

a. Do you think these people were good leaders? Why? Why not?

b. What characteristics of good leadership do you think they had? Choose one or two for each of them.



1. Read the text quickly to confirm or correct your predictions in exercise 3, page 95. Then read it again, this time focusing on the activities in the Smart reading section.

### Key words

- destitute
- rule
- blessed
- spurred
- accolades
- stake

### Strategy in mind

- **Skimming**  
Read the text quickly with the purpose of getting only the main ideas.
- **Scanning**  
Read the text, keeping in mind what you are searching for.



### Smart reading

1. Identify the following information and write it in your notebook.
  - a. English word for “Mahatma”:
  - b. Type of Gandhi’s and Luther King’s protest:
  - c. Setting of Luther King’s most famous speech:
  - d. Mother Teresa’s place of work:
  - e. Rosa Park’s main achievement:
  - f. Joan of Arc’s main enemies:

# People Who Transformed the World

By Denise Chow

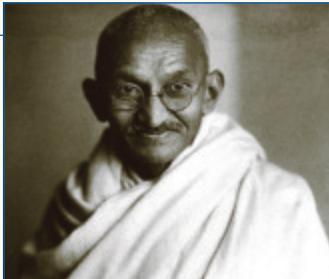
---

Powerful leaders have the ability to shape history, but only a few of them have the distinction of truly changing the world. Here are some people who did just that.

**Mahatma Gandhi** (1869-1948)

Mohandas Karamchand Gandhi led the fight for Indian nationalism against British rule in the 1920s. His celebrated use of nonviolent protest inspired similar movements in support of rights and freedoms around the globe. “Mahatma,” which means “venerable” in Sanskrit, was an honorific name given to him in 1914, in South Africa.

Gandhi was assassinated on Jan. 30, 1948, at the age of 78. His birthday, Oct. 2, is commemorated as a national holiday in India, and is celebrated worldwide as the International Day of Nonviolence.



**Martin Luther King, Jr.** (1929-1968)

Martin Luther King, Jr. was an American activist and humanitarian who became the leader of the African-American Civil Rights Movement. Similar to Gandhi, he became known for advancing civil rights through nonviolent civil disobedience.

In 1963, King helped organize the March on Washington, where he famously delivered his iconic “I Have a Dream” speech.

King was assassinated on April 4, 1968, in Memphis, Tennessee. Before his death, in 1964, King received the Nobel Peace Prize. He was also awarded the Presidential Medal of Freedom and the Congressional Gold Medal posthumously.





### Mother Teresa (1910-1997)

Mother Teresa was an Albanian-born Roman Catholic nun. In 1950, she founded the Missionaries of Charity in Calcutta, India, and cared for the destitute. At that time, few people were concerned about poor, sick, orphaned and dying people.



Mother Teresa was awarded the Nobel Peace Prize in 1979. She died on Sept. 5, 1997 at the age of 87. In 2003, she was made a saint and was given the title Blessed Teresa of Calcutta.

### Rosa Parks (1913–2005)

Rosa Parks was born on February 4, 1913, in Tuskegee, Alabama and she was an American Civil rights pioneer. Her refusal to surrender her seat to a white passenger on a Montgomery, Alabama, bus spurred a city-wide boycott and other efforts to end segregation. The city of Montgomery had little choice and lifted the law requiring segregation on public buses. Rosa Parks received many accolades during her lifetime, including the NAACP's highest award.



### Joan of Arc (c. 1412–1431)

Joan of Arc was a martyr, saint and military leader who, acting under divine guidance, led the French army to victory over the English during the Hundred Years' War.

Joan of Arc, nicknamed “The Maid of Orléans,” was born in 1412 in Domrémy and she is a national heroine of France. At age 18, she led the French army to victory over the English at Orléans. A year later, she was captured and burned at the stake as a heretic by the English and their French collaborators. She was canonized as a Roman Catholic saint more than 500 years later, on May 16, 1920.



Source: Chow, D. (2013) Influential leaders who transformed the world. Retrieved from: <http://www.livescience.com/41742-influential-leaders-who-transformed-the-world.html>

### Your analysis

- How were Gandhi and Luther King similar?
- How were Luther King and Rosa Parks similar?
- What characteristics did Mother Teresa and Joan of Arc share?
- Did Gandhi and Joan of Arc lead similar fights? Why? Why not?
- How did most of these people end their lives?



### Think critically

#### Make text-to-text connections

- Have you ever read other texts or watched any movies about these people?
- Are they similar to what the text says about them? Why? Why not?

#### Make text-to-self connections

- In your opinion, who best represents the ideal of a “good leader”? Why?

Work it out! Expressing quantity

👥 Notice these examples from the text. Answer the questions and check with your partner.

1. Powerful leaders have the ability to shape history, but only **a few** of them have the distinction of truly changing the world.
2. At that time, **few** people were concerned about poor, sick, orphaned and dying people.
3. The city of Montgomery had **little** choice.

a. Replace the words in **bold** in the sentences above. Choose one of the expressions below.

- i. not much / almost nothing
- ii. not many / almost none
- iii. some / a small number

b. Circle the correct alternative.

- i. (A) little and (a) few are quantifiers meaning **some / many**. Little and few have **positive / negative** meanings. They are used to mean 'not as much as may be expected or wished for'.
- ii. We use **a little** with singular **countable / uncountable** nouns. We use **a few** with plural countable / uncountable nouns.
- iii. We use **little** with **countable / uncountable** nouns. We use **few** with **singular / plural** countable nouns.



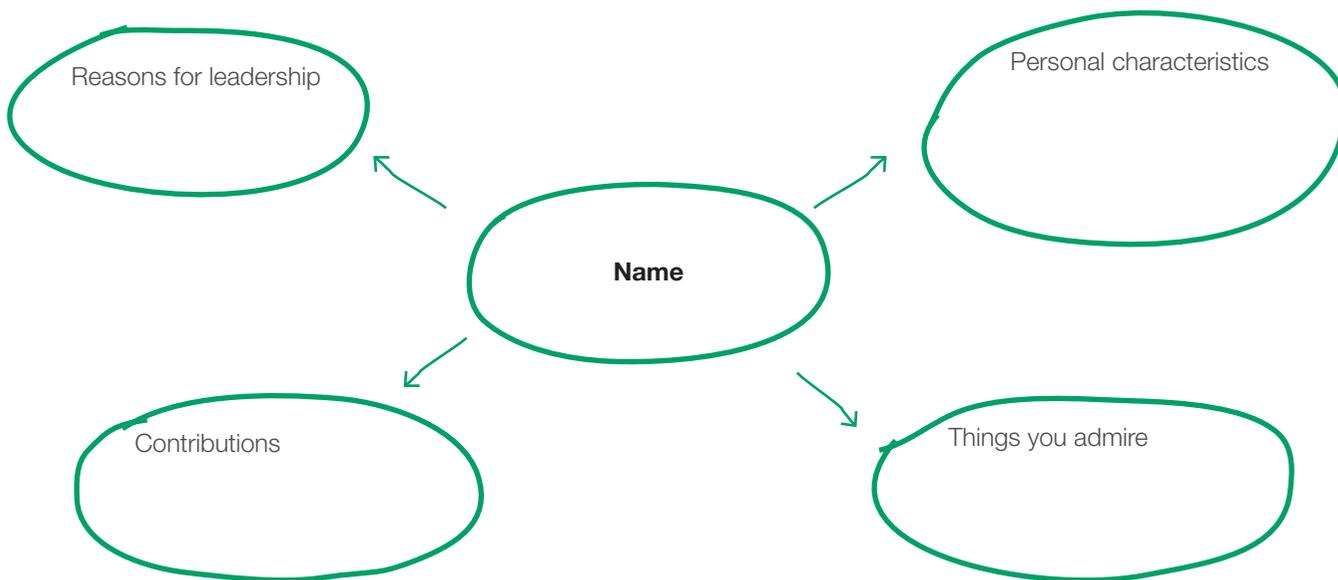
Writing workshop

Writing about inspirational leaders

👥 Work in groups (3 – 4).

1. Organizing the ideas

- a. In your group, choose an inspirational leader you would like to write about (from Chile or from another country).
- b. Write at least five pieces of information about this leader's life in the graphic organizer below. Remember to use what you've learned in other subjects and what you've read / heard about this person. Copy the organizer in your notebook.



## 2. Drafting

- Use your notes to write sentences summarizing the information about this leader.
- Write a final sentence expressing your opinion and the reasons that make you admire this person.

## 3. Revising

Put the information together into one or two paragraphs, using connectors to link the ideas and the texts on pages 96 – 97 as models. Remember to include your opinion about this leader.

## 4. Editing

- Join another group and exchange your work. Edit the other group's paragraphs using the list in the box.
- Share comments about your corrections and write the final version of the texts on a separate piece of paper. Add a picture of the person. (If possible, use a word processor and print a copy per group.)

### Editor's Marks

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

## 5. Publishing

- Exchange copies of your text with the rest of the class. Read about the leaders that inspire your classmates.
- Put all the texts together and create an issue of a magazine. If possible, upload them to the class blog.
- Individually, evaluate your performance throughout the task.

I...

- contributed information and opinions to the task.
- accepted all the ideas with respect.
- shared supportive feedback with my classmates.
- recognized the role that important leaders have played to change history.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	<input type="checkbox"/>
I exceeded the objectives.	<input type="checkbox"/>
Very good.	<input type="checkbox"/>
I met the objectives.	<input type="checkbox"/>
Satisfactory.	<input type="checkbox"/>
I met some of the objectives.	<input type="checkbox"/>

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



**You will...**

- listen to a recording about a modern-day outstanding person.
- identify main ideas and specific information in the recording.
- link ideas.
- give a short report about an outstanding person.

**What for?**

- **OA 1:** To demonstrate comprehension of general ideas in a recording.
- **OA 2:** To identify key words and expressions.
- **OA 3:** To identify type and purpose of a recording.
- **OA 4:** To use strategies to support comprehension.
- **OA 5:** To present information orally.
- **OA 8:** To link ideas using *though*.
- **OA B:** To acknowledge the role and achievements of remarkable people belonging to other cultures.



**Preparing to listen**

1. 👤 Look at the girl in the picture. Use what you know or find information about her to complete the file.

	<b>Name</b>	
	<b>Date/place of birth</b>	
	<b>Education</b>	
	<b>Famous for</b>	
	<b>Awards</b>	

2. 👤 Find and circle / highlight Malala's homeland on the map. Then look for information and answer questions a – c.

- In which continent is Malala's country of origin located?
- Which is (are) the country official religion(s)?
- What do you know about women's rights in this country?



3. 👤 You are going to listen to a famous actress and women's rights advocate. Based on the activities done so far, predict the topic of the recording and two ideas you think she will mention. Take notes of your prediction in the box below.

I think this famous woman will talk about...

\_\_\_\_\_

She will mention:

1. \_\_\_\_\_

2. \_\_\_\_\_

- 33 Listen to the recording. While you listen for the first time, check if the ideas in your list (exercise 3, page 100) were mentioned.
- 33 Listen again (twice). Fill in the missing information in the file.

## LISTENING FILE: A Modern-day Folk Hero

### General information

- Type of recording:

a report    a speech    an interview

- Purpose:

to entertain    to inform    to persuade

### Specific details

- True or false? Write T or F.

- The speaker is talking about a mythological hero.
- Malala fights for all children's right to education.
- Malala began fighting with weapons.

- Number the events in the correct sequence.

- She founded the "Malala Fund".
- She won the Nobel Peace Prize.
- She started giving speeches.
- She was told she could no longer go to school.

- What does the speaker mean? Circle.

- a. "Standing on the sidelines while children risk their lives to learn is not an option".

You **can** / **can't** choose your position on this topic.

- b. "Stand with Malala for girls everywhere".

You **must** / **mustn't** advocate girls' rights.

### Main conclusions

- What does the speaker want from the audience?
- What expressions does the speaker use to convey her message?

### Strategy in mind

- Listening for gist.
- Listening for details.



### Smart listening

- While you listen, focus on the sequence of content words (nouns, adjectives and verbs) that can help you get the big picture.
- When listening for details, ignore anything that does not sound relevant. In this way, you will be able to narrow down your search and get the details you need.

### Think critically

#### Make text-to-text connections

- Have you seen or read other texts about this remarkable girl? Which one?

#### Make text-to-self connections

- Apart from their right to education, what other rights should women around the world advocate?

## After listening

### Work it out! Linking ideas

-  Notice these examples from the recording. Pay special attention to the word in **bold**.
  - She did not pick up a weapon and run to battle; she blogged her story for the BBC, **though**.
  - Malala's shooting did not end the war on girls. Today, more than 60 million girls around the world are still denied the chance to go to school, **though**.
- Read these other examples and answer the questions.
  - **Though** I don't like pizza, I ate half of one today.
  - **Though** the teacher has explained the exercise three times, I still don't understand it.
  - What does the word in **bold** mean in each sentence?
  - Can you notice a difference between the sentences in Point 1 and the ones in Point 2?
  - What word / expression would you use to replace **though** in each sentence?

## Speaking workshop

### Reporting about a remarkable person

 Work in pairs. You will report orally on a remarkable person.

#### 1. Preparing to speak

-  Listen to the extract from the recording. Pay special attention to the expressions in **bold**.

**At 11 years old**, the Taliban told her community that girls could no longer go to school. She did not pick up a weapon and run to battle; she blogged her story for the BBC, **though**. **When that wasn't enough**, she stood up in public and started giving speeches about her right to education.

**One day**, a man boarded a school bus carrying Malala and her friends, asked "Who is Malala?" and shot her in the head. **At only 15 years old**, she was fighting for her life.

**It's well known what happened next**: Malala spent several months recovering from her injuries, continued her campaign to see all girls in school around the world, founded the Malala Fund and became the youngest winner of the Nobel Peace Prize.

-  Work with a partner. Take turns to repeat the extract, imitating the intonation in the model.



- c.  In pairs, choose a remarkable person you would like to talk about and collect information about him / her.
- Organize the information you collected on a timeline.
  - Write a brief paragraph (5 – 6 sentences) about this person's life and his / her main achievements.
  - Link the information using time and sequence expressions (follow or imitate the model in the speech).
  - If possible, include a final message to end the report.

## 2. Practicing

- a.  Take turns to practice reading the report aloud and correct each other's mistakes.

## 3. Performing

Divide the report into two parts and present it to your classmates. If possible, use visual aids to enhance your presentation.

## 4. Evaluating

- a.  After you finish, self-evaluate your performance using the prompts in the list.
- b. Offer feedback and suggestions to each other, focusing on your strengths and making suggestions to improve your weaknesses.

**We...**

- prepared the report carefully.
- used the expressions and the words in the lesson.
- imitated the pronunciation and the intonation in the model.
- corrected each other with respect.
- acknowledge the importance of a remarkable person's actions and legacy.



## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



## You will...

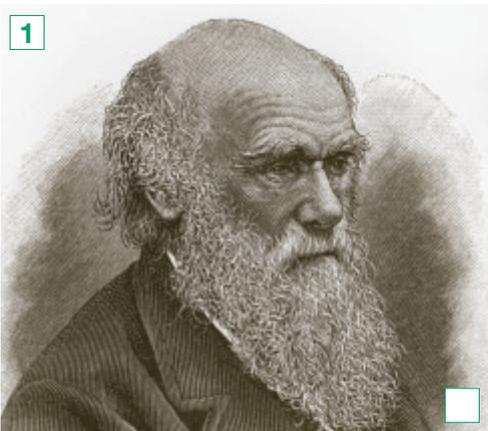
- listen to a recording about remarkable people.
- read an interview.
- use strategies to identify specific information in the text.
- acknowledge the importance of other people's achievements and legacy to our culture.
- make connections with other subjects (History, Geography and Social Science).

## What for?

- **OA 1:** To demonstrate comprehension of general ideas of a recording.
- **OA 7:** To react to texts in oral discussions, by making connections with other subjects.
- **OA 10:** To demonstrate comprehension of an informative text.
- **OA 12:** To use strategies to support comprehension.
- **OA B:** To develop cultural awareness by recognizing the role that people of other cultures played in the development of Chile.

## Preparing to read

1. 35 Look at the people in pictures (1 – 4). Listen and match them with the corresponding piece of information (a – d) in the recording.



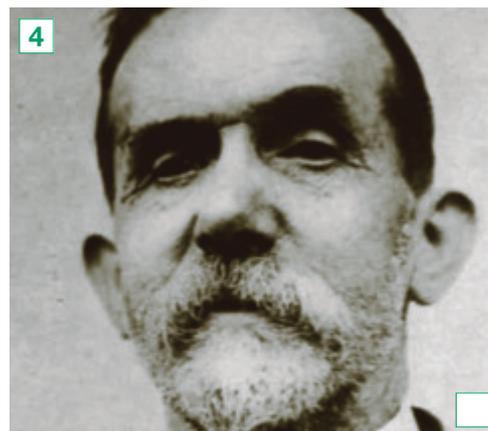
Charles Darwin



Lord Cochrane



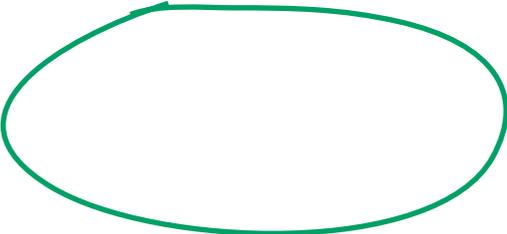
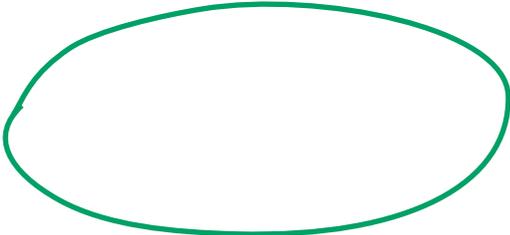
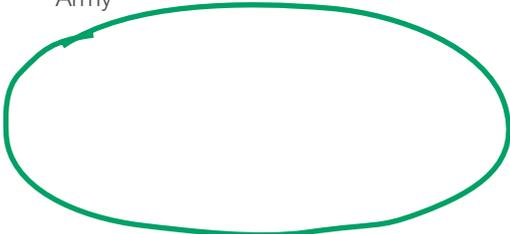
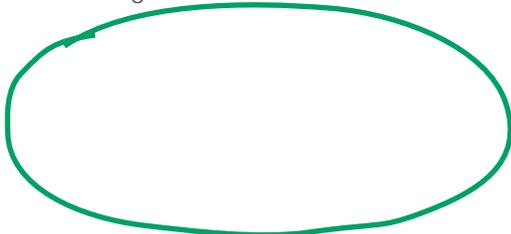
Maria Graham



Thomas Somerscales



2.   Listen again. Write the name of the people in exercise 1 in the corresponding bubble. Can you add names of more remarkable foreigners in Chile?

Science	Literature
	
Army	Painting
	

3.  You will read an interview with William Edmundson, author of *A History of the British Presence in Chile*. Before starting, answer these questions.
- What is the connection between the title of the book and exercises 1 and 2?
  - In your opinion, have British people contributed to the development of Chile? Why? Why not?
4. Take a quick look at the text on pages 106 and 107. Focus on the organization (title, headings, bullet points) and other features (visuals). Then, develop activities a and b:
- Think about what you already know about the topic and then think about other things you would like to learn about it.
  - Write the information in the corresponding column of the table.

What do I know?	What do I want to know?



1. Read the first two questions of the interview. Were your ideas in exercise 3, page 105, correct? Yes? No? Why?
2. Read the complete interview. Do the activities in the Smart Reading section.



### Key words

- eyewitness
- quote
- ponder
- veneer

### Strategy in mind

- **Focusing on text features**  
As you read, pay attention to details such as: photos, bold type, title, subtitle, captions, etc. that may help you understand better.

### Smart reading

1. Read the interview again, carefully. Answer.
  - a. Who is the interviewer?
  - b. Who is the interviewee?
  - c. Who do you think may be interested in a book like this?
  - d. Who said "As naturalist in South America...?"
  - e. Where was the interview published?
  - f. Who is the man in the picture?
2. Identify the main contribution of these people in the development of Chile.
  - Lord Cochrane
  - Charles Darwin
  - Maria Graham

# The mysterious friendship between Britain and Chile



An interview with William Edmundson, author of *A History of the British Presence in Chile*

By James Fowler, *Santiago Times*

In this interview with the *Santiago Times*, Edmundson talks about the history of Anglo-Chilean relations.

Question: What do you think will interest our readers about your book?

**WE:** *This is the first comprehensive and accurate history of the British presence and legacy in Chile; I hope it will be held up as a reference for years to come, for those who are students of Latin America in general and Chile in particular. Readers can see by themselves that this book is really history of Chile.*

**Q:** So you feel the British were an intrinsic part of the development of Chile?

**WE:** *It is remarkable that Britain or British visitors were present at every important turn and twist of*

*Chilean history. The British were, in general, eyewitnesses of events of great importance in Chilean history.*

**Q:** Can you give us some examples?

**WE:** *Well... let's start with the war of independence. The Navy commanders were all British. Look at the naval list: they were all Scottish, Welsh and English names, led by Lord Cochrane, the first admiral. Lord Cochrane arrived in Chile at the end of 1818 and helped organize and lead the Chilean Navy. There were a lot of courageous British soldiers as well.*

**Q:** You also write about Darwin and the importance of Chile in his work...

**WE:** *Darwin spent 17 months in what is now modern-day Chile. His "On the Origin of the Species" begins with the quote "As a naturalist in South America, I was much impressed by the peoples that I met." This is what he met in Chile, nowhere else. The Fuegian aborigines made him ponder on the species of mankind. They helped him realize that culture was just a veneer*

over humanity. He noted by himself that these people's (savages, as he calls them) could adopt manners and customs, and learn other languages.

**Q:** Do you mention any English women?

**WE:** You have the case of Maria Graham. She was the widow of an English captain and lived among Chileans for a whole year. "Journal of a residence in Chile" is a remarkable work that shows her perception of the diverse aspects of the public and private life of Chilean society in the nineteenth century. As a historical source, it is a fundamental document that depicts Chilean life during the first years of Independence.

In 1822, she experienced one of Chile's worst earthquakes in history, and recorded its effects in detail in her book. As this was one of the first

detailed eyewitness accounts by "a learned person" of an earthquake, it was published in London in 1823. Her description started a heated debate in the Geological Society. Her observations were later backed by Charles Darwin, who had observed the same land rising during the earthquake which occurred in Concepcion during his visit in 1835.

In recognition of her services to Chile, as she was one of the first persons to write about Chile in the English language, the Chilean government appointed her "a friend of the nation" in 2008.

**Q:** You speak with a lot of passion about Chile...

**WE:** I love the country. I wandered around yesterday, and everyone I talked to in Santiago was very engaging. Very friendly, but very respectful.



## Your analysis

-  Answer these questions. Use the information in the text and what you learned in other subjects.
  - How did C. Darwin feel when he arrived in Chile? Why?
  - What did he mean when he said "culture is just a veneer over humanity"?
  - Why is this part between quotation marks in the interview?
  - Was M. Graham's report on earthquakes well received in the academic world? Why? Why not?
  - What connection can you identify between Maria Graham and Charles Darwin?
-  Exchange ideas in your group. Discuss your answers in exercise 1.

## Think critically

### Make text-to-world connections

- Have you ever read about these people? When?
- Have you ever read or heard about *Journal of a residence in Chile*? If not, find information about this well-known book on the internet.

### Make text-to-self connections

- In what other areas, do you think, have British people had a remarkable presence in Chile?
- Has this situation happened in other countries in Latin America? Where?

Work it out! Using reflexive pronouns

**ii** Notice these examples from the text. Pay special attention to the words in **bold**.

- Readers can see by **themselves** that this book is really history of Chile.
- He noted by **himself** that these people's (savages, as he calls them) could adopt manners and customs, and learn other languages.

1. Circle the correct alternative to complete the sentences. Check with your partner.

- a. The words in **bold** refer to \_\_\_\_\_ .
  - i. To the people/person who perform (s) the action.
  - ii. To the object which receives the result of the action.
- b. We use these words to show \_\_\_\_\_ .
  - i. that someone did something with help.
  - ii. that someone did something without any help.



Vocabulary in context

1. Read these sentences from the text. Pay special attention to the words in **bold**.

- There were a lot of **courageous** British soldiers as well.
- Journal of a residence in Chile is a **remarkable** work.
- As a historical source, it is a **fundamental** document that depicts Chilean life during the first years of Independence.
- In **recognition** of her services to Chile, the Chilean government appointed her "a friend of the nation" in 2008.

2. **ii** Explain the meaning of the words in **bold** to your partner with your own ideas.
3. Find one or two synonyms to replace the words in **bold** in each sentence. Compare with your partner.
4. Write four sentences including the words in **bold** in point 1. Make sure you use them in the same context.

Writing workshop

Writing about a foreigner's experience in Chile

You will find information about a remarkable foreigner and his / her experiences in Chile.

1. Organizing ideas

- a. Find information about foreign people who made important contributions to the country. You may visit these links:  
<http://www.memoriachilena.cl/602/w3-article-98123.html>  
<http://www.memoriachilena.cl/602/w3-article-3316.html>
- b. Choose one person. Take some biographical notes about his / her life and organize them in chronological order. You can use a time line or any other graphic organizer you prefer.
- c. Take notes of the contribution or role that this person played in Chilean history.

## 2. Drafting

Write a short biographical report about the remarkable foreign person you chose. Use the information you collected and the models in the text on pages 106 – 107.

Begin writing simple sentences and then put them into a paragraph, adding some connectors. Remember to include information about this person's contribution to Chilean life.

## 3. Revising

Revise the paragraph you wrote making sure that you have:

- narrated the events in the chronological order.
- used sequence connectors to link the ideas.
- included details about this person's area of expertise and main contributions.

## 4. Editing

Check for grammar, spelling and punctuation mistakes. Use the Editor's Marks in the box.

### Editor's Marks

 Capital letter / Lowercase

 Punctuation

 Add a word

 Check spelling

 Change place

## 5. Publishing

Write a final copy of your report exchange it with a partner.

Peer-evaluate your work following the prompts in the box.



### My partner...

- provided information as indicated in the instructions.
- presented the information in the chronological order.
- used sequence markers to link the ideas.
- included details about the person's life.
- recognize the important role and contributions of foreign people in Chile.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?

### You will...

- read two texts about a remarkable woman.
- identify differences between fiction and non-fiction texts.
- compare the information in both types of texts.
- recognize a remarkable woman's legacy.

### What for?

- **OA 9:** To read fiction and non-fiction texts independently.
- **OA 10:** To demonstrate comprehension of a non-fiction text.
- **OA 11:** To demonstrate comprehension of a fiction text.
- **OA 7:** To react to texts by discussing their main features.
- **OA B:** To develop cultural awareness and recognize the contribution that remarkable people have made to society.

1.  In your group, read these short texts. Make some comments about the differences you can see.

Wangari Maathai was the first African woman to win the Nobel Peace Prize. That was in 2004.

Wangari was born on April 1, 1940, in Nyeri, Kenya. At that time, girls from rural Kenya rarely received an education, but Wangari studied in the United States and in Germany. When she returned to Kenya, she worked in veterinary medicine at the University of Nairobi and became the first woman in central or eastern Africa to earn a PhD.

She taught at the university and became the head of the veterinary medicine faculty. No woman had headed any department at any university in Kenya before.

Wangari's study of animals and nature made her a leader in the fields of ecology, sustainable development, natural resources and wildlife. In 1976, she started the Green Belt Movement, a national organization to combat deforestation in Kenya. In 2002 the people of Kenya elected her to their parliament. Two years later she was awarded the Nobel Peace Prize.

In 1976 Wangari Maathai introduced the idea of planting trees for peace to Kenyan citizens. Since then, the Green Belt Movement has planted more than thirty million trees in Kenya and in other countries of Africa. The trees prevent soil erosion, filter water and air, and provide firewood and food. The work has been done primarily by village women, who are reclaiming their rights and responsibilities as keepers of the earth and caretakers of its future.

Wangari Maathai died on September 25, 2011, in Nairobi, Kenya.



# Mama Miti (mother of trees)

(Extract)

When Wangari grew up, she worked in the city, but she always remembered her roots. She planted trees in her backyard and sat under them to refresh her body and spirit.

One day, a poor woman came from the western valley to see the wise Wangari. Her children peeked out from behind her at the smiling woman in bright blue cloth with squiggles all through it, like tadpoles in a pool.

"I have too little food to feed my family", said the poor woman. "There is no longer a job for me in the timber mill, and I have no other skills. What can I do?"

Wangari took the woman's hands and turned them over. She took the children's hands, one by one. "These are strong hands. Here are some seeds of the mubiru muiuru tree. Plant them. Plant as many as you can. Eat the berries."

The woman and her children returned home and planted trees with their strong hands, one by one.

In the years to come, when flowering season was over, the family ate the shiny round fruits.

They shared with their neighbors, who carried home some seeds, planted them, and grew their own mubiru muiuru trees.

Adapted from: Napoli, D.J. (2010) *Mama Miti: Wangari Maathai and the Trees of Kenya*. New York: Simon & Schuster/Paula Wiseman Books

**Glossary:** Peek out (v.): to be just visible. Squiggles (n.): lines drawn or written in a careless way, with twists and curls in them. Tadpoles (n.): the larvae of frogs and toads, living in water, having internal gills and a tail. Mill (n.): a small machine for grinding a substance into powder. Mubiru muiuru (N.): African word, a small tree with edible berries.



## 2. Read the texts above. Then, complete the files comparing the information in both texts.

Which text has these elements? _____	Which text has these elements? _____
Interesting	Introduction, body, conclusion
Details	
Character	Details
Setting	Title and author
Beginning, middle, end	Important facts
Problem and solution	Information
Title and author	

## 3. Discuss these questions.

- How are these texts similar / different?
- How can you identify a fiction text from a non-fiction text?





## Entry slip

Read what you will do in each lesson (p. 112 - 127) and answer the questions in the slip before you start.

### Questions

1. What is new to you?
2. What is useful to you? Why?
3. What interests you most? Why?

### Answers

- 1.
- 2.
- 3.

## How ready are you?

1. Have a look at the pictures. Discuss with your partner what you see in them.



2. Join another pair and answer these questions. Exchange ideas with your classmates.

- a. What do the people in the pictures in exercise 1 have in common?
- b. Do you think that all the people that make remarkable actions are famous or recognized?
- c. How many unknown remarkable people do you know? Who are they?



3. Use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates. <input type="checkbox"/>	I am quite ready to start. I think I may make a few mistakes. <input type="checkbox"/>	I am barely ready to start. I think I need some help. <input type="checkbox"/>	I am not ready to start. I definitely need help. <input type="checkbox"/>
--	---	---	--



**You will...**

- listen to a recording about unknown outstanding people.
- identify relevant and specific information.
- ask and answer questions.
- acknowledge the role and legacy of unknown outstanding people.
- obtain information using technology.

**What for?**

- **OA 1:** To demonstrate comprehension of main ideas and specific information in a recording.
- **OA 2:** To identify and pronounce sounds / ʒ/ and /dʒ /
- **OA 3:** To identify type and purpose of the recording.
- **OA 4:** To use different strategies to support comprehension.
- **OA 5:** To present information orally.
- **OA 6:** To participate in oral exchanges.
- **OA B:** To recognize and acknowledge the role and legacy of unknown people.
- **OA E:** To use information technologies effectively and responsibly when looking for information.

**Preparing to listen**

1. Read the title of this lesson and answer the questions with your partner.
  - a. What do you think the title means? Explain it with your own words.
  - b. Look up the word “unsung” in the dictionary and confirm or correct your ideas.



2. Have a look at the pictures (1- 4) and read the names of the people. Use the Internet to find information about them and complete the file below.



Eugene Lazowski



Alice Catherine Evans



Mary Anning



Lincoln Beachey

Name	Date of birth / death	Nationality	Profession

3. You will listen to a recording about the people in exercise 2. Before starting, anticipate the content, taking some notes of five pieces of information that you think will be mentioned.

1. Listen to the recording. As you listen, check your predictions in exercise 3, page 113.
2. Listen to the recording again (twice). Focus on the parts of the recording that are relevant and complete the missing information in the file.

## LISTENING FILE: Unsung heroes

### General information

- Type of recording:  
 a radio program    a lecture    an advertisement
- Number of women/men mentioned.  
 outstanding men and    outstanding women

### Specific details

- Match the people and their achievements.

a. Eugene Lazowski	___ Advocated an important process.
b. Alice Catherine Evans	___ Made an important discovery.
c. Lincoln Beachey	___ Saved a lot of lives.
d. Mary Anning	___ Set a large number of records.

- Answer.
  - a. How did Dr. Lazowski save the Jews' lives?
  - b. When was Alice Evans' work taken seriously?
  - c. What was Lincoln's Beachey first job?
  - d. How did Mary Anning become a renowned paleontologist?

### Main conclusions

- According to the content in the recording and your own judgment, are these people outstanding? Complete the chart.

Name	Yes/No	Why? / Why not?
Eugene Lazowski		
Alice Catherine Evans		
Lincoln Beachey		
Mary Anning		

### Strategy in mind

- Set a purpose for listening.
- Taking notes.



### Smart listening

- **Before listening**, focus on your purpose before listening to the recording (validate your previous ideas).
- **While listening**, pay attention to the parts of the recording that are relevant and take notes.

### Think critically

#### Make text-to-world connections

- Do you know any *unsung heroes*? Who is (was) he/she?
- Why is he/she an *unsung hero*?

#### Make text-to-self connections

- In your opinion, what makes someone a "hero"?

## After listening

### Work it out! Connecting ideas

1. Read these sentences from the recording. Pay special attention to the highlighted words.
  - This allowed them to test positive for typhus **despite** being healthy.
  - Alice Catherine Evans was a microbiologist who championed the pasteurization of milk, **thus** saving countless lives.
  - He pioneered aviation stunts and set a large number of records; **yet** he remains practically unknown today.
  - **Even though** it was very difficult for a woman to fully participate in the scientific community of 19<sup>th</sup>-century Britain, she became a renowned fossil-hunter.
2. Choose an alternative (a – d) to replace each highlighted word in the sentences above.
  - a. however
  - b. although
  - c. regardless of
  - d. consequently
3. In your notebook, write 4 new sentences using the words in exercise 1. Check with your teacher. Then, practice them with your partner.



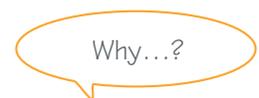
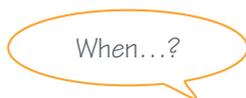
## Speaking workshop

### Playing a role

 Work in groups of four to six. You will ask and answer questions in order to identify a character.

#### 1. Preparing to speak

- a.  36 Listen to the recording again. Individually, choose one of the characters and take notes of the most relevant information related to him/her (don't tell your choice to your classmates).
- b. What other things would you like to report about the character you chose? If possible, find additional information about him/her. Be prepared to answer your classmates' questions.
- c. Think and write a set of questions to ask about your classmates' characters. Use the question words in the bubbles as a guide.



#### 2. Practicing

- a.  37 Listen and repeat these lists of words. Pay special attention to the pronunciation of the parts in color.

measured leisure treasure pleasure

judgment jews inject contagious large

b.  37 Listen to the recording. Pay attention to the intonation and pronunciation.

**A:** Why are you considered an unsung hero?

**B:** I saved a lot of people during the Holocaust.

**A:** How did you do that?

**B:** I injected dead typhus cells into them.

**A:** Why did this save people?

**B:** Because the Germans were afraid and didn't send them to the concentration camps.



### 3. Performing

 In your group, ask your classmates the questions you wrote in point 1, c. Answer their questions, playing the role of the character you chose.

### 4. Evaluating

Use the prompts in the box to evaluate the group's performance. Give honest answers focused on your strengths, but remember to agree on a set of remedial actions for the areas you need to improve.

#### Our group...

- searched for information to answer the questions.
- practiced the questions and followed the model.
- used correct pronunciation and intonation.
- used reliable sources to find information.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

#### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

#### What difficulties do I anticipate for next lesson?

#### How can I overcome those difficulties?



**You will...**

- read an article about a group of brave women.
- ask and answer questions.
- study and use the indirect speech.

**What for?**

- **OA 10:** To demonstrate comprehension of an informative text.
- **OA 5:** To present information orally, pronouncing the sound /3/ appropriately.
- **OA 8:** To report what other people said.
- **OA B:** To recognize the role and legacy of a brave group of women.

**Preparing to read**

1. Look at these pictures of old newspapers. Answer the questions with your partner.



**THE MANCHESTER GUARDIAN**

11 June 1913

**First Martyr for votes for women!**

Emily Wilding Davison, the militant suffragist who stepped out in front of the King's horse on 4 June 1913, died from her injuries four days later.

**The Suffragette Gazette**

27 June 1912

**Mrs. Pankhurst goes on hunger strike**



10 November, 1918

**Daily News**

**Woman's act is passed**

First Qualification of Women Act is passed in the House of Commons allowing women to vote.

- What do the headlines refer to?
  - Who were Emily Davison and Emmeline Pankhurst?
  - Who were the *suffragettes*? What was this group's main achievement?
2. In groups, compare and discuss your answers.
3. Go to page 118 and read the title of the article. Based on what you have learned about the suffragette movement, what are the lessons that these women can teach us today? Take some notes.

1. Read the article quickly. Were your ideas in exercise 3, p. 117 mentioned?
2. Read the text again, this time more carefully. Complete the activities in the Smart reading section.

### Key words

- squeeze
- grab
- wreath
- grant
- conceivable
- outrage
- effectual

### Strategy in mind

- Making predictions.
- Identifying specific information.

### Smart reading

1. Find the following information in the article and write it in your notebook.
  - a. Event that Emily Davison attended.
  - b. Name of the king's horse.
  - c. E. Davison's injuries.
  - d. Year in which women's vote was granted.
  - e. Newspaper that published a letter.
2. Answer.
  - a. Who gave a report of E. Davison's accident?
    - i. A spectator of the event.
    - ii. One of the suffragettes.
  - b. Who spoke to the audience at the commemorative ceremony?
    - i. Not mentioned.
    - ii. One of E. Davison's descendants.

## Inspiring lessons that suffragettes can teach women today

*A century after the death of Emily Davison at the Epsom Derby, the movement that gave votes to women still has much to teach those continuing to fight for equality.*

By Kira Cochrane

On 4<sup>th</sup> June 1913, Emily Wilding Davison traveled to Epsom Downs to watch the Derby, carrying two suffrage flags – one rolled tight in her hand, the other wrapped around her body, hidden beneath her coat. She waited at Tattenham Corner as the horses streamed past, then **squeezed** through the railings and made an apparent **grab** for the reins of the king's horse, Anmer. In the Manchester Guardian the next day, an eyewitness reported: "The horse fell on the woman and kicked out furiously".

Davison suffered a fractured skull and internal bleeding; she died four days later. Thousands of suffragettes turned out on the London streets dressed in white, bearing laurel **wreaths** for her funeral. A century after, at the commemorative ceremony of this tragic event, one of the speakers declared: "She died for women; what can today's women learn from the suffragettes?"

The Suffragettes wanted the right for women to vote. They were members of women's organizations in the late-19th and early-20th centuries which advocated the extension of the "franchise", or the right to vote in public elections, to women.

There has always been speculation about Davison's intentions. The return train ticket she was carrying, for instance, offered evidence that





she didn't mean to die. But there's no doubt she was prepared to make dangerous sacrifices for women's rights. She had been imprisoned repeatedly for her suffrage work, had gone on hunger strike and been force-fed numerous times.

After Davison's death, the suffragettes kept going. Despite the opposition and immediate consequences, the campaigners kept up the pressure, re-energizing their fight and passing the baton from woman to woman. They were finally **granted** the vote on the same terms as men in 1928.

Davison's bravery was extraordinary. A hundred years later, vote for women has been won in most countries – though not all – but the feminist revolution

continues. Nowadays, campaigners worldwide fight for equal political representation, freedom from sexual violence, control over their own bodies, and – ultimately – for that most basic, yet radical, demand: for women to be treated as human beings.

The suffrage fight suggests women need to be represented by those who refuse to see any **conceivable** option but victory, women like the one who wrote to the Daily Telegraph in 1913: "Sir, everyone seems to agree upon the necessity of putting a stop to Suffragist **outrages**; but no one seems certain how to do so. There are two, and only two, ways in which this can be done. Both will be **effectual**. 1. Kill every woman in the United Kingdom. 2. Give women the vote. Yours truly, Bertha Brewster."

**Source:** Cochrane, K. (2013) *Nine inspiring lessons the suffragettes can teach feminists today*. Retrieved from: <https://www.theguardian.com/world/2013/may/29/nine-lessons-suffragettes-feminists>

### Your analysis

- What can be interpreted from Bertha Brewster's words? Discuss with your class.



### Think critically

#### Make text-to-world connections

- Who were the women that fought for the same cause in Chile? Find the name of three of them.

#### Make text-to-self connections

- What lessons can these women teach you?

Work it out! Reporting what other people say

1.  Analyze these pairs of sentences.
  - a. i. In the Manchester Guardian the next day, an eyewitness reported: "The horse fell on the woman and kicked out furiously".
  - ii. At the commemorative ceremony of this tragic event, one of the speakers declared: "She died for women; what can today's women learn from the suffragettes?"
  - b. i. In the Manchester Guardian the next day, an eyewitness reported that the horse had fallen on the woman and had kicked out furiously.
  - ii. At the commemorative ceremony of this tragic event, one of the speakers declared that E. Davison had died for women and asked what women could learn from the suffragettes.

2.  Answer.
  - a. What is the writer referring to in the first pair of sentences?
    - i. To what she said.
    - ii. To what someone else said.
  - b. What are the sentences in the second pair referring to?
  - c. What changes have been made in the second pair?



3. Analyze and study the changes in these sentences.

Direct Speech	Reported Speech
He said: "I go to school every day."	He said (that) he went to school every day.
He said: "I went to school every day."	He said (that) he had gone to school every day.
He said: "I have gone to school every day."	He said (that) he had gone to school every day.
He said: "I am going to school every day."	He said (that) he was going to school every day.
He said: "I will go to school every day."	He said (that) he would go to school every day.

4.  Complete.
  - a. When someone is **quoting** what another person said, he / she uses the \_\_\_\_\_ speech, introducing the exact words between \_\_\_\_\_.
  - b. When someone is **reporting** what another person said, he/she uses the \_\_\_\_\_ speech, introducing the report with: (someone) said/asked/told that...
  - c. Generally, when the original sentence is expressed in the Present Simple, it is reported in the \_\_\_\_\_; when it is expressed in the Past Simple, it is reported in the \_\_\_\_\_ tense.

Speaking workshop

Reporting what people said

 Work in pairs. You will take turns to ask and answer questions reporting what other people said.

1. Preparing to speak

- a.  Listen and repeat these lists of words. Pay special attention to the pronunciation of the parts in bold.

i. election **extension** intention opposition  
organization **representation** speculation

ii. **decision** equation invasion  
occasion **television** vision

2  Listen to the recording. Repeat the phrases paying special attention to intonation.



### 3. Practicing

- a. Individually, practice reporting what the article says. Make sure you make all the necessary changes in each sentence.
  - i. “The Suffragettes wanted the right for women to vote.”
  - ii. “There has always been speculation about Davison’s intentions.”
  - iii. “Davidson’s bravery was extraordinary.”
- b. Remember what a friend /a member of your family said yesterday and report two other examples of your own. Write them on your notebook.

### 4. Performing

 Report what the people said to your partner.

### 5. Evaluating

 After you finish, use the prompts in the box to peer-evaluate your performance (Yes: ✓; No: ✗).

**My partner...**

made the necessary changes in the sentences.

used what we learned in the lesson.

followed the model of intonation and pronunciation.

could report what other people said.



## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

#### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

#### What difficulties do I anticipate for next lesson?

#### How can I overcome those difficulties?



### You will...

- listen to an interview.
- match speakers and speech.
- identify relevant and specific information.
- report about a remarkable initiative.
- make connections with other subjects (History, Geography and Social Science).

### What for?

- **OA 1:** To demonstrate comprehension of general and specific information in a recording.
- **OA 3:** To identify type, purpose and main ideas related with an economic issue.
- **OA 4:** To use different strategies to support comprehension.
- **OA 14:** To write a summary following the steps of the writing process.
- **OA 15:** To write a text using correct grammar, punctuation and spelling.
- **OA 16:** To inform what other people say.
- **OA E:** To use communication technologies responsibly and effectively, acknowledging sources of information and respecting people's privacy.

## Preparing to listen

1. Work in groups. Find information, on the web, about Muhammad Yunus and complete the chart below.

	<b>Name / Nationality</b>	
	<b>Profession</b>	
	<b>Education background</b>	
	<b>Main achievements</b>	

2. / Answer these questions. Compare answers with another pair.
- Do you know what the Grameen Bank is? If not, find some information on the web.
  - Why is it called “the bank of the poor”?
  - How has the bank’s initiative changed the lives of poor people?
  - In your opinion, why did Prof. Yunus and the Grameen Bank won the Nobel Peace Prize?



3. You will listen to an interview to Professor M. Yunus. Tick (✓) the ideas that you think are true.
- \_\_\_ The Nobel Peace Prize is the only peace prize he has got.
  - \_\_\_ Poverty is a threat to a country's peace.
  - \_\_\_ The Grameen Bank credits are exclusively for women.
  - \_\_\_ Prof. Yunus thinks poverty belongs to human essence.
  - \_\_\_ Poor people need charity.

1. 40 Listen to the recording once. Confirm or correct your ideas in exercise 3, page 122.
2. 40 Listen to the recording again (twice). Fill in the missing information in the file.

## LISTENING FILE: A defender of peace

### ■ General information

- Type of interview:
- Purpose:

### ■ Specific details

- Who says it? Write **I** (interviewer) or **PY** (Professor Yunus).
  - : Poverty is a threat to the peace.
  - : The microcredits have often been used for women.
  - : The prize brought greatly increased publicity for the bank's work.
  - : Charity is no solution to poverty.
- Complete.
  - Prof. Yunus won the Nobel Prize in .
  - may be an intrusion into a  life.
  - take good care of their children as their income .
  - in the world is an  creation.
  - We must give  to  people.

### ■ Main conclusions

- How has Prof. Yunus and the Grameen Bank...
  - affected poor people's life?
  - empowered women?
  - changed the traditional view of doing businesses?

### Strategy in mind

- Making/confirming predictions.
- Using background knowledge.

### Smart listening

- While you listen, revise your predictions and confirm or correct your ideas.
- Remember what you know about the topic.

### Think critically

#### Make text-to-world connections

- What examples of this initiative can you mention in your neighborhood / city / Chile?
- In what way are "poverty" and "access to credit" related?

#### Make text-to-self connections

- What do you think about Prof. Yunus' initiative?
- What aspects would you change or improve?

## After listening

### Work it out! Reporting what people say (continued)

-  Read these sentences. Write DS (direct speech) or RS (reported speech).
  - \_\_\_ MG: "First of all, welcome to this interview."
  - \_\_\_ Prof. Yunus said poverty was a threat to peace.
  - \_\_\_ Prof. Yunus: "Our objective is to help the family to get out of poverty."
  - \_\_\_ Marta Grehsel thanked Prof. Yunus for speaking to her.
-  Answer.
  - How did you identify DS and RS?
  - What textual features are used to show DS?
  - How can you report what Marta Grehsel and Prof. Yunus said?

## Writing workshop

### Writing a summary of an interview

 In pairs, you will summarize the main ideas in the interview.

#### 1. Organizing ideas

-  40 Organize the main information in the interview into a diagram. You may listen to the recording again (if necessary) and use the headings in the boxes below.

Speakers

Main topic

Important ideas

Final message / conclusion

#### 2. Drafting

- Write complete sentences reporting what each person said in the interview. Remember to make all the necessary changes as a result of the use of the Reported Speech.

Use the verbs in the boxes to introduce the ideas.

ask

answer

inquire

inform

tell

say

call

think

hope

- Organize the sentences in paragraphs and decide the topics you will cover in each of them.
- Write a final sentence giving your personal opinion about Prof. Yunus' initiative, expressing the reason why you think it is / isn't a good idea.



### 3. Revising

- a. Revise the summary you have just written. Remember these points:
- Keep it simple; try to convey the main ideas that were expressed in the interview.
  - Be careful when using the Reported Speech. Remember to use the past tense to introduce the ideas.
  - Avoid repeating the same verb to report the content. Find other examples of reporting verbs.
  - Check the order and coherence of ideas and make sure they make sense.

### 4. Editing

Proofread the summary of the interview using the Editor's Marks in the box.

#### Editor's Marks

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

### 5. Publishing

Divide the text you wrote into two parts, one per student. Take turns to read the summary aloud to your classmates.

When you finish, evaluate your work following the points in the box. Give honest answers and focus on your strengths, but remember to suggest remedial actions for the areas you need to improve.

**We...**

- organized the information in a diagram.
- discussed the structure of the summary.
- used a variety of verbs.
- paid special attention when using Reported Speech.
- checked grammar, spelling and punctuation.
- included our personal opinion about the initiative.



### Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

#### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

#### What difficulties do I anticipate for next lesson?

#### How can I overcome those difficulties?



**You will...**

- read a piece of news.
- learn about an important prize.
- answer questions.
- make connections with other subject (Science).

**What for?**

- **OA 9:** To read and demonstrate comprehension of texts about other subjects.
- **OA 7:** To react to the text by making connections with other subjects.
- **OA 8:** To report what other people say.
- **OA B:** To develop cultural awareness, recognizing the role that women have played in the scientific development.

**1. Read the article and answer the questions.**

- What is the main purpose of this important prize? \_\_\_\_\_  
\_\_\_\_\_
- What is the connection between the 2017 Edition and Chile?  
\_\_\_\_\_
- Where are the awarded women from? \_\_\_\_\_  
\_\_\_\_\_
- How much does each scientist receive? What for? \_\_\_\_\_  
\_\_\_\_\_
- Why did Maria Teresa Ruiz receive this award? \_\_\_\_\_  
\_\_\_\_\_

**2. Read the article again. Complete these sentences reporting what was said at the ceremony.**

- Irina Bokova said that \_\_\_\_\_  
\_\_\_\_\_
- Jean-Paul Agon declared that \_\_\_\_\_  
\_\_\_\_\_

**3.  Form groups of 3 – 4 students. Compare your answers and exchange ideas.**

*150 years after Marie Curie's birth, only 28% of researchers are women and only 3% of Scientific Nobel Prizes are awarded to them.*



- What do you think about the prize?
- Do you think it is a real contribution to this problem? Why? Why not?
- What are the reasons for this situation?

# The 2017 L'Oréal-UNESCO For Women in Science Awards

150 years after Marie Curie's birth, only 28% of researchers are women and only 3% of Scientific Nobel Prizes are awarded to them. That is why, for the past 19 years, the L'Oréal-UNESCO For Women in Science program has worked to honor and accompany women researchers at key moments in their careers. Since the program began, it has supported more than 2,700 young women from 115 countries and celebrated 97 Laureates, at the peak of their careers, including professors Elizabeth H. Blackburn and Ada Yonath, who went on to win a Nobel Prize.

The Awards are presented every year to five women, one from each world region (Africa and the Arab States, Asia-Pacific, Europe, Latin America and North America). Each scientist has had a unique career path combining exceptional talent, a deep commitment to her profession and remarkable courage in a field still largely dominated by men.

The 2017 edition of this award celebrated 5 eminent women scientists and their excellence, creativity and intelligence. Each woman received an award of 100,000€ to commend their scientific contributions in the fields of quantum physics, physical sciences and astrophysics.

The ceremony was opened by a message from Irina Bokova, Director-General of UNESCO.

"This is really a call to action, for every girl and every woman to be empowered at every level – in learning, in research, in administration and in teaching, across all scientific fields. Each laureate shows us that humanity as a whole cannot



prosper with only 50% of its creative genius – this is not right, and it's not smart either (...)", said Irina Bokova in her message.

These 5 exceptional women are each contributing in their own way to change the world for the better. From Latin America, Professor Maria Teresa Ruiz from Chile was awarded. She is a Professor of the Department of Astronomy, at Universidad de Chile. She received the award in Astrophysics, for her contributions to the study of a variety of faint celestial objects hidden in the darkness of the universe.

Jean-Paul Agon, Chairman of the L'Oréal Foundation, highlighted the power of these women scientists in his opening speech: "Only a shared, controlled science, at the service of the world's population, is able to meet the major challenges of the twenty-first century, and our researchers are the proof. They are the ones that give science all its greatness".



## Learning about outstanding people

### I Preparation

-  Work in groups of four.
- Read the instructions in the Procedure section. Then fill in the information in the file.
- According to your strengths and weaknesses, elaborate an action plan for the project. Before you start, read the rubric carefully so that you know, in advance, the areas that will be evaluated.

### PROJECT 1 PREPARATION FILE

■ Task  Due date

○ ■ Sources of information

■ Areas of curriculum involved

■ Member:  Task:

■ Member:  Task:

■ Member:  Task:

○ ■ Materials



## II Procedure

1. In your group, choose one outstanding person that made an important contribution to society (it could be from any area or field: History, Science, Politics, Economy, Arts, Sports, etc.)
2. As a group, visit three websites related to the person you chose and write five or six questions to be answered with the information in the sites. (Remember to take notes of the sources).
3. Go over two or three more sites and design a motivating activity to be solved with the information from the sites (such as: a timeline, a short illustrated biography, a comic, etc.)
4. Create a final engaging activity to consolidate and synthesize all the information about the outstanding person (such as: a crossword puzzle, a soup letter, a maze, etc.)
5. Put all the activities you designed and the sources of information you collected and elaborate a webquest. Make a copy of the webquest.

## III Presentation

Join another group and exchange the handouts of the webquest . Then, do the activities designed by the other group.

## IV Evaluation

After you have finished the task, reflect on your work and evaluate the group's performance (when elaborating and doing the quests) according to the following scale:

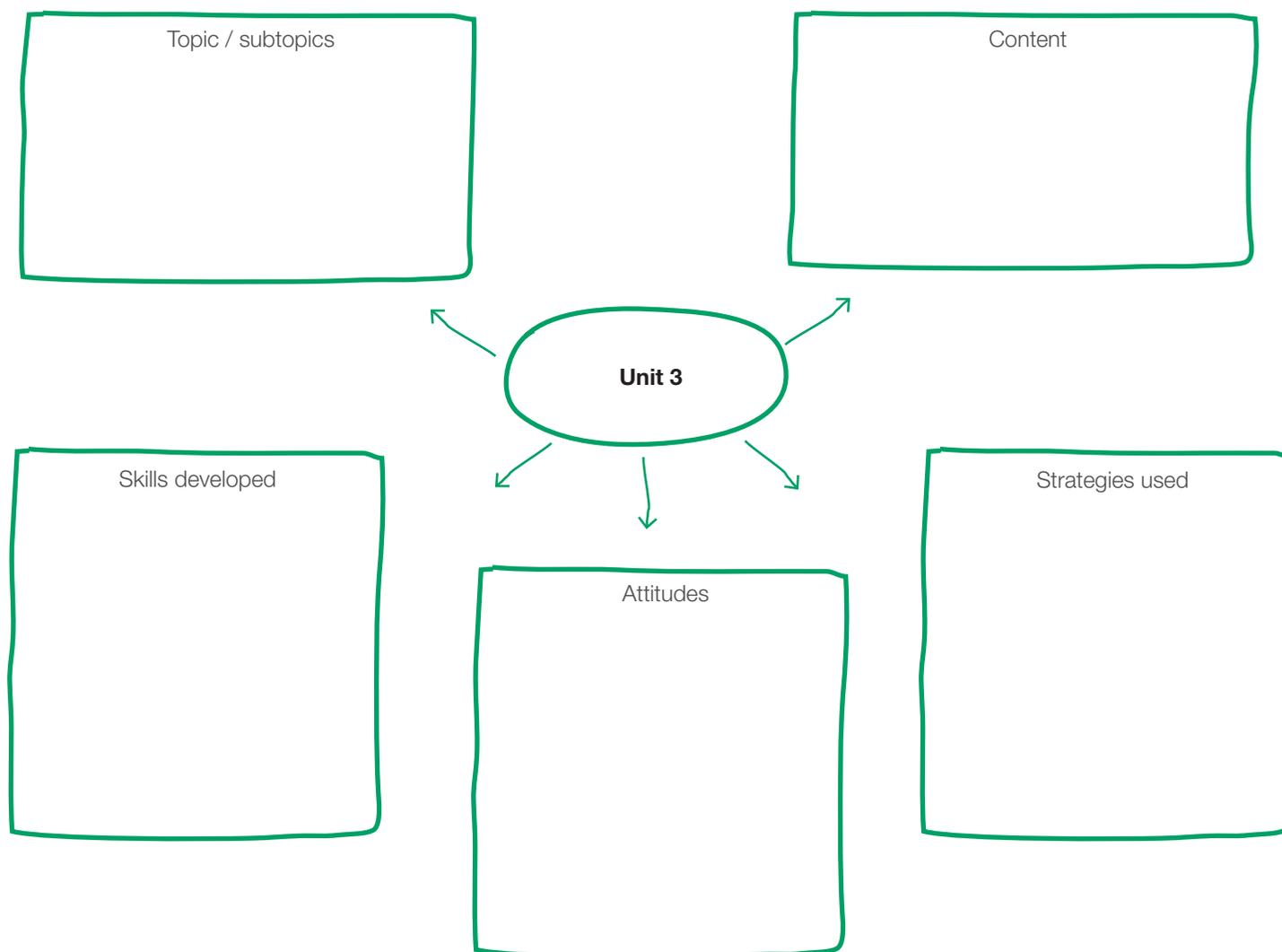
4 = Excellent! / 3 = Good / 2 = Satisfactory / 1 = Needs improvement

The group...	Score
had a positive attitude towards the chosen task.	
worked collaboratively and responsibly towards the common goal.	
completed the assigned work on time.	
presented all the information required.	
acknowledged the sources of information properly.	
followed the instructions carefully and used what we know from other subjects.	
developed awareness of the importance of using technology safely and efficiently, and consulting reliable sources in order to obtain information.	

# UNIT SYNTHESIS



1. Now that you have completed Unit 3, check what you knew and how you felt before starting each module.
2. Identify the main topics, skills, contents and attitudes you developed in the unit and complete the chart. Compare it with your partner's chart expanding, correcting and adding new information and using what you learned along the unit.



3.  In pairs, reflect on how you think you will apply what you learned in the unit. Share your comments with your classmates.



# FINAL REFLECTION



1. Use markers: A= always, S= sometimes, N= never to evaluate your performance in the unit.

Area to evaluate	Evaluation	
<b>Taking control of the learning process</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I set goals and met them.	<input type="checkbox"/>	<input type="checkbox"/>
• I stayed on task and completed additional language activities.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supporting classmates</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I tried to help my classmates when they struggled or hesitated.	<input type="checkbox"/>	<input type="checkbox"/>
• I showed consideration and respect for myself and others.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understanding directions</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I engaged in activities quickly and by myself.	<input type="checkbox"/>	<input type="checkbox"/>
• I watched and listened attentively to get instructions.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I incorporated past and new vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>
• I asked the teacher to explain words I did not understand.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I followed models when I did writing tasks.	<input type="checkbox"/>	<input type="checkbox"/>
• I checked my spelling and grammar.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I could give small oral presentations on the topic of the lessons.	<input type="checkbox"/>	<input type="checkbox"/>
• I could engage in short dialogues imitating a model.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comprehension (reading / listening)</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I demonstrated comprehension of main ideas and supporting information in the texts I read or listened to.	<input type="checkbox"/>	<input type="checkbox"/>
• I focused on using appropriate or suggested strategies.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Critical thinking</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• My answers included supporting evidence from the text / lesson.	<input type="checkbox"/>	<input type="checkbox"/>
• I justified and explained my opinions.	<input type="checkbox"/>	<input type="checkbox"/>
• I related content to personal experiences.	<input type="checkbox"/>	<input type="checkbox"/>

2. Ask your teacher or a partner to assess your performance. Complete the column *My teacher's/partner's view*. Then, discuss your reflections in your group.

3. In your group, comment on the things you can do to improve your weak points in the future.



***“Climate change is destroying our path to sustainability. Ours is a world of looming challenges and increasingly limited resources. Sustainable development offers the best chance to adjust our course.”***

***Ban Ki-moon***



### In this unit you will...

- read and listen to texts about sustainable development, its advantages and consequences.
- express ideas and opinions using words and expressions related to the topic of the unit.
- practice pronunciation of initial sounds /sp/ and /st/, accentuation of compound words, link ideas and, talk about hypothetical situations.
- make connections with other subjects.

### You will also...

- show interest for on-going and independent learning.
- work responsibly and collaboratively towards a common goal.
- use information and communications technology effectively and responsibly.
- demonstrate respect for everybody's ideas and opinions.

### What for?

- To demonstrate comprehension of main ideas and specific information, in oral and written texts, about sustainable development and alternative sources of energy.
- To develop communicative skills and strategies in order to express ideas about the topic of the unit.
- To support comprehension by making connections with other subjects of the curriculum.

### Picturing the unit

1.  Look at the pictures on page 132 and discuss these questions. Then, exchange opinions with other classmates.
  - a. What's the impact of human beings on the environment?
  - b. Can we really stop climate change? How? If not, why not?
  - c. What planet are we leaving to our future generations?



### Over to you

Read the list of objectives for this unit. Then tick (✓) and answer briefly, using the questions as a guide.

<ul style="list-style-type: none"> <li>• How important are the objectives to your own life?</li> </ul>	Very important <input type="checkbox"/> Important <input type="checkbox"/>	Not so important <input type="checkbox"/> Not important at all <input type="checkbox"/>
Why:		
<ul style="list-style-type: none"> <li>• How important are other people's lives and actions when making your own decisions?</li> </ul>	Very important <input type="checkbox"/> Important <input type="checkbox"/>	Not so important <input type="checkbox"/> Not important at all <input type="checkbox"/>
Why:		
<ul style="list-style-type: none"> <li>• How important do you think is to have role models or "leaders" of any kind?</li> </ul>	Very important <input type="checkbox"/> Important <input type="checkbox"/>	Not so important <input type="checkbox"/> Not important at all <input type="checkbox"/>
Why:		

## Setting objectives

1.  42 Listen to some Chilean students talking about their personal motivation to learn English. Then, read the list of learning objectives on page 133 and answer questions a - c individually.
  - a. What are your personal learning goals for this unit? Why?
  - b. Which ones do you think are the easiest to achieve? Why?
  - c. Which ones do you think are the most difficult to accomplish? Why?
  
2.  43 Listen to how these students are planning to reach their goal. Identify the strategies they will use and the difficulties they anticipate.
  
3. Which are your specific goals for this unit? Draw up a learning plan for Unit 4, following the example in the recording.



My goals are:	Why?	How can I achieve them?	The main difficulties I can anticipate are:
1.			
2.			
3.			

**Do you remember?**

1. 👤 Look at pictures 1 - 6. Explain, briefly, what environmental issues they show (if necessary, use a bilingual dictionary).



2. Match the words in the boxes and form six collocations related to environment. Look up the meaning of each collocation in a dictionary or encyclopedia.

acid   climate   greenhouse   global   endangered   ozone  
warming   species   rain   layer   change   effect

3. Answer questions a and b. Then join another pair and check your answers.  
 a. Are humans to blame for global warming, or is it part of the natural evolution of the Earth?  
 b. What environmental issue is affecting your town / city/ area the most? Explain.



4. Check the slot that best describes how ready you are to start the unit.

I can...	On my own	With some help
form collocations related to the environment.		
identify the meaning of collocations.		
answer questions and make connections to my own reality.		



## Entry slip

Read what you will do in each lesson (p. 136 – 153) on this module and answer the questions in the slip before you start.

### Questions

1. What things interest you most?
2. What things are new to you?
3. What things would you like to know?

### Answers

- 1.
- 2.
- 3.



## How ready are you?

1. Think about the types of pollution in the chart and complete the columns with your own ideas. Check and compare with another group.

Type	Causes	Effects
Air pollution		
Water pollution		
Land pollution		
Noise pollution		
Light pollution		
Visual pollution		
Thermal pollution		

2. In your group, explain in your own words the concepts 'renewable' and 'sustainable' and give positive and negative examples of each of them. Check with your classmates.

3. Use the rubric below to evaluate how ready you think you are to start this module. Tick (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates. <input type="checkbox"/>	I am quite ready to start. I think I may make a few mistakes. <input type="checkbox"/>	I am barely ready to start. I think I need some help. <input type="checkbox"/>	I am not ready to start. I definitely need help. <input type="checkbox"/>
---	--	--	---



## You will...

- read three poems.
- identify words related to environmental issues.
- recite a poem.
- practice pronunciation of words related to environment.

## What for?

- **OA 11:** To demonstrate comprehension of literary texts, identifying theme, key words and concepts.
- **OA 12:** To use different strategies to support comprehension.
- **OA 5:** To present information orally, being aware of audience and purpose.
- **OA 6:** To participate in oral presentations, using different strategies.
- **OA 7:** To react to the texts by making connections with the rest of the world and other texts.
- **OA D:** To work responsibly and collaboratively towards a common goal, showing respect for everybody's opinions and ideas.

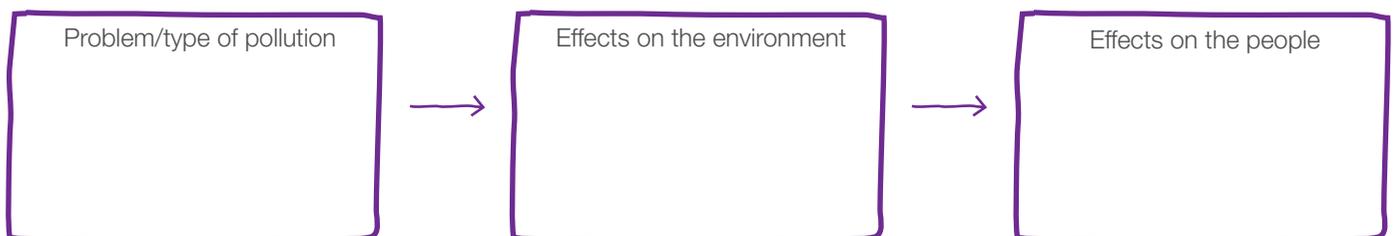


## Preparing to read

1. Make use of what you have learned in other subjects. Look at the pictures and answer questions a – d.



- a. Do you see a relationship between any of the pictures? Discuss in pairs.
- b. Can you identify a cause and an effect in each pair of the related pictures?
- c. What are the effects of the different types of pollution on the people and on the environment? Complete the diagram below in your notebook.



2. Join another pair and exchange ideas and opinions.

1. Read these three poems related to environmental issues, very quickly, and answer these questions.
  - a. What is their purpose?
  - b. What are their themes?
  
2. Read the texts again. As you read, complete the activities in the Smart Reading section.



### Key words

- strife
- choke
- doom
- heed

### Strategy in mind

- **Skimming**  
Look at the texts quickly in order to have a general idea of the type, purpose and content.
- **Scanning**  
Read the text keeping in mind the specific information you are searching for.

### Smart reading

1. Answer in your notebook.
  - a. What are the authors concerned about?
    - i. Poem I:
    - ii. Poem II:
    - iii. Poem III:
  - b. What do the authors suggest to do?
    - i. Poem I:
    - ii. Poem II:
    - iii. Poem III:

## Mother Earth

This Mother Earth who gives us life  
 This Mother Earth heart filled with **strife**,  
 The sea once clean now **choked** with waste  
 The soil once pure and full of life  
 Broken bottles and pieces of glass  
 Old newspapers thrown on the grass  
 Pouring of concrete and tearing out trees  
 This is the environment that now surrounds us  
 Poisons and insecticides sprayed on our food  
 Oceans spoiled with thick oil crude  
 All sea life destined to a slow awful **doom**  
 These are the things we are to consume  
 There has to be something that someone can do  
 Like raise the awareness to those around you  
 If we don't **heed** the problem at hand  
 Life will be at risk, the destruction of man.



Adapted from: Stults, S. & Isham, J. (2011). *Poems about the environment*. Retrieved from: <http://www.familyfriendpoems.com/poem/awareness-about-our-environment>

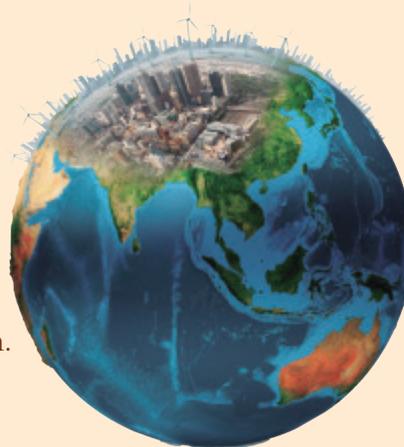
## Can we understand?

That our ice caps are melting  
 And our earth will flood.  
 Animals will become extinct  
 If we don't pay attention  
 They'll soon all be gone.  
 In the close future  
 We'll see polar bears floating  
 On fragments of ice.  
 We wish to see change  
 Strings hold the earth  
 From collapse:  
 Our environment.



## Global warming

Every day I see it on the news  
 On my sofa, sitting confused  
 Every day I see polar bears rebelling  
 Looking for a new dwelling  
 All the pollution is amazing,  
 People don't care about the world  
 And it is so old!!!  
 I think if everyone teams up  
 The world will change and continue to bloom.  
 Less pollution will be better for us  
 Stop driving our cars and let's all get the bus,  
 Or even better, let's WALK!



Adapted from: Och, M. & Gut, L. (n.d.) The poetry zone. Retrieved from: <http://poetryzone.co.uk/search/environment>

### Your analysis

- What similarities / differences can you find among the poems?
- Are the authors' tones pessimistic, optimistic or neutral?
- What is the general message of the poems?
- Do you think they are a good way to convey the authors' messages? Which other way would you use to express the same ideas?

### Think critically

#### Make text-to-text connections

- Have you ever read other poems about the environment?
- Did you like them? Why? Why not?

#### Make text-to-world connections

- Do you know any polluted places in your area or region? How do you feel about it?
- What animals or plant species are affected?

Work it out! Expressing causes and effects

**👤👤** Notice these examples from the poems. Answer the questions and check with your partner.

*If we don't heed the problem at hand  
Life will be at risk, the destruction of man.*

*If we don't pay attention  
They'll soon all be gone.*

*If everyone teams up  
The world will change and continue to bloom.*

- a. How many parts can you recognize in every sentence, in each example?
- b. What do the examples express?
- c. Which word is used to introduce the cause?
- d. Follow the pattern in the examples and write two more examples of causes and effects (related to the environment).
  - i. If \_\_\_\_\_, we/they/ it \_\_\_\_\_.
  - ii. If \_\_\_\_\_, we/they/ it \_\_\_\_\_.

1. Create a "conditional chain". Follow the model and complete the chain.

- a. If people don't recycle, pollution increases.
- b. If pollution increases, \_\_\_\_\_.
- c. \_\_\_\_\_.

2. Now create your own conditional chain. Work with your partner.

## Speaking workshop

### Reciting a poem

#### 1. Preparing to speak

-  Listen to the poems *Can we understand?* and *Global warming* (on page 139). Pay special attention to the intonation and pronunciation.
-  Listen again. Repeat after each line.

#### 2. Practicing

-  Take turns to recite the poems aloud with your partner. As you do it, imitate the intonation and pronunciation in the model.
- Listen to your partner. Take notes of the most important mistakes you can identify and correct each other.

#### 3. Performing

- Choose one of the poems to be presented to your classmates.
- Agree on a way to present the poem in pairs (e.g.: first/second part; a line/verse each one, etc.).
- Recite the poem you chose in front of your classmates.

#### 4. Evaluating

- With your partner, evaluate another group's performance using the prompts in the box.
- Share the result of the evaluation with the other pair and discuss some actions to take in the areas you need to improve. Remember to exchange opinions accepting everyone's ideas with respect.

##### Our classmates...

- imitated the intonation in the model.
- used correct pronunciation.
- practiced and corrected their mistakes.
- worked responsibly and collaboratively.
- showed a positive attitude towards the task.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

##### My performance

Outstanding.	<input type="checkbox"/>
I exceeded the objectives.	<input type="checkbox"/>
Very good.	<input type="checkbox"/>
I met the objectives.	<input type="checkbox"/>
Satisfactory.	<input type="checkbox"/>
I met some of the objectives.	<input type="checkbox"/>

##### What difficulties do I anticipate for next lesson?

##### How can I overcome those difficulties?



## You will...

- listen to a lecture about energy.
- identify main ideas and specific information in the recording.
- practice pronunciation of words beginning with /sp/ and /st/.
- conduct a short survey.

## What for?

- **OA 1:** To demonstrate comprehension of general ideas in a recording.
- **OA 2:** To identify key words and initial sounds /sp/ and /st/ .
- **OA 3:** To identify type and purpose of a recording.
- **OA 4:** To use strategies to support comprehension.
- **OA 5:** To present information orally.
- **OA 6:** To practice and revise oral presentations.
- **OA 8:** To ask about and describe frequency of actions.
- **OA D:** To work responsibly and collaboratively towards a common goal.



## Preparing to listen

1. Read the definitions (a – f) and find the names of the different types of energy. Use a dictionary or an encyclopedia.

- \_\_\_\_\_ : it is the energy generated and stored in the Earth.
- \_\_\_\_\_ : it utilizes solar radiation; it converts it into useful heat or electricity.
- \_\_\_\_\_ : it is the energy created from flowing water, which can be captured and turned into electricity.
- \_\_\_\_\_ : it is the energy that is captured from moving water caused by tides.
- \_\_\_\_\_ : it is the energy converted into electricity by using wind turbines.
- \_\_\_\_\_ : it is any kind of energy that uses a biological organism (plant or animal) as its source.

2.  Match the types of energy (a – f) in exercise 1 with the pictures below (1 – 6).



3. You are going to listen to a lecture about the future of energy production. Based on what you know about this topic, check (✓) the ideas that are true.

- \_\_\_\_\_ We need to be very creative and find alternative sources of energy.
- \_\_\_\_\_ We can find valuable sources of energy everywhere.
- \_\_\_\_\_ Alternative sources of energy are related to our distant past.
- \_\_\_\_\_ Ancient civilizations were pioneers in using some types of green energy.

- 45 Listen to the recording. While you listen for the first time, check your answers in exercise 3, page 142.
- 45 Listen again (twice). Complete the activities in the Listening file.

### LISTENING FILE: A bright future

■ **General information**

- Speakers:  
 teacher and students     scientist and students     students
- Means of communication:  
 in person     on TV     on videoconference
- General topic  
 hydro energy     biomass energy     sun energy

■ **Specific details**

- a. Complete.
- Today fossil fuels represent .
  - The main problem is .
  - There are a lot of .
  - Solar energy is .
  - Passive solar methods are .

b. Identify the effects.

Cause	Effect
i. Humans keep using fossil fuels.	
ii. We open our eyes.	
iii. Architects orient buildings to face the sun.	
iv. We use passive solar methods.	

c. Answer.

- Where can we find alternative sources of energy?
- What is a great clean and non-polluting source of energy?
- Who were the pioneers in using green energy?

■ **Main conclusions**

- Is solar energy a good idea? Why? Why not?
- What is the advantage of using solar-powered devices?



**Strategy in mind**

- Using previous knowledge to make predictions.
- Taking notes of relevant information.

**Smart listening**

- Remember to use your prior knowledge of the topic that may help you check your predictions.
- Take notes of the most relevant information to support your comprehension.

**Think critically**

**Make text-to-text connections**

- Are there any power plants near your house/ in your region? If yes, what type of energy do they produce?
- What are the main sources of energy in Chile?
- What type of energy could be the best for your region? Why?

**Make text-to-self connections**

- What types of energy do you usually use?
- Do you know anyone who is already using solar energy? Where? How?

## After listening

### Vocabulary in context

1.  Explain the meaning of the different types of energy in your own words to your partner.

biomass

hydro power

geothermal

tidal

wind power

solar

2. Use the words in point 1 to complete the sentences.

- a. Chile could produce \_\_\_\_\_ energy because it has a long coast and many beaches.
- b. Bamboo and corn are good sources of \_\_\_\_\_ energy.
- c. The reason for the interest in \_\_\_\_\_ energy is that all rivers have a great potential capacity of approximately 300000 megawatts.
- d. \_\_\_\_\_ is considered one of the purest energy sources.
- e. In the Atacama Desert, in Chile, scientists are placing special emphasis on producing \_\_\_\_\_ energy.
- f. Hot water and steam that lie deep inside the Earth can be used to generate \_\_\_\_\_ energy cleanly and efficiently.

## Speaking workshop

### Conducting a survey

#### 1. Preparing to speak

- a.  Listen and repeat these words from the recording and other examples. Pay special attention to the pronunciation of the initial sounds.



b.  46 Listen and repeat these questions in the bubbles.

Have you used some type of energy today?

What types of energy do you usually use?

In winter / summer, what types of energy sources are most widely used?

How often do you use fossil fuels? When?

Do you use passive solar methods at home? How?



## 2. Practicing

a.  Take turns to practice asking the questions in point 1 with your partner.

## 3. Performing

- a. Use the questions in point 1, b. to interview three classmates about their use of energy. Take notes of their answers.
- b. Form groups of 3 to 4 students, share your findings and draw conclusions.

## 4. Evaluating

After you finish, self-evaluate your performance using the prompts in the list.

I...

- prepared the task carefully.
- used the questions and words in the model.
- imitated the pronunciation and the intonation in the model.
- took notes of my classmates' answers.
- shared my findings and discussed the results with respect.
- recognized the importance of finding alternative sources of energy.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

What difficulties do I anticipate for next lesson?

How can I overcome those difficulties?



## You will...

- read an article about the environment
- use strategies to identify specific information in the text.
- talk about hypothetical situations.
- study words related with the environment.
- discuss ideas about helping the environment.

## What for?

- **OA 6:** To participate in oral exchanges using vocabulary related with the topic.
- **OA 7:** To react to texts in oral discussions, by making connections with other subjects.
- **OA 8:** To describe hypothetical situations.
- **OA 9:** To demonstrate comprehension of an informative text about a topic of global interest.
- **OA 12:** To use strategies to support comprehension.
- **OA C:** To show interest for on-going and independent learning as a way to make an important contribution to society.

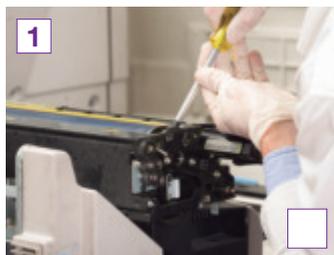
## Preparing to read

1. Which of these actions (a-f) help to protect the environment?

- a. \_\_\_\_ Throwing trash on the ground.
- b. \_\_\_\_ Reusing plastic and metals.
- c. \_\_\_\_ Buying products in containers that you can use only once.
- d. \_\_\_\_ Fixing things instead of throwing them away.
- e. \_\_\_\_ Reducing the amount of water we use.
- f. \_\_\_\_ Using chemical pesticides and fertilizers.



2. Which of the actions in exercise 1 are represented in pictures (1 – 4)? Write the corresponding letter.



3. Write a list of actions that, in your opinion, can be positive or negative for our environment. Check with another pair.

Positive	Negative

4.  Which description (a or b) refers to *weather* and which one to *climate*? Write *Weather* or *Climate* in the spaces provided.

- a. \_\_\_\_\_ describes what is happening outdoors in a given place at a given time. It is what happens from minute to minute. \_\_\_\_\_ can change a lot within a very short time. For example, it may rain for an hour and then become sunny and clear.
- b. \_\_\_\_\_ describes the total of all conditions occurring over a period of years in a given place. This includes the average conditions, regular sequences (like winter, spring, summer and fall) and special events (like tornados and floods).

5.  Choose the best answer (i. – iii) for each question (a – f).

a. Which of these is an example of *climate*?

- i. A hot summer.
  - ii. A rainy day.
  - iii. A windy day.
- 

b. What are some signs that the climate is getting warmer?

- i. Summers are longer.
  - ii. Glaciers are melting.
  - iii. There is not enough water in the swimming pools.
- 

c. Which of these activities sends greenhouse gases into the atmosphere?

- i. Driving a car.
  - ii. Using a bike.
  - iii. Walking.
- 

d. How can you help slow global warming?

- i. Recycling.
  - ii. Saving energy.
  - iii. Both.
- 

e. What does CO<sub>2</sub> stand for?

- i. Carbon dioxide.
  - ii. Carbon monoxide.
  - iii. Oxygen.
- 

f. What does the word *deforestation* mean?

- i. Planting new trees in desert areas.
  - ii. The indiscriminate cutting of trees.
  - iii. Cutting trees for heating.
- 



1. Read the text quickly and check if your ideas on page 146 were mentioned.
2. Read the text again. Complete the activities in the Smart Reading section.

**Key words**

- safekeeping
- release
- threat

**Strategy in mind**

• **Setting a purpose for reading**

As you read the text, have in mind the ideas you mentioned in exercise 3, page 149 .

• **Analyzing text features**

As you read, look at the pictures on page 149. What little actions do they show as tips to protect the environment?

**Smart reading**

1. Write the headings (a – b) in the spaces provided (I – III) on page 148.
  - a. Global Warming
  - b. The Greenhouse Effect
2. Put the sentences (a – d) back in the corresponding gaps, on page 148.
  - a. For millions of years, the planet has stored its carbon in the form of coal and oil.
  - b. All this carbon gets deposited in the air
  - c. That's because the glass in the greenhouse traps the heat from the sun.
  - d. And the reason seems to be us –people- and our machines.
3. Write an appropriate heading for each of the paragraphs provided (I – V) on page 149.

## Worried about the Earth?

Here are some reasons why YOU should look after the environment:

I \_\_\_\_\_

The sun has got hotter. One day, it will be so hot that it will explode, but not for another 5,000 million years. However, the Earth's climate has got hotter much faster than what can be explained by the sun making more heat

(i) \_\_\_\_\_

Machines use oil, gas or coal, and all of them produce pollution. Much of this is a gas we can't see, called carbon dioxide. It is this gas which has been the main cause of trouble.

(ii) \_\_\_\_\_

This natural **safekeeping** of carbon, buried deep in the Earth's crust, has kept the climate machine in balance. Too much carbon means global warming; too little means cooling. If it didn't exist, we would freeze. If it was too much, we would boil!

Humans have opened the planetary Pandora's carbon box and have been burning fossil fuels on a vast scale. As a result, the carbon they contained has been **released** back into the air, where it floats as carbon dioxide.

II \_\_\_\_\_

What happens when you go into a greenhouse on a sunny day?

It's hot, isn't it? (iii) \_\_\_\_\_. This gas does the same in the earth's atmosphere. It acts like glass in a greenhouse. The glass in the greenhouse keeps the plants inside warm; in the same way the carbon dioxide keeps the planet warm.

The planet is becoming a little warmer every year. It is because of people who burn fuels with carbon (oil, gas and coal which they use in cars, airplanes, and so on);

(iv) \_\_\_\_\_, mixed with the oxygen we all breathe, and so adding to our greenhouse gas problem.



## Little Things Can Make a Big Difference!

We are aware of the **threats** the environment is facing, but we usually don't know exactly what to do. Going green is easier than most of people think. There are little things we can do every day to help reduce greenhouse gases and make a less harmful impact on the environment.

### I \_\_\_\_\_

When you leave a room and no one else is in it, switch off the light and whenever you can, open your curtains to let in some natural light, instead of using artificial lights. Saving electricity helps reduce global warming.



### II \_\_\_\_\_

If you shut your machine off before bedtime, you'll save a lot of electricity a year. If you had to leave your computer on, you should use "sleep" or "hibernate" mode, to save power.



### III \_\_\_\_\_

Reduce, reuse and recycle. Use less energy, less paper, less gas and less water; find new uses for old products. Take your used products like cans, bottles and paper and donate them to groups that transform them into new products.



### IV \_\_\_\_\_

You shouldn't use plastic bags. They take up to 500 years to degrade and they still remain toxic. Try to use reusable or biodegradable bags when you go shopping.



### V \_\_\_\_\_

The most eco-friendly way to travel is by walking or riding a bike. You don't have to spend a lot of money to help reduce air pollution.



Taking care of the Earth is not just a responsibility; it's a privilege.

**Start now, and make a big difference!**

### Your analysis

-  Read the text on page 148 carefully and identify:
  - Problem described
  - Characteristics of problem
  - Reasons for problem
-  Read this list of instructions (a – e.). Decide where you would include them in the text on page 149.
  - \_\_\_\_\_ Get a reusable bottle and refill it.
  - \_\_\_\_\_ Go "vintage"; buy second hand clothes.
  - \_\_\_\_\_ Unplug electrical devices when you are not using them.
  - \_\_\_\_\_ Use environmentally friendly products, detergent or shampoo.
  - \_\_\_\_\_ Get up early and benefit from the sunlight.

### Think critically

#### Make text-to-world connections

- Which of these instructions would you recommend people to follow in your city / region / of Chile? Why?

#### Make text-to-text connections

- Which of the instructions are easy for you to follow? Why?
- Which of them are difficult for you to follow? Why?

## After reading

### Vocabulary in context

- Read these examples from the text. Pay special attention to the expressions in bold.
  - **Going green** is easier than most people think.
  - Try to use reusable or **biodegradable** bags when you go shopping.
  - The most **eco-friendly** way to travel is by walking or riding a bike.
-  How would you define the expressions in bold in your own words? Tell your partner.
- Find positive and negative examples to describe these words. Complete files for each concept.

Word	Definition
Examples	
Non-examples	

### Work it out! Describing hypothetical situations

 Notice these examples from the text. Answer the questions.

- If the "greenhouse effect" didn't exist, we would freeze.
- If it was too much, we would boil!
- If you had to leave your computer on, you should use "sleep" or "hibernate" mode to save power.

- How many parts do the sentences have?
- Underline the different parts in the sentences. Follow the color code.
  - A condition
  - A probable result
- What do the conditions refer to?
  - Real future situations
  - Imagined future situations



## Speaking workshop

### Debating actions to help the environment

 In groups of 4-6, you will discuss and debate ideas that may help prevent climate change and global warming.

#### 1. Preparing to speak

- Look at the pictures. Individually, answer the questions below.



- Which actions would you promote? Which actions would you ban? Why?
- What other actions help speed up climate change? Why?

## 2 Practicing

-  47 Listen to a conversation among students. Pay attention to intonation, rhythm and pronunciation.
-  47 Listen again. Repeat the lines imitating the model.

## 3 Performing

In your group, exchange ideas about the pictures in point 1. Use the expressions in the box to introduce your opinions and remember to respect turn-taking and everybody's ideas.



## 4 Evaluating

- Evaluate the group's performance, using the prompts in the box.
- Discuss some actions to take, in the areas you need to improve.

**Our group...**

- practiced imitating the model.
- exchanged ideas with respect.
- contributed ideas to help the environment.
- proposed a list of eco-friendly actions.
- worked responsibly to accomplish the task.



## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?

### You will...

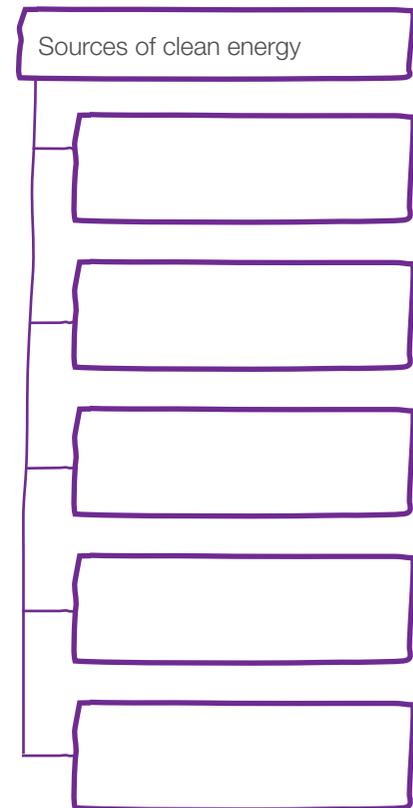
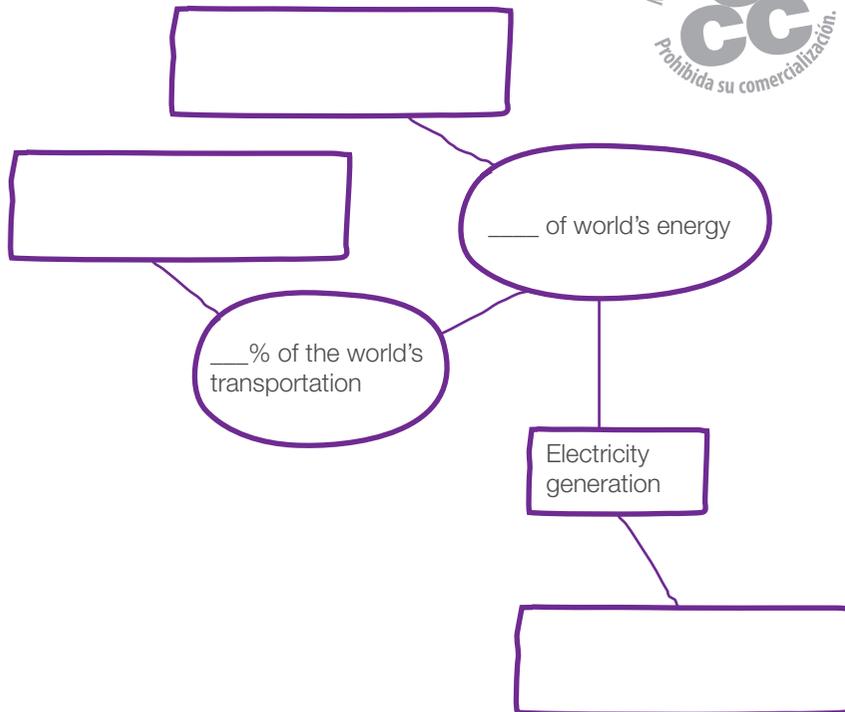
- read an informative text about different types of energy.
- complete a mind map.
- present information in a graph.
- make connections with other subjects (Science / Maths).

### What for?

- **OA 9:** To understand main ideas and specific information in a text about types of energy.
- **OA 10:** To demonstrate comprehension of a non-fiction text.
- **OA 12:** To use different strategies to support comprehension.
- **OA D:** To work responsibly and collaboratively towards a common goal.
- **OA E:** To use communications technology responsibly and effectively to look for and create pieces of information.

1. Individually, read the text on page 153.
2.  With your partner, read the first paragraph of the text again. Present the information about energy in your notebook, using a graph (line, bar, pie, pictograph, etc.).
3.  Read the text once more. Complete the mind map with the corresponding information. Then check with your partner.

### Sources of energy



4.  Discuss these questions with your partner. Then join another group and compare your answers.
  - a. What do experts predict about the conservation of energy resources?
  - b. What will happen if we find enough thermal energy?
  - c. What will happen if we do not start using alternative sources of energy?

# Are we running out of energy?

Today, fossil fuels provide 85 percent of our energy. Oil powers 90 percent of the world's transportation, and coal is the most popular fuel for generating electricity. But there are two huge problems.

Firstly, fossil fuels are non-renewable because they take millions of years to form and can only be used once. If we keep using them, they will disappear. Secondly, when we burn fossil fuels, we produce polluting gases that contribute to warming the Earth's temperature.

The good news is that fossil fuels are not the exclusive energy resource. Day after day, the sun shines, the wind blows, water flows, trees grow. All these are potential sources of clean energy.

## Biomass power

Biomass includes trees, grass, crops, agricultural waste, trash, garbage, and sewage. Biomass used as fuel is called biofuel. Biofuel can generate power and heat when it burns. It can also be converted into ethanol, methanol, butane, or biodiesel.

## Wind power

The current area of focus for wind power is the use of wind turbines to generate electricity. The basics are simple; when the wind blows, electricity is generated.

## Solar power

Solar energy is one of the earliest energy resources used by humanity. Now, after decades of development, solar electrical power is starting to make a significant contribution to our growing energy needs.

The main obstacle is its cost. It is a simple method of generating electricity, but it is incredibly expensive. However, it is called to become a major energy resource in the near future.

## Geothermal power

There is a massive thermal energy resource that lies beneath our feet. If we dig deep into the earth at the right locations, we will find enough thermal energy to generate electricity.

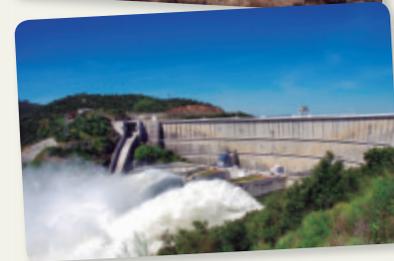
## Hydropower

Hydropower energy resources have the potential to totally eliminate our need for fossil fuels.

There are many ways to utilize water that are coming into use right now. Energy is obtained with a simple water turbine connected to a generator. Additionally, the electricity generated can be also used to produce hydrogen or recharge hybrid car batteries.

## Conservation

Having a lot of energy resources does not mean we can waste them. Conservation and good management of natural resources will always be essential to our survival. Experts predict a catastrophic end to the oil age and, this time, they can be right. If we don't look around for alternatives, we will run out of energy soon.





## Entry slip

Read what you will do in each lesson (p. 154 - 171) and answer the questions in the slip, before you start.

### Questions

1. What is new to you?
2. What is useful to you? Why?
3. What interests you most? Why?

### Answers

- 1.
- 2.
- 3.

## How ready are you?

1. In pairs, surf the Internet to find information about Word Clouds.
  - a. Identify the different types, categories, and the visual appearances they have.
  - b. If possible, use an on-line tool to create a word cloud about any topic related with sustainable development. If not, do it by yourself.
  - c. Present your word cloud to your classmates and explain:
    - i. what it shows.
    - ii. what topic or specific field it is related to.
    - iii. what important concepts it shows.



2. Join another pair. How much do you agree with these statements?
  - a. Spin a pencil on the discussion wheel.
  - b. Talk with your classmates about your feelings towards the statement that the pencil is pointing at.

One day, the Earth will be completely destroyed by the actions of humans.

It does not matter if animals or plants become extinct; what matters is people.

In the future, we will only use renewable sources of energy.

Going green is very difficult; using alternative source of energy is very expensive.

3. Use the rubric below to evaluate how ready you think you are to start this module. Check (✓) the best alternative and then comment with your partner.

I am completely ready to start. I could even help my classmates.	I am quite ready to start. I think I may make a few mistakes.	I am barely ready to start. I think I need some help.	I am not ready to start. I definitely need help.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**You will...**

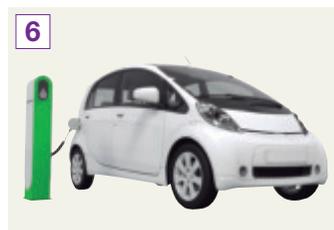
- listen to a recording about alternative sources of energy.
- identify relevant and specific information.
- identify connections between ideas.
- obtain information using technology.

**What for?**

- **OA 1:** To demonstrate comprehension of main ideas and specific information in a recording.
- **OA 2:** To identify key words and expressions related with sustainable development.
- **OA 3:** To identify type, purpose of the recording and connections between ideas.
- **OA 4:** To use different strategies to support comprehension.
- **OA 16:** To connect ideas using *unless / as a result*.
- **OA E:** To use information technologies effectively and responsibly when looking for information.

**Preparing to listen**

1. Look at the pictures (1 – 8) in these two rows. Answer the questions.



- How are the pictures similar / different?
- What types of energy do the devices in the pictures use?
- What other solar powered devices do you know? Find information and write a list.



2. You will listen to a recording about renewable sources of energy. Based on the title of the lesson and the activities on this page, what types of energy do you think the recording will be about?

1.  48 Listen to the recording. As you listen, check your predictions in exercise 2, page 155.
2.  48 Listen to the recording again (twice). Focus on the parts of the recording that are relevant to complete the missing information in the file.

## LISTENING FILE: Putting nature to work

### General information

• Type

R I:  an advertisement     a lecture     a piece of news

R II:  an advertisement     a lecture     a piece of news

R III:  an advertisement     a lecture     a piece of news

• Topic

a. Tick (✓) the correct alternative.

- i.  Protecting the Earth      ii.  Renewable energy

### Specific information

• Tick (✓) the correct alternative.

R I: i.  The future of renewable energy

ii.  The decrease in the use of energy

R II: i.  Why we should use solar panels

ii.  Installing solar panels

R III: i.  How fuels are used

ii.  What renewable energy is

### Main conclusions

- a. Why are renewable energies expected to increase in the USA?
- b. Why should you install solar panels at home?
- c. What is the indirect effect of renewable energy sources on the environment?

### Strategy in mind

- Use textual features to support comprehension.
- Use previous knowledge.

### Smart listening

- Before listening, focus on the pictures in the Listening file to help understand the main topic.
- While listening, identify the key words and vocabulary that are familiar to you. Remember what you've learned about the topic in other subjects.

### Think critically

#### Make text-to-world connections

- Do you think the use of renewable sources of energy is to increase in Chile? Why? Why not?
- What types of renewable energies are most likely to be used in your city/ region / Chile? Why?



3.  48 Listen again and complete these statements.

**RI.**

- i. Renewable energies are to increase in \_\_\_\_\_ by \_\_\_\_\_.
- ii. The cost will not be \_\_\_\_\_ in the foreseeable \_\_\_\_\_.

**RII.**

- iii. Call \_\_\_\_\_ or complete the \_\_\_\_\_ request form.
- iv. The \_\_\_\_\_ process will take \_\_\_\_\_.

**RIII.**

- v. \_\_\_\_\_ energy sources contribute approximately \_\_\_\_\_ of human energy used worldwide.
- vi. Fossil fuels such as \_\_\_\_\_, \_\_\_\_\_ and \_\_\_\_\_ are \_\_\_\_\_ energy sources.

**After listening**

**Work it out!** Connecting ideas

1. Read these sentences from the recording. Pay special attention to the **highlighted** words and expressions.

- Household consumers of energy declare they would not use them in the foreseeable future **unless** the cost was considerable cheaper.
- Experts predict that renewable energy, such as: geothermal power, bio-fuels or tidal power will be used more and more in the future. **As a result**, the use of fossil fuels will be greatly challenged.

2. Answer. Which word/expression is used...

a. to introduce the only situation in which something will take place or be true?

- i. \_\_\_\_\_ unless    ii. \_\_\_\_\_ as a result

b. to indicate a cause-and-effect relationship?

- i. \_\_\_\_\_ unless    ii. \_\_\_\_\_ as a result

3. Choose two alternatives from the boxes to replace each highlighted word/expression.

therefore

except if

in any case other than

accordingly

a. unless: \_\_\_\_\_, \_\_\_\_\_

b. as a result: \_\_\_\_\_, \_\_\_\_\_

4.  Find information about the topic of the lesson. Write two sentences using the words you have studied. Then check with another pair and self-evaluate your work, following the prompts in the box.

a. \_\_\_\_\_  
\_\_\_\_\_

b. \_\_\_\_\_  
\_\_\_\_\_



 Work in groups of 3. You will write a piece of news related to renewable energy in Chile.

### 1. Organizing the ideas

- Analyze the piece of news below, identify the different sections.
- Discuss the purpose and topic of the piece of news.



## Surfing the waves

***The increasing demand for power from the industry and the country's unparalleled natural renewable resources have made of the Chilean renewable market an attractive destination for international investors.***

*By Valery Dezem*

According to the International Renewable Energy Agency Report on renewables energy in Latin America, Chile is the only country in the region with a pure renewable energy certificate system.

The country is succeeding in adding value to its primary energy sources and it is expected that Chile will become an exporter of electricity in the near future. Additionally, by 2021 Chile expects to interconnect its National Transmission System with Peru, Ecuador and Colombia.

A renewable resource not prepared to be thrown into the shade by solar energy is ocean energy. "With its long coastline of over 4,000 Km, powerful waves and tidal currents, Chile has 164 MW of potential capacity available through marine energy resources," declared a

Chilean government's consultant. According to a study by the British Embassy in Chile, Chile has the greatest potential in the world for the development of wave energy and will have a competitive marine energy market in coming years. As a result, the Chilean government created the national Marine Energy Center, which was the first to be established in Latin America.



### 2. Drafting

- Find a recent interesting fact or event related with renewable energy in Chile and take some notes of the most important points about it.
- Put the ideas together in sentences.

### 3. Revising

- Put the sentences into paragraphs and write a short piece of news in English, adding words and connectors to make the paragraphs more interesting to read.
- Make sure you include all the sections a news article contains (Headline, byline, lead, body, conclusion) and that you cite the source of the piece of news.

### 4. Editing

- Check grammar and spelling using the Editor's Marks in the box and write the final copy of the news article. Use a word processor or make a handwritten copy.
- If possible, add some visuals.

#### Editor's Marks

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

### 5. Publishing

- Take turns to read the complete news item aloud to another group.
- Evaluate each other's work using the prompts in the box.
- Paste all the articles on pieces of cardboard and display them on a visible place of the classroom.

#### The other group...

- used words, structures and ideas from the lesson.
- completed all the required elements in a news item.
- checked spelling, grammar and punctuation.
- used reliable sources to find information.



## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

#### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

#### What difficulties do I anticipate for next lesson?

#### How can I overcome those difficulties?



**You will...**

- read a scientific article about *green* technology.
- identify general and specific information.
- analyze and study formation of scientific words.
- write a short scientific article.

**What for?**

- **OA 9:** To demonstrate comprehension of a scientific text.
- **OA 10:** To demonstrate comprehension of an informative text by identifying key words and expressions related with the topic.
- **OA 12:** To use strategies to support comprehension.
- **OA 13:** To write texts about topics related with other subjects.
- **OA 14:** To write texts following the steps of the writing process.
- **OA 15:** To write texts using correct grammar, vocabulary, and punctuation.
- **OA 16:** To link ideas using appropriate connectors.

**Preparing to read**

1.  Discuss these questions in your group. Then share your conclusions with the rest of the class, using the openings in the box.

We think that...    In our opinion...    We couldn't ....    We agree that...

- a. What is the most important technological invention of all time?
- b. What technological invention in your house could you not live without? Why?
- c. How do you think technology affects the environment? Positively? Negatively? Why?



2. Write a short list of your favorite technological devices, stating one good thing about them and one bad thing about them.

3. Read what these people are saying and complete their sentences with the words provided.

alternative    efficient    technology

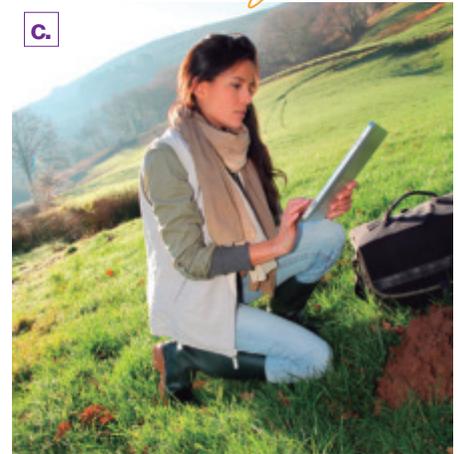
It's quite \_\_\_\_\_, but there are other dangers connected to it.



It represents a good \_\_\_\_\_, but it may affect other systems.

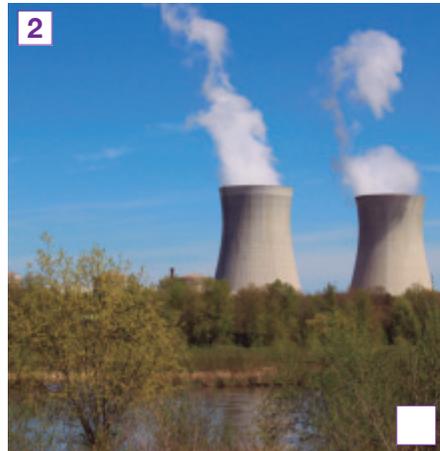
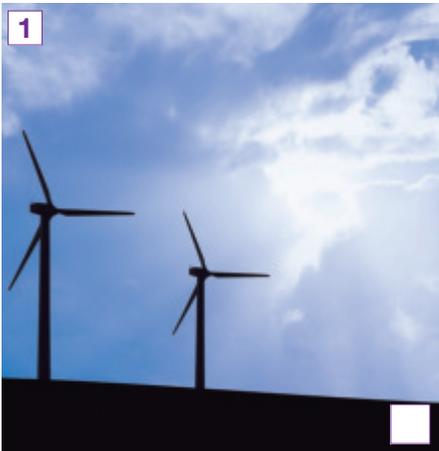


They look so powerful and mysterious! Pity that this \_\_\_\_\_ is still so expensive!



4  Look at the pictures below and answer:

- match the pictures (1 – 3) with the people in exercise 3 (a - c).
- Identify what they are speaking about.



5  Look at the text on pages 162-164 quickly.

- Circle / underline all the cognates.
- Based on the cognates you identified, predict the general topic of each part.

1. Read the text quickly.
  - a. Were your predictions in exercise 5 correct?
  - b. What type of text is it?
    - i. An advertisement.
    - ii. A brochure.
    - iii. A scientific article.
  
2. Read the text again. Complete the activities in the Smart Reading section.



**Key words**

- depleted
- scarce
- shortage
- dew
- dumping grounds

**Strategy in mind**

- Making predictions based on cognates
- Identifying specific information

**Smart reading**

1. Choose one heading (a – d) for each of the parts (I – III). There is one extra heading you do not need to use.
  - a. Fresh from Salty Water
  - b. Making the Sun Work for Us
  - c. Natural Disposal of Toxic Waste

## PLANET SAVING TECHNOLOGY

Technology is important in our lives and, in times when the Earth is getting warmer, the ozone layer more depleted and natural resources very scarce, it is important to promote technology that will make the world greener. Some well-known “green” technology includes wind turbines, recycled plastic and bio-fuels. Here are three more examples.



I \_\_\_\_\_

Solar energy is the solar radiation (sun rays) that reaches the Earth.

It can be converted into other forms of energy, such as heat and electricity.

In fact, as far back as the 1830s, British astronomers made use of a solar thermal collector box to cook food during an expedition to Africa.

Today, energy specialists suggest that the energy of the sun can have other uses, for example: converting it into thermal energy to heat water for use in homes, buildings or swimming pools, and to heat spaces such as the inside of greenhouses, homes and other buildings.

Solar energy can be converted into electricity in two ways:

- Photovoltaic devices (PV devices), or solar cells, change sunlight directly into electricity. PV systems are often used in remote locations that are not connected to the electric grid. **They** are also used to power watches, calculators, and lighted road signs.



- Solar power plants indirectly generate electricity, when the heat from solar thermal collectors is used to heat a fluid which produces steam; this steam is used to power generators.

Even though the rays of the sun are readily available, there are still some disadvantages. For example, the amount of sunlight that reaches the Earth's surface is not constant and depends on location, time of day, time of year and weather conditions.

Today, electrical engineers recommend the installation of solar panels in areas with stable solar conditions, such as deserts and sunny areas.



## II. \_\_\_\_\_

Human beings and most animals cannot drink saline water, but saline water can be made into fresh water by a process called *desalination*.

As long as we have lots of salty water, plenty of fresh water supplies can be made.

As the world's population continues to grow, shortages of fresh water will occur more often, and not only in certain locations.

In some areas, salt water from the ocean –for instance- is already being turned into fresh water for drinking.

Chemists advise that **we** set up more desalination plants in areas where there is fresh water shortage, but a lot of salty water.

Desalination, also known as distillation, is one of mankind's earliest forms of water treatment, and **it** is still a popular solution throughout the world today.

In ancient times, many civilizations used this process on their ships and sea water was converted into drinking water!

In nature, distillation is a basic process responsible for the hydrologic cycle. The sun causes water to evaporate from surface sources such as: lakes, oceans and streams. The water vapor eventually comes in contact with cooler air, where it re-condenses to form dew or rain. This process can be imitated artificially –and more rapidly- than in nature, using alternative sources of heating and cooling.

Provided that we have salty water available, we can distil or desalinate it.

However, the main disadvantage is that it is still an expensive process.



### Smart reading

2. Find and identify at least 2 more inventions or technologies of each type.

a. Conventional inventions

i. Calculators

ii.

iii.

b. “Green” inventions

i. Solar cells

ii.

iii.

3. What do the words in **bold** refer to?

Text I: **a.** it:

**b.** they:

Text II: **c.** we:

**d.** it:

Text III: **e.** it:

**f.** hey:

## Your analysis

1. What are the advantages and disadvantages of each new technology? Answer in your notebook.



### III.

Ecologists keep saying that we should plant more forests to help us breathe better, and scientists add that we should also plant forests to clean up toxic waste. That is the idea behind *phytoremediation*, a type of technology that uses vegetation to absorb dangerous waste from industrial plants and other polluters.

The technique has been around for years, but, so far, **it** has not been very effective. However, there are new developments that promise to make toxic **dumping grounds** green in several ways.

Researchers at York University, in Britain, have identified bacteria living in the roots of certain trees; these bacteria produce an enzyme that eats up residue from RDX, a chemical compound used by the military and industry. The scientists are working on ways to genetically engineer the enzyme to increase the trees' ability to absorb toxic waste.

Meanwhile, a team of geneticists from the University of Georgia has transplanted a gene from bacteria that helps neutralize mercury contamination into a common flower. The result is a bio-remediation system that smells nice too!

Even though these technologies are really interesting, there is still a serious problem: **they** are not available on a large scale.



## Think critically

### Make text-to-world

- Could these new technologies be applied in Chile? Where? Why?

### Make text-to-text connections

- In what class did you learn about these processes?
- Did your previous knowledge help you understand the text?

## After reading

### Vocabulary in context

1. 👤 Look at the words in the boxes. Infer their meaning analyzing the different parts in them.

photovoltaic

phytoremediation

bio-remediation

2. Answer.

- a. Circle /highlight the prefixes : \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_  
What do they mean?
- b. What do the root words mean? \_\_\_\_\_, \_\_\_\_\_
- c. What language do the prefixes come from? \_\_\_\_\_

3. 👤 Read the text again and find four other scientific terms. Infer their meaning using what you've learned in your Science classes. Complete the chart.

Word	Prefix	Root word	Inferred meaning	✓/X	Correct meaning

4. 👤 Join another pair and check your answers.

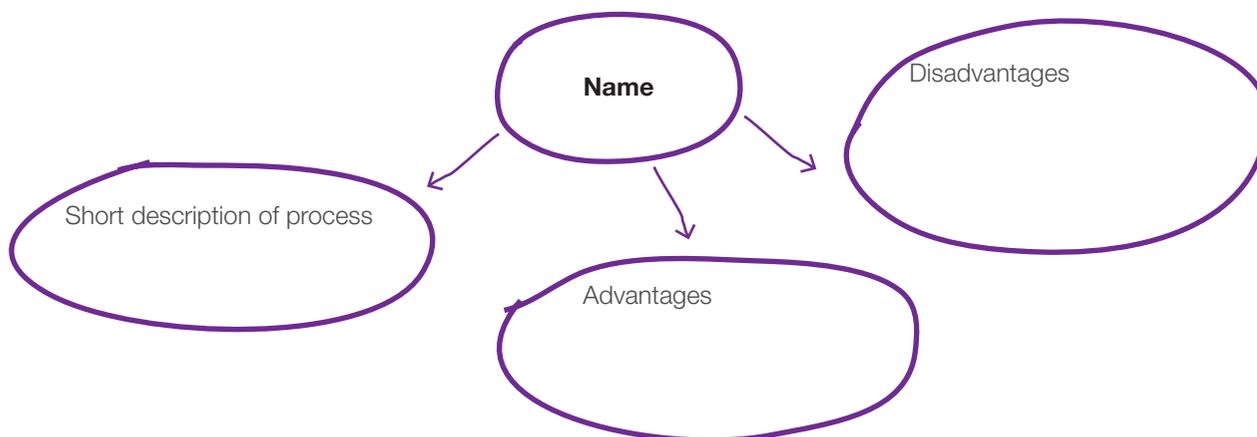
## Writing workshop

### Writing an article

- 👤 Work in pairs. You will write a scientific article about advantages and disadvantages of new planet saving technologies.

#### 1. Organizing the ideas

- a. Before you start, read the article on pages 162 – 164 again.
- b. Underline the main pieces of information related with each new technology.
- c. Revise the information you collected in the *Your analysis* section on page 164.
- d. Complete a graphic organizer for each technology. Use the model below or any other you choose.



## 2. Drafting

- With the information you collected, write sentences summarizing the information about each of the new technologies. Describe the process briefly, and explain the advantages and disadvantages of each.
- Put the sentences together into three main paragraphs. Link your ideas using connectors, such as:

However

Although

Even though

As a result

On the other hand

## 3. Revising

Revise your work. Remember these points:

- Keep it simple. Where possible, use your own words, but use the specific scientific vocabulary to describe the processes.
- Use reference markers (it, we, they, etc.) to avoid repetition of nouns.
- Revise the tense you use and the concordance in number (singular or plural forms).
- Remember not to write in the first person (I, we).

### Editor's Marks

 Capital letter / Lowercase

 Punctuation

 Add a word

 Check spelling

 Change place



## 4. Editing

As usual, proofread your article using the Editor's Marks in the box.

## 5. Publishing

- Write the final version of your article on a separate sheet of paper. If possible, use a word processor and print a copy of it.
- Put the graphic organizer you completed, the first draft, the revised article and the final copy together and exchange all these elements with another pair.
- Peer-evaluate your work following the prompts in the box.
- Exchange comments and suggestions to improve with respect.

### Our classmates...

- organized the information in a graph.
- linked the ideas in each paragraph coherently.
- used scientific vocabulary and reference markers.
- checked and corrected spelling, punctuation and grammar mistakes.
- completed all the steps of the writing process.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

### My performance

Outstanding.	<input type="checkbox"/>
I exceeded the objectives.	<input type="checkbox"/>
Very good.	<input type="checkbox"/>
I met the objectives.	<input type="checkbox"/>
Satisfactory.	<input type="checkbox"/>
I met some of the objectives.	<input type="checkbox"/>

### What difficulties do I anticipate for next lesson?

### How can I overcome those difficulties?



### You will...

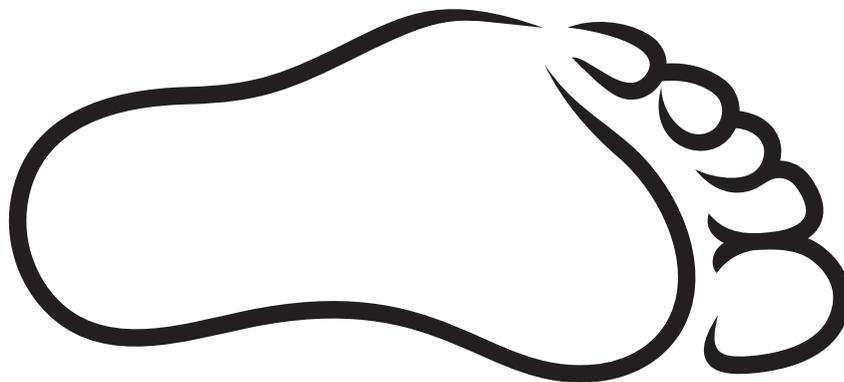
- listen to a lecture.
- identify relevant and specific information.
- show information on a graph.
- report information.

### What for?

- **OA 1:** To demonstrate comprehension of general and specific information in a recording.
- **OA 2:** To identify key words and expressions related with the topic of the unit.
- **OA 3:** To identify main ideas related with an environmental issue.
- **OA 4:** To use different strategies to support comprehension.
- **OA 5:** To pronounce English sounds properly.
- **OA 6:** To participate in oral exchanges, using strategies.
- **OA E:** To use communication technologies responsibly and effectively, acknowledging sources of information and respecting people's privacy.

## Preparing to listen

1.  Have you ever heard about the carbon footprint? Find information about this concept and write the definition in the space provided.



2.  /  Answer these questions. Compare answers with another pair.
  - a. What are the most important factors which produce a carbon footprint?
  - b. Do you think your own carbon footprint is big or small? How could you reduce it?
  - c. Is it possible to reduce it to zero? Why? Why not?
3.  You will listen to a recording about energy consumption in homes around the world. Before listening, predict how this consumption is divided (in %, according to the different human activities that use energy). Show your predictions in a graph, using your notebook.

1.  Listen to the recording once. Confirm or correct your ideas in exercise 3, page 167.
2.  Listen to the recording again (twice). Fill in the missing information in the file.

## LISTENING FILE: Using energy at home

### General information

• Purpose:

### Specific details

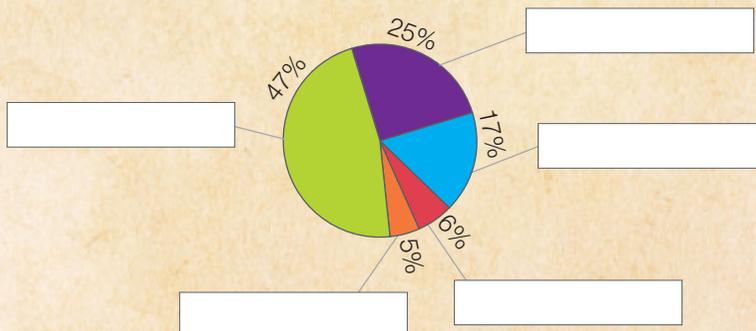
- Complete.
  - a. One of the most important comforts of  is the ability to maintain the desired  in our .
  - b. Almost  the average home's energy consumption corresponds to .

• Write T (true) or F (false)

- a.  At home, we only use energy to heat water and keep it warm.
- b.  People use a lot of energy to keep their homes comfortable.
- c.  The amount of energy people use depends on where they live.
- d.  In the past, people used less energy.

• Write the category (Heating, Lightning, Water heating, Other).

Average home's energy consumption



### Main conclusions

- How is energy used in homes?
- How easy or difficult is it for modern people to reduce the use of energy?

### Strategy in mind

- Making predictions based on previous knowledge
- Setting a purpose for listening



### Smart listening

- While you listen, revise your predictions and confirm or correct your ideas.
- Remember what you know about the topic.

### Think critically

#### Make text-to world connections

- Does energy consumption in Chilean homes coincide with the information in the recording? If not, look for information and find the differences.

#### Make text-to-self connections

- What could you do to reduce the energy you use at home? At school?
- What personal actions would you take to reduce your carbon footprint?

## After listening

### Reporting about the use of energy



**👤** You will practice and give a short report about the use of energy at homes.

#### 1. Preparing to speak

- a.** Listen and repeat the words. Pay special attention to the pronunciation of the parts in color.

advantage

disadvantage

energy

technology

average

percentage

- b.** Listen and repeat the extract of the recording. Pay special attention to intonation.

Almost half of the average home's energy consumption corresponds to heating. Lighting and bulbs use nearly a quarter of energy requirements.

Another seventeen percent of energy is used for water heating, both for bathing and for washing our clothes. Six percent is used for cooling our rooms in the summer or in hot climates and five percent to keep our food in perfect condition.

#### 2. Practicing

- a.** **👤👤** With your partner, practice reading the report aloud in turns. Imitate the model in the recording. Listen to your classmates' reports.

#### 3. Performing

- a.** Get in groups of six. Read the report aloud within the group.

#### 4. Evaluating

- a.** When you finish, evaluate a student in your group, following the points in the box. Remember to give respectful feedback and focus on his/her strengths. Ask him / her to evaluate your report.

#### My classmate...

- practiced his/her reading aloud.
- corrected his/her mistakes.
- pronounced words properly.
- imitated the intonation in the model.
- worked responsibly to complete the task.

## Exit slip

Reflect on your performance in the tasks and tick (✓) the corresponding line. Discuss the results of your self-evaluation in your group and/or with the teacher.

#### My performance

Outstanding.	
I exceeded the objectives.	
Very good.	
I met the objectives.	
Satisfactory.	
I met some of the objectives.	

#### What difficulties do I anticipate for next lesson?

#### How can I overcome those difficulties?

**You will...**

- read a short story.
- identify theme, characters, plot and conflict.
- infer information using previous knowledge.
- make connections with other subjects (Literature / History).

**What for?**

- **OA 11:** To demonstrate comprehension of a narrative text.
- **OA 12:** To use different strategies to support comprehension.
- **OA D:** To work responsibly and collaboratively towards a common goal.

1. Individually, read the text on pages 170 and 171. Identify the theme, main characters and conflict in the story.

## The Nissitissit witch

Ebb and the Chief were near the end of the Nissitissit above the Nashua River. They were talking with three white men. The white men wanted to enter the valley and build a **dam** on the Nissitissit.

During his life on Earth, the Chief's English was poor. "No white men. River sacred. Spirits say no."

One of the white men turned to the Chief. "I'll show you what I think of your spirits," he said with disgust as he walked to the bank of the river.

The Chief twisted his spear around and knocked the white man out.

"Ebb, I am sorry", the Chief said. "You have seen enough death. Your soul is still heavy with it, and you know how horrific battles can be. But it has been **deemed** that you have to witness this **slaughter**."

As the Chief finished speaking, Ebb could hear the sounds of a great battle. He heard shots and screams. He listened to the sounds of braves fighting and dying, the sounds of women screaming, children crying, and then silence - dead silence.

**Glossary:**

**dam (n.):** a wall built across a river that stops the river's flow and collects the water, especially to make a reservoir (= an artificial lake) that provides water for an area

**deem(v.):** to consider or judge something in a particular way

**slaughter(n.):** the killing of many people cruelly and unfairly, especially in a war





2  Answer these questions in your group. Then exchange ideas with the rest of the class.

- a. Who was the Chief? Who were the white men? Why were they fighting?
- b. Who is the witch of the Nissitissit?
- c. What is the *White Way*?
- d. Can you infer where this story takes place? (present country? continent?) How did you infer this information?

Then Ebb saw them. The Great White Horse appeared with the Chief sitting on top. Ebb wanted to speak, but the spirit of the Chief told him to be quiet.

“Watch. Be still. This is very important.”

The Chief was fatally wounded and fell from the horse. The Great White Horse was almost entirely red from the blood of the **Chief** and from its own wounds. The western sky had dark clouds building, but all remained quiet when the mist started rising from the river and moving towards the dying Chief and his injured horse. Then suddenly, ghostly hands of many ancestors appeared from the mist, helping the Chief and the horse towards the river. The white men watched, in horror. They had never witnessed anything like this.

They saw how the spirits of the Nissitissit carried the horse to the edge of the river. Right before the horse fell forward, the Chief faced the white men. With his last breath, he proclaimed, “My spirit will not rest until I get revenge on you and the sons of your sons. All will **perish** in the end. The land will have its revenge.”

The great horse **staggered** forward and fell into the river. The wind from the coming storm hit swiftly, screaming in the white men’s ears. They ran towards the spot where the horse had fallen. Although the river was only a few feet deep, the men could not see the bodies. They raced back home, telling no one what had happened, other than saying the Chief was dead. Later, they swore to tell no one what had really happened, as their greed for the land was more powerful than their fear of the spirits. The Nissitissit ran red for days as the blood of six thousand years **leached** from the spot where the Chief had died. Already, The White Way was beginning to poison the land.

Adapted from: Chaulk, R. (2008) Nissitissit witch. Retrieved from: <https://www.goodreads.com/story/show/27473-nissitissit-witch>

#### Glossary:

**mist (n.):** thin fog produced by very small drops of water collecting in the air just above an area of ground or water

**Perish(v.):** to die, especially in an accident or by being killed, or to be destroyed

**Stagger(v.):** to walk or move with difficulty as if you are going to fall

**Leach(v.):** to remove a chemical or mineral from something such as soil as a result of water passing through it



## A survey about energy

### I Preparation

1.  Work in groups of four.
2. Read the instructions in the Procedure section. Then fill in the information in the file.
3. According to your strengths and weaknesses, elaborate an action plan for the project. Before you start, read the rubric carefully so that you know, in advance, the areas that will be evaluated.

### PROJECT 1 PREPARATION FILE

■ Task  Due date

■ Sources of information

■ Areas of curriculum involved

■ Member:  Task:

■ Member:  Task:

■ Member:  Task:

■ Materials





## II Procedure

1. In your group, you will prepare and conduct a survey about the use of energy at home.
  - a. Use the prompts in the boxes and write five questions about the use of energy at home.
 

What type of energy do you...?	What technological devices do you...?	
How do you keep...?	How often do you wash...?	Do you usually...?
  - b. Write the questions on a separate sheet of paper. Prepare a copy of the questionnaire for each member of the group.
2. Individually, ask the questions to the people in your family or neighbors (three) and take notes of their answers.
3. In your group, get all the answers together and write a short paragraph reporting the results of your survey and a short conclusion.
4. Draw a graph to show the results of your findings. Paste the graph on a piece of cardboard and make a poster.

## III Presentation

1. Appoint two members of the group to present the information to your classmates, orally.
2. Share the results with the rest of the class.
3. Compare the results and draw general conclusions.



## IV Evaluation

After you have finished your presentation, reflect on your work and evaluate the group's performance (when formulating the questions, conducting the survey and reporting the results) according to the following scale:

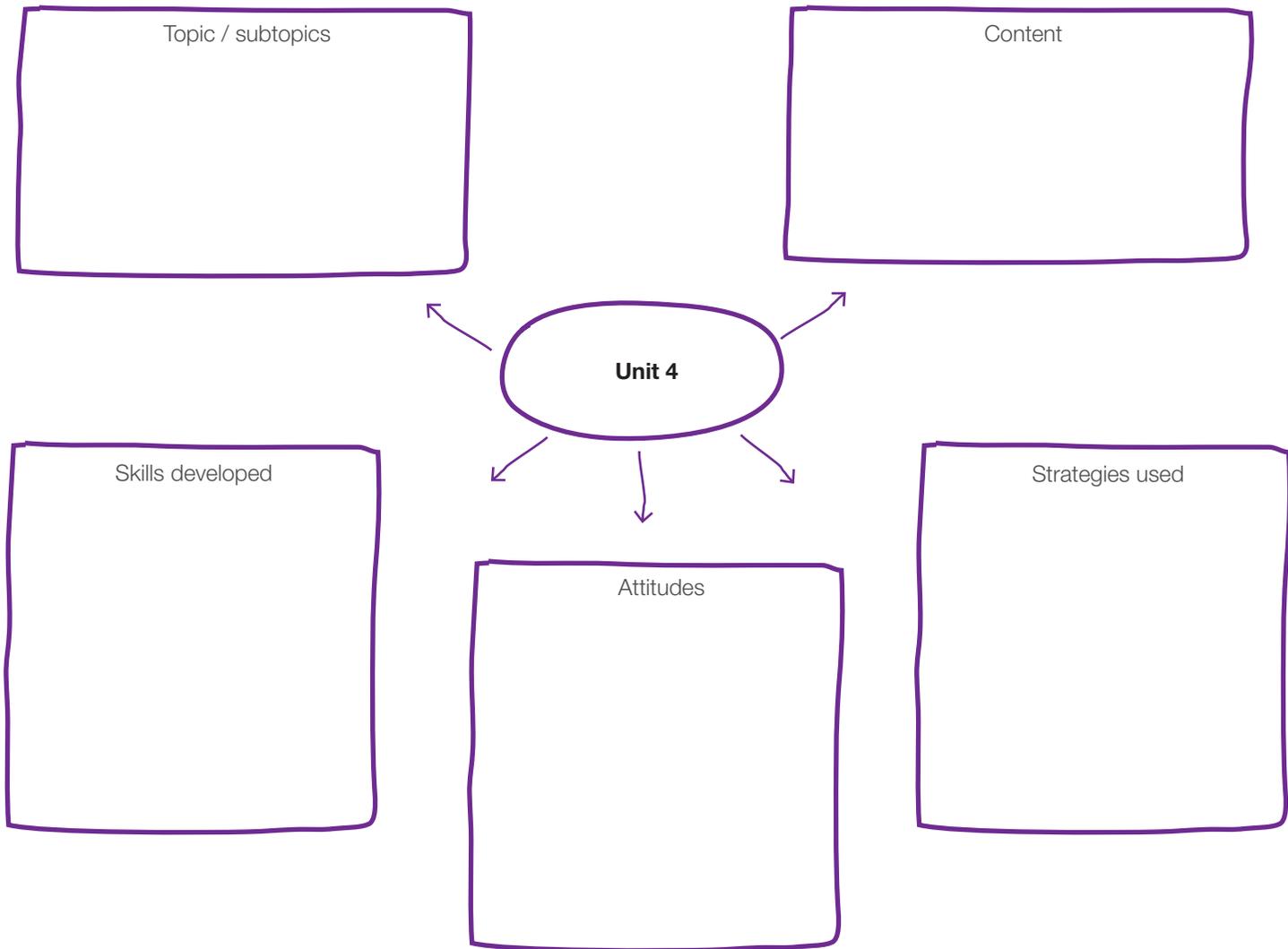
4 = Excellent! / 3 = Good / 2 = Satisfactory / 1 = Needs improvement

The group...	Score
had a positive attitude towards the assigned task.	
contributed ideas and opinions.	
completed the assigned work on time.	
presented all the information required.	
followed the instructions carefully and used what we know from other subjects.	
developed awareness of the importance of working responsibly and collaboratively towards a common goal.	
showed interest in developing independent learning.	

# UNIT SYNTHESIS



1. Now that you have completed Unit 4, check what you knew and how you felt before starting each module.
2. Identify the main topics, skills, contents and attitudes you developed in the unit and complete the diagram. Compare it with your partner's diagram, expanding, correcting and adding new information and using what you learned along the unit.



3.  In pairs, reflect on how you think you will apply what you learned in the unit. Share your comments with your classmates.



# FINAL REFLECTION

1. Individually, analyze and evaluate your performance in the unit and complete the column *My view*. Use these markers: A= always, S= sometimes, N= never.

Area to evaluate	Evaluation	
<b>Taking control of the learning process</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I set goals and met them.	<input type="checkbox"/>	<input type="checkbox"/>
• I stayed on task and completed additional language activities.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Supporting classmates</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I tried to help my classmates when they struggled or hesitated.	<input type="checkbox"/>	<input type="checkbox"/>
• I showed consideration and respect for myself and others.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Understanding directions</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I engaged in activities quickly and by myself.	<input type="checkbox"/>	<input type="checkbox"/>
• I watched and listened attentively to get instructions.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Vocabulary</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I incorporated past and new vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>
• I asked the teacher to explain words I did not understand.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Writing</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I followed models when I did writing tasks.	<input type="checkbox"/>	<input type="checkbox"/>
• I checked my spelling and grammar.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Speaking</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I could give small oral presentations on the topic of the lessons.	<input type="checkbox"/>	<input type="checkbox"/>
• I could engage in short dialogues imitating a model.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Comprehension (reading / listening)</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• I demonstrated comprehension of main ideas and supporting information in the texts I read or listened to.	<input type="checkbox"/>	<input type="checkbox"/>
• I focused on using appropriate or suggested strategies.	<input type="checkbox"/>	<input type="checkbox"/>
<b>Critical thinking</b>	<b>Mine</b>	<b>My teacher's / partner's</b>
• My answers included supporting evidence from the text / lesson.	<input type="checkbox"/>	<input type="checkbox"/>
• I justified and explained my opinions.	<input type="checkbox"/>	<input type="checkbox"/>
• I related content to personal experiences.	<input type="checkbox"/>	<input type="checkbox"/>

2. Ask your teacher or a partner to assess your performance. Complete the column *My teacher's /partner's view*. Then, discuss your reflections in your group.
3. In your group, comment on whatw you can do to improve your weak points in the future.

## UNIT 1

## LESSON 1

**boundary(ies):** (n.) a real or an imaginary line that marks the limits or edges of something and separates it from other things or places.

**commodity(ies):** (n.) a product or raw material that can be bought and sold, especially between countries.

**concern:** (n.) a feeling of worry, especially one that is shared by many people.

**sanitation:** the equipment and systems that keep places clean, especially by removing human waste.

**shortage:** (n.) a situation when there is not enough of the things that are needed.

**sustainable:** (adj.) that involves the use of natural products and energy in a way that does not harm the environment.

**trade:** (n.) the activity of buying and selling or exchanging goods or services between people or countries.

## LESSON 2

**brief:** (n.) lasting or taking a short time.

**facets:** (n.) aspect; side; part.

**mergers:** (n.) any combination of two or more business enterprises into a single enterprise.

**trading:** (v.) the act or process of buying, selling, or exchanging goods.

**village:** (n.) a small community or group of houses in an area outside a city, larger than a hamlet and usually smaller than a town.

## LESSON 3

**spread:** (v.) open something that has been folded so that it covers a larger area than before.

**summit:** (n.) an official meeting or series of meetings between the leaders of two or more governments at which they discuss important matters.

**supported:** (adj.) to be approved and helped to be successful.

**wasteland:** (n.) an area of land that is empty or cannot be used.

## SUBJECT CONNECTIONS

**complain:** (v.) to express dissatisfaction, resentment, pain, grief, etc.

**log:** (v.) to cut (trees) into logs.

**outrageous:** (adj.) strongly offensive.

**vanish:** (v.): to disappear quickly.

## LESSON 4

**head:** (v.) to be in charge of something.

**rising:** (adj.) advancing, ascending, or mounting.

**tackling:** (v.): To work on something, in order to handle it or solve it.

## LESSON 5

**advocate:** (n.) a person who supports or speaks in favor of somebody or something.

**loss:** (n.) the state of no longer having something.

**overwhelming:** (adj.) very great or very strong; so powerful that you cannot resist it or decide how to react.

**reject:** (v.) to refuse to accept or consider something.

## LESSON 6

**embrace:** (v.) to accept or adopt willingly.

**ethnic:** (n.) a member of an ethnic group or minority.

**get along:** (v.) to be on good terms; agree.

**surround:** (v.) to enclose on all sides; encircle.

## SUBJECT CONNECTIONS

**become:** (v.) to come, change, or grow to be something specific.

**café au lait:** (n.) a light brown color.

**disenfranchise:** (v.) to take away the right of (a citizen) to vote.

**persecute:** (v.) to treat (someone) cruelly or unfairly, especially because of religion, race, etc.

**prejudice:** (n.) any opinion or feeling held before careful thought.

## UNIT 2

## LESSON 1

**handset:** (n.) a telephone having a mouthpiece and earpiece mounted at opposite ends of a handle.

**store:** (v.) to deposit in a place for keeping.

**trace back:** (v.) to follow the footprints, tracks, or traces of something or someone.

## LESSON 2

**line:** (n.) the words of an actor's part in a drama, musical comedy, etc.

**part:** (n.) a role in a play or the lines that make up the role.

**play:** (n.) a dramatic composition; drama.

**script:** (n.) the written words of a play, etc.

## LESSON 3

**click:** (v.) to press and release a mouse button rapidly, as to select an icon.

**download:** (v.) to transfer (software, data, character sets, etc.) from a distant to a nearby computer, from a larger to a smaller computer, or from a computer to a peripheral device.

**drag:** (v.) to pull (a graphic image) from one place to another on a computer monitor.

**share:** (v.) to divide and distribute (something) in shares.

**transfer:** (v.) to move something from one place to another.

**upload:** (v.) to transfer (software, data, character sets, etc.) from a smaller to a larger computer.

## SUBJECT CONNECTIONS

**crystallization** (n.) to (cause to) form into crystals; (cause to) assume crystal-like form.

**decantation:** (n.) to pour a liquid gently so as not to disturb the sediment.

**distillation:** (n.) the volatilization or evaporation and subsequent condensation of a liquid, as when water is boiled in a retort and the steam is condensed in a cool receiver.



#### LESSON 4

**fine motor skills:** (n.) small movements (such as picking up small objects and holding a spoon) that use the small muscles of the fingers, toes, wrists, lips, and tongue.

**purpose:** (n.) the reason for which something exists or is done, made, etc.

**support:** (v.) to uphold by showing one's agreement with or faith in (a person, cause, etc.).

#### LESSON 5

**boundary:** (n.) a real or imaginary line that marks the limits or edges of something and separates it from other things or places; a dividing line.

**cutting-edge:** (n.) the newest, most advanced stage in the development of something.

**figure(s):** (n.) a number representing a particular amount, especially one given in official information.

(n.) the shape of a person seen from a distance or not clearly.

#### LESSON 6

**brainchild:** (n.) a product of one's thinking or planning.

**podcast:** (n.) an audio file similar to a radio broadcast, which can be downloaded and listened to on a computer, mp3 player, mobile phone, etc.

**spread the word:** (v.) share the information or news.

#### SUBJECT CONNECTIONS

**average:** (n.) a quantity, rating, or the like that represents or approximates an arithmetic mean.

**exchange:** (v.) to give and receive reciprocally; interchange.

**research:** (n.) careful patient study of a subject in order to discover or revise facts, theories, principles, etc.

### UNIT 3

#### LESSON 1

**accolade(s):** (n.) an honor given to someone for their work.

**blessed:** (adj.) holy, gracious.

**destitute:** (n.) with no money or possessions, poor, impoverished.

**rule:** (v.) to control and have authority over a country, a group of people, etc.

**spur(red):** (v.) to encourage somebody to do or achieve something.

**stake:** (n.) a thick wooden pole that someone was tied to and burnt in the past, as a punishment.

#### LESSON 2

**blog:** (v.) to write on an on-line journal, which is accessible to users of the internet.

**pride:** (n.) a becoming or dignified sense of what is due to oneself or one's position or character; self-respect; self-esteem.

**rejection:** (n.) the act of rejecting (refusing something or someone) or the state of being rejected.

**sidelines:** (n.) the place or circumstance in which one does not participate but simply observes.

#### LESSON 3

**eyewitness:** (n.) a person who has seen a crime, accident, event, etc., and can describe it afterwards.

**ponder:** (v.) to think about something carefully for a period of time; consider.

**quote:** (n.) a group of words or a short piece of writing taken from a book, play, speech, etc.

**veneer:** (n.) an outer appearance of a particular quality that hides the true nature of something; the surface of something.

#### SUBJECT CONNECTIONS

**mill:** (n.) a small machine for grinding a substance into powder.

**mubiru muiru:** (n.) African word, a small tree with edible berries.

**peek out:** (v.) to be just visible.

**squiggles:** (n.) lines drawn or written, in a careless way, with twists and curls in them.

**tadpoles:** (n.) the larvas of frogs and toads, living in water, having internal gills and a tail.

#### LESSON 4

**champion:** (v.) to defend or support (a cause, for example).

**judgment:** (n.) an opinion, conclusion, or belief based on the circumstances before one's view.

**pinnacle:** (n.) the highest point one can reach, as of success, power, etc.

**remains:** (n.) something that remains or is left traces of something.

**shape:** (v.) to direct (one's course, future, etc.).

#### LESSON 5

**conceivable:** (adj.) possible to imagine or to believe.

**effectual:** (adj.) effective and successful.

**grab:** (v.) to take hold of something or someone suddenly and roughly.

**grant:** (v.) to give or allow someone something, usually in an official way.

**outrage:** (n.) a shocking, morally unacceptable, and usually violent action.

**squeeze:** (v.) to press something firmly, especially from all sides in order to change its shape, reduce its size, or remove liquid from it.

**wreath:** (n.) an arrangement of flowers and leaves in a circular shape, used as a decoration or as a sign of respect and remembrance for a person who has died.

#### LESSON 6

**affairs:** (n.) anything requiring action or effort; business.

**empower:** (v.) to provide with ability; enable.

**get across:** (v.) to (cause to) be or become clearly understood.

**threat:** (n.) a sign or warning of trouble or danger.

#### SUBJECT CONNECTIONS

**chairman:** (n.) the officer in charge of running a meeting, etc., or the head of a board or department.

**commitment:** (n.) a strong or firm belief shown by one's actions; loyalty.

**commend:** (v.) to present or mention as worthy of confidence, attention, etc.; recommend.

**researcher:** (n.) someone who studies a subject carefully and patiently, in order to discover or revise facts, theories, principles, etc.



## UNIT 4

### LESSON 1

**choke:** (v.) to stop breathing because something is blocking your throat.

**doom:** (n.) death, destruction, or any very bad situation that cannot be avoided.

**heed:** (v.) to pay attention to something, especially advice or a warning.

**strife:** (n.) violent or angry disagreement.

### LESSON 2

**source:** (n.) any thing or place from which something comes, arises, or is obtained; origin.

**spare:** (n.) something extra to be used, for example, in case of emergency.

**tied:** (v.) to be connected to something or obliged to do something.

**tiles:** (n.) pieces of baked clay, used for various purposes, as in forming a roof covering, etc.

**trap:** (v.) to catch something in a trap.

### LESSON 3

**release:** (v.) to allow a substance to flow out from somewhere.

**safekeeping:** (n.) protection from harm or loss.

**threat:** (n.) a suggestion that something unpleasant or violent will happen, especially if a particular action or order is not followed.

### SUBJECT CONNECTIONS

**crops:** (n.) the cultivated produce of the ground, while growing or when gathered.

**dig:** (v.) to break up and turn over earth, sand, etc., as with a shovel or spade.

**hybrid:** (adj.) formed or made up of very different or unlike elements or parts.

**sewage:** (n.) the waste matter that passes through sewers.

### LESSON 4

**foreseeable:** (adj.) that can be sensed or known in advance.

**household:** (adj.) for use in the home, esp. for cooking, cleaning, or laundering.

**increase:** (v.) to become greater, as in number, size, strength, or quality.

**waste:** (n.) something left over, esp. after some process has been performed and something more valuable removed.

### LESSON 5

**depleted:** (adj.) reduced by a large amount, so that there is nothing left.

**dew:** (n.) the very small drops of water that form on the ground during the night.

**dumping ground:** (n.) a place where things that are not wanted are got rid of.

**scarce:** (adj.) if something is scarce; there is not very much of it.

**shortage:** (n.) a lack of something that you need or want.

### LESSON 6

**appliance:** (n.) a device or machine used, especially at home, to carry out a specific function, as toasting bread or chilling food.

**heat:** (n.) the condition or quality of being hot.

**luxury:** (n.) a material object, service, etc., that brings physical comfort or rich living, but is not a necessity of life.

### SUBJECT CONNECTIONS

**a reservoir:** (n.) (an artificial lake) that provides water for an area.

**dam:** (n.) a wall built across a river that stops the river's flow and collects the water, especially to create energy.

**deem:** (v.) to consider or judge something in a particular way

**slaughter:** (n.) the killing of many people cruelly and unfairly, especially in a war.



- Arone, E. (2005). *Speaking in a second language*. Handbook of research in second language teaching and learning, 485-502.
- Birch, B. (2005). *Learning and teaching English grammar*, K-12. White Plains, NY: Prentice Hall.
- Brown, H. D. (2001). *Teaching by principles* (2<sup>nd</sup> ed.). White Plains, NY: Pearson.
- Carless, David. Implementing task-based learning with young learners. *ELT journal* 56.4 (2002): 389-396.
- Carter, R., & Nunan, D. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Cambridge: Cambridge University Press.
- Celce-Murcia, M., & McIntosh, L. (1991). *Teaching English as a second or foreign language* (p. 279-295). Heinle & Heinle Publishers.
- Echevarria, J. J., Vogt, M., & Short, D. J. (2013). *Making content comprehensible for elementary English learners: The SIOP model*. Pearson Higher Ed.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford: Oxford University Press.
- Harmer, J. (2006). *How to teach English*. Pearson Education India.
- Harvey, S. & Goudvis, A. (2007). *Strategies that work: Teaching comprehension for understanding and engagement*. Stenhouse Publishers.
- Hinkel, E. (Ed.). (2011). *Handbook of research in second language teaching and learning* (Vol. 2). Routledge.
- Lazaraton, A. (2001). *Teaching oral skills. Teaching English as a second or foreign language*, 3, 103-115.
- Legrandis, D. (2012) *Launching the Writing Workshop: A Step-by-Step Guide in Photograph*. NY: Scholastic.
- Marzano, R. J., & Kendall, J. S. (Eds.). (2007). *The new taxonomy of educational objectives*. Corwin Press.
- Marzano, R. J., Pickering, D., & Heflebower, T. (2011). *The highly engaged classroom*. Marzano Research Laboratory.
- Nation, I. S. (2001). *Learning vocabulary in another language*. Ernst Klett Sprachen.
- Nation, I. S. (2008). *Teaching ESL/EFL reading and writing*. Routledge.
- Nation, I. S. P., & Newton, J. (2008). *Teaching ESL/EFL listening and speaking*. Routledge.
- Nation, I. S. P. (2001). *Learning vocabulary in another language*. Cambridge: Cambridge University Press.
- Nuttall, C. (1996). *Teaching reading skills in a foreign language*. Heinemann, 361 Hanover Street, Portsmouth, NH 03801-3912.
- Peregoy, S.F. et al. (3<sup>rd</sup> ed.). (2005). *Reading, Writing and Learning in ESL*. White Plains, NY: Addison Wesley Publishing Company.
- Ur, P. (1996). *A course in language teaching: Practice and theory*. Cambridge: Cambridge University Press.
- Williams, J. (2005). *Teaching writing in second and foreign language classrooms*. Boston: McGraw-Hill.
- Bassett, J. (2007) *The phantom of the opera*. Oxford: Oxford University Press.
- Brooke, H. (2008) *Survive!* New York: Oxford University Press.
- Brooke, H., Tiner, R. (2008) *Mystery in London*. New York: Oxford University Press.
- Burrows, P., Foster, M. (2008) *Starman*. New York: Oxford University Press.
- Casares, S., Inaraja, C. (2007) *Apuntes de Inglés*, ESO. Barcelona: Ediciones Parramón.
- Clemen, G. (2008) *The Ghost Ship of Bodega Bay*. Genoa: Black Cat Publishing.
- Dictionary of computing. (2008). Oxford: Oxford Univ. Press.
- Gascoine, J. (2008) *The story of coffee*. Barcelona: Vicens-Vives.
- Helgesen, M., Brown, S., & Brown, S. (1994). *Active listening: Building skills for understanding*. Cambridge: Cambridge University Press.
- Johnston, O. (2001) *Listening activities: photocopiable resource book* (Book 1); European Language Institute. Recanati ELI [Stuttgart] [Klett].
- Johnston, O. (2001) *Listening activities: photocopiable resource book* (Book 2); European Language Institute. Recanati ELI [Stuttgart] [Klett].
- Kemper, D., Sebranek, P., Meyer, V., Krenzke, C., Ross, M. (1998). *All write: a student handbook for writing & learning*. Wilmington, Mass. : Write Source.
- Kemper, D., Sebranek, P. , Meyer, V., Krenzke, C., Ross, M. (2005). *Write source: Writing and Grammar*. Wilmington, Mass. : Write Source.
- Merriam-Webster Illustrated Spanish-English Student Dictionary. (2012) Springfield, MA: Merriam Webster.
- Murphy, R. (2012). *English grammar in use*. Ernst Klett Sprachen.
- Murphy y Oceano: R. (2003). *New year called tet, a, guided reading bookroom package grade 2, level j: with teacher notes*. Place of publication not identified: Rigby Education.
- OCEANO. (1992). *Oceano Pocket: Diccionario Inglés-Español, Español-Inglés. Oxford Dictionary of Computing*. (2001) Oxford University Press, USA.
- Troughton, J. (1996) *The Chinese new year*. Cambridge: Cambridge University Press.
- Verdugo, J. (2010) *The origin of the Payachatas – A Legend from Northern Chile*. Santiago de Chile: Amapola Editores.

Source: Bibliotecas Escolares CRA, UCE MINEDUC. Retrieved from: [http://www.bibliotecascra.cl/catalogo\\_cra\\_lista?title=&fieldcategorialibcratid=157&sort\\_by=totalcount&sort\\_order=DESC](http://www.bibliotecascra.cl/catalogo_cra_lista?title=&fieldcategorialibcratid=157&sort_by=totalcount&sort_order=DESC)

## WEBSITES

- <http://www.readingrockets.org/>
- <http://www.reading-tutors.com/>
- <http://www.readwritethink.org>
- <http://www.esl-lab.com/>
- <http://www.esl.about.com/cs/listening/>
- <http://www.englishlistening.com>
- <http://www.tolearnenglish.com>
- <http://www.focusenglish.com/dialogues/conversation.html>
- <http://www.antimoon.com/how/pronunc-soundsipa.htm>
- <http://www.manythings.org/voa/stories/>
- <http://www.americanliterature.com/twenty-great-american-short-stories>
- <http://www.timeforkids.com/>
- <http://learnenglish teens.britishcouncil.org/>

## MINEDUC SCHOOL LIBRARIES (CRA) RESOURCES

- Abate, F. R. (1997). *The Oxford desk dictionary and thesaurus*. Oxford University Press, USA.
- Atkinson, H. (2008) *Pronunciación del inglés: un resumen de los sonidos de la lengua inglesa*. México: Trillas.
- (2010). *Kamshout and the fall. A selk'nam legend*. Santiago de Chile: Amapola Editores.



2018 © Ediciones Cal y Canto

English 2º medio, TEENS IN MOTION

Student´s Book

Nº de Inscripción: A-286104

ISBN: 978 956 339 231 9

**Original text**                    **Lina Mercedes Alvarado Jantus**  
Teacher of English  
Instituto Profesional Chileno - Británico

Original illustrations Ediciones Cal y Canto®

Design Ediciones Cal y Canto®

General Manager	Jorge Muñoz Rau
English Editor	Ariel Acosta Arancibia, Profesor de Inglés
Assistant Editors	Carolina Zarate Castel, Profesora Universitaria en Lengua y Cultura Inglesa María José Caamaño Romero, Profesora de Inglés Magdalena Greswell Balbontin, Profesora General Básica
Design	María Jesús Moreno Guldman
Cover design	María Jesús Moreno Guldman
Layout	Marcia Gutiérrez Pavez
Proofreading	Thomas Connelly
General Production	Cecilia Muñoz Rau
Production Assistant	Lorena Briceño González
Photos	123RF Stock Photos



All rights reserved; no part of this publication may be reproduced, stored in a retrieval system, transmitted in any form, or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher.

Impreso RR Donnelley Chile

Se terminó de imprimir 200.399 ejemplares en el mes de enero de 2018.



EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN  
PROHIBIDA SU COMERCIALIZACIÓN