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TEENS CLUB

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Instituto Profesional Chileno-Británico

DISCOVER YOUR BOOK



GETTING READY

Some interesting pictures to provide a setting and some simple exercises to activate your previous knowledge. You can also examine the objectives of the unit here.



READING

The tasks will help you develop strategies to improve your understanding of written texts.



LISTENING

The tasks will help you develop strategies to improve your understanding of oral messages.

Key Word Spot

Special words glossary that helps you with the key words in the text you are going to read or listen to.

Reflection Spot

Statements to help you reflect on your learning process and to raise your awareness of how you develop your own learning strategies.

LANGUAGE SPOT

Section designed to help you revise or discover a particular grammar structure. The activities are meant to promote independent learning.



YOUR ENGLISH IN ACTION

These attractive and entertaining activities will motivate you to study and put into practice what you are learning.



UNIT CHECK

A formal test at the end of the unit to evaluate your progress and help you discover what you need to revise.



FINAL REFLECTION

Guided analysis of your strengths and weaknesses, to help you check your progress and find ways to improve.



Interesting bits of information on the topics of the lesson.



Section designed to motivate you with different games.



These short evaluation activities allow you to analyze your performance. You complete the tasks within a time limit and check your points.



Suggested Internet sites where additional information related to the topic can be found.

PLAN OF THE BOOK

UNIT 1



TEEN LIFE

8 - 39

Reading

Take Two Teens	10
The Mystery of Teen Fashion ...	22
Two Cultures.....	36

Listening

Teenage Talk.....	16
Typical Teenagers	28
Diamond Lamour's Life.....	37

UNIT 2



BELIEVE IT OR NOT

40 - 71

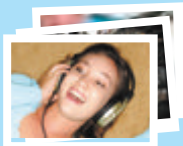
Reading

A Virtual World for Teens	42
Virtual Me?	54
Living in Space.....	68

Listening

Why not the Moon?.....	48
It Won't be Cheap!	60
Space Tourism	69

UNIT 3



TECHNOLOGY AND INVENTIONS

72 - 103

Reading

Popular Teenage Inventions	74
The Wizard of Menlo Park	86
The Life of a Teen Inventor	100

Listening

My Best Invention.....	80
Technology Update	92
The Garbage Eater and the Human Robot.....	101

UNIT 4



SONGS - MUSIC AND WORDS

104 - 135

Reading

Chatting with a Young Winner	106
We Want you to Read!.....	118
Spotlight on Beverley Knight.....	132

Listening

New Stars.....	112
Would you Know my Name? ..	124
Change.....	133

UNIT 5



HOW ABOUT WORKING?

136 - 167

Reading

Breaking Frontiers	138
Making a Difference.....	150
Teen Jobs Offered.....	164

Listening

People who Care.....	144
Is it good news?.....	156
Two Phone Calls	165

BIBLIOGRAPHY.....168

Speaking

- To exchange personal information (Ex. 14)... **14**
- To talk about experiences (Ex. 11) **19**
- To exchange information about personal styles (Ex. 15) **26**
- To talk about typical teenagers (Ex. 2) **28**
- To make comments about a poem (Ex. 9) **30**

Writing

- To write sentences about one's own and others' routine (Ex. 12) **13**
- To complete a post to a Student Forum chat (Ex. 15) **14**
- To describe a friend's habits (Ex. 12) **19**
- To complete a paragraph about clothes (Ex. 17)..... **27**
- To complete poems (Exs. 13 & 14) **32 / 33**
- To reply to a post (Ex. 10)..... **38**

Speaking

- To talk about virtual world activities (Exs. 1 & 2) **42**
- To describe own "avatar" (Ex. 11). **44**
- To discuss the possibility of living in space (Ex. 2). **48**
- To talk about conditions (Ex. 12). **58**
- To exchange information about fixed arrangements (Ex. 10)..... **63**

Writing

- To describe a game (Ex. 15)..... **46**
- To describe own "avatar" (Ex. 11)..... **47**
- To write a report on a city on the moon (Ex. 12)..... **51**
- To list activities robots can do (Ex. 9)..... **57**
- To write a paragraph about fixed personal arrangements (Ex. 15)..... **65**

Speaking

- To describe and discuss important inventions (Exs. 11 / 12) **77 / 84**
- To talk about inventions (Ex. 14)..... **90**
- To describe a gadget (Ex. 11) **95**
- To describe an invention (Ex. 11) **102**

Writing

- To describe inventors and inventions (Ex. 12) **77**
- To describe what people did from pictures (Ex. 11)..... **83**
- To summarize a biography using sequencing expressions (Ex. 10) **89**
- To describe a gadget (Ex. 12) **95**

Speaking

- To interview someone using indirect questions (Ex. 15) **110**
- To talk about television programs (Ex. 10)... **114**
- To apply a questionnaire about personal information (GAME SPOT)..... **117**
- To talk about favorite books (Ex. 12) **121**
- To discuss hypothetical situations (Ex. 13)... **127**

Writing

- To write a piece of chat with a young artist (Ex. 17)..... **110**
- To write short paragraphs using classmates' personal information (Ex. 15) **117**
- To write a book review (Ex. 13) **121**
- To report on an interview to classmates (Ex. 15)..... **128**

Speaking

- To role-play a dialogue about voluntary work (Ex. 9) **140**
- To discuss an advertisement for voluntary work (Ex. 15)..... **147**
- To express preferences in connection with voluntary work (Ex. 11)..... **153**
- To participate in a telephone conversation (Ex. 13) **159**

Writing

- To complete an application form (Ex. 14) **142**
- To write an accompanying letter for an application form (Ex. 15) **142**
- To write a letter accepting or rejecting an application(Ex. 14) **155**
- To write a telephone conversation (Ex. 13)..... **159**
- To write a letter of application for voluntary work (Ex. 9) .. **166**

UNIT



TEEN LIFE

In this unit you will:

- read posts to a Student Forum chat.
- read a magazine article.
- listen to an interview.
- listen to two poems.

You will learn how to:

Reading

- identify cognates.
- find general and specific information.
- infer meaning of words from context.
- locate and match information.

Listening

- discriminate between correct and incorrect information.
- identify correct sequence.
- differentiate sounds.
- find general and specific information.
- identify collocations.

Language

- use the Simple Present and adverbs of frequency.
- use adjectives of quantity.
- use connectors.
- use the Present Continuous for future plans.

Speaking

- exchange personal information.
- exchange information about personal interests and preferences.
- express quantities.

Writing

- write a personal introduction to a forum chat.
- complete a personal profile.

You will also:

- develop respect for and acceptance of age, and social and cultural diversity.
- assess the importance of English as an international communication tool.

GETTING READY

- 1 Read what young people say about being a teenager. Do you agree?
- 2 In your group, talk about “being a teenager”. What does it mean to you? Make some notes.
- 3 Copy this chart into your notebook. Interview six of your classmates about their interests and preferences and enter the information in the chart. Present the results for each item in a graph (pie chart or bar graph).

Classmate's name	Music	Free Time	Sports	Art	



Yaritza, 15, Brazil.

"Of course I feel Brazilian, but I also feel like other teens throughout the world. I can see we are similar when we chat on the Internet. We share the same feelings, and talk about the same topics".



Atzuko, 14, Japan.

"My identity is not in my nationality. It is in my art. I'm studying art at an American school and I feel like the rest of my classmates".



James, 14, England.

"Nowadays, teenagers are the same throughout the world. We are inspired by the same things and love doing the same activities. I don't think a Chinese teen is different at all from me".



Ludvik, 15, Czech Republic.

"My national identity is not important to me. I don't feel typically Czech, I see myself more as a European or an Occidental teen".



Carmen, 14, Chile.

Identity? No, I don't feel different from teenagers from other parts of the world. I wear the same clothes; I like and do the same things. So, why do I have to feel different?





READING

LESSON 1

TAKE TWO TEENS



BEFORE READING

- 1 Look at the photographs and answer these questions with your partner.
 - a. How old are these teenagers?
 - b. Where are they from?
 - c. What are they doing?
 - d. What kind of clothes are they wearing?
- 2 Make a list of aspects and activities that are typical of teenagers in Chile and all over the world.

Example: *hang out with friends*
- 3 Which of the pictures above do you think best represents a typical Chilean teenager?
- 4 You are going to read two posts from a Student Forum chat. Do you think the students have similar ways of life?
- 5 Have a quick look at the texts and find all the cognates. What information can you already understand?
- 6 Find the definitions of the words in the Key Word Spot in an English - English dictionary.

Key Word Spot

- Amish
- newbie
- link
- soaps

TAKE TWO TEENS

The screenshot shows an MSN Messenger chat window with two participants: Josh95 and Pink Sunshine. Josh95 is a 15-year-old Amish boy from Pennsylvania, USA, who goes to a school for Amish people and never watches TV or listens to music. Pink Sunshine is a 14-year-old girl from Australia, 600 kilometers from the nearest town, who takes e-lessons and enjoys watching TV and reading. The chat window includes a toolbar with options like 'Invite', 'Send files', 'Web cam', 'Audio', 'Activities', and 'Games'. A large emoji palette is open at the bottom of the chat window.

From:

Josh95
Hi, I'm new to this forum so I'm going to introduce myself. I'm 15 and I live on a farm in Pennsylvania, USA. My life is a bit different from yours, I think. I'm Amish and I go to a school for Amish people. I always wear traditional clothes. I never watch TV or listen to music and I haven't got a computer at home. I love to chat with other people. Every Saturday, I go shopping in the city and then I go to a cyber cafe. I want to talk with people from all over the world about their lives and culture.

Pink Sunshine
Hi, everyone. I'm a newbie too. I live on a farm in Australia, 600 kilometers from the nearest town. I'm 14 and never go to school because I live so far away, but I've got e- lessons. I am a Forum fan and couldn't live without the Internet; it is my link with the rest of the world. I love watching TV and listening to music in the evenings. I always watch soaps or movies and I also like reading. I hardly ever meet friends or go to parties, but I love to chat about music, school subjects and sports with people from all over the world. Answer me!

Created by: Publishing team.

@@ CLICK ON <http://www.kidscom.com/chat/kidschat/rules.html>



7 Read the text quickly and check your predictions in Exercise 4.

8 Read the text again and answer these questions.

- a. Are Josh95 and Pink Sunshine typical teenagers? Why? Why not?
- b. What nationality are they?
- c. Do you think Josh95 likes going to the city every Saturday?
- d. How does Pink Sunshine study?
- e. Is the Internet important for them? Why? Why not?

9 Read the text again and complete this chart.

	Josh95	Pink Sunshine
Always		
Often		
Hardly Ever		
Never		
Likes / Loves		

10 Read the text once more and complete these sentences in your notebook.

- a. Josh95's and Pink Sunshine's lives are similar because _____
- b. Josh95's and Pink Sunshine's lives are different because _____





AFTER READING

- 11** Complete the chart in Exercise 9 with your own information and then answer these questions.
- Have you got similar interests to Josh and Pink Sunshine?
 - Is your life similar or different? Why?

LANGUAGE SPOT



Habitual activities and frequency adverbs

- Read these sentences from the text.
 - I always wear traditional clothes.
 - Every Saturday, I go shopping in the city.
 - I never go to school.
- Answer these questions.
 - What do the sentences above express? Choose an alternative.
 - Actions or events that happened in the past.
 - Actions or events that are happening now.
 - Actions or events that are habitual.
 - What verb tense are we using?
 - The Present Continuous tense.
 - The Simple Past tense.
 - The Simple Present tense.
 - What special words are used to express the frequency of the activities? Identify them in the sentences.
- Copy and complete this general rule in your notebook.

We use the _____ tense to talk about activities that are _____.

We use words such as _____, _____, _____ to express the frequency of the activity.
- Go back to the text and find other examples of this verb tense. Write them in your notebook and underline the frequency adverb.

- 12** Write two sentences about yourself and your partner expressing your habitual activities.
- I always _____ and _____.
 - I never _____ or _____.
 - My partner _____ and _____.
 - My partner _____ or _____.

13 Listen and repeat this conversation.

Diana: Hi, my name's Diana. What's your name?

Steve: Hi, I'm Steve. Nice to meet you.

Diana: How old are you, Steve. And, where do you come from?

Steve: I'm 14, and I come from Canada.

Diana: What do you like doing in your free time?

Steve: I always do sports or visit my friends. And you?

Diana: I often do sports too, and I always chat on the Internet with people from all over the world.

Reflection Spot

• I can ask for and give personal information.	😊	😞
• I can introduce myself to a chat forum.	😊	😞

14 Role-play the conversation with your partner changing the underlined parts with your own information.

15 Complete the following post to introduce yourself to a Student Forum chat. Don't forget to invent a username! Write the post in your notebook.

Hi, I'm _____. I _____ and I _____
in _____. I go to _____ at _____.
I like _____ and _____. In my free time I
always _____ or I _____ with my friends.
I never _____.
I want to _____ from all over the world and know about
their _____.

16 Read these two posts and answer them in your notebook.

The image shows two overlapping screenshots of an MSN chat window. The top window shows a post from 'Jay1994' with a profile picture of a woman. The text of the post is: 'Hey! I'm new to the forum - So yeah I'm a student in Boston – from Saint Joseph's; love music and play the guitar and the drums. What's up?'. The bottom window shows a post from 'Brummie Bex' with a profile picture of a man. The text of the post is: 'Hi everyone! My name is Bex; just finished my first year at Benton Harbor Secondary School. Originally from Chicago. If anyone wants to know anything else, feel free to ask!'. Both windows have a toolbar at the top with icons for 'Invite', 'Send files', 'Web cam', 'Audio', 'Activities', and 'Games'.



- 17 Read the posts on page 11 again and answer these questions. Justify your answers.
- Are there people in any of these situations in Chile?
 - Can the Internet be a useful tool for education in Chile?

LET'S CHECK

- 18 How often do you do the activities in the photos? Write sentences that are true for you using the frequency adverbs in the box. (10 pts.)

always hardly ever never sometimes usually



0 - 4 5 - 6 7 - 8 9 - 10
Keep trying! Good! Very good! Excellent!

REAL LIFE SPOT

What language do the Amish speak?
In their homes and in conversations with each other, the Old Order Amish speak Pennsylvania Dutch, which is a dialect of German. It is similar to "Platt" that is spoken in parts of northern Germany. When children go to school they learn English. In the church the sermons are in German.



Do Amish families play games?
Yes, Amish families play games and read together in the evenings. However, there are not long evenings in an Amish family. When the children get home from school, they help with the chores. At an early age, children have responsibilities assigned to them. After the evening meal, they do homework, and before long it is bedtime. The Amish wake up and go to bed very early.

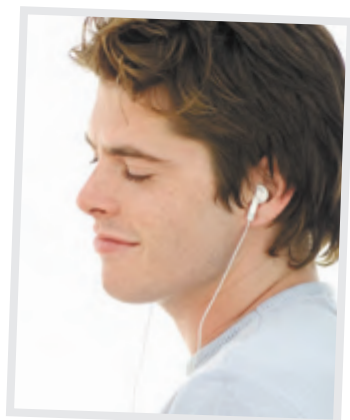
Taken from: Amish people & their lifestyle (n.d.) Retrieved February 20, 2012, from: <http://www.800padutch.com/amishpeople.shtml>



TEENAGE TALK

BEFORE LISTENING

1 Find seven words related to teen culture in the Word Search puzzle.



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

2 With your partner, make a list of other words related to teenagers.

3 Look at the photo and answer these questions in your group.

- a. Does the boy look like a typical teenager?
- b. Where do you think he is from?
- c. What does he like doing in his free time?
- d. What does he care about?

Key Word Spot

- fleece
- fed up
- look forward to

4 Match the words in the Key Word Spot with their meanings.

- a. bored or unhappy
- b. expect with pleasure
- c. wool



TEEN LIFE



LISTENING

- 5** Listen to the interview with Danny Evans and check your predictions in exercise 3.
- 6** Listen to the interview again and identify the alternative you hear.
- Danny usually listens to music with his *friends / mates*.
 - He is reading *Amazing Birds / The Amazing Life of Birds*.
 - All the girls like *older / younger* boys.
 - He's fed up with *work / homework*.
 - He's spending *one week / two weeks* with his cousins.
- 7** Listen again and match the verbs in list **A** with the phrases in list **B**. Then identify the correct picture for each collocation.

A

look
play
talk
wear

B

about music
a nice jacket
for a girlfriend
the drums



1



2



3



4

- 8** Listen to the interview again and decide if these statements are true or false. Then listen once more and correct the false statements.
- ___ Danny lives in the center of the city.
 - ___ On weekends, he goes skiing.
 - ___ He goes to the movies every Friday night.
 - ___ He is reading a book about girls.
 - ___ He loves history.
 - ___ He wants to have a girlfriend.
 - ___ He's looking forward to visiting his cousins.

Reflection Spot	
• I can predict information from pictures.	☺ ☹
• I can identify correct words.	☺ ☹

AFTER LISTENING

LANGUAGE SPOT

The Present Progressive for Future Plans

1. Read these questions and answers from the text.
 - a. What are you wearing today?
I'm wearing a fleece jacket, jeans and sneakers.
 - b. What are you doing on your next vacation?
I'm spending a week with my cousins in the country.
2. Answer these questions.
 - a. Which of the exchanges refers to an action that is happening now?
 - b. Which of the exchanges refers to a planned future event?
 - c. Which tense was used?
 - i. The Simple Present tense.
 - ii. The Present Progressive tense.
 - iii. The Simple Future tense.
3. Copy and complete this general rule in your notebook.

We use the _____ to talk about temporary events and about what is happening now.
We can also use the _____ to talk about _____ and arrangements.
4. Write two more sentences about the plans that Danny may have.

- 9 Complete these dialogs with the Simple Present or the Present Progressive form of the verbs in brackets. Then match them with the pictures (1 – 3).

- a. What _____ your best friend _____ after school? (do)
He / She _____ basketball in the park. (play)
- b. What _____ your mother _____ right now? (do)
She _____ a parents' meeting. (organize)
- c. How often _____ Chilean teenagers _____ fruit? (eat)
Every day, and we _____ milk every day, too. (drink)



1



2



3



10 Complete these questions and answers from an interview in your group. Then listen and compare with the recording (several possibilities are correct).

A: How often _____ you _____ to the movies?

B: _____.

A: What _____ right now?

B: A great book called _____.

A: What _____ your favorite subjects at _____?

B: _____, _____ and _____.

A: What _____ you and _____ friends _____ about?

B: Sports and _____.

A: What _____ next weekend?

B: We _____ and going _____.

11 Ask and answer the questions in Exercise 10 with your partner. Practice and then role-play the conversation in front of your classmates.

12 Complete this description of your partner using the information he / she gave you.

My partner _____ to the movies _____.

He / She _____ the _____ and _____ about _____ with _____.

Next weekend, he / she _____ and _____.

GAME SPOT



Play the *Don't Answer Back* game

- Write down questions like those in the interview and in Exercise 10.
- Play in groups of six students, sitting in a circle.
- Player 1 asks a question to Player 2, on his / her right.
- Player 2 does not answer Player 1's question, but answers a question the teacher has written on the board.
- Player 2 asks a question to Player 3, on his / her right.
- Player 3 does not answer Player 2's question but Player 1's question and so on.
- Each player has three lives. If he / she doesn't answer the correct question, or he / she hesitates for too long, he / she loses a life.
- The winner is the player or players with most lives at the end of a round of questions or a time set by the teacher.



Example:

Teacher writes on the board: What's your name?

Player 1: What do you do at weekends?

Player 2: My name is _____. What are you doing next Saturday?

Player 3: I usually stay at home. What is your favorite subject at school?

Player 4: I am going to a party.

And so on...

 **LET'S CHECK**

13 Complete these questions about future plans. Then answer the questions about yourself. (12 pts.)

- a. What _____ you _____ on Saturday morning?
I _____.
- b. What _____ you and your friends _____ on your next vacations?
We _____.
- c. What clothes _____ you _____ for the birthday party?
I _____.

0 - 4
Keep trying!

5 - 8
Good!

9 - 10
Very good!

11 - 12
Excellent!

14 Unscramble the words (a – h) and then match them with the pictures (1 – 8).

- a. k e c t a j
b. n a j s e
c. n e k r a s e s
d. o p t

- e. s o b o t
f. s - t h r i t
g. t h i r s
h. t r i k s





TEEN LIFE



15 Take turns with your partner to describe these people's plans for next weekend.



1



2



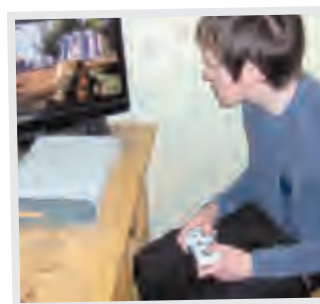
3



4



5



6

REAL LIFE SPOT



David, my dear son...I know we haven't had much time to talk, but I'd like to know more about you...your likes, your hobbies, your friends, your idols...

No problem, Dad. You can visit www.greatdavid.com



READING

LESSON 3

THE MYSTERY OF TEEN FASHION



BEFORE READING

- 1 Look at the photos and answer: which style do you like most?
- 2 Are you a fashion victim? Do the following quiz and find out! Assign 1 point to each Yes answer, and 0 points to each No answer. Then compare scores with your partner.

- a. Do you usually examine the latest fashion magazines and take note of the new looks? Yes No
- b. Do you try to imitate the look of a TV or music star? Yes No
- c. Do you go shopping with a copy of a fashion magazine in your hand? Yes No
- d. Do you buy an item of clothing because it was recommended by the latest fashion magazine? Yes No

0
Don't worry! You are not a fashion victim.

1 - 2
You are not a fashion victim yet, but be careful!

3 - 4
Danger! You are a complete fashion victim!

- 3 Read the following statements. Choose the ones you think are true.
 - a. Teenagers are high consumers of fashion.
 - b. Teen fashion is the same all over the world.
 - c. Fashion changes very often.
 - d. Celebrities' looks have a huge impact on teen fashion.



4 Have a quick look at the text and identify all the cognates. What information can you already understand?

5 Match the key words in the Key Word Spot with their definitions in A and a synonym in B.

A

- a. a general style
- b. connected with the house
- c. not covered by any clothes
- d. to find something

B

- i. detect
- ii. domestic
- iii. naked
- iv. tendency

Key Word Spot



- bare
- household
- track down
- trend

READING

THE MYSTERY OF TEEN FASHION

I. Teen fashion is intriguing and fascinating. We all notice teens with neon-colored hair, pierced tongues and bare stomachs. We also see a lot of teenagers with common household items like safety pins and rubber bands as accessories.

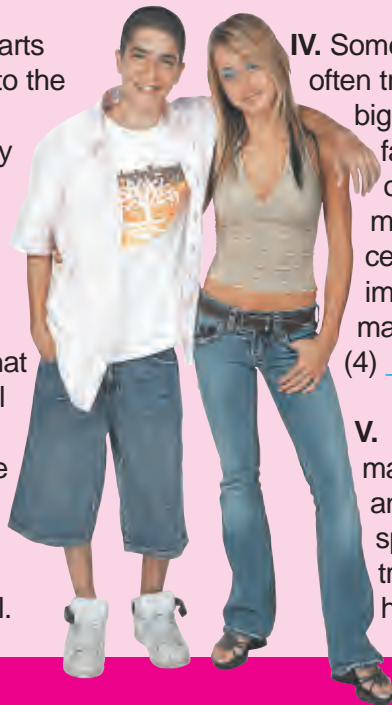
(1) _____ Who starts them? And who dictates to the world's teen population when something suddenly becomes cool?

II. Consulting companies that specialize in the youth market track down teen trends to find out what the next "must-haves" will be. Companies' trend spotters travel all over the world, (2) _____, and watch a lot of hours of movies and television searching for what is cool.

III. Many young people always find ways to wear everyday accessories in a new and different style. For example, a few students started wearing their watches on their ankles. They could never really see the watch, (3) _____.

IV. Some teens themselves are often trend starters, but the biggest influence on teen fashion is pop culture. A lot of TV shows, music, movies, magazines and celebrities have a huge impact on teen style because many teenagers (4) _____.

V. The size of the teen market is growing steadily, and clothing companies spend a lot of money trying to identify the next hot trend!



15

Adapted from: (2008, May) The mystery of teen fashion. *Seventeen magazine*.



6 Read the article quickly and check your predictions in Exercise 3.

7 Read the article again and answer these questions.

- a. What fashion trends are mentioned in the first paragraph?
- b. What do trend spotters do to find out about the latest things in teen fashion?
- c. What is the biggest influence on teen fashion?
- d. What do clothing companies do to identify the next trends?

8 Read the text again. Insert sentences (a - d) back in the blanks (1 - 4).

- a. but it was just to make a statement.
- b. choose to dress like popular teen stars.
- c. read hundreds of magazines.
- d. Where do these trends come from?

9 Read the article again and form collocations with words in columns **A** and **B**. Match three of the collocations with the pictures below (1 - 3).

- A**
- a. bare
 - b. safety
 - c. rubber
 - d. teen
 - e. pop
 - f. hot

- B**
- i. band
 - ii. culture
 - iii. pin
 - iv. population
 - v. stomach
 - vi. trend



10 Read the text again and complete this chart.

Parts of the body	Entertainment	Household items



- 11 Read the text once more. Which words in it correspond to these descriptions?
- fashionable and attractive (paragraph 1)
 - people who look for a particular thing or person (paragraph 2)
 - extra pieces of equipment, used as decoration (paragraph 3)
 - effect that something has on somebody (paragraph 4)
 - without changes (paragraph 5)

AFTER READING

- 12 In your group, think about some clothes and accessories that you wear, and talk about them. These questions can help you.
- What are they?
 - Why do you like them?
 - What do your parents think of them?

LANGUAGE SPOT



Expressing quantity

1. Read these sentences from the text. Pay special attention to the words in **bold**.
- We also see **a lot of** teenagers with common household items.
 - A few** students started wearing their watches on their ankles.
 - Some** teens themselves are often trend starters.
 - Many** young people always find ways to wear everyday accessories.

2. What do the words in **bold** express?

a. a quality b. a quantity c. a frequency

3. Copy and complete this general rule in your notebook.

We use words such as _____, _____, _____ to express a _____.

Note:

We use *a few* to refer to countable things and *a little* to refer to uncountable things.

We use *many* to refer to countable things, often in negative and interrogative sentences.

We use *much* to refer to uncountable things, often in negative and interrogative sentences.

4. Go back to the text and copy all the sentences that contain the words in point 3.

Reflection Spot

- I can exchange personal information
- I can express quantities



13 Complete what these two teens say using *much*, *many*, *a lot of*, *some*, *a few*.

Anne: I haven't got _____ money but I've got _____ friends. I get _____ mails and phone calls every day. I don't spend _____ money when I go out, but I always have a good time!

Malcom: I've got _____ pets: _____ cats, _____ dogs, _____ fish, _____ birds and a pony. I don't have _____ time for anything else. I only have _____ friends because I prefer my pets!

14 Read and listen to this dialog.

A: Can you describe what you are wearing?

B: I'm wearing a long black skirt, a black T-shirt and black boots. I'm also wearing black eyeliner, black nail varnish and black lipstick.

A: What do you call your style?

B: I am a Goth.

A: What about the accessories?

B: I wear only a few accesories, like hair pins, and I have some piercings.

A: Do you spend a lot of money on clothes?

B: No; I don't have many clothes and I usually get them from a second hand shop.

15 Replace the parts underlined in the dialog in Exercise 14 with information that is true for you. Then practice with your partner and role-play it in front of your classmates.

LET'S CHECK

16 Complete these sentences with an adjective of quantity. (8 pts.)

- I met _____ friends in the park and we played football.
- There are only _____ bad players in the basketball team this year.
- I haven't got _____ computer games. I only like two or three.
- She went to the supermarket to buy _____ things, but she only bought _____ cookies and _____ bottles of juice.
- I haven't got _____ time. I can only study _____ hours a day.

0 - 2
Keep trying!

3 - 4
Good!

5 - 6
Very good!

7 - 8
Excellent!



17 Use the information you have discussed in this lesson to complete the following paragraph in your notebook.

My favorite clothes and accessories are _____,
 _____, _____, and _____.
 I like them because I feel _____ and _____.
 The biggest fashion influence on me is _____
 because I want to _____.

18 Invent three more questions to add to the quiz in Exercise 2. Ask them in your group.

REAL LIFE SPOT



REAL-LIFE STYLE STAR: CHANDRA PICKETT
 By Stephanie Prommer, About.com

About Chandra: I am really impressed with the way that Chandra Pickett expresses herself - both through her colorful clothing and in her brilliant philosophy on style.

Age: 13.

Hometown: Montgomery County, Maryland.

Her Style: "I consider my style original and unique, because the way I dress on certain days gives people hints on what kind of mood I'm in. If I'm happy, I'll wear a lot of colors, if I'm sad I'll wear dark colors, when I'm just hanging out with my friends on the weekend, I'll wear something casual, and when there's nothing to do usually I put on some jeans and a shirt."

Style Icons: "I don't look up to celebs. I look at their styles and see what everybody's wearing and I combine all of that together and that's how I knew I wanted to be different. I didn't want to look like everyone else."

Her Advice: "I would tell all teens that you're much more than your hips and thighs and that you don't need to show your stomach to look cool. The friends I hang out with don't show all parts of their body, and the boys respect us and our bodies much, much more!"

Want to Be a Real-Life Style Star?
 E-mail your photo to me at teenfashion.guide@about.com!

@ CLICK ON http://www.thefashionpolice.net/wear_or_die/



TYPICAL TEENAGERS

BEFORE LISTENING



1



2



3



4

- 1** Match the photos and the comments.
 - a. That music is too loud.
 - b. You sleep too much.
 - c. You spend too much time on the phone.
 - d. Your room is a mess.

- 2** Read the comments in Exercise 1 again and identify all the topics that are a source of conflict with your parents. Compare your answers in your group.




TEEN LIFE





- 3 You are going to listen to two poems. Considering the name of the lesson and the activities you have done so far, what do you think the poems are about?
- The authors are complaining about teenagers.
 - The authors are describing teenagers.
 - The authors are narrating a teenage story.


- 4 Read the words in the Key Word Spot. Look up their meaning in a dictionary.

LISTENING

- 5  Listen to the poems and check your predictions in Exercise 3.

- 6  Listen to the first poem again and choose the correct alternative.
- Happy, sad, *sleepy*/*slippy*, mean,
 - They talk for *hours on end* / *in the end*,
 - They'll *leave* / *live* their room a mess
 - They *think* / *sink* their folks are ancient,
 - Before they start to *wear* / *swear*.
 - Emotions always *reeling* / *feeling*,
 - Being a teen may *be* / *seem* pretty bad,
 - For them it's *living* / *leaving* hell!

- 7  Listen to the second poem. Number these sentences in the order you hear them.
- You're only thirteen years old!
 - When everyone is shouting.
 - When you cannot find your pencil.
 - Perhaps you're getting older.
 - When you're feeling rather tired.

- 8  Listen to the poems once more. Read the comments in Exercise 1 and identify the topics that are mentioned in the poems.

Key Word Spot



- folks
- fume
- mean (adj.)
- swear
- unfair
- utterly

AFTER LISTENING



9 Complete the following dialog with what is true for you.

A: Do you recognize yourself in the poem?

B: Yes / No, because my feelings _____, I _____ and my room is _____. What about you?

A: Well, I recognize / don't recognize myself because _____, I don't think _____ and my music _____.

LANGUAGE SPOT



Addition, alternative and contrast

1. Revise these examples from the poem. Pay attention to the words in **bold**.

a. Talking to a friend, **or** sending them a text,

b. Their music cracks the ceiling,
And makes their parents fume,

c. Emotions always reeling,
And more time in their room.

d. And give cleaning it a miss,
But yes, I must confess

e. Being a teen may be pretty bad,
But from experience I can tell

2. Answer these questions.

a. Which word introduces an additional idea?

b. Which word introduces an alternative idea?

c. What does the word *but* introduce: a condition, a result or a contrast?

3. Complete these general rules.

We use _____ when we want to express a _____ between two ideas.

We use _____ when we want to express _____ ideas.

We use _____ when we want to express _____ ideas.


4. Read the transcripts of the poems the teacher will provide. Find and copy all the sentences that include the words in **bold** in point 1. Can you identify the addition, alternative or contrast they are expressing?



TEEN LIFE

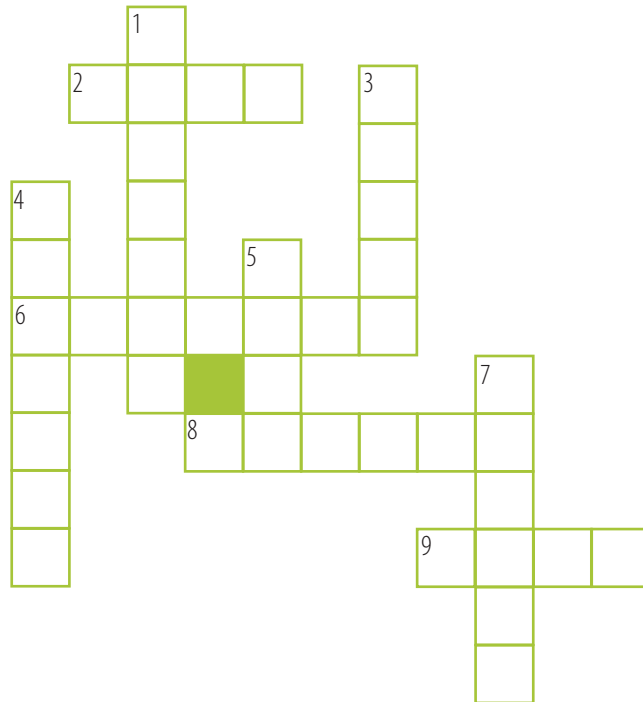


- 10** Use *and*, *or*, *but*, to connect the following pairs of sentences.
- Teenagers sleep a lot. Teenagers are always sleepy, anyway.
 - Teenagers don't talk with their parents. Teenagers talk a lot with their friends.
 - Teenagers like loud music. Teenagers like sports.
 - Teenagers like to be with friends. Teenagers like to spend a lot of time in their rooms.

- 11**  In pairs, choose the part of the poems you liked most. Memorize it and say it in front of your classmates.



Try this crossword! Read the clues and solve the crossword with words from the first poem.



Across

- a very unpleasant experience
- to admit something
- unjust
- untidy

Down

- the top inside surface of a room
- members of your family, especially your parents
- very old
- a boy / girl between 13 and 19 years old
- a person you know well and you like

LET'S CHECK

12 Complete these sentences with *and*, *but*, or. (10 pts.)

- a. Teenagers are always listening to music _____ chatting on the Internet.
- b. Teenagers like fast food _____ soft drinks.
- c. Teenagers love their parents _____ they prefer being with their friends.
- d. My sister can understand English _____ she can't speak it.
- e. My friend can speak English _____ French.

0 - 3
Keep trying!

4 - 6
Good!

7 - 8
Very good!

9 - 10
Excellent!

13 Complete the verses of this poem with words from the box.

afraid ashamed blunt bold brave loud quiet shy



TURN UP THE VOLUME

Liz Boyatt

I need to be _____,
I need to be _____,
I need to be _____,
I need to be _____.
I can't be _____,
I can't keep _____,
I can't be _____,
I can't be _____,
I can't be anyone but myself.



14 Complete the verses of this poem with ideas, feelings or actions connected with teenagers. Then compare poems in your group.

I AM
James Born

I am love in the face of _____,
I am kindness in the face of _____,
I am strength in the face of _____,
I am patience in the face of _____.
I will not run away from _____,
I will not run and _____.
I am _____, I am _____,
I will make a difference in this world, big or _____.
That is my promise to me, my promise to _____.

@ Click On <http://100-poems.com/poems/teen/>
<http://www.shavick.com/teenagepoems.htm>

15 Look at the pictures. Find phrases or sentences in the poem "Complaints" that correspond to them.



1



2



3



4



5



6

16 Read all the poems in this lesson again. Find three sentences that help you describe a typical teenager. Write them on a nice piece of paper, add illustrations and display your work in the classroom.

YOUR ENGLISH IN ACTION

1 Find information about someone you know that has a very unusual life. Introduce her / him to a Student Chat Forum.

2 Use these prompts to write a complete interview.

A: *what / generally / Friday evenings?*

B: *go / movies*

A: *you / feel / right now?*

B: *tired / homework*

A: *what / favorite subjects at school?*

B: *Spanish / math*

A: *you / do / next weekend?*

B: *sports / disco / friends*

A: *you / wear / today?*

B: *jeans / sneakers / jacket*

A: *you / like / with your friends?*

B: *skating / going to parties / doing sports*

3 Read this interview and complete the paragraph about this extreme fashion.

Interviewer: How old are you, Sonia?

Sonia: I'm 15 years old.

Interviewer: I understand you are a 'ganguro girl'; what does that name mean?

Sonia: It means 'black face girl' because I have a very dark suntan.

Interviewer: Can you describe what you are wearing?

Sonia: I'm wearing a pink miniskirt with a pink top and knee-high suede platform boots. I am wearing false eyelashes, white eye shadow, some glitter on my cheeks and pink lipstick.

Interviewer: Why did you start dressing like this?

Sonia: My best friend started to dress like this and I thought she looked really cool.

Interviewer: What do your parents think?

Sonia: My mother thinks it is awful. She doesn't like the way I look or dress.

Interviewer: Do you spend a lot of money on your clothes?

Sonia: Yes. I love shopping for clothes and make-up, and I spend a lot of money at the hairdresser's, so I have a weekend job in a supermarket.



Sonia's favorite clothes and accessories are _____, _____, _____ and _____.

She likes them because she thinks she _____, but her mother _____ the way she _____.

To get money to buy her clothes and accessories she has _____.



- 4 Would you like to know if you are a typical teenager? Take this quiz and find out!

a. Do you like looking like everyone else?

- Yes, I feel better that way.
- No, I like to be different.
- I don't really care.

b. How much do you worry about what your family thinks of you?

- Not much; it's my life after all.
- I care a bit because I know they just want me to be happy.
- I care a lot.

c. Do you like spending time at home?

- No, I prefer to go out as much as possible.
- Yes, but I also like going out with my friends.
- Yes, I love to be at home with my mum and dad.

d. Do you think it's important to look attractive to the opposite sex?

- Yes, of course!
- No, how you look is not as important as what you are like as a person.
- It's not something I think about much.

e. Do you plan your life carefully?

- No, I love doing things without thinking about them first.
- It depends. Sometimes I do.
- Yes, I always think before I act.

f. Do you live for today?

- Of course I do. You're only young once.
- In some ways I do, in some ways I don't.
- No, you've got to think of the future.

Answer key:

- a = 3 pts.**
b = 2 pts.
c = 1 pt.

Score:

- 15 - 18 pts.: You are a pretty typical teenager!**
9 - 14 pts.: You are not exactly a typical teenager.
0 - 8 pts.: You are definitely not a typical teenager!

UNIT CHECK

READING: TWO CULTURES



The screenshot shows a web browser window with a purple background for the first email and a green background for the second. The browser interface includes a menu bar (File, Edit, View, Favorites, Tools, Help), a toolbar with navigation buttons (Back, Forward, Stop, Reload, Home, Search, Favorites, Print, Mail, Print, Print, Print), and an address bar. The first email is from Bao-Yu, and the second is a reply from Kenny.

Hi! My name is Bao-Yu. I want to make friends with people all over the world. I live in Shangai, in the east of China. I'm 15 years old and I live with my parents. I don't have any brothers or sisters. On school days I always get up at 6 a.m. I take the subway to school and usually meet my friends on the train. We have six classes a day. After school I often go to my sports club where I do judo and play baseball and tennis. When I get home I do two hours of homework and then I usually watch TV. I also like reading. At the weekend I meet my friends and go shopping. Sometimes we go to the park and play baseball. Tell me about you! What is your life like?



Hi, Bao-Yu! My name is Kenny. I am fourteen years old and I live in Seattle, in the USA. Wow, your life is really different to mine. I always get up at 7 in the morning on weekdays. I have eight classes a day. I like to play basketball, video games and see my friends. What about music? Who's your favorite singer? I really like rap music - Snoop Dogg is my favorite singer.





1 Read the information about these two teenagers and answer the following questions. 5 pts.

- a. Where do they live?
- b. What do they do after school?
- c. How does Bao-Yu get to school?
- d. What time does Kenny get up?
- e. Who is his favorite singer?

2 Read the text again. Are these statements true or false? 5 pts.

- a. Bao-Yu is a single child.
- b. Kenny is older than Bao-Yu.
- c. They like doing the same things in their free time.
- d. Bao-Yu has more classes a day than Kenny.
- e. They like the same sports.

3 Complete these sentences with the corresponding name, Bao-Yu or Kenny. 5 pts.

- a. _____ likes rap music.
- b. _____ plays baseball.
- c. _____ plays basketball.
- d. _____ plays tennis.
- e. _____ does judo.

LISTENING: DIAMOND LAMOUR'S LIFE

4 Listen to the interview and decide if these statements are true or false. 5 pts.

- a. _____ Diamond often goes to parties on Friday night.
- b. _____ She goes to the movies once a week.
- c. _____ Her favorite subjects at school are Spanish and art.
- d. _____ She worries about flying because she gets very nervous.
- e. _____ Next week, she is having a lot of exams.

5 Listen to the interview again and choose the correct alternative. 5 pts.

- a. Diamond is *fifteen* / *fourteen*.
- b. She usually *rings* / *meets* her friends downtown.
- c. Her boyfriend is called *Jake* / *Jack*.
- d. She's feeling *excited* / *exhausted*.
- e. She wants to change *politics* / *the world*.



6 Listen to the interview once more and number these sentences in the order you hear them.

- a. _____ About once a month.
- b. _____ I'm fifteen tomorrow.
- c. _____ I'm studying for several tests.
- d. _____ In Lansing, Michigan.
- e. _____ My birthday party.

5 pts.

LANGUAGE

7 Complete this dialog with the Simple Present or the Present Progressive tense.

- A: *What _____ you _____ at weekends?*
B: *I _____ with friends.*
A: *What _____ you _____ with your friends?*
B: *We _____ about sports and _____*
A: *_____ you _____ a book at the moment?*
B: *Yes. I _____ Harry Potter.*
A: *What _____ you _____ on Friday night?*
B: *I _____ on TV.*

8 pts.

8 Complete these sentences about yourself and your friends expressing routine; pay attention to the provided connectors to include additional or alternative ideas.

- a. On weekends, I _____ and _____.
- b. My friends never _____ or _____.
- c. My friends and I _____ and _____.
- d. After school, we _____ and _____.
- e. We always _____ and _____.

5 pts.

SPEAKING

9 Ask your partner the questions in Exercises 1 and 7. Notice that the questions in Exercise 1 require some changes. Role-play the conversation.

Example: *What time do you get up?*

5 pts.

WRITING

10 Write a reply to Bao-Yu or Kenny.

5 pts.

53 pts.
TOTAL

0 - 11
Keep trying!

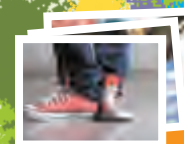
12 - 24
Good!

25 - 37
Very good!

38 - 53
Excellent!

FINAL REFLECTION

TEEN LIFE



Name: _____ Class: _____ Date: ____ / ____ / ____

You have finished Unit 1. Take some time to reflect on what you have achieved and color the stars according to what you can do now.

READING

- identify cognates
- extract specific information



LISTENING

- discriminate between correct and incorrect information
- distinguish sounds



SPEAKING

- exchange personal information
- ask and talk about personal interests and preferences



WRITING

- introduce yourself to a Student Forum Chat
- write a personal profile



LANGUAGE

- use the Simple Present and some frequency adverbs
- use the Present Progressive tense for future plans
- express additional, alternative and contrastive ideas



Look back and identify an example for each item.

How did you do? Color a box.

 Not sure	 OK	 Fine
--------------	--------	----------

Not sure about something? Look back through the unit again.

Write three things you can do to improve your performance.

PHOTOCOPIABLE

UNIT

2

BELIEVE IT OR NOT

In this unit you will:

- read a web page.
- read a scientific article.
- listen to an interview.
- listen to an advertisement.

You will learn how to:

Reading

- scan the text to validate predictions.
- use cognates to get the general meaning.
- find general and specific information.
- discriminate between correct and incorrect information.

Listening

- relate speakers and speech.
- discriminate sounds and words.
- identify specific information.

Language

- use the Simple Future tense to express predictions.
- use the Present Continuous tense to talk about fixed arrangements.
- use conjunctive connectors.
- use the First Conditional.

Speaking

- ask and answer questions about fixed arrangements.
- talk about virtual life.

Writing

- write a short report.
- complete a paragraph about life in the future.

You will also:

- reflect about the importance of technological development.
- develop acceptance and respect for everyone's opinions.

GETTING READY

- 1 Look at the pictures and decide which ones show real life and which ones show virtual life.
- 2 Do you think it is possible to live a *virtual* life? How?
- 3 What do you think life will be like in 50 years' time? Choose the predictions you think will come true.
 - a. Robots will do humans' work.
 - b. People will communicate telepathically.
 - c. Cars won't exist anymore.
 - d. People won't go out of their homes; they will live virtual lives on the Internet.
 - e. People won't eat food; they will only eat pills.
 - f. Homes will be intelligent.
 - g. People will have vacations in space.

BELIEVE IT OR NOT





READING

LESSON 1

A VIRTUAL WORLD FOR TEENS

BEFORE READING



1



2



3



4



5



6



7



8

- 1 Look at the pictures and choose the virtual world activities you would like to do.
- 2 Make a list of things that you would like to have in a virtual world.
- 3 Have a look at the text you are going to read and decide what type of text it is.
 - a. A piece of news. b. A web page. c. An encyclopedia article.
- 4 In your notebook, make a list of cognates you expect to find in a text related to a virtual world.
- 5 Have a look at the words in the Key Word Spot. Match them with their meanings.
 - a. a meeting of people for a particular purpose
 - b. a very tall building in a city
 - c. to motivate somebody to do something


Key Word Spot

- encourage
- gathering
- skyscraper



What is Teen Second Life? | Teen Second Life

Address <http://teen.seconddlife.com/whatis> Go Links >>



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A VIRTUAL WORLD FOR TEENS

What Is It?

Technology

System Requirements

FAQ

I. _____
Teen Second Life is an international gathering place for teens between the ages of 13 -17 to make friends and exchange ideas. Besides this they can play, learn and create. In it, teens can create a digital self called an “avatar”. Besides flying through a 3D landscape and socializing with other teens from all over the world, they can build anything from skyscrapers to virtual vehicles.

II. _____
Second Life is developed by Linden Lab, a company based in San Francisco, California. You can read all about us at www.lindenlab.com. Although it provides the technology, the residents are the ones who really help shape the world and make it unique.

III. _____
 Only teens between the ages of 13 and 17 are allowed in (although there is a separate version of *Second Life* for adults) so they will only interact with other teens their own age.

IV. _____
 Having land in *Second Life* allows you to build, display, and store your virtual creations; besides, you can also host events and businesses.

V. _____
 Take a look at the System Requirements and make sure your computer can run *Second Life*.
 Sign up for a *Second Life* account. *Basic* level accounts are free!
 If you have any further questions you can email us at support@secondlife.com or you can visit the *Second Life* Support Page.

DMCA | TOS | Community Standards | System Requirements | Contact
[Refer-A-Friends](#) | [Downloads](#) | [Forums](#) | [Support](#)

Created by: Publishing team.

6 Read the text quickly and check your predictions in Exercises 3 and 4.

7 Read the text carefully. Give each paragraph (I – V) a title (a – e).

- a. I want to try *Second Life*! Where do I begin?
- b. Virtual Land.
- c. What is Teen *Second Life*?
- d. Who is Teen *Second Life* for?
- e. Who makes *Second Life*?

8 Read the text again and find the following information.

- a. Three actions that teens can do on their own in *Second Life*.
- b. Three activities that teens can do with virtual land.
- c. Two activities that teens can do with other teens.
- d. Two things that teens can build in *Second Life*.

9 Read the text again. Are these statements true or false?

- a. In *Second Life*, teens can meet other teens from around the world.
- b. *Second Life* is a computer game.
- c. *Second Life* is developed by an American company.
- d. There are two versions of *Second Life*.
- e. You have to pay if you sign up for a basic level account of *Second Life*.

10 Correct the false sentences in Exercise 9 in your notebook.

AFTER READING

Reflection Spot

• I can connect the topic of the lesson to my own reality.



• I can talk about a topic and explain the reasons of my choices.



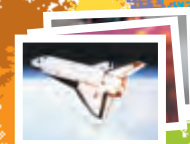
11 With your partner, think about the characteristics you would like to create for your own *avatar*. Write your ideas in your notebook and then compare them with other students' ideas.

You can use these beginnings:

My avatar would be _____.

My avatar would have _____.

My avatar would be able to _____.



1. Read these sentences from the text. Pay special attention to the words **in bold**.
 - a. **Besides** flying through a changing 3D landscape, chatting and socializing with other teens, they can build anything from skyscrapers to virtual vehicles.
 - b. **Although** it provides the technology, the residents are the ones who really help shape the world.
2. Read these other examples.

The machine is easy to operate. **Besides**, the price is quite reasonable.

Besides being a student in high school, he works as a tennis instructor.


Although Marcia is 18, she cannot get a driving license yet.
3. Which of the words in **bold** expresses a concession?
4. Which of the words in **bold** means *apart from; in addition to*.
5. Complete this general rule in your notebook.

We can use words such as _____ and _____ to join two sentences together. We use _____ when we want to express an additional idea. We use _____ when we want to introduce a concession.

Note: *Besides* and *beside* are two different words. The word *beside* is a preposition that means *next to*.
Example: Come and sit beside me.
6. Find more examples of these connectors in the text and copy them into your notebook. Can you identify which is the addition and which is the concession?


- 12 Complete this paragraph using *besides* or *although*.

I was very surprised to know that, _____ me, all my friends passed the English exam _____ it was very difficult. _____ passing the test, we all got high grades. We are very happy _____ next year we will not belong to the same group.

- 13**  Complete this dialog using information from the text. Then check with the recording.



- A:** Do you know what you do in _____? Can you explain it to me?
B: Sure! First of all, you have to create _____.
A: _____? What is that?
B: It is a _____ self, a sort of _____ personality. With this, you can _____ and socialize with other _____ from all over the _____.
A: Really? It sounds amazing!! Tell me more!
B: Besides socializing with other _____, you can also build things like _____ and even virtual _____!
A: Are you sure that the other _____ are all _____?
B: This _____ is for people between _____ and 17, although adults have their own _____.
A: Mm. I'm not sure; I think I prefer the _____ world!

- 14**  Practice the dialog in Exercise 13 with your partner, imitating the recording. Then role-play it in front of the class.

- 15** In pairs, think about a game you like to play. Then, in your notebook, write a dialog like the one in Exercise 13, exchanging information about the game.

LET'S CHECK

- 16** In your group, role-play the dialog you wrote. Evaluate your classmates' work using these guidelines.

Topic =	1 pt.
Pronunciation =	3 pts.
Fluency =	3 pts.
Language and vocabulary =	3 pts.
Total =	10 pts.

0 - 4
Keep trying!

5 - 6
Good!

7 - 8
Very good!

9 - 10
Excellent!

BELIEVE IT OR NOT



- 17 What would your own *avatar* be like? Write about the virtual personality you would like to have. Use your ideas in Exercises 1 and 2, information from the text and your imagination.

In *Second Life*, I would be / have / do _____.



- 18 Make a drawing in your notebook to illustrate your virtual personality.

REAL LIFE SPOT



What would you put in your virtual world?

SEARCH BLOG MARK BLOG Next blog To create blog | Access

Kiana, 13, Inverness, Scotland
"I would build my own little village and be completely independent. It would be like the village Tattoine from Star Wars."

Oli, 14, Derby, England
"My ideal virtual world would be as life-like and real as possible. We'd go to Hogwarts for lessons and have super powers!"

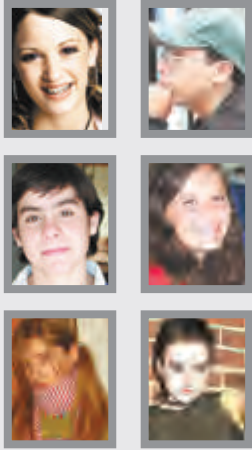
Ben, 15, Canberra, Australia
"I would put a virtual school in mine because education is important to me!"

Colette, 13, Lyon, France
"I would like everyone to sit on chairs that could move. There would be a big button in front of you and when you pressed it whatever you wanted would appear without you having to pay. That would be my perfect world!"

Tara, 14, Dublin, Ireland
"In my world I would have lots of animals made of sweets. I could eat as many sweets and chocolate as I pleased. I would stay up really late and watch TV."

Zara, 13, Montreal, Canada
"I would put a big palace for me and my friends to live in so we could see each other all the time."

Blog Archive





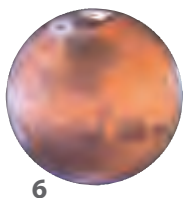
WHY NOT THE MOON?

BEFORE LISTENING

1 Find the words in the pictures in the Word Search Puzzle.



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



2 Answer these questions.

- a. Do you think it's possible for people to live in space?
- b. Which place do you think is the best to live? Why? Choose an alternative.
 - i. The Moon
 - ii. Mars
 - iii. Venus

BELIEVE IT OR NOT



3 Name one positive and one negative thing about living in space.

4 You are going to listen to an interview with three experts about NASA plans to build a city on the Moon. Choose three alternatives to guess who they are.

A teacher

A professor

A lunar scientist

An astronaut

An architect

An engineer

An astronomer


Key Word Spot




- crew
- launch
- mild
- sunlit
- supplies


5 Look up the words in the Key Word Spot in a dictionary.

LISTENING

6  Listen to the recording and check your predictions in Exercise 4.

7  Listen to the first part of the recording and identify the professions of these people.

a. Paul Spudis b. Stella Mc Curdy c. Michael Clifford

8  Listen to the second part of the recording and choose the best answer for each question.

a. How long does it take to get to the Moon?

- Three weeks.
- Three months.
- Three days.

b. What is the best place to build a city?

- Near a lake.
- The poles.
- The mountains.

c. How many astronauts are going to build the city?

- Four.
- Two.
- Ten.

d. How long will people stay on the Moon?

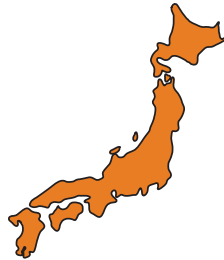
- Six days.
- Six months.
- Six weeks.



9 Listen to the final part of the recording again and identify the year each country is planning to put a man on the Moon.



China



Japan



Russia

2014

2020

2024

2030

2034

2040

10 Listen once more. Who said these sentences, Paul Spudis, Stella McCurdy or Michael Clifford?

- Its weather is mild and it's almost permanently sunlit.
- The U.S. space agency is going to construct spacecrafts that will take people and supplies to the Moon.
- Crews of four astronauts will work on the base.

AFTER LISTENING



How many words related to space can you remember? Look at the pictures and try to write the words using each letter in the sun just once.



1 _____



2 _____



3 _____



4 _____



5 _____



6 _____



LANGUAGE SPOT



The future

1. Read these examples from the text.
 - a. NASA is establishing a base on the Moon.
 - b. NASA will make it into a permanent city by 2024.
 - c. The U.S. space agency is going to construct spacecrafts.

2. Which of these sentences gives information about
 - a. future events and predictions?
 - b. plans and intentions?
 - c. fixed future arrangements?

3. Copy and complete this general rule in your notebook.
 We use the Simple Future to give information about _____.
 We use the Present Continuous to give information about _____.

4. Identify the type of future tense used in these sentences from the text.
 - a. NASA is establishing a base on the Moon and it will make it into a permanent city by 2024.
 - b. Today we will talk about this with lunar scientist Paul Spudis.
 - c. Where are you going to build the base?
 - d. Spacecrafts will take people and supplies to the Moon.
 - e. How long will people be able to stay on the Moon?
 - f. Crews of four astronauts will work on the base.



Choose the correct alternative for each sentence.

- a. Let's go swimming after school. - Sorry, *I'll play / I'm playing* basketball at 5:30.
- b. Do you think *it will snow / it's snowing* tomorrow?
- c. I think *I'm buying / I'll buy* a new cap. This one is too old.
- d. *I will not work / am not working* tomorrow. We can go shopping if you like.
- e. Have you got any plans for the vacation? Yes, *we're visiting / will visit* my grandmother.
- f. *I'm helping / will help* Marcy with her homework after school today.
- g. My sister *will get / is getting* married next month. We *are having / will have* a party at home.




In your group, write a short report about the city on the Moon. Include information from the interview and any other facts that you find interesting to add. Use supporting material (illustrations, photos, more information, etc.) and present your report to your classmates.

Reflection Spot



• I can write a short report about the topic of an interview.	☺	☹
• I can express and support my opinions.	☺	☹



13  In pairs, put this dialog between Susan and Simon in order and copy it into your notebook. Check with the recording. Then practice and role-play it with a partner.

Susan: *Next Monday, after the first break.*

Susan: *I don't know exactly. Perhaps I'll visit my grandmother in the morning and then I'll study for the math test.*

Susan: *What are you doing tomorrow, Simon?*

Simon: *Tomorrow morning I am meeting my best friend. I'm having lunch with her, and then in the afternoon we're going to the cinema. How about you?*

Simon: *Well, in that case, I'll call my friend immediately. I'm studying with you tomorrow. I think I'll get better results!*

Simon: *When are we having the math test?*

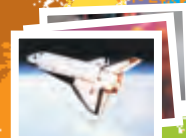
 **LET'S CHECK**

14 Complete the sentences below with the words in the boxes. (10 pts.)

- | | | | | |
|-----------|-----------|--------------|-------------|----------|
| agency | astronaut | colonization | equipment | location |
| objective | operate | robot | spacecrafts | trip |

- a. He never stops working. He's like a _____.
- b. People who want to travel can book the tickets at the local _____.
- c. Solar panels can only _____ in the sunlight.
- d. The new _____ for her photographic studio was very expensive.
- e. Last summer, we went on a _____ to the mountains.
- f. Companies are developing _____ to transport people to space.
- g. A city on the Moon will begin the _____ of space.
- h. The main _____ of the interview was to give information about our plans.
- i. What is the exact _____ of the city?
- j. An _____ is a person who explores and travels to space.

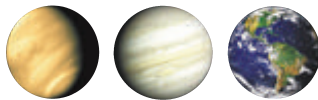
0 - 4 Keep trying!	5 - 6 Good!	7 - 8 Very good!	9 - 10 Excellent!
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15 Try this quiz and see how much you know about the Solar System.

a. Which is the smallest planet in the Solar System?

- i. Venus.
- ii. Jupiter.
- iii. Earth.



b. Which is the closest star to Earth?

- i. The Sun.
- ii. The Moon.
- iii. Mars.



c. Which is the nearest planet to the Sun?

- i. Earth.
- ii. Mercury.
- iii. Saturn.



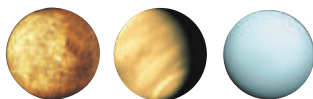
d. Which is the biggest planet?

- i. Jupiter.
- ii. Saturn.
- iii. Venus.



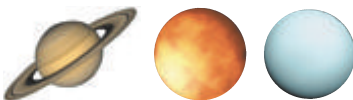
e. Which is the hottest planet?

- i. Mercury.
- ii. Venus.
- iii. Uranus.



f. Which is the coldest planet?

- i. Saturn.
- ii. Mars.
- iii. Uranus.



REAL LIFE SPOT





READING

LESSON 3

VIRTUAL ME?

BEFORE READING



1 Do you think it is possible to predict the future? In pairs, read these famous predictions (a – g) and match them with the person who made them (i – vii).

- a. "Radio has no future. X-rays are clearly a hoax. The airplane is scientifically impossible."
 - b. "Very interesting, Whittle, my boy, but it will never work."
 - c. "Brain work will cause women to go bald."
 - d. "I think there's a world market for about five computers."
 - e. "There is no reason why anyone would want a computer in their home."
 - f. "This 'telephone' has too many shortcomings to be seriously considered as a means of communication."
 - g. "640K ought to be enough for anybody."
- i. Professor of Aeronautical Engineering at Cambridge, when shown Frank Whittle's plan for the jet engine.
 - ii. Ken Olson, president of Digital Equipment Corp., 1977.
 - iii. Western Union memo, 1876.
 - iv. Berlin professor, 1914.
 - v. Royal Society president William Thompson, Lord Kelvin, 1897-9.
 - vi. Thomas J. Watson, Chairman of the board of IBM.
 - vii. Bill Gates, 1981.

2 Find the words in the Key Word Spot in the text and choose the correct meaning for them.

- a. found
 - i. to start an organization or company
 - ii. to melt metal and pour it into a mould
- b. lecturer
 - i. a person who reads a lot
 - ii. a teacher at a university or college
- c. log
 - i. an official record of events
 - ii. to do the actions that let you into a computer system
- d. template
 - i. a shape cut out of a hard material
 - ii. something that is used as a model

Key Word Spot



- found
- lecturer
- log
- template

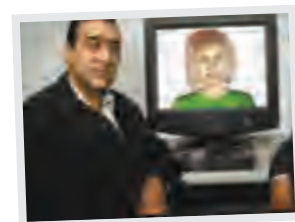
BELIEVE IT OR NOT



- 3** Read the text quickly and identify all the cognates. What is the text about?
- A company that created assistant robots.
 - A famous family of robots.
 - A new science fiction TV series.
 - A recent research experiment.
- 4** Have a look at the text on page 56. Where was it taken from?
- A brochure.
 - A science-fiction story.
 - A scientific magazine.
 - An encyclopedia.

READING

- 5** Read the text on page 56 quickly and check your predictions in Exercises 3 and 4.
- 6** Read the text again. Put these sentences (a – e) back into the corresponding blanks (1 – 5).
- a computer engineer who migrated to New Zealand in 1990
 - but they talk back!
 - questions about the vehicles they are selling
 - if they speak with an Australian accent.
 - When students log on,
- 7** Read the text again. Are these statements true or false?
- Shahin Maghsoudi is the first cyber robot.
 - The robots have Lauren Bartlett's voice.
 - The robots don't have memory.
 - The robots will soon sell cars.
 - If you want to talk to robots, you don't have to pay.
 - Robots know a lot about English grammar and vocabulary.
- 8** Read the text once more and find the answer to these questions.
- Why can the robots talk back?
 - Are all the robots similar?
 - What was the initial objective for these robots?
 - What can students do with the robots?
 - Who is the man in the picture on the right?



VIRTUAL ME?

By Lauren Bartlett



Every night, computer engineer Shahin Maghsoudi goes home to his family. They don't eat, sleep or eat, (1) _____. They are a family of robots with artificial intelligence.

If everything goes as planned next month my voice will be joining this family too. Maghsoudi recorded my voice to use it as the template for his newest creation. It's the world's first cyber robot with a New Zealand accent. But his company, *Robot Hosting*, has already created more than 20 with different personalities and appearances.

Robot Hosting is one of the few companies developing artificial intelligent robots for educational purposes. (2) _____, they can see a 3-D animated computer robot which interacts with them as if it were a lecturer. The robots remember personal details and also answer course-related questions: classrooms, time-tables and contents of the courses. Dr. Sharyn Graham Davies thinks students will certainly prefer the new robots (3) _____.

Last month, *Robot Hosting* signed a contract with American artificial intelligence company *AI Dealer*. They will project the robots onto screens to allow car buyers to ask (4) _____.

Maghsoudi, (5) _____, founded *Robot Hosting*, and began selling educational computer games for children.

If you log on to the *Robot Hosting* website (www.robot-hosting.com), you can speak with the artificial intelligence robots for free. They even know 106,000 grammar rules, 118,000 logical inference rules and 203,000 nouns, verbs and adjectives!

Adapted from: Bartlett, L. (2006, October 23) Yeah, giddyay. Retrieved May 12, 2012, from: <http://unlimited.co.nz/unlimited.nsf/growth/yeahgiddyay?Opendocument&HighLight=2,shahin,maghsoudi>



AFTER READING

- 9 In your notebook, write a list of activities or areas in which you think robots can be very useful and share your comments with your classmates.

LANGUAGE SPOT  The First Conditional


1. Revise these sentences from the text and other examples.
 - a. If everything goes as planned next month my voice will be joining this family too.
 - b. If you log on to the *Robot Hosting* website, you can speak with the artificial intelligence robots for free.
 - c. Students will prefer these robots if they have a New Zealand accent.
2. Answer these questions.
 - a. How many clauses can you identify in each sentence?
 - b. Which one refers to a condition and which to a consequence?
 - c. Which word is used to introduce the condition?
 - d. Are the clauses in the same tense?
3. Read the general rule and choose the correct alternative.
 We use the First Conditional to talk about *present / future* events that are probable to happen. The *if* clause expresses a *condition / consequence*, and the *present / future* clause expresses the *condition / consequence or result*.

Note: The future clause can also contain other modal verbs such as *can* and *must*.
4. Use information in the text to complete these conditional sentences.
 - a. Students can see a 3-D animated robot if _____.
 - b. You can ask questions about your new car if _____.

- 10 Copy and complete these sentences in your notebook using the First Conditional and the verbs in brackets.

- a. If you _____, we _____ late! (*not hurry / be*)
- b. Mark _____ very happy if he _____ his exam. (*be / pass*)
- c. If Henry _____ his exam, he _____ very happy. (*fail / not be*)
- d. If you _____ up all night, you _____ very tired. (*stay / be*)
- e. If Rick _____ too fast, he _____ an accident. (*drive / have*)



11  Copy and complete the dialog below with words and phrases from the box. Check with the recording.

always be funny criminal robots home entertainment centers
 lose their jobs personal computers robots at home
 sing and dance sounds great tell jokes What other things



A: Do you think that in the future people will have _____?

B: Sure! I believe that robots will be as common as _____. They will even operate them!

A: Amazing! _____ will personal robots do?

B: Well, to begin with, they will be part of _____. They will _____.

A: Will they _____ too?

B: Yes, but, just like humans, they won't _____!

A: _____! What problems do you think there will be?

B: I think some people will _____ and bad people will create _____!

12 Answer these questions in your notebook using complete sentences.

- a. What will you do if you don't have homework for tomorrow?
- c. What will you do if you don't wake up on time tomorrow?
- d. What will you do if it rains tomorrow?
- e. What will you do if you go to a concert this weekend?



13 Ask some of your classmates the questions in Exercise 12 and add three more questions. Copy and complete the chart in your notebook. Compare answers.

What will you do if	You	Classmate	Classmate
you don't have homework for tomorrow?			
you are thirsty?			
_____?			
_____?			



LET'S CHECK

- 14 Complete these sentences using the First Conditional and the verbs in brackets. (10 pts.)
- a. If we _____ to the cinema, I _____ some popcorn. (go / buy)
 - b. If he _____ to the gym, he _____ weight. (go / lose)
 - c. If you _____ a warm sweater, you _____ a cold. (not wear / catch)
 - d. If you _____ a break you _____ much better! (take / feel)
 - e. If it _____ tomorrow, we _____ to the seaside. (not rain / go)

0 - 4 Keep trying!	5 - 6 Good!	7 - 8 Very good!	9 - 10 Excellent!
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REAL LIFE SPOT

THE DAILY GALAXY
NEWS FROM PLANET EARTH AND BEYOND

Here is a summary of predictions for the future of robotics:

- 2010:** A first generation of broadly-capable “universal robots” will emerge. These machines will have mental power and inflexible behavior analogous to small reptiles.
- 2015:** Utility robots will host programs for several tasks. Their tens of billions calculation per second computers will support competences comparable to the skills of an amphibian, like a frog.
- 2020:** Universal robots will host programs for the simplest chores. Larger machines with manipulator arms and the ability to perform several different tasks will follow, culminating eventually in human-scale “universal” robots that can run application programs for the simplest tasks.
- 2030:** Robot competence will become comparable to larger mammals. In the decades following the first universal robots, a second generation with mammal-like brainpower and cognitive ability will emerge. A third generation will think like small primates and maintain physical, cultural and psychological models. A fourth, human-like generation will make abstractions and reason.

Adapted from: Sato, R. (2008, March 26) *Is Robot Evolution Mirroring the Evolution of Life?*. Retrieved April 15, 2012, from: http://www.dailygalaxy.com/my_weblog/2008/03/is-robot-evolut.html



IT WON'T BE CHEAP!

BEFORE LISTENING

1 What do you imagine your life will be like in 50 years' time? Complete this chart and then ask your partner.

Will you	You		Your partner	
	Yes	No	Yes	No
a. live in the same city?				
b. use the same means of transport?				
c. eat the same kind of food?				
d. speak the same language?				
e. wear the same type of clothes?				
f. travel to the same places?				

2 Look at the picture in pairs and identify the things that belong to a city of the future.



BELIEVE IT OR NOT



- 3 Read the list of predictions for the year 2050 and choose the ones that you think are the most likely to come true.



- 4 You are going to listen to a recording about one of the predictions in Exercise 3. Which one do you think it is related to?

- 5 Read the words in the Key Word Spot and match them with their meanings.

- a. a journey made by air
- b. a place to live, work or stay
- c. to make a reservation
- d. very comfortable, containing expensive things
- e. wait

Key Word Spot



- accommodation
- book (v.)
- flight
- hang on
- luxurious

- 6 What kind of text do you think you are going to listen to? Choose an alternative.

- a. A radio interview.
- b. A TV program.
- c. A lecture.
- d. An advertisement.

LISTENING



- 7** Listen to the recording and check your predictions in Exercises 4 and 6.
- 8** Listen again. Choose the correct alternative.
- We *are* / *were* counting down to the first space tourist flight.
 - Passengers will fly at *three* / *thirteen* times the speed of sound.
 - The trip *will* / *won't* include preflight training.
 - They will have their *vacation* / *honeymoon* in a hotel orbiting Venus.
- 9** Listen once more and complete these sentences with one word.
- Imagine taking your vacation in _____!
 - Each _____ will pay US\$ 200,000!
 - All _____ will enjoy spectacular views.
 - If you can't afford this vacation now, don't _____.
 - If it sounds too _____ for you, you can take our tours to Florida.

AFTER LISTENING

LANGUAGE SPOT

The Future – Revision

- Read these sentences from the text and other examples.
 - The Virgin Galactic Spaceship is taking off soon!
 - We are departing tomorrow at 9:45 a.m.
 - I'm meeting my friends in the evening.
 - She's getting married next month.
 - We are leaving at six o'clock a.m. tomorrow.
 - Your parents are coming at nine tonight.
- What do the sentences refer to? Choose an alternative.
 - Events that are happening now.
 - Fixed arrangements for the future.
- Copy and complete this general rule in your notebook.

We use the _____ to refer to _____.
- This sentence from the text uses the same verb tense. How is it different from the examples above?

We are counting down to the first space tourist flight.

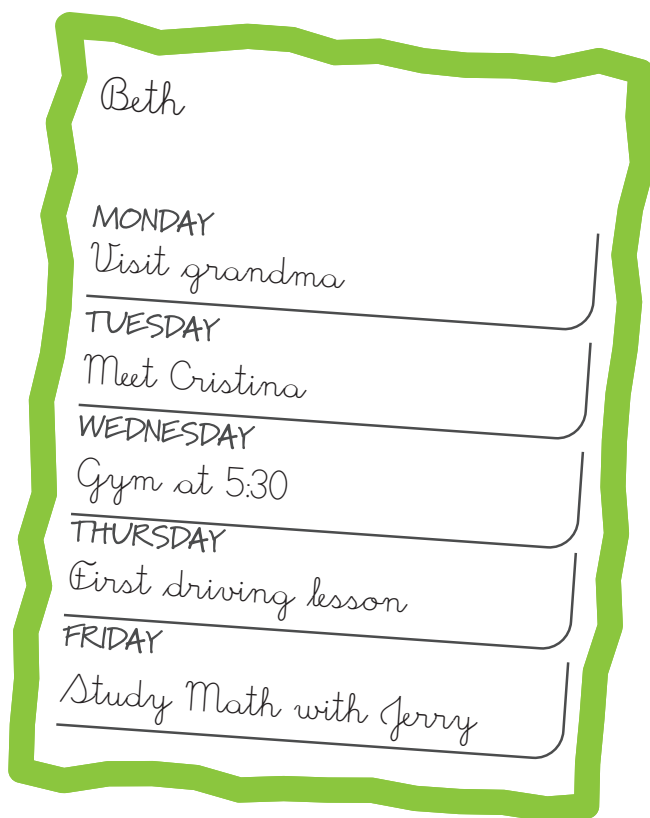


LET'S CHECK

10 Ask and answer these questions with your partner, using the Present Progressive tense. Refer to Jeff's and Beth's diaries. Then write the questions and answers in your notebook. (12 pts.)

Example: *What is Jerry doing on Wednesday?*
He is going to the theater with Bob.

- a. What is Jerry doing on Monday?
- b. What is Beth doing on Thursday?
- c. What are Jerry and Beth doing on Tuesday?
- d. What time is Jerry seeing the dentist on Thursday?
- e. What is Beth doing on Wednesday at 5:30?
- f. What are Jerry and Beth studying on Friday?



0 - 4 Keep trying!	5 - 6 Good!	7 - 8 Very good!	9 - 10 Excellent!
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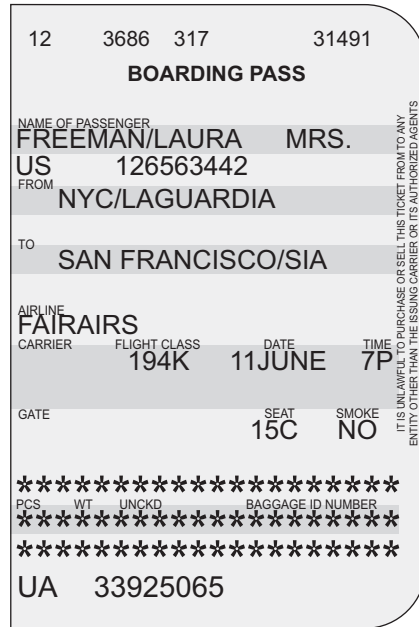
11 Listen to the recording and check your answers in Exercise 10.

12 Answer these questions in your group and share your opinions.

- a. Would you like to be a space tourist?
- b. Why / Why not?

13 Read the information on these boarding passes. Then, with your partner, talk about Mr. and Mrs. Freeman's fixed arrangements.

Example: What is Mr. Freeman doing on June, 11?
He is going to San Francisco.



14 Here are some verbs related to the topic of the text. Match them with the pictures.

- a. come down
- b. hang on
- c. take off
- d. think about



1



2



3



4

Reflection Spot

- I can extract information from visuals.
- I can exchange information about fixed arrangements.

BELIEVE IT OR NOT



- 15 Think about your fixed arrangements for next week. Write a short paragraph about them.

REAL LIFE SPOT



More predictions to consider.



“Drill for oil? You mean drill into the ground to try and find oil? You're crazy.”

- Some drillers that Edwin L. Drake tried to enlist for his project to drill for oil in 1859.

“Man will never reach the moon regardless of all future scientific advances.”

- Dr. Lee De Forest, inventor of the vacuum tube and father of television.

“For the majority of people, smoking has a beneficial effect.”

- Dr. Ian MacDonald, Los Angeles surgeon, quoted in Newsweek, Nov. 8th 1963.

“The bomb will never go off. I speak as an expert in explosives.”

- Admiral William Leahy, US Atomic Bomb Project.

“We don't like their sound and guitar music is on the way out.”

- Decca Recording Co. rejecting the Beatles, 1962.

@@ CLICK ON

http://channels.isp.netscape.com/atplay/serfunfacts.jsp?id=atplay_funniestpredictions&clientState=%5F%5Fci%3D36%26%5F%5Fiv%3D2%26%5F%5Fcs%3D0

YOUR ENGLISH IN ACTION

1



- 2 Make a drawing to illustrate the way you imagine a city on the Moon. Then write a short paragraph describing it.
- 3 Find these nine words related to the topic of Lesson 3 in this Word Search puzzle.

artificial car cyber computer engineer intelligence

multimedia robot virtual



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



4 Two American tourists that are visiting our country have just bought a ticket for this tour. In pairs, read the brochure and exchange information about their fixed arrangements.

You can ask these and other questions.

Where are they departing from?

At what time are they starting the tour?

At what time are they returning to the hotel?

What places are they visiting?

Where is the tour finishing?

SANTIAGO CITY TOUR

- Duration: 3.5 hours (approx.)
- Price: From US \$26.00

Schedule Details

Departure Dates: Daily

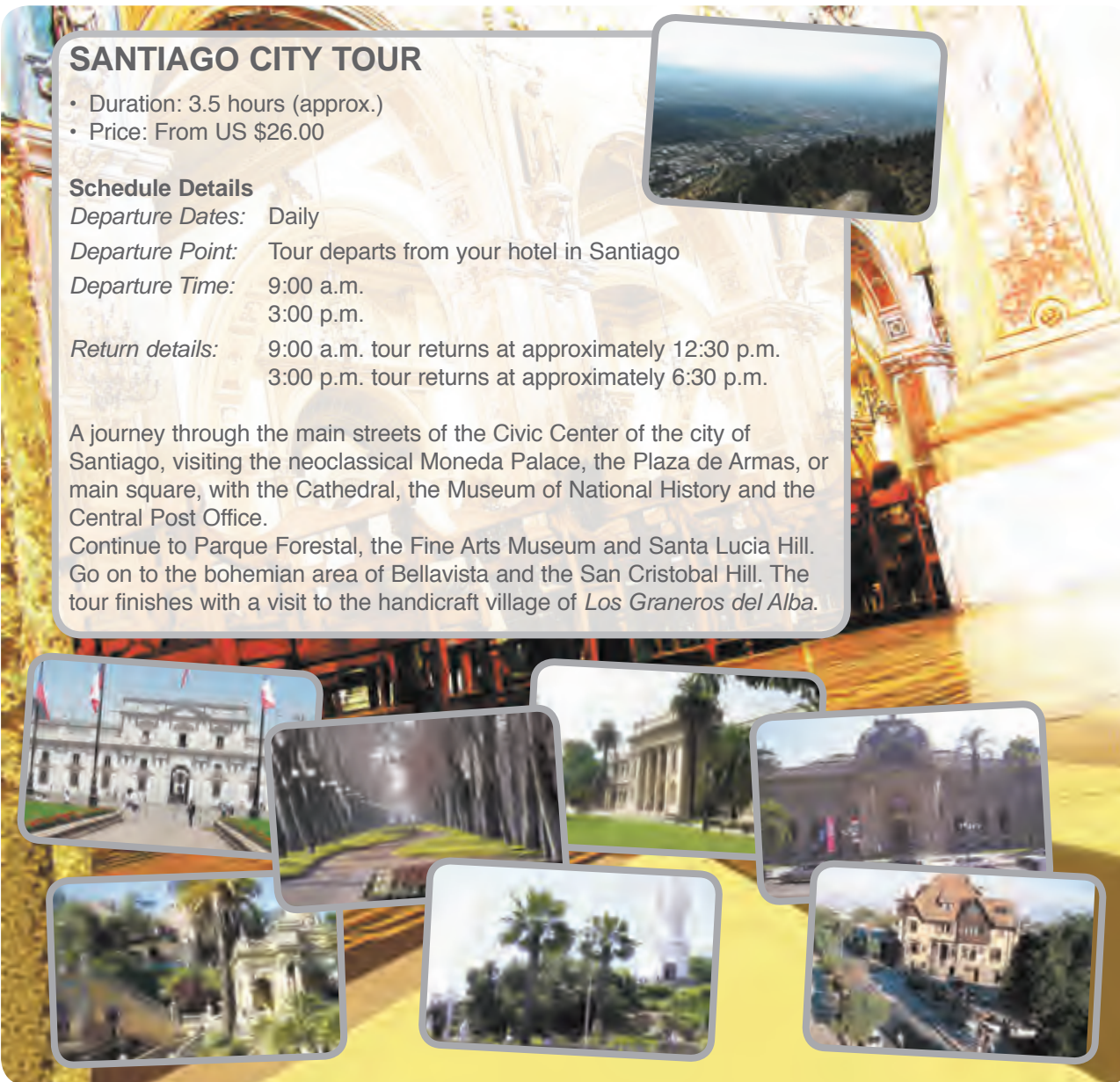
Departure Point: Tour departs from your hotel in Santiago

Departure Time: 9:00 a.m.
3:00 p.m.

Return details: 9:00 a.m. tour returns at approximately 12:30 p.m.
3:00 p.m. tour returns at approximately 6:30 p.m.

A journey through the main streets of the Civic Center of the city of Santiago, visiting the neoclassical Moneda Palace, the Plaza de Armas, or main square, with the Cathedral, the Museum of National History and the Central Post Office.

Continue to Parque Forestal, the Fine Arts Museum and Santa Lucia Hill. Go on to the bohemian area of Bellavista and the San Cristobal Hill. The tour finishes with a visit to the handicraft village of *Los Graneros del Alba*.



UNIT CHECK

READING: LIVING IN SPACE

- I. Some day people will live in space. By the end of the century there will be permanent settlements that will allow people to lead a normal life in space. Hundreds of astronauts are going to work and live in the space station, which will take ten years to build.
- II. In some ways, living on the Moon will be easier than living on a space station. And it will be cheaper because people won't bring everything from the Earth by rockets. The space city will be like a gigantic glass wheel that will contain buildings, farms, factories and special meeting-places. Inside it, people won't live very differently from small towns on Earth. It will have air so that inhabitants can breathe, and they won't need to wear special space-suits inside the buildings.
- III. Scientists also believe that they will obtain water from a large ice lake on the Moon. People won't have to do housework because robots will do that for them. Food won't be a problem as settlers won't need to eat. Instead, they will take a pill three times a day!
- IV. The first group of astronauts will live on the Moon for six months and then they will return to Earth and another group will travel. This will be repeated until the first settlers can establish permanently in the new city. Life on the Moon will only be the beginning. We hope they will use the knowledge we get there to plan expeditions to Mars, Mercury and even Pluto.



Created by: Publishing team.

1 Read the text and answer these questions.

- a. How will people live on the Moon?
- b. How long will each group stay in the space city?
- c. When will people live permanently on the Moon?
- d. Where will people take water from?
- e. What is life on the Moon going to be like?

5 pts.

BELIEVE IT OR NOT



- 2 Read the text again. Decide if these sentences are true or false.
- Nowadays, it is possible for people to live on the Moon.
 - On the Moon, people will have to wear special clothes.
 - Astronauts will take water from the Earth.
 - Robots will do the work of humans.
 - This is the first step of NASA's latest plans.

5 pts.

- 3 Read the text once more and find the following information.
- Years it will take to build the space station.
 - Means of transport that could take things from the Earth.
 - Material the space station will be made of.
 - Food that people will take.
 - Places for future expeditions.

5 pts.

LISTENING: SPACE TOURISM

- 4 Listen to the recording and choose the correct alternative.
- That is a very *expensive* / *reasonable* kind of vacation.
 - Flights will definitely become *more dangerous* / *safer*.
 - What do you think about *colonizing* / *traveling to Mars*?
 - It *will* / *won't* be a long time before there is a colony on Mars.
 - Air travel once seemed to be an impossible *dream* / *idea*.



5 pts.

- 5 Listen again. Complete the sentences with the words in the boxes.

humans

Moon

robots

space

temperature

- What can you tell us about this crazy idea of vacations in _____?
- This project will send _____ to explore the Red Planet.
- The _____ rises to more than 100 °C.
- Do you think we will live on the _____ one day?
- _____ will definitely live on other planets one day.

5 pts.

- 6 Listen again and number these sentences in the order you hear them.
- It may sound strange.
 - It's just the beginning.
 - It's not much better on Mars.
 - Ordinary people will be able to afford them.
 - Tourist agencies are offering a new kind of adventure vacation.

5 pts.

LANGUAGE

7 Complete these sentences using the Future tense of the verbs in brackets.

- a. Scientists predict that by the end of this century, people _____ on the Moon. (live)
- b. NASA _____ robotic missions to space next year. (send)
- c. On Saturday, we _____ to a birthday party. (go)
- d. We _____ my grandmother on Sunday. (visit)
- e. People _____ special clothes in the Moon city. (not wear)

5 pts.

8 Combine the sentences in **A** and **B** using *although* or *besides*.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| A <ul style="list-style-type: none">a. I don't want to see that movie.b. Iris hates studying math.c. Jim studied a lot.d. My sister is eighteen.e. Walking the dog is lots of fun. | B <ul style="list-style-type: none">i. He failed the exam.ii. It's good for your health.iii. It's too late.iv. She always gets good marks.v. She can't drive our father's car. |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

5 pts.

SPEAKING

9 In pairs, ask and answer questions about your fixed arrangements for next week.

10 pts.

WRITING

10 Write a paragraph (120-150 words) about how you imagine a city on the Moon.

10 pts.



60 pts.
TOTAL

0 - 15 Keep trying!	16 - 30 Good!	31 - 45 Very good!	46 - 60 Excellent!
------------------------	------------------	-----------------------	-----------------------

FINAL REFLECTION

BELIEVE IT OR NOT



Name: _____ Class: _____ Date: ___ / ___ / ___

You have finished Unit 2. Take some time to reflect on what you have achieved and color the stars according to what you can do now.

READING

- identify text organization
- find and extract specific information



LISTENING

- identify specific information
- relate speakers and speech



SPEAKING

- participate in dialogues about future plans
- exchange information about virtual life and conditional situations



WRITING

- write a short report on a piece of news
- write a paragraph about virtual life



LANGUAGE

- use the Simple Future to express predictions
- use the Present Continuous to express future
- use the First Conditional
- use *although* and *besides* to connect ideas



Look back and identify an example for each item.

How did you do? Color a box.

 Not sure	 OK	 Fine
--------------	--------	----------

Not sure about something? Look back through the unit again.

Write three things you can do to improve your performance.

PHOTOCOPIABLE

UNIT

3

TECHNOLOGY AND INVENTIONS

In this unit you will:

- read a web page.
- read a biography.
- listen to a conversation.
- listen to a radio program.

You will learn how to:

Reading

- find general and specific information.
- identify the sequence of events.
- identify the type of text.

Listening

- discriminate between correct and incorrect information.
- relate speakers and speech.
- discriminate sounds and words.
- identify sequence.

Language

- use the Simple Past tense.
- use linking words.
- use relative pronouns.

Speaking

- ask and answer questions about biographical information.

- exchange opinions about inventions and technology.

Writing

- write a summary of a biography.
- complete a paragraph about a new invention.

You will also:

- assess and appreciate the role of technology in everyday life.
- develop respect for and acceptance of other people's opinions.

GETTING READY

1 Find the items in the box in the picture on page 73.

bicycle calculator camera cellular phone credit card
DVD jet plane microwave oven personal computer

2 Classify the inventions in Exercise 1 under the corresponding column. (There are inventions that fit the two columns).

Work / Study	Leisure (Free time)

3 In pairs, add two inventions to each column. Then, share your ideas with your classmates.

TECHNOLOGY AND INVENTIONS





READING

LESSON 1

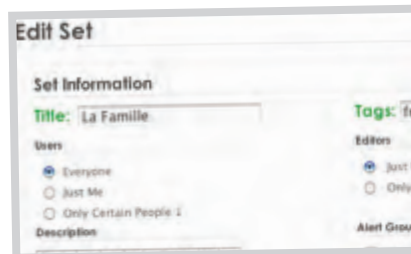
POPULAR TEENAGE INVENTIONS

BEFORE READING

- 1 In pairs, name a few recent inventions and tell your classmates how they have changed daily life.
- 2 Which of the items in the pictures was invented or conceived of by teens?



- 3 You are going to read about two young inventors whose creativity is making life a little easier for others. Have a look at the pictures and choose the correct name for each invention.



- a. A translation glove.
- b. Hands on hand-clap game.
- c. The homework helper.
- d. Quizlet.

Key Word Spot

- clap
- launch
- skill
- tool

- 4 Study the words in the Key Word Spot and look up their meaning in a dictionary.
- 5 Have a quick look at the cognates in the text. Can you identify two alternatives you think are correct?
 - a. New technologies will help students.
 - b. This is a new videogame to play with friends.
 - c. This is a new toy that will allow kids to play alone.
 - d. A new online tool can help you with your homework.

READING

POPULAR TEENAGE INVENTIONS

Ana Lingenfelder



I. _____
 Ana Lingenfelder, an eighth-grader from Hanover, Pennsylvania, won a top award at the 2008 Invent-a-Toy World Games. Because she always liked playing hand-clap games but didn't always have someone to play with, Ana invented this game that allows kids to play alone.

The game is an electronic board. A pair of hands lights up when players clap against them in time to the music.

Ana had always loved thinking about toys but she really didn't know what to do with those ideas. Then she and her mother discovered By Kids for Kids (bkfk.com) online, a company which manufactures and sells kids' inventions.

Ana made a prototype - a model that shows how the final product will look- and now she hopes to get a patent for her invention.

Andrew Sutherland



II. _____
 Two years ago, because Andrew Sutherland's French teacher gave him a list of 111 French animal names to memorize, he had the idea to apply his programming skills to the problem.

Now Andrew, a junior at Albany High School, California, has just launched a website with his final product: an online memorization tool.

To use it, you enter the data you need to memorize, be it vocabulary words, history dates, or science facts. It turns the information into flash cards, and then generates tests. After you take a test, the program retests you on the questions you got wrong.

Andrew has some advice for inventors: "Look at your everyday life, and invent something to improve it a little bit".

Adapted from: Bellis, M. (n.d.) Inventors. Retrieved April 24, 2012, from: <http://inventors.about.com/od/inventorsalphabet/tp/popularinventor.htm>



6 Read the text quickly and check your predictions in Exercises 3 and 5.

7 Read the text again and choose the best alternative to complete the sentences.



- a.** Who are the two inventors?
- i. Two high school students.
 - ii. Two junior school students.
 - iii. A junior school student and a high school student.

- b.** Where are the two inventors from?
- i. Both from the USA.
 - ii. Both from France.
 - iii. One from the USA and one from France.

- c.** Why did Ana invent the toy?
- i. She always had friends to play with.
 - ii. She always had to play alone.
 - iii. She sometimes had to play alone.

- d.** What did Ana take to a toy company?
- i. Her final product.
 - ii. A model of her invention.
 - iii. The patent of her invention.

- e.** Why did Andrew develop his invention?
- i. He had to learn about animals.
 - ii. He had to learn a list of words.
 - iii. He had to practice programming skills.



8 Read the text again. Number the actions in chronological order for each invention.

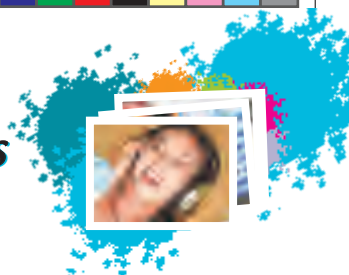
a. Ana's invention

- i. Ana always liked hand-clap games. _____
- ii. Ana made a model of her invention _____
- iii. Ana wants to get a patent. _____
- iv. Ana didn't always have friends to play with. _____
- v. Ana took her invention to a toy company. _____

b. Andrew's invention


- i. The program retests you on the questions you got wrong. _____
- ii. It generates tests. _____
- iii. It turns the information into flash cards. _____
- iv. To use this program, you enter the data. _____

TECHNOLOGY AND INVENTIONS



- 9 Read the text once more and answer these questions.
- What does *bkfk* stand for?
 - What is a prototype?
 - What kind of data can you enter when using Quizlet?
 - What is Andrew's suggestion to new inventors?

AFTER READING

- 10 What motivated the young inventors profiled in the text? Share your comments with your classmates.
- 11  Complete this dialog about the text with your own ideas. Then compare with the recording.
- A: Which of the two inventions do you like the most?
B: I like the _____.
A: Why?
B: Because I think it's _____. Do you agree?
A: Yes / No. I think _____.
B: Why do you say that?
A: Well, because in my opinion it _____.



- 12 In your group, choose an inventor. It can be one of those listed at www.invent.org. (Go to the "Hall of Fame" link, far left, and search by inventor or invention) or you can use the library, encyclopedias, etc. Write a short paragraph and prepare a brief presentation about the inventor and his / her invention. Include information about what sparked the idea and what steps the inventor took to go from idea to reality. If it is possible, add visual material to illustrate your presentation.

- 13 Think of an invention that would make life easier, name and describe it to your partner.
- 14 In your notebook, make a drawing of the invention you described in Exercise 13.

LANGUAGE SPOT  because

1. Revise these sentences from the text and other examples. Pay special attention to the word in **bold**.
 - a. **Because** she always liked playing hand-clap games but didn't always have someone to play with, Ana invented this game, that allows kids to play alone.
 - b. **Because** Andrew Sutherland's French teacher gave him a list of 111 French animal names to memorize, he had the idea to apply his programming skills to the problem.
 - c. Jenny phoned me **because** she needed some advice.
 - d. I'm going to bed early **because** I have a terrible headache.

2. Answer these questions.
 - a. How many parts can you recognize in these sentences?
 - b. What does the word **because** introduce? Choose an alternative.
 - i. A contrast.
 - ii. A reason.
 - iii. A consequence.

3. Copy and complete this general rule in your notebook.
 We can use the word _____ to join two ideas that express a reason and a _____. We use _____ to introduce the sentence that expresses the reason.

NOTE: the order in which we can express the ideas can vary.

4. Copy the sentences in Point 1 in your notebook and circle the two parts in different colors.

15 Connect these sentences using *because*. Write them twice in your notebook, changing the order.

Example:

We didn't have our science class. The teacher was absent.
Because the teacher was absent, we didn't have our science class.
*We didn't have our science class **because** the teacher was absent.*

- a. The children can't go to the beach. It's too cold.
- b. Paul's car didn't start. The battery was dead.
- c. My sister got up very early. She wanted to revise for a test.
- d. I can't eat that huge sandwich. I need to lose weight.
- e. Debbie is learning Italian. She is traveling to Rome next year.

Reflection Spot 

• I can search for information to prepare a presentation.	<input type="checkbox"/>	<input type="checkbox"/>
• I can express reasons.	<input type="checkbox"/>	<input type="checkbox"/>

TECHNOLOGY AND INVENTIONS



16 Complete these sentences with your own ideas.

Example: *I got a good mark because I studied a lot.*

- a. I can't open the door because _____.
- b. She is studying English because _____.
- c. He isn't having dinner with us because _____.
- d. My sister is late because _____.
- e. The school team won the match because _____.

LET'S CHECK

17 Put the ideas together using *because*. Use *because* at the beginning of four of your sentences. (8 pts.)

- a. Jim was hot and tired. Jim sat under a tree in the garden.
- b. My mother drank some tea. My mother was very thirsty.
- c. Susan hurried up. Susan was late for school.
- d. The weather is cold. My father is wearing a heavy coat.
- e. Dan isn't very tall. Dan can't reach the top shelf.
- f. Children can easily identify Italy on a map. Italy has the shape of a boot.
- g. My sister has a sore throat. My sister shouted loudly at the game.
- h. Helen is putting on her nicest dress. Helen is going to a party.

0 - 2
Keep trying!

3 - 4
Good!

5 - 6
Very good!

7 - 8
Excellent!

REAL LIFE SPOT



Oh, no!
It's not a CD-Rom. It's
an Anti-Internet patch. I've just
invented it because I'm
trying to quit my addiction!






MY BEST INVENTION

BEFORE LISTENING

- 1 Answer the following questions in pairs and then share your ideas with your classmates.
 - a. Have you ever invented an instrument or a gadget?
 - b. What kind of instrument or gadget would you like to invent?
 - c. Do you know any places or institutions to patent inventions?

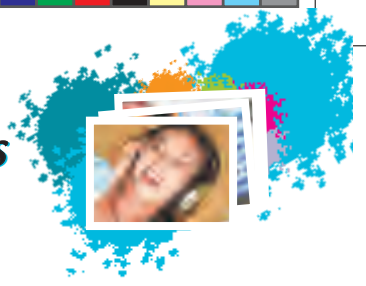
- 2 You are going to listen to a recording about inventions. What do you think it is about?
 - a. Ancient inventions.
 - b. Imaginary, but necessary inventions.
 - c. Recent inventions.
 - d. The most famous inventions.

- 3 Read the words in the Key Word Spot. Match them with the pictures.

Key Word Spot 

- octopus
- screw
- sketch
- switch
- tire





LISTENING

- 4 Listen to the recording and check your prediction in Exercise 2.
- 5 Listen to the recording again. What are the speakers talking about?
 - a. Their favorite inventions.
 - b. Interesting and useful inventions.
 - c. Funny inventions.
- 6 Listen to the recording again. Match each speaker, Brian or Jen, with the invention he / she is talking about (a - f).



Brian



Jen

- a. Air Chair
- b. Aqua World Glasses
- c. Electric Heat Shirt
- d. Hide-n-Seek 4000
- e. Karate Glove
- f. Suction Tires

- 7 Listen to the recording again and choose the correct alternative.
 - a. I invented Suction Tires to ride up *walls and ceilings / hills and mountains*.
 - b. I got the idea to attach suction *cups / caps*.
 - c. I *posted / put* my idea at InventNow.org.
 - d. I invented Hide-n-Seek *4000 / 400*.
 - e. I thought that a robot could be good at *finding / hiding* things.
 - f. The robot also needs to *hide / guide*.

- 8 Listen again and
 - a. number the sentences in the order you hear them.
 - b. write the name of the person who said them, Brian, Jen or the teacher.

- | | a. | b. |
|-------------------------------|-------|-------|
| i. An octopus has eight arms. | _____ | _____ |
| ii. I added a switch. | _____ | _____ |
| iii. I made the final sketch. | _____ | _____ |
| iv. I needed a challenge. | _____ | _____ |
| v. I used a computer. | _____ | _____ |
| vi. Let's share ideas. | _____ | _____ |

Reflection Spot

<ul style="list-style-type: none"> • I can discriminate sounds and words in a recording. 	<input type="radio"/> <input type="radio"/>
<ul style="list-style-type: none"> • I can relate speakers and speech in a recording. 	<input type="radio"/> <input type="radio"/>

AFTER LISTENING

- 9** Answer these questions in your group. Then share your comments with your classmates.
- What did the two inventors do with their creations?
 - Do you find their inventions useful? Why? Why not?
 - Which of them would you like to have?

LANGUAGE SPOT



The Simple Past

- Revise these sentences from the text.
 - In our science class we learned that an octopus has eight arms.
 - I got the idea to attach suction cups to my bike tires.
 - I always thought that a robot with eyes could be really good at finding things.
 - I designed a robot to play Hide-n-Seek.
- Answer the following questions.
 - What do the sentences refer to?
 - Events that happened in the past and are finished now.
 - Events that began in the past and continue in the present.
 - Events that are happening now.
 - What tense is used to express these events?
- Copy and complete this general rule in your notebook.

We use the _____ tense to talk about events that happened in the _____ and are _____ now.
- Check the listening exercises that you did. How many more sentences in the Simple Past tense can you find? Copy them into your notebook.

- 10** Complete this paragraph with the Simple Past tense of the verbs in brackets.

In 1824, when he _____ (be) 15, Louis Braille _____ (invent) a way for blind people to read. His personal experience _____ (be) very important.

He _____ (become) blind at the age of 3; when he _____ (be) 12, he _____ (go) to a school for the blind in Paris. When a soldier called Charles Barbier _____ (visit) the school, he _____ (tell) Louis about something called "night-writing". During the next three years, Louis _____ (simplify) the system and finally _____ (develop) the Braille system of reading.

TECHNOLOGY AND INVENTIONS

11 Write complete sentences about what the people in the pictures did yesterday. Use the clues in the box.

buy some
new clothes
cook lunch
dance all night
drive his car

go to France
go to London
have a picnic
play the piano
ride her pony

see *Titanic*
sing at the theatre
swim in the ocean
talk to a friend
write some letters



1 Anna



2 Ben



3 Bob



4 Charles



5 Emily and Eddie



6 Gina



7 Jill and Nick



8 Kim



9 Maggie



10 Nick



11 Philip



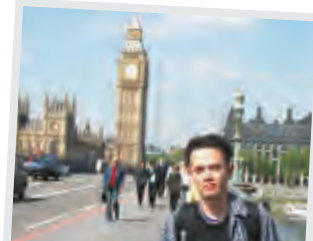
12 Sheila




13 Sue and Tom



14 Terry



15 Vincent

- 12**  Complete this dialog about a new invention with a partner. Check with the recording.



Teacher: What can you _____ us about your _____?

Molly: I _____ the Karate Glove, to chop through _____ from cement _____ to a minibus!

Teacher: Where did you get the _____?


Molly: I saw people chopping through blocks in _____ and I wondered how I could _____ that. After karate _____ one day, I saw some workers tearing up the _____ with a super-powerful jackhammer. It was tough enough for concrete, so that gave me the _____!

Teacher: What did you do _____?

Molly: I added a power switch and I made the final _____.

Teacher: What are you planning to do with your _____?

Molly: Submit my _____ to the _____ at InventNow.org.

- 13**  Listen and practice the dialog with your partner. Role-play it in front of your classmates.

LET'S CHECK

- 14** Complete this paragraph with the Simple Past tense of the verbs in the boxes. (8 pts.)

be get have help invent invite love need

Krysta Morlan _____ 16 when she _____ the waterbike. She _____ the idea when she was doing exercises in the pool. Krysta had spent a lot of time in hospital and _____ to recover her strength. She _____ bicycles, but hadn't ridden for a long time, so the new waterbike _____ her workout; besides, she _____ her friends and they _____ a lot of fun in the pool.

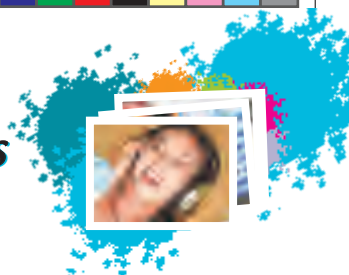
0 - 2
Keep trying!

3 - 4
Good!

5 - 6
Very good!

7 - 8
Excellent!

TECHNOLOGY AND INVENTIONS



- 15** In your group, think about a funny invention you would like to create. Make a sketch and write a short description of it. Share your work with your classmates.

GAME SPOT



These are some of the inventions that have been submitted to the Gallery at InventNow.org. Which of them (a – i) are illustrated in the pictures (1 – 6)?

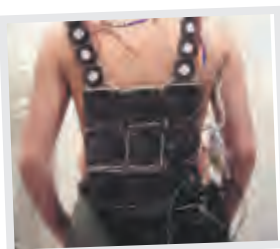
- | | | |
|----------------------|----------------------|------------------------|
| a. Aqua Orb | b. Camera Glasses | c. Electric-Heat Shirt |
| d. Gaming Tree House | e. Mouse Thermometer | f. Sklurboard |
| g. Space center | h. Super Heat Dress | i. The Book Sorter |



1



2



3



4



5



6

Reflection Spot



• I can draw a sketch of an invention and describe it.



• I can write a short description of my invention.



- 16** Read these descriptions and find the name of each invention in the GAME SPOT.

a. It has a training room, a gym, a cafeteria, 100 different beds, 20 bathrooms, a research center and an airlock. Outside, there are ten roofed parking spaces, wall air locked rovers and an elevator that goes from a NASA base up to space.

b. You can change it with a button into a skateboard or a surfboard.

d. This amazing robot will classify your books by color, size and condition. It can also be a playful robot that can repeat anything you say.

c. It solves the weather problem. No matter how cold (or hot) it is outside, your body will always maintain a pleasantly warm temperature. It's perfect for camping, skiing, or any outdoor activity. It comes in 12 different colors.

e. You can use it when it's very cold. It has a small rechargeable battery that can be held in your pocket. You can wear it under your jacket. It is thicker than the one in the image.



READING

LESSON 3

THE WIZARD OF MENLO PARK

BEFORE READING

- 1 Do the following activities in your group.
 - a. Write a list of the most famous inventions that changed people's lives.
 - b. Share your list with other groups, supporting your opinions.
 - c. Come to a general agreement. Which invention would you identify as the most important of all times?

- 2 Match the names of these famous inventions (a – f) with their pictures (1 – 6), and then find the name of their inventors in the box.

a. Adding machine	b. Airplane	c. Modern steam engine
d. Phonograph	e. Printing press	f. Television



1



2



3



4



5



6

Thomas A. Edison	Filo T. Farnsworth	Johannes Guttenberg
Blaise Pascal	James Watt	Wilbur and Orville Wright

- 3 You are going to read about one of the most famous inventors in history. Can you guess his / her name?

- 4 Read the text quickly and find the cognates in it. How are they related to the topic of the lesson?

TECHNOLOGY AND INVENTIONS



5 Read the words in the Key Word Spot and find them in the text. Choose the correct meaning of each word.

- a. devour
 - i. to eat all of something quickly especially because you are very hungry
 - ii. to read or look at something with great interest and enthusiasm
- b. merge
 - i. to combine two or more things to form a single thing
 - ii. to immerse different solids into a thick liquid to form a new material
- c. toil
 - i. to work very hard for a long time
 - ii. to move slowly
- d. stock-ticker
 - i. character printer that automatically prints stock quotations on tickertape
 - ii. typewriter that uses a time-keeping device
- e. whisper
 - i. to give a piece of news
 - ii. to speak very quietly

Reflection Spot

• Can I relate the topic of the lesson with my previous knowledge?



• Can I use my previous knowledge to make predictions?



Key Word Spot

- devour
- merge
- stock-ticker
- toil
- whisper

READING

6 Read the text on page 88 quickly and check your predictions in Exercises 3 and 4.

7 What kind of text is this? Choose the best alternative.

- a. An autobiography. b. A short story. c. A biography.

8 Read the text again. Are these statements true or false? Correct the false statements in your notebook.

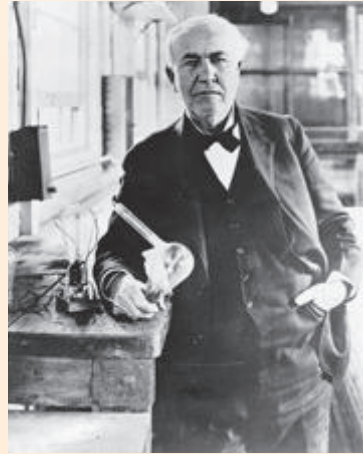
- a. ___ At a young age, Thomas sold fruit and vegetables.
- b. ___ When he was 16, he patented the “automatic repeater”.
- c. ___ He received his first patent for a very successful invention.
- d. ___ His initial company became a great corporation.
- e. ___ Edison obtained over a thousand patents.
- f. ___ When he died, he was alone in his bedroom.

9 Complete this time line of Thomas Edison’s life in your notebook.



THE WIZARD OF MENLO PARK

Thomas A. Edison was born on Feb. 11, 1847, in Ohio, USA. At 12, Tom became an “adult”, and started his own business selling fruit and vegetables. He had also devoured *The World Dictionary of Science* and many works on Practical Chemistry.



At the age of 15, Tom obtained a job as a replacement for one of the telegraph operators who had gone off to the Civil War.

At 16, he finally came up with his first authentic invention, an “automatic repeater”, which transmitted telegraph signals between stations. However, he never patented the initial version of this idea.

In those days, Tom toiled 12 hours a day, six days a week for Western Union while he worked on his own projects. He received his first patent for a beautifully constructed electric voice-recording machine which turned out to be a disaster.

Edison then went to New York, where he developed the telegraph, the quadruple transmitter and the stock-ticker.

Over the next three years, Edison’s progress really took off. In 1874, he opened his first laboratory in Newark, New Jersey. In 1876, he moved his laboratory to Menlo Park, New Jersey. In 1877 he invented the first phonograph and in 1879, the first incandescent electric light bulb.

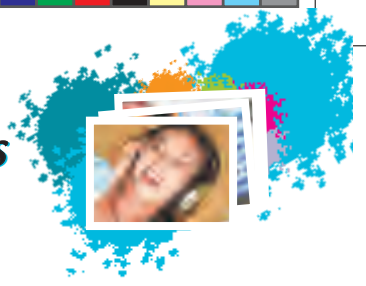
The Edison General Electric Co. became the great General Electric Corporation in 1892 when it merged with another firm.

With the beginning of the XX century, Edison finally began to slow down. He obtained his last (1,093rd) patent when he was 83.

He died on October, 18th, 1931 in New Jersey. Shortly before passing away, he awoke and whispered to his wife Mina who was by his side: “It is very beautiful over there.”

Thomas Edison was more responsible than anyone else for creating the modern world.

Adapted from: Thomas Alva Edison. (American Memory Library of Congress). Retrieved April 13, 2012, from: <http://lcweb2.loc.gov/ammem/edhtml/edbiohm.html>



AFTER READING

- 10** Work with a partner and prepare a summary of Edison's biography using the information in Exercise 9. Connect your ideas with sequencing expressions such as: *first, before that, after that, then, etc.*

LANGUAGE SPOT  **Relative pronouns**

1. Read these sentences from the text. Pay special attention to the words in **bold**.
 - a. Tom obtained a job as a replacement for one of the telegraph operators **who** had gone off to the Civil War.
 - b. He received his first patent for a beautifully constructed electric voice-recording machine **which** turned out to be a disaster.
 - c. Edison then went to New York, **where** he developed the telegraph.
 - d. The Edison General Electric Co. became the great General Electric Corporation in 1892 **when** it merged with another firm.

2. Answer these questions.
 - a. What do the words in **bold** introduce to the sentences?
 - i. Additional information.
 - ii. Essential information.

 - b. Which word introduces information about an object? a person? a place? time?

3. Copy and complete this general rule in your notebook.

We use _____ when we want to add information about _____.

We use _____ when we want to add information about _____.

We use _____ when we want to add information about _____.

We use _____ when we want to add information about _____.

4. Go back to the text and find three more sentences that contain relative pronouns. What do the relative clauses refer to: an object, a person, a place or time?

- 11** Join a sentence in **A (a – c)** with one in **B (i – iii)** using a suitable relative pronoun.


A

- a. Thomas Alva Edison was an important inventor.
- b. Edison invented the “automatic repeater”.
- c. Edison got his first patent for an electric voice-recording machine.

B

- i. He invented the incandescent light bulb.
- ii. The automatic repeater transmitted telegraph signals between stations.
- iii. The electric voice-recording machine was a disaster.

- 12** Complete these sentences with your own ideas and the corresponding relative pronoun.
- a. That's the famous actress _____.
 - b. New York is the city _____.
 - c. Is 2008 the year _____?
 - d. What is the place _____?
 - e. Those are the children _____.

- 13**  Complete this dialog about Edison's biography with a partner. Check with the recording. Then practice and role-play it with a classmate.

A: Who was _____?

B: He was an _____ who developed many _____.

A: And what important inventions _____?

B: He _____ the phonograph and the electric _____, among other things.

A: Do you know how many _____ he patented?

B: Over a _____, I think.

A: In what area _____?

B: His main contributions were in the area of _____.

- 14** Work with your partner and find information about a famous inventor. Write a dialogue like the one in Exercise 13. Practice it with your partner and then role-play it in front of the class.

 **LET'S CHECK**

- 15** Complete the paragraph with words from the boxes. (10 pts.)

Barbie company daughter designed doll

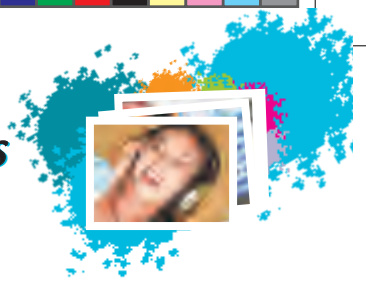
invention inventor paper products toys



THE INVENTION OF THE BARBIE DOLL

Perhaps one of the most famous _____ in American history is the Barbie doll. Along with co-founding the _____ Mattel, woman _____ Ruth Handler also _____ the doll that became an American cultural icon. She had always seen her _____ playing with _____ dolls, so she invented a grown-up, three-dimensional _____ that girls could use to act out their dreams. Mrs. Handler named her new _____ after the nickname of her daughter Barbara. After the Toy Fair in 1959, _____ became an instant sensation. To this day, the Barbie doll invention remains one of Mattel's best-selling _____.

0 - 4 Keep trying!	5 - 6 Good!	7 - 8 Very good!	9 - 10 Excellent!
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REAL LIFE SPOT



ACCIDENTAL INVENTIONS

THE MICROWAVE

In 1945 Percy Lebaron Spencer, an American engineer and inventor, was busy manufacturing magnetrons, the devices used to produce the microwave radio signals that were integral to early radar use. Radar was a very important innovation during the time of war. However, microwave cooking was a purely accidental discovery. While standing by a functioning magnetron, Spencer noticed that the chocolate bar in his pocket had melted. His keen mind soon figured out that it was the microwaves that had caused this, and later experimented with popcorn kernels and eventually, an egg, which exploded.



POTATO CHIPS

In 1853, in a restaurant in Saratoga, New York, a particularly fussy diner, railway magnate Cornelius Vanderbilt, repeatedly refused to eat the fries he had been served with his meal, complaining that they were too thick and too soggy. After he had sent back several plates of increasingly thinly-cut fries, the chef George Crum decided to get his own back by frying wafer-thin slices of potato in grease and sending them out. Vanderbilt initially protested that the chef's latest efforts were too thin to be picked up with a fork, but upon trying a few, the chips were an instant hit, and soon everybody in the restaurant wanted a serving. This led to the new recipe appearing on the menu as *Saratoga Chips* before later being sold all over the world.



@@ CLICK ON <http://science.discovery.com/brink/top-ten/accidental-inventions/inventions.html>



TECHNOLOGY UPDATE

BEFORE LISTENING

- 1** In your group, look at the pictures below and think about possible inventions that do not exist yet but you think are necessary and will exist in the future.
- 2** Share your comments with your classmates, giving reasons for your choice.
- 3** Match the names of three new gadgets (a – c) with the pictures you think represent them (1 – 6).
 - a. C-pen
 - b. TiVo
 - c. Thought-control remote



1



2



3



4



5







6

TECHNOLOGY AND INVENTIONS



- 4 Complete these sentences with the name of the corresponding gadget.
- _____ allows you to interact with TV.
 - _____ allows you to send e-mails and book concert tickets.
 - _____ can memorize a text.
 - _____ is very useful for disadvantaged people.

LISTENING

- 5  Listen to the recording and check your ideas in Exercises 3 and 4.
- 6  Listen again and number the gadgets in the order they are mentioned.
- _____ C-pen
 - _____ Thought-control remote
 - _____ TiVo
- 7  Listen to the recording again. Are these statements true or false?
- With TiVo, you can see action as it happens in fast motion.
 - TiVo is a device to control the TV remotely.
 - The C-pen is the latest version of a highlighter pen.
 - The C-pen can store more than 3,000 pages of text.
 - The thought-control remote can read your mind.
 - With the thought-control remote you won't need a mouse or a keyboard for your computer.
- 8  Listen once more and write the name of the corresponding gadget, C-pen, Thought-control remote or TiVo.
- _____ is paradise for sports lovers.
 - _____ understands what you think.
 - _____ can always be with you.
 - _____ can store a lot of information.
 - _____ allows you to replay all the actions.
 - _____ shows your commands through the cursor.

AFTER LISTENING

LANGUAGE SPOT

Linking words

- Read these sentences from the text and other examples. Pay special attention to the words in **bold**.
 - Although** it looks like a highlighter pen, it is a small portable scanner.
 - I can't even imagine that! **However**, I'm sure it is now possible.
 - TiVo is very expensive, **while** the handy scanner is a cheaper gadget.
 - Though** people are physically disadvantaged, they can use a computer.
- Identify what the words in **bold** express. Choose an alternative.
 - Contrast. b. Reason. c. Consequence. d. Purpose.
- Copy and complete this rule in your notebook.
 Linking words like _____, _____, _____ and _____ indicate a relationship of _____ between ideas. _____ and _____ are generally placed at the beginning of a supporting idea. _____ goes at the beginning of the second sentence and is followed by a comma. _____ is placed either at the beginning or between two main clauses expressing contrasting ideas.

Reflection Spot

• I can use linking words to combine ideas.



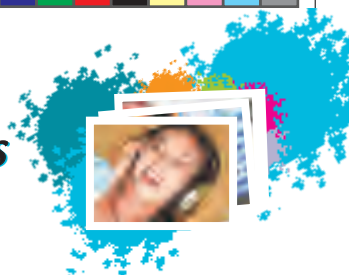
• I can identify what linking words express.



- Complete these sentences with a linking word from the Language Spot.
 - _____ the children were making a terrible noise, the students could study for their test.
 - Heavy rain is forecast for tomorrow. _____, the concert has not been canceled.
 - These computers are very expensive _____ those ones are quite affordable.
 - _____ it snowed, the festival took place as it was planned.



TECHNOLOGY AND INVENTIONS



- 10** 🎧 Copy and complete this description of a new invention in your notebook. Make a drawing similar to those below to illustrate it. Compare descriptions and drawings in your group. Then listen to the recording and check.

This _____ is called CyberBug. It _____ you to _____ to people's conversations. It _____ a microphone and an amplifier, and a small headphone. Besides, it is very cheap and _____. You can put it in your _____ and take it to work or even to the gym! With it, you can hear _____ between people although they are up to 50 meters away!



- 11** 🎧 Listen to the recording and practice describing the object. Then say it in your group. Who is the best imitator of the recording?
- 12** Write a description of a new gadget and make the corresponding drawing. Use the description in Exercise 10 to help you. Read your description in your group and ask your classmates to make the corresponding drawing. Whose drawing is the most similar to yours?

GAME SPOT



Choose an everyday object. Make notes and then describe it to your partner but don't name the object. He / she must guess what the object is. You can choose from these objects or use others.



LET'S CHECK

13 Choose a gadget from the pictures and write a short description.
(100 – 120 words) (10 pts.)



1 alcohol sensor



2 digital camera



3 iPhone



4 iPod



5 mp4



6 Nintendo wii



7 pen-drive



8 video camera

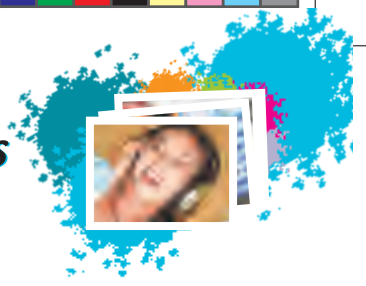
0 - 4
Keep trying!

5 - 6
Good!

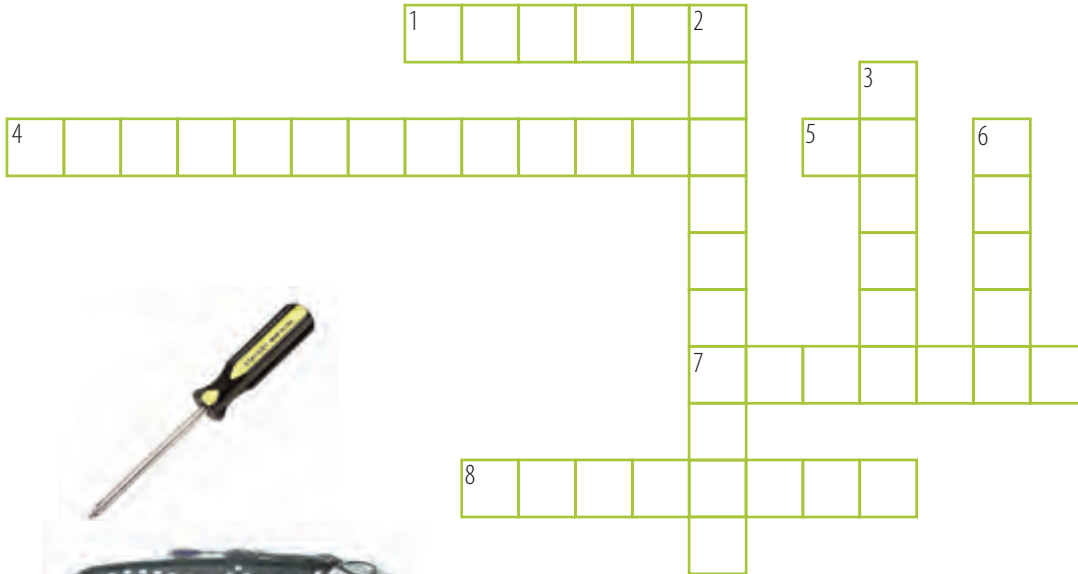
7 - 8
Very good!

9 - 10
Excellent!

REAL LIFE SPOT



Try this crossword puzzle and find out how many words from the lesson you can identify.



Across

- 1. a small tool or device
- 4. a device which allows you to operate something from a distance
- 5. a small computer designed for one person to use at home
- 7. a machine that can read and store texts
- 8. the set of keys for operating a computer

Down

- 2. an electrical appliance with a screen on which you can watch programs
- 3. the flat surface at the front of a TV or a computer
- 6. a small device that is moved by hand to control the movement of the cursor

YOUR ENGLISH IN ACTION

1 Look for information about the inventions in the pictures. Then copy and complete the fact file in your notebook.



	1	2	3	4	5	6
Name of invention						
Name of inventor						
Place of invention						
Year						
Additional information						

2 Your personal invention.

- Think of something really fantastic you would like to invent.
- Give it a name, state its purpose, list the materials needed and then describe it.
- Write the description on a piece of cardboard.
- Make a sketch of your invention and stick it on the cardboard, as in the example.

Name	
Purpose	
Description	
Sketch	

TECHNOLOGY AND INVENTIONS



3 Complete this timeline of the most important XX century inventions.



airplane



automobile



cell phone



compact disc



credit card



digital video disc



electric typewriter



Facebook



Internet



liquid paper



MP3



refrigerator



television



vacuum cleaner



Velcro



YouTube

4 Choose one of the inventions in Exercise 3. Look for information about the inventor and write his / her biography. Present your work to your classmates.

UNIT CHECK

READING

THE LIFE OF A TEEN INVENTOR

By Caitlin Watson of Verde Magazine

Spencer Davis creates all types of inventions in his garage. He is a big fan of do-it-yourself inventing, which requires little more than a few pieces of trash, drugstore supplies and a lot of imagination.

Spencer's passion for inventing began in the eighth grade. Before that, he had done some experiments with barbeque skewers and rubber bands. Since then, his creations have improved in design, appearance, and technology.

Over the years, Spencer has designed bunkers, tree houses, robots, and caffeinated cereal.

Besides, Spencer also enjoys sillier types of inventing; he has "fixed" an old tape player to put his iPod inside and play it through the tape.

Another high-voltage creation is what Spencer calls "the glove." In essence, it is a leather glove with a battery and disposable camera parts wrapped in electrical tape.

Although Spencer's mother expresses some worries about his inventions, she is very supportive of Spencer's hobby.

For him, inventing is a constructive activity, and it's good for teens who might be involved in more destructive hobbies. He dedicates about six hours every weekend to work on his inventions. Then, he blows off steam and gets new inspirations by playing video games.

For the summer, Spencer has plans to build an electric boat powered entirely by solar panels.

Spencer hopes to continue inventing through college and perhaps turn his experimentations into a career.

"Inventing is an investment," Spencer says. "Some of the inventions will work and others won't, but in the end you will be satisfied. I'll definitely be making stuff forever."



Adapted from: Watson, C. (2008, June 10) The life of a teen inventor. *The Paly Voice*. Retrieved January 10, 2012, from: <http://palyvoice.com/node/19898>

- 1 Read the text once. What type of text is this?
a. A biography. b. An advertisement. c. An article. d. A short story.

1 pt.

- 2 Read the text again and find the answer to these questions.
a. What kind of materials do Spencer's inventions require?
b. What things has he designed over the years?
c. What does he think about inventing?
d. How does he get new inspiration for his inventions?

4 pts.

- 3 Read the text again and find the following information.
a. Place in which Spencer develops his inventions. _____
b. Name of his most "electrical" creation. _____
c. Time Spencer dedicates to his inventions. _____
d. Invention that Spencer will develop during his holiday. _____

4 pts.

TECHNOLOGY AND INVENTIONS



4 Read the text once more. Choose the best alternative to complete the sentences.

5 pts.

- a. Spencer Davis's inventions require
 - i. a lot of drugstore supplies.
 - ii. a lot of imagination and a few pieces of trash.
- b. Spencer's passion for inventions began when he was
 - i. a little boy.
 - ii. in junior school.
- c. Over the years, Spencer has designed
 - i. a lot of silly things.
 - ii. a variety of things.
- d. Spencer's mother is
 - i. very worried but proud.
 - ii. a bit worried but supportive.
- e. Spencer thinks that he
 - i. will continue inventing things when he enters college.
 - ii. will stop inventing things when he enters college.

LISTENING - THE GARBAGE EATER AND THE HUMAN ROBOT

5 Listen to the recording. What type of text is this?

1 pts.

- a. A conversation. b. A lecture. c. An advertisement. d. A report.

6 Listen to the recording again and choose the correct alternative.

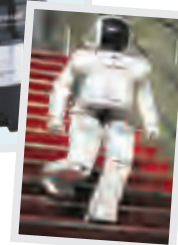
5 pts.

- a. The Garbage Eater-200 / 2000 is an easier way to recycle.
- b. Hammers inside the machine pound the garbage in *five / fifteen* minutes.
- c. Lydia, tell us about your *walk / work*.
- d. I *made / mailed* one that looks just like me.

7 Listen to the recording again. Tick the correct column, *can* or *can't*.

6 pts.

	CAN		CAN'T
THE GARBAGE EATER	<input type="checkbox"/>	<input type="checkbox"/>	change garbage into drugs or alcohol.
	<input type="checkbox"/>	<input type="checkbox"/>	change garbage into a human or an animal.
THE HUMAN ROBOT	<input type="checkbox"/>	<input type="checkbox"/>	clean the house.
	<input type="checkbox"/>	<input type="checkbox"/>	help with homework.



8 Listen to the description of the *Garbage Eater-2000* and put the actions into the correct sequence.

- Finally the object wanted is produced.
- Hammers inside the machine pound the garbage.
- The machine re-shapes the garbage.
- Two rods melt the garbage at a temperature of 2000 °C.
- You decide how many pieces you need the eater to suck up.
- You type in what you want the garbage to turn into.

3 pts.

LANGUAGE

9 Complete this paragraph with the Simple Past tense of the verbs in brackets.

Mike Rochester, a 16-year-old school boy (a. invent) _____ the "mouse mitt", a special glove which does the work of a computer mouse. He (b. think) _____ of the idea when he was a little boy, but only (c. develop) _____ it after his mother got RSI - a pain in her wrist from using a computer mouse. She (d. work) _____ as a research assistant for many years, but she (e. have) _____ to stop because of her illness.

5 pts.

10 Join the sentences using a relative pronoun.

- Carla bought a lovely leather bag. Carla visited Argentina.
- This is the museum. There is an Egyptian mummy.
- We visited the castle. Ann Boleyn was executed there.
- Those are the students. They got the highest marks.
- I didn't like the film. You recommended it.

5 pts.

SPEAKING

11 In pairs, exchange information about an imaginary invention. Ask / say its name, where you got the idea, the materials you used and why it is useful in everyday life.

8 pts.

WRITING

12 Write a description (120 – 150 words) of a gadget or a device you find useful for everyday life. Include information about its functions and the reason it is useful for you. Don't forget to combine your ideas with linking words, such as: *although, however, though, while*.

8 pts.

55 pts.
TOTAL

0 - 13 Keep trying!	14 - 28 Good!	29 - 43 Very good!	44 - 55 Excellent!
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FINAL REFLECTION

TECHNOLOGY AND INVENTIONS



Name: _____ Class: _____ Date: ____ / ____ / ____

You have finished Unit 3. Take some time to reflect on what you have achieved and color the stars according to what you can do now.

READING

- identify the sequence of events
- extract specific information from a text



LISTENING

- discriminate sounds
- relate speakers and their speeches



SPEAKING

- give opinions about inventions and technology
- exchange information about biographical information



WRITING

- write a summary of a biography
- write a short paragraph about an invention



LANGUAGE

- use the Simple Past tense
- use relative pronouns
- combine ideas with linking words



Look back and identify an example for each item.

How did you do? Color a box.

 Not sure	 OK	 Fine
--------------	--------	----------

Not sure about something? Look back through the unit again.

Write three things you can do to improve your performance.

PHOTOCOPIABLE



SONGS - MUSIC AND WORDS

In this unit you will:

- read a piece of chat
- read book reviews
- listen to a television program
- listen to a song

You will learn how to:

Reading

- distinguish general and specific information
- discriminate between correct and incorrect information
- identify the type of text

Listening

- infer mood of speakers
- relate speakers and speech
- discriminate sounds

Language

- use *would* and *could*
- use modal verbs *must*, *have to*, *need to*
- use the Passive Voice
- use the First and Second Conditionals

Speaking

- ask people about imaginary situations
- request information using polite questions

Writing

- write a book review
- write questions and answers in a chat room

You will also:

- assess and appreciate the value of music and literature
- develop respect for the role of music and literature as means of communication

GETTING READY

- 1 In your group, write a list of all the words related to music and literature you know. Copy and complete this chart in your notebook.

Music	Literature

- 2 Compare your chart with other groups and share new words. Then look up the meanings of the words you do not know in an English-English dictionary and write a glossary in your notebook.
- 3 Imagine you are lost on an island in the middle of the ocean. Choose a book and a music album you would like to have with you. Share your comments in your group, giving reasons for your choice.

SONGS - MUSIC AND WORDS





READING

LESSON 1

CHATTING WITH A YOUNG WINNER

BEFORE READING

1 Look at the pictures. What do these people have in common?



1



2



3



4



5



6



7



8

2 Copy and complete this chart in your notebook. Work with a partner to collect and share information about the people in the pictures above.

Name	Country	Year of birth	Discipline
Mahani Teave	Chile	1983	Classical music - piano

3 Have a look at the name of this lesson and at the picture of the girl in the text on page 108. Why do you think the girl is a young winner? Choose an alternative.

- a. She has just played the main role in a very important play on Broadway.
- b. She has just won an Oscar for her latest Hollywood movie.
- c. She has just won a very important music award for Latin American singers.

SONGS - MUSIC AND WORDS



- 4 Award-winning Sarah Bennett answers questions from the public on an Internet website. Select the cognates you expect to find in the text.

audience

colors

chorus

different

difficult

favorite

genre

guitar

idol

inspiration

language

music

musician

piano

project

public

symbol

verse

- 5 Read the words in the Key Word Spot. Find the meanings of the words in a dictionary.

READING

- 6 Read the text on page 108 quickly and check your predictions in Exercises 3 and 4.

- 7 Read Sarah's answers again. In which spaces (I – VII) should the questions (a – g) go?

- Can you tell me how hard it is to write a song?
- What do you think of first - the music or the lyrics?
- What do you think I should do?
- What is your dream project?
- Where do you get the inspiration for your lyrics?
- Could you tell me who your music idols are?
- Who is your favorite musician of all time?

- 8 Read the text again. Are these statements true or false?

- Sarah has just given a concert.
- She finds it very easy to write songs.
- She is a very organized person.
- Literature is a source of inspiration for her.
- She would like to organize a charity concert.

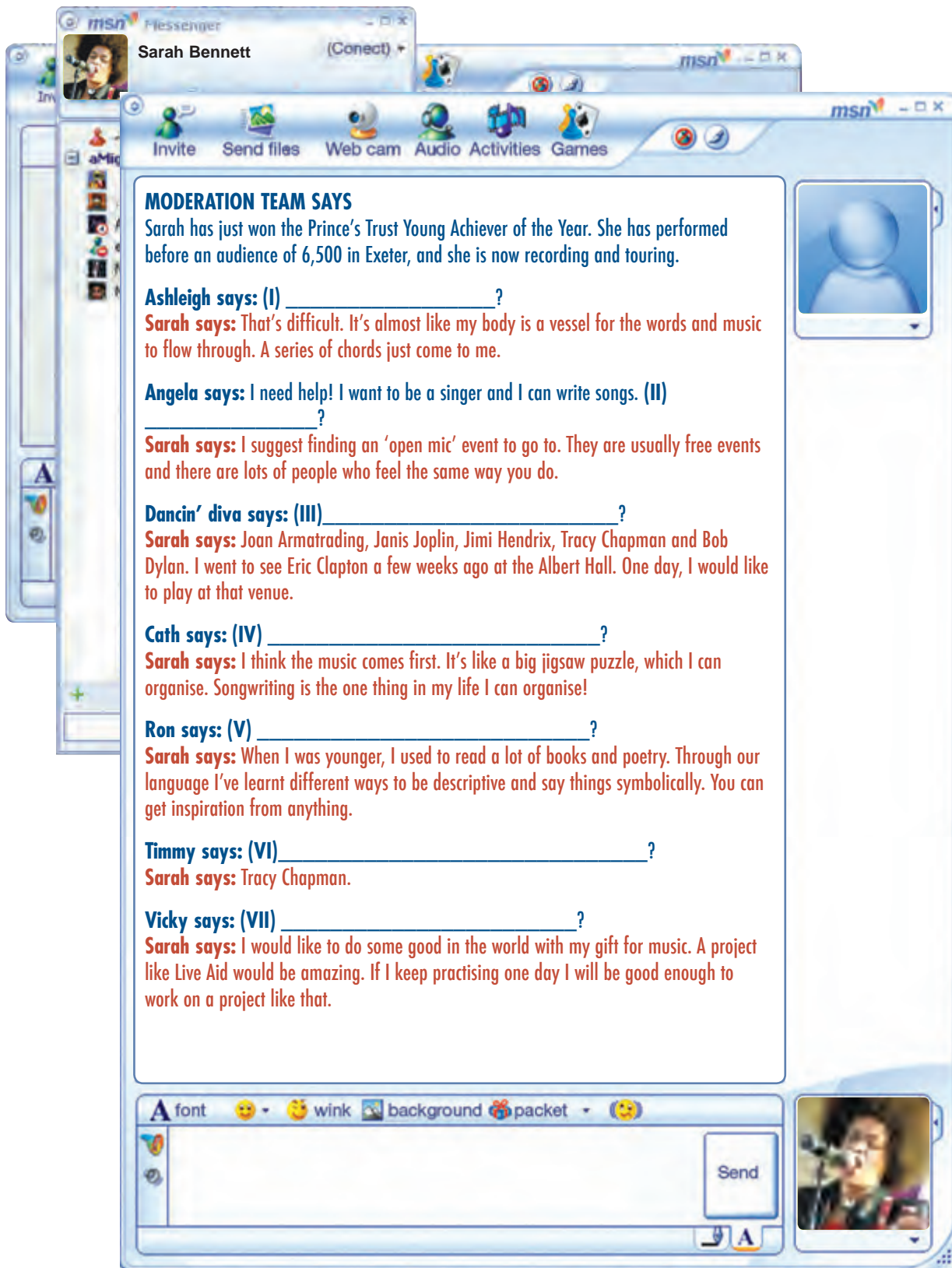
- 9 Read the text once more and find the answer to these questions.

- How many people went to see Sarah at Exeter?
- What are "open-mic" events?
- Where would Sarah like to play one day?
- What would Sarah like to do in the future?

Key Word Spot



- chords
- jigsaw puzzle
- lyrics
- vessel
- venue



Created by: Publishing team.


AFTER READING


- 10** In your group, talk about the text you read. Think of three more questions to ask Sarah in the chat.

LANGUAGE SPOT  Indirect questions

1. Read these questions from the text.
 - a. What do you think of first - the music or the lyrics?
 - b. What is your dream project?
 - c. Where do you get the inspiration for your lyrics?
 - d. Can you tell me how hard it is to write a song?
 - e. What do you think I should do?
 - f. Could you tell me who your music idols are?
 - g. Who is your favorite musician of all time?
2. Compare questions **a – c** with questions **d – g** and answer.
 - i. Which questions are direct?
 - ii. Which questions are indirect?
 - iii. Which questions are more polite?
 - iv. What is special about the direct questions?
 - v. What is special about the indirect questions?
3. Copy and complete this general rule in your notebook.

_____ questions are _____, longer forms of normal questions. Indirect questions are formed of _____ parts: a polite expression, like _____, _____ and a question which has no subject / verb inversion and does not use an auxiliary, like a direct question.
4. Go back to the text and copy all the questions. Can you turn the direct questions into indirect ones and the indirect questions into direct ones?

- 11**  Put the words in order to make indirect questions. Then write the corresponding direct questions. Check with the recording.
- a. give - wonder - if - me - I - could - information - some - you
 - b. me - it - time - tell - you - is - what - Could - ?
 - c. I - buy - map - you - a - know - Do - can - where - ?
 - d. money - I'd - I - some - can - like - change - know - where - to
 - e. where - a - tell - I - Can - you - can - find - pharmacy - me - ?

- 12**  Listen to the recording and practice saying the questions. Then take turns with your partner to say a direct question and the corresponding indirect question.



13 Transform your questions in exercise 10 into indirect questions. Write them in your notebook.

Reflection Spot	
• Can I make indirect questions?	☺ ☹
• Can I use indirect questions in a conversation?	☺ ☹

14 In pairs, use these openings to write a short interview using indirect questions.

Can you tell me...

Could you tell me...

I'd be interested to hear...

I'd like to know...

Would you mind telling me...

I wonder ...

15 Role-play the interview in front of your classmates.

LET'S CHECK

16 Use the openings in the boxes to transform questions **a – e** into indirect questions. (10 pts.)

Can you tell me...

Could you tell me...

I'd like to now...

I'd be interested to hear...

I wonder...

- a. When does the next train arrive?
- b. What time does the museum close?
- c. How hard is it to be an artist?
- d. When did you write your first story?
- e. Can we hear your latest song?

0 - 4
Keep trying!

5 - 6
Good!

7 - 8
Very good!

9 - 10
Excellent!

17 Think about a famous young artist you would like to chat with. In your notebook, write a short piece of chat with the questions you would like to ask and his / her answers.

18 Share your work with your classmates.



(Jan. 22, 2007) Our reporters Lauren and Kelsey spoke to the twice Latin Grammy-nominated pop artist Belinda. The Mexican / Spanish singer, songwriter and actress has achieved phenomenal success in Mexico, and now she's starting to conquer the international scene.



Kelsey: When did you first start having an interest in entertaining?

Belinda: When I was 4 years old; I used to sing all the Disney songs. I loved to do home movies with my friends. Then I went to a casting and I sang, and that was it.

Lauren: What were some of your earliest performances?

Belinda: Professionally, I started at 10; I acted in a TV series in Mexico. Then I did my first album in Spanish, "Belinda". I wrote the songs and it was great. Now I have a second album called "Utopia"; it has 13 songs and 2 of them are in English.

Lauren: Actually, we were just listening to your album; we loved it, our favorite song is number 2.

Belinda: Thank you, that's the first single. The English album is going to be great too and it will be released in June or July, so I hope you like it.

Kelsey: I'm sure we will! Can you tell us who your musical and acting influences are?

Belinda: I love everything. Old music, old movies; Bette Davis, Audrey Hepburn, Warren Beatty, Al Pacino, Colin Farrell. I love Katherine Hepburn, too.

Lauren: What about musicians?

Belinda: I like The Killers, Pink Floyd, The Beatles, Madonna, Christina Aguilera. I don't know, I like everything; I think I'm very open to every kind of music.

Kelsey: Can I ask you when you started speaking English?

Belinda: At school, when I was 5 but it's not the same because you're with your friends and you don't pay attention to the teacher. This year in LA was essential for my learning.

Lauren: Ok, well thank you so much, Belinda. It was a pleasure talking to you.

Belinda: Thank you, it was great talking to you, and I'll see you around; if you guys come to Mexico, let me know! Adios.

Kelsey: Goodbye and good luck.



NEW STARS

BEFORE LISTENING



1

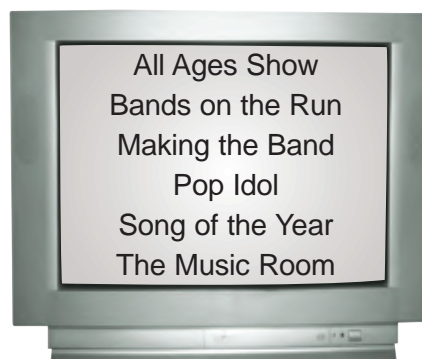


2

1 In pairs, write a list of radio and TV programs related to music that you know. Share your list with other pairs.




Liquid Sound Lounge
 Mechanical Pulse
 Subground Fun
 Sunday Baroque
 Tempo FM's Party Zone
 World of Opera



All Ages Show
 Bands on the Run
 Making the Band
 Pop Idol
 Song of the Year
 The Music Room

2 Read the name of the lesson. What do you think it is the name of?
 a. A well-known music academy.
 b. A reality TV show.
 c. A radio program.
 d. A famous award for young people.

Key Word Spot 

- audience
- coach
- contestant
- fit
- pretend

3 Read the words in the Key Word Spot and match them with their meaning (a – e).

- a. a person who takes part in a competition.
- b. somebody who gives private lessons.
- c. the group of people who watch or listen to something (a program, a concert, etc.)
- d. to behave in a particular way to make people believe something that is not true.
- e. to put something in the right place.

SONGS - MUSIC AND WORDS

LISTENING

- 4** Listen to the recording and check your prediction in Exercise 2.
- 5** Listen to the recording again. Where was it taken from?



a. A music lesson.



b. A radio program.



c. A TV show.



d. An advertisement.

- 6** Listen to the recording again. Match the people's names (a – c) and their jobs (i – iii).

- | | |
|-------------|-----------------------|
| a. Spencer | i. Voice coach |
| b. Savannah | ii. Songwriting coach |
| c. Adam | iii. Director |


- 7** Listen to the recording again and choose the best alternative.


- a. Here you will learn to *think / sing* and compose.
- b. If you get the lowest number of votes you will *leave / lead* the program.
- c. Our coaches are *great / mates*.
- d. Songwriting is *good / cool*.
- e. Performing their own songs is a great *meaning / feeling*.

Reflection Spot

- | | | |
|-----------------------------------------|---|----|
| • Can I apply study skills? | 😊 | ☹️ |
| • Can I infer the meaning of new words? | 😊 | ☹️ |




- 8**  Listen to the recording again. Who says each of these sentences, Spencer, Savannah, or Adam?
- a. _____: You don't need to be a poet.
 - b. _____: You will spend three months with us.
 - c. _____: The important thing is to fit the words to the music.
 - d. _____: Not everyone can sing like a star.
 - e. _____: You must obey our rules.
 - f. _____: You need to work hard.

- 9**  Listen to the recording once more and match the questions (a – e) with the answers (i – v).

- a. What are the students' obligations?
 - b. What is Savannah going to do?
 - c. What is important for Adam?
 - d. What do many contestants say?
-
- i. Help contestants find their special voice.
 - ii. That performing their songs is great.
 - iii. To obey the rules and attend all the classes.
 - iv. To fit the words to the music.

AFTER LISTENING

- 10**  Answer these questions in your group and then share answers with another group.

- a. Do you know any similar Chilean TV programs?
- b. What are / were they called?
- c. Who were the winners?





LANGUAGE SPOT



Need to, don't need to, must

1. Read these sentences from the text.
 - a. You must obey our rules.
 - b. You must attend all your classes.
 - c. You need to work hard.
 - d. You don't need to be a poet.
2. Which of these sentences expresses necessity / obligation / lack of necessity?
3. Copy and complete this general rule in your notebook.
 We use _____ and _____ to express an obligation, and _____ to express _____.

NOTE

We can use *have to* as a synonym of *must*, and *don't have to* as a synonym of *don't need to*.

4. Review the conversation you listened to and write three more sentences indicating necessity, obligation and lack of necessity.

11 In your notebook, write sentences using the verbs in the LANGUAGE SPOT and the clues in the boxes.

Example: *I must get my passport because I'm traveling to the USA.*


a new car / drive	animals / zoo	dinner / eat out
passport / travel	study / exams	uniform / new school

LET'S CHECK

- 12** Complete these sentences with your own ideas. (10 pts.)
- a. I've got to go now. I _____.
 - b. You have got a lot of games. You _____.
 - c. He is a very rich man. He _____.
 - d. My mother doesn't feel well. She _____.
 - e. I've got a message for you. You _____.

0 - 4 Keep trying!	5 - 6 Good!	7 - 8 Very good!	9 - 10 Excellent!
-----------------------	----------------	---------------------	----------------------

13

 In pairs, complete this dialog between two students at the New Stars Academy. Use the clues in the box. Then check with the recording.

attend all the classes

Can I ask you

How about the rules?

I'd like to know

must obey

need to

Tell me about

six weeks

to work hard

us to develop our talents



A: Hi! _____ a few questions? I'm new here, you see.

B: Sure! What do you _____ know?

A: Well, _____ how long we're going to stay here.

B: We'll stay here for _____, and then we'll learn to sing and compose.


A: _____

B: We _____ their rules and _____.

A: _____ our coaches.

B: They are great! They help _____, but we need _____.

14

 Listen to the recording and practice the dialog with a partner. Role-play it in front of the class.



GAME SPOT 

- Apply the Truth Questionnaire to two of your classmates.
- Copy the questionnaire into your notebook.
 - Choose two classmates and ask them these questions.
 - Write down their answers.

The Truth Questionnaire	Name: _____	Name: _____
Do you promise to tell me the truth?		
What do you like to do?		
What must you do?		
What do you need to do?		
What must your best friend do?		
What do your brothers and sisters like to do?		
What don't you need to do?		
What does your mother like to do that you don't like doing?		
What do you hope to do when you finish school?		
What don't you and your friends need to do when you finish school?		

15 Write two short paragraphs with the information you collected when applying the questionnaire. Read your paragraphs to a classmate.

REAL LIFE SPOT 





READING

LESSON 3

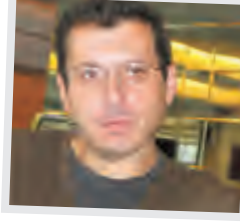
WE WANT YOU TO READ!

BEFORE READING

1 Look at the pictures. What do these people have in common?



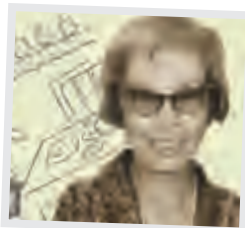
1 Isabel Allende



2 Alberto Fuguet



3 Gabriel García Márquez



4 Marcela Paz



5 J.K. Rowling



6 J.R.R. Tolkien

2 Match each name (a – f) with the corresponding book cover (1 – 6).

- a. *A Hundred Years of Solitude.*
- b. *Harry Potter and the Deathly Hallows.*
- c. *Kingdom of the Golden Dragon.*
- d. *Papelucho and the Alien.*
- e. *The Lord of the Rings.*
- f. *The Movies of my Life.*



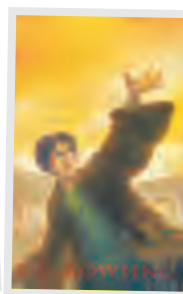
1



2



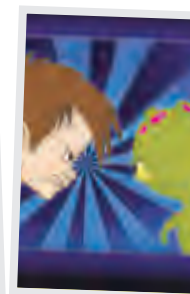
3



4



5



6

3 In pairs, make a list of the most interesting books you have ever read. What kind of books are they? You can choose from these alternatives.

- a. Comic b. Detective c. History d. Horror e. Manual
- f. Play g. Romance h. Science fiction i. Thriller j. Other

SONGS - MUSIC AND WORDS



4 Have a quick look at the texts on page 120. What kind of texts are they?

- a. Articles.
- b. Book reviews.
- c. Extracts from books.
- d. Short stories.

5 In your notebook, write a list of cognates you expect to find in a text related to books.

6 Read the words in the Key Word Spot and find them in the text. Choose the correct meaning according to the context.

- a. befriend
 - i. to become a friend of somebody's
 - ii. to protect somebody
- b. naughty
 - i. behaving nicely
 - ii. behaving badly
- c. orphan
 - i. a child whose parents are dead
 - ii. a home for children without parents
- d. shipwreck
 - i. a ship that has been lost at sea
 - ii. the destruction of a ship in a storm
- e. tale
 - i. an imaginative story, especially one that is full of action and adventure.
 - ii. an exciting spoken description of an event, which may not be completely true.

Reflection Spot



• Can I use my previous knowledge to understand the topic of the lesson?



• Can I relate my own experience to the topic?



Key Word Spot



- befriend
- naughty
- orphan
- shipwreck
- tale

READING

7 Read the texts quickly and check your predictions in Exercises 4 and 5.

8 Read the texts again and answer these questions.

- a. What does Charmain's father do?
- b. What does Charmain discover?
- c. What kind of dog is Marley?
- d. What is Marley's master's name?
- e. What does Johnny Trott do?
- f. Who is Kaspar's owner?

I. *House of Many Ways*



Author: Diana Wynne Jones

Characters: The main role of the story is played by the loving baker's daughter Charmain.

Plot: The tale twists and turns, taking Charmain from her family home, all the way to the Royal Mansion. Along the way, Charmain learns how to do housework, tries her hand at a spot of magic... and discovers she's not a very nice person.

Highlights: *The House of Many Ways* is a really cool idea - imagine being able to travel to loads of places (and even times) without leaving your house! The book is full of amazing characters. If you read it, you'll never know who - or what! - you're going to meet next.



II. *Marley: A Dog Like No Other*

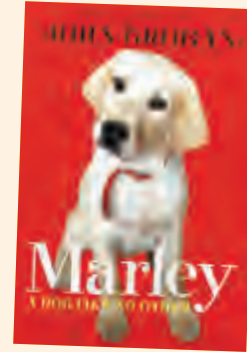


Author: John Grogan

Characters: There's only one main character in this book - Marley, the mad Labrador dog, owned by John and his wife, Jenny.

Plot: This is a true story based on John Grogan's life with Marley. This book was specially adapted for kids from the original book, *Marley and Me*. The story was made into a film, to come out in 2009, starring Owen Wilson and Jennifer Aniston.

Highlights: If you connect with the story, you will love Marley as if he were your own naughty dog!



III. *Kaspar, Prince of Cats*



Author: Michael Morpurgo

Characters: Although this book is called *Kaspar, Prince of Cats*, the story is really about a boy called Johnny Trott who works at a hotel in London. He's an orphan and works really hard. Prince Kaspar Kandinsky, Prince of Cats, comes to stay with his interesting owner, Countess Kandinsky. They befriend Johnny and then the adventures begin.

Plot: Johnny's life changes when he meets the Countess and Kaspar. He looks after the magnificent cat, and he makes friends with LizzieBeth, an American guest. Pretty soon, events take Johnny and Kaspar all around the world. Along the way they battle thieves, shipwreck on the Titanic and make rooftop rescues.

Highlights: The story is so good that if you start it, you'll want to keep on reading. You will feel as if you were the protagonist. And there are some really cool illustrations to go with it.



Adapted from: Amazon reviews. Retrieved March 20, 2012, from:

<http://www.amazon.com/House-Many-Diana-Wynne-Jones/dp/0061477958>

<http://www.amazon.com/Marley-Other-Special-Adaptation-Readers/dp/0061240338>

<http://www.amazon.co.uk/Kaspar-Prince-Cats-Michael-Morpurgo/dp/0007302134>

SONGS - MUSIC AND WORDS



9 Read the texts again and complete these sentences with the title of the corresponding book.

- a. _____ has beautiful drawings.
- b. _____ is not the original story.
- c. _____ is not the protagonist.
- d. _____ takes the protagonists to a very famous ship.
- e. _____ tells a girl's adventures.

10 Read the texts again. Find the name of the review section for each definition.

- a. _____ a person or an animal in a book, play or movie.
- b. _____ the best, most interesting or most exciting part of something.
- c. _____ the main character in a play, movie or book.
- d. _____ the person who wrote a particular book.
- e. _____ the series of events which form the story.

11 Copy this fact file into your notebook. Read the texts once more and complete it about each of the books.

Name of book	Author	Characters

AFTER READING

12 In your group, compare your list in Exercise 3 and share the answers to these questions.

- a. Have you got a favorite book?
- b. What is your favorite genre?
- c. Who is your favorite author?

13 Think of a book you've recently read and write a review for it like those in the reading texts. Read it in your group without saying the name of the book. Can your classmates guess the name of your book?

LANGUAGE SPOT  The Passive Voice – Present Tense

1. Revise these sentences from the text.
 - a. The main role of the story is played by the loving baker's daughter Charmain.
 - b. Marley, the mad Labrador dog, is owned by John and his wife, Jenny.
 - c. This book is called *Kaspar, Prince of Cats*.
2. Answer these questions.
 - a. Which of these sentences refer to a dog / a story / a name?
 - b. Where in the sentences did you find this information?
 - c. What is special about the structure of the sentences?

3. Copy and complete this general rule in your notebook.

We use the Passive Voice when we want to draw the reader's attention to the person / thing that received the effect of the action, more than to who or what executed the action.


The Present Simple Passive is formed with the _____ tense of the verb _____ + the participle of a main _____.

Note:

We use *by* + noun when we want to say who executes the action.

- 14** Put these words in order to form sentences in the Present Simple Passive Voice.


- a. advertise - designed - is – new - the - This – title - to - website.
- b. are - books – on – paper - printed - recycled - Those.
- c. by - is - of - Our – people - thousands - visited - website.

- 15**  Match the first part of these sayings (a – e) with the second part (i – v). Check with the recording.

- a. A kind word is
 - b. Everyday is a gift, that's why it is
 - c. God's laughter is
 - d. Opportunity is always
 - e. People are
-
- i. called the present.
 - ii. dressed in "work clothes".
 - iii. heard when birds sing.
 - iv. known by the company they keep.
 - v. never wasted.

SONGS - MUSIC AND WORDS



16  Listen to the recording and imitate the way the sayings are delivered. Work with your partner and take turns to say the beginnings and endings of the sayings.

17 In your group, analyze the sayings in Exercise 15 and answer these questions.

- What do the sayings have in common?
- Do you agree with them?
- Choose two of them and comment on them with your classmates.
- What is the Spanish equivalent of saying e.?

LET'S CHECK

18 Complete these sentences in the Simple Present Passive using the verbs in brackets. (10 pts.)

- Our books _____ by experienced authors. (write)
- The illustrations _____ by well-known artists. (draw)
- This program _____ to teach students how to write stories. (use)
- Most of our books _____ by established bookshops. (sell)
- Lots of books _____ online nowadays. (buy)

0 - 4
Keep trying!

5 - 6
Good!

7 - 8
Very good!

9 - 10
Excellent!

REAL LIFE SPOT

Writers should be read, but neither seen nor heard.

Daphne de Maurier

A writer is a person for whom writing is more difficult than it is for other people.

Thomas Mann

There are three rules for writing a novel. Unfortunately, no one knows what they are.

W. Somerset Maugham

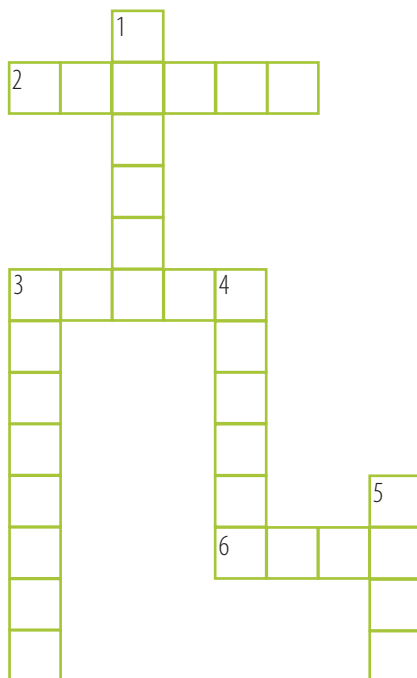
 **CLICK ON** www.quotationspage.com



WOULD YOU KNOW MY NAME?

BEFORE LISTENING

1 In pairs, solve this crossword and find out how much you know about music.



Across

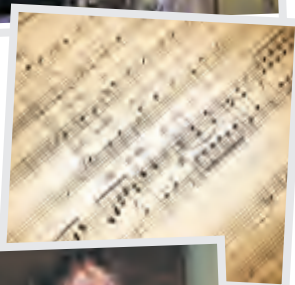
- 2. a regular repeated pattern of sounds
- 3. an arrangement of sounds in patterns
- 6. played or performed by only one person

Down

- 1. the words of a song
- 3. a person who plays or writes music, especially as a job
- 4. a part of a song that is sung after each verse
- 5. a short piece of music with words

2 Work in your group. Complete this chart with the names of bands and singers you know according to the kind of music they interpret. Then compare your work with another group.

Rock'n roll	Heavy metal	Classical	Pop	Rap




SONGS - MUSIC AND WORDS


- 3 Look at the man in the photo and answer these questions in pairs.
- What does this man do?
 - Do you know his name and nationality?
 - Can you mention some of his most famous songs?

- 4 You are going to listen to a recording related to the person in the photo. Can you predict what kind of text it is?
- A song.
 - An album review.
 - An interview.
 - A biography.

- 5 Look up the meaning of the words in the Key Word Spot in a dictionary.

LISTENING

- 6  Listen to the recording and check your prediction in Exercise 4.

- 7  Listen again and choose the best answer.

- a. Which is the mood of the song?
- Happy.
 - Neutral.
 - Sad.

- b. What is the singer doing?
- Celebrating something.
 - Wondering about a possibility.
 - Describing a person.

- 8  Listen again and identify the words that are mentioned.

day delay fame fear

hand heart know

lay leg name night

now right stay

storm strong they time


tears way whole



Key Word Spot

- beg
- belong
- bend
- heaven
- knee



 Copy these sentences into your notebook. Listen again and complete them.

- a. Would you _____ my name if I saw you in _____?
- b. Would you _____ me stand if I saw you in _____?
- c. I'll _____ my way through night and day.
- d. _____ can break your _____.
- e. And I _____ there'll be no more _____ in heaven.

AFTER LISTENING



Talk about the song in your group. Share your answers to these questions.

- a. What is the situation described?
- b. Is it a real or an imaginary situation?
- c. From your point of view, who is singing: a friend, a father, a son?

LANGUAGE SPOT



Hypothetical situations

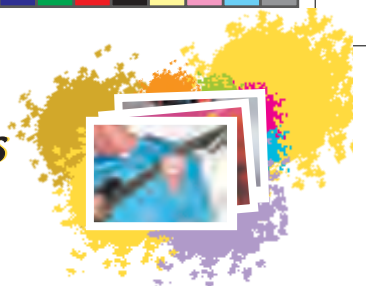
1. Read these sentences from the song and other examples.
 - a. Would you know my name if I saw you in heaven?
 - b. Would you hold my hand if I saw you in heaven?
 - c. Would you help me stand if I saw you in heaven?
 - d. If you sang like Rihanna, you would be very famous.
 - e. If I were a musician, I would travel around the world.
2. Answer these questions.
 - a. How many parts can you identify in each sentence?
 - b. What do they refer to? Choose an alternative.
 - i. Two possible situations.
 - ii. Two real situations.
 - iii. Two imaginary situations.
3. Copy and complete this rule in your notebook.

When we talk about possible _____ that are only hypothetical, and their results, we use a verb tense called the _____.

It consists of *If* + _____ tense in the condition + _____ + base form of a verb in the result.

We use _____ to introduce the condition and _____ with the result.
4. Compare this type of conditional with the First Conditional you studied in Unit 2, Lesson 3.
 - a. What are the similarities?
 - b. What are the differences?


SONGS - MUSIC AND WORDS



11 Use the Second Conditional to describe these situations. Write the clues and the new sentences in your notebook.

Example: *Sue wants to phone Paul, but she doesn't know his number.
Sue would phone Paul if she knew his number.*

- Tom wants to go to the concert, but he hasn't got money for the ticket.
- I want to help my sister, but I don't understand Math.
- We want to talk to the new student, but we don't speak Chinese.
- I want to drive my father's car, but I am not 18 yet.
- My grandmother wants to visit us, but she lives abroad.

12  Complete this dialog. Then listen to the recording and compare your answers.

Andy: *If you could choose a place, where would you be now?*

Beth: *I would be _____.*

Andy: *If you could go to that island, how would you get there?*

Beth: *I would travel _____.*

Andy: *If you could go with someone, who would you invite?*

Beth: *I would invite _____ to go with me.*


Andy: *If you could take only one thing with you, what would you take?*

Beth: *I would take my _____.*

Andy: *If you could decide, how long would you stay there?*

Beth: *I would stay at least _____!*



13  Listen to the recording again and practice the dialog. Talk to your partner, answering with your own ideas. Role-play your conversation in front of the class.

14 Interview two students using the questions in Exercise 12 and complete this chart.

Name	Where?	How?	Who ...with?	What?	How long?

Reflection Spot

• Can I apply a new structure to an everyday situation?



• Can I play games with my classmates?



15 Use the information in the chart to write a paragraph about one of your interviews. Follow this pattern.

If _____ could choose a place, she would be in _____ now. She would travel there by _____, she would invite _____, she would take her _____ and she would stay there _____.

16 Share and compare reports in your group.

GAME SPOT



In your group, ask and answer questions about these imaginary situations.



a. You win a very important prize.



b. You see a ghost.



c. You are stuck in an elevator.



d. You fly to Mars.

LET'S CHECK

17 Choose the correct alternative. Careful! Some sentences are in the First Conditional and some are in the Second Conditional. (10 pts.)

- What *will* / *would* you do if you hear people screaming?
- She would help anyone if they *are* / *were* in trouble.
- I'll be back here by ten p.m. tonight if the train *isn't* / *wasn't* late.
- If there isn't enough food we *will* / *would* get some Chinese take-away.
- I would lend you my new mini-scooter if you *are* / *were* careful.
- If no one calls by next week I *will* / *would* sell you my CD's.
- Of course I would tell you if I *know* / *knew* the truth.
- What will you do if she *refuses* / *will refuse* to go out with you?
- If you studied more you *won't* / *wouldn't* have poor marks.
- I'll give you the money tomorrow if I *can* / *could*.

0 - 4
Keep trying!

5 - 6
Good!

7 - 8
Very good!

9 - 10
Excellent!



Do you really know yourself? Do this quiz and find out.
Compare answers in your group.

- a. What would you do if you found a bag with US\$100,000 in the street?
 - i. I would keep the money.
 - ii. I would take the money to the police station.
 - iii. I would take the money to the police station but I would keep a small amount.

- b. What would you do if you knew your best friend's girlfriend / boyfriend was dating another boy / girl?
 - i. I'd tell my friend about it.
 - ii. I'd talk to my best friend's girlfriend / boyfriend.
 - iii. I wouldn't do anything.

- c. What would you do if a friend had an alcohol / drug problem?
 - i. I would talk to him / her.
 - ii. I would tell his / her parents.
 - iii. I would tell our teacher.

- d. What would you say if your friend asked you if you liked her dress and you thought it was horrible?
 - i. I'd tell her it was horrible.
 - ii. It would depend if there was time to do anything about it.
 - iii. I would say she looked great.

- e. What would you do if you hit a parked bicycle in a street?
 - i. If it was just a little bump, I would ride away.
 - ii. If it was a big bump, I would leave my telephone number on a paper on the seat.
 - iii. I would leave a note on the seat with my name and telephone number and offer to pay.

YOUR ENGLISH IN ACTION

1 In pairs, think about a very famous singer / composer you would like to chat with.

- a. Write a set of questions and find the answers to them.
- b. Practice and act out the interview in front of your classmates.



2 Imagine you are participating in the New Stars TV show.

- a. Write an e-mail to a friend or to your parents telling them about your experiences at the academy.
- b. Include information about:
 - i. your duties;
 - ii. your activities;
 - iii. your coaches;
 - iv. any other interesting points you may want to include.



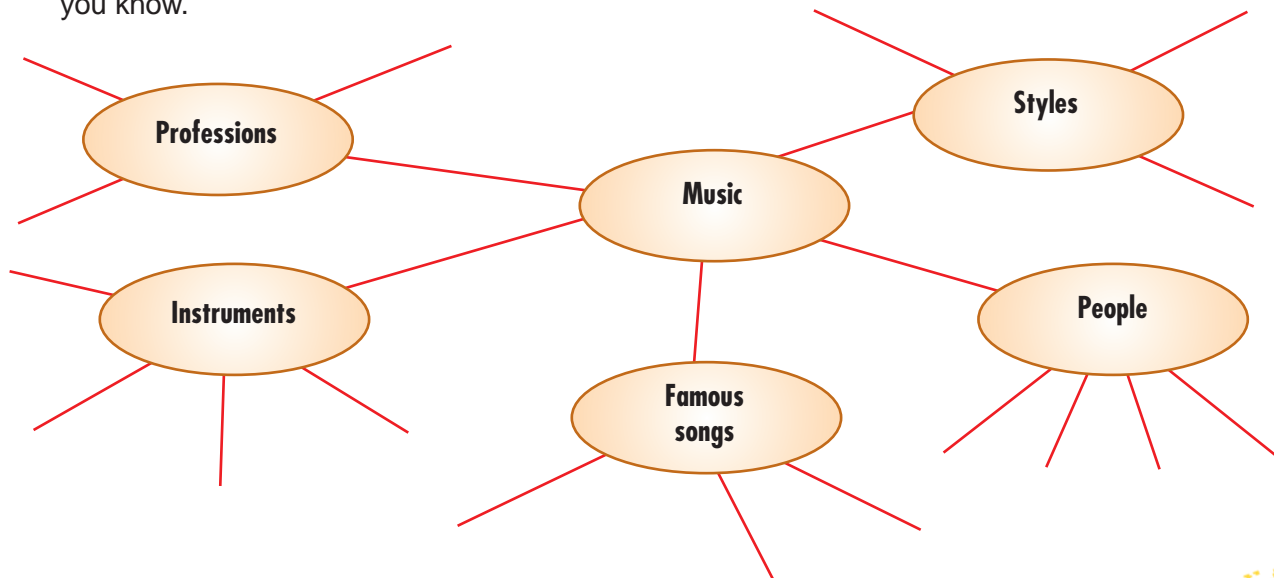
SONGS - MUSIC AND WORDS



3 Complete this chart about famous books.

Name	Author	Characters
<i>Harry Potter and the Goblet of Fire</i>		
	Emilio Salgari	Sandokan
		Romeo and Juliet
<i>20,000 Leagues under the Sea</i>		
	J.R.R. Tolkien	
		Papelucho
<i>Little Women</i>		Jo, Beth, May, Laurie
	C.S. Lewis	Lion, wizard
<i>The Iliad</i>		
		Sinbad
<i>The Call of the Wild</i>		
	Charles Dickens	Oliver
<i>The Hound of the Baskervilles</i>		
		Huck Finn, Tom

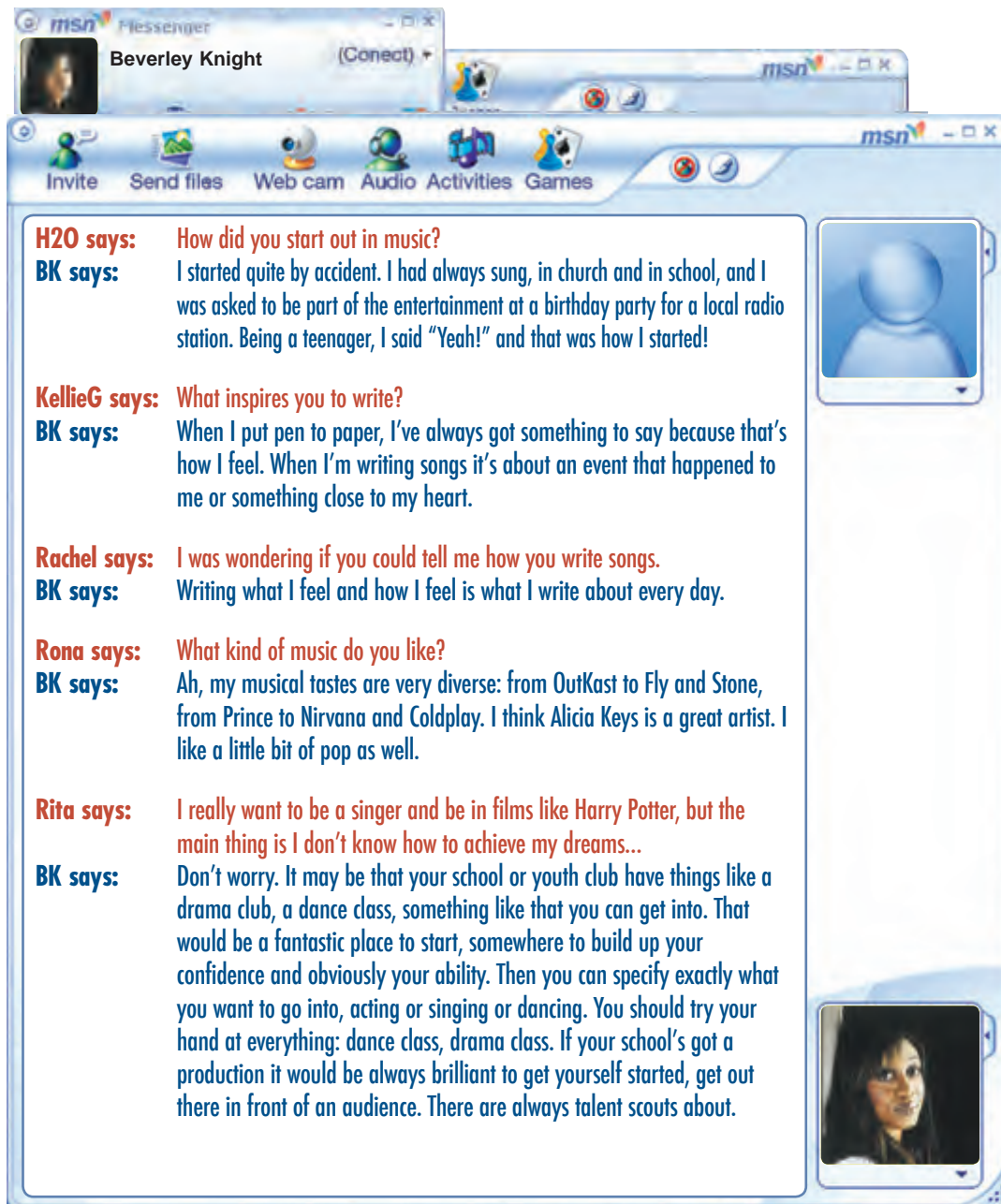
4 In your notebook, make a word map for music. Use words from this unit and add other words you know.



UNIT CHECK

READING: SPOTLIGHT ON BEVERLEY KNIGHT

Singer and songwriter Beverley Knight began singing in church and she has performed in local clubs since her late teens. Since then she's become a big name in the UK music industry and has won two awards, one for best artist and the other for best album.



H2O says: How did you start out in music?
BK says: I started quite by accident. I had always sung, in church and in school, and I was asked to be part of the entertainment at a birthday party for a local radio station. Being a teenager, I said "Yeah!" and that was how I started!

KellieG says: What inspires you to write?
BK says: When I put pen to paper, I've always got something to say because that's how I feel. When I'm writing songs it's about an event that happened to me or something close to my heart.

Rachel says: I was wondering if you could tell me how you write songs.
BK says: Writing what I feel and how I feel is what I write about every day.

Rona says: What kind of music do you like?
BK says: Ah, my musical tastes are very diverse: from OutKast to Fly and Stone, from Prince to Nirvana and Coldplay. I think Alicia Keys is a great artist. I like a little bit of pop as well.

Rita says: I really want to be a singer and be in films like Harry Potter, but the main thing is I don't know how to achieve my dreams...
BK says: Don't worry. It may be that your school or youth club have things like a drama club, a dance class, something like that you can get into. That would be a fantastic place to start, somewhere to build up your confidence and obviously your ability. Then you can specify exactly what you want to go into, acting or singing or dancing. You should try your hand at everything: dance class, drama class. If your school's got a production it would be always brilliant to get yourself started, get out there in front of an audience. There are always talent scouts about.

Created by: Publishing team.

SONGS - MUSIC AND WORDS



- 1 Read the text and answer these questions.
- What does Beverly Knight do?
 - When did she start singing?
 - Where does she take her inspiration from?
 - Does she have a favorite musical genre?
 - Who does Beverly think is a great artist?

5 pts.


- 2 Read the text again and choose the best alternative.
- Since she began singing, Beverly has become a great name in the *European / British / American* industry.
 - Up to now, she has won *an important award / no awards at all / two very important awards*.
 - She writes *once a week / once a day / twice a week*.

5 pts

- 3 Read the text again and find this information.
- Place where Beverly began singing: _____.
 - Prizes she has won: _____.
 - Event in which she was invited to participate: _____.
 - Two famous bands she likes: _____.
 - Places she suggests for starting a career: _____.


5 pts

LISTENING - CHANGE


- 4  Listen to the recording and choose the best alternative.
- If you knew that you would die *that day / today*
 - Would you *change / shake*?
 - When you're down so low you cannot *call / fall*
 - How bad, how good does it need to *get / go*?
 - How many *causes / losses*?



5 pts

- 5  Listen again. Number the sentences in the order you hear them.
- _____ Makes you try to explain.
 - _____ What chain reaction would cause an effect?
 - _____ If you knew that love can break your heart.
 - _____ Saw the face of God and love.
 - _____ If you knew that you would be alone.

5 pts

- 6  Listen again and identify this information in the song.
- A part of the body: _____
 - A feeling: _____

2 pts

LANGUAGE

7 Match the two halves to form complete sentences.

5 pts

A

- a. If I were famous
- b. If I were you
- c. If we do all our homework
- d. My little sister would be frightened
- e. We won't go out

B

- i. I would go to the dentist.
- ii. I would have a lot of fans.
- iii. if we left her alone.
- iv. if you don't wash the dishes.
- v. we will get an extra mark.

8 Write sentences in the Simple Present Passive Voice using the prompts (a – d).

4 pts

- a. The Eiffel Tower / situate/ France.
- b. Harry Potter series / write / J.K. Rowling.
- c. 32 pieces / use / in a game of chess.
- d. Cold milk / serve / with tea / England.



SPEAKING

9 In pairs, role-play an interview between a fan and a famous artist. Use direct and indirect questions as well as the First and Second Conditional.

10 pts

WRITING

10 Choose a book you have recently read and write a review of it. Include information about the author, the main characters, its plot and any other important information you would like to highlight.

10 pts

54 pts.
TOTAL

0 - 13 Keep trying!	14 - 28 Good!	29 - 43 Very good!	44 - 54 Excellent!
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FINAL REFLECTION

SONGS - MUSIC AND WORDS



Name: _____ Class: _____ Date: ____ / ____ / ____

You have finished Unit 4. Take some time to reflect on what you have achieved and color the stars according to what you can do now.

READING

- distinguish general and specific information
- discriminate between correct and incorrect information



LISTENING

- identify the type of a listening text
- infer the mood of a speaker



SPEAKING

- talk about imaginary situations
- request information in a polite way



WRITING

- write questions and answers for a chat
- write a book review



LANGUAGE

- use the First and Second Conditionals
- use polite questions
- use the Passive Voice



Look back and identify an example for each item.

How did you do? Color a box.

 Not sure	 OK	 Fine
--------------	--------	----------

Not sure about something? Look back through the unit again.

Write three things you can do to improve your performance.

PHOTOCOPIABLE

UNIT

5

HOW ABOUT WORKING?

In this unit you will:

- read a leaflet
- read a letter of application
- listen to an advertisement
- listen to telephone conversations

You will learn how to:

Reading

- locate missing information in a text
- discriminate between correct and incorrect information
- distinguish facts and inferences

Listening

- discriminate between correct and incorrect information
- relate speakers and speech
- extract specific information from a recording

Language

- use Modal verbs to express necessity
- use Modal verbs to express preferences
- use polite phrases in a telephone conversation

Speaking

- ask people about preferences
- participate in a telephone conversation

Writing

- write a letter of application
- write a leaflet promoting an organization

You will also:

- assess and appreciate the role of volunteer organizations around the world
- value the importance of voluntary work for people in need

GETTING READY

1 Look at the pictures and answer these questions.

- a. What can you see in the photographs?
- b. How old are the people in them?
- c. What are the people doing?

2 Choose phrases from the box that you think can be related with voluntary work.

another perspective a helping hand community support earning money
great opportunity rewarding experience understanding local cultures working teams

3 Work with your partner and complete this chart with information on volunteer organizations in Chile.

Name of organization	Type of work they do

HOW ABOUT WORKING?





READING

LESSON 1

BREAKING FRONTIERS

BEFORE READING



- 1 Answer these questions in your group.
 - a. What are you planning to do in the summer?
 - b. Have you ever worked during your vacation?
- 2 Think about the characteristics a teen job should have. Make a list with your partner.
- 3 Have a look at the text on page 139. What kind of text is it?
 - a. An advertisement.
 - b. A magazine article.
 - c. An encyclopedia entry.
- 4 In your notebook, write a list of cognates you expect to find in a text about teen jobs.
- 5 Read the words in the Key Word Spot. Match them with their meanings and synonyms (a – e).
 - a. in a foreign country
 - b. aid, assistance
 - c. protection, cover
 - d. growing, progressing
 - e. posting, position

Key Word Spot

- abroad
- developing
- insurance
- placement
- support

READING

- 6 Read the text quickly and check your predictions in Exercises 3 and 4.
- 7 Read the text again and fill in the blanks in it (a – l) with a word from the box.

airfare

application

communities

contribute

contribution

host

locations

opportunity

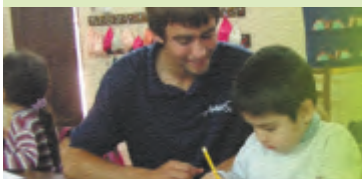
pocket

projects

support

volunteer

HOW ABOUT WORKING?



AMIGOS
Amigos de las Américas®

Amigos de las Americas is a unique international organization which brings together volunteers from all over the world to work in developing countries. We organize programs worldwide with a particular emphasis on health, education, and community

(a.) _____.

Our volunteers work in teams and have the (b.) _____ to learn new skills and meet new friends while making an important (c.) _____ to local communities.

Amigos de las Americas provides International Volunteer Abroad and Summer Volunteer Programs in 23 countries across Latin America - recent (d.) _____ have included Brazil, Bolivia, Guatemala and El Salvador.

Our volunteer abroad (e.) _____ include both short-term (4 weeks) and long-term (6 months) placements in every country, which volunteers can join throughout the year.

Our organization gives volunteers a rewarding travel experience as they get to know the local cultures and different ways of life across the world while helping them to work with the local (f.) _____. This is the reason why more and more people are choosing to volunteer abroad every year, as it helps them gain another perspective.

YOU

- must be between 17 and 24. ✓
- can volunteer for four weeks to six months. ✓
- have to (g.) _____ 1,400 dollars toward the cost. ✓
- stay with a local (h.) _____ family during your time as a volunteer. ✓
- need to speak English. ✓

WE

- pay for your food, accommodation and return (i.) _____. ✓
- provide weekly (j.) _____ money. ✓
- organize medical insurance where appropriate. ✓
- train you in the skills you need to help the local community. ✓
- give you constant support during your volunteer period. ✓

HOW TO APPLY

- Fill in an (k.) _____ form.
- Write an accompanying letter saying what kind of volunteer work you would like and where you would like to work. Give information about your skills, abilities, and interests and say why you think you would be a successful (l.) _____.
- Apply at least six months in advance of the date you want to volunteer.
- Mail your letter and completed form to:

AMIGOS DE LAS AMERICAS
9611 14th Street
Washington, D.C. 20032

**JOIN OUR INTERNATIONAL VOLUNTEER
ABROAD PROGRAMS AND CHANGE THE WAY
YOU SEE THE WORLD!**

8 Read the text carefully again. Are these statements true or false? Correct the false statements in your notebook.

- a. *Amigos de las Americas* is an international organization which pays students to work for it.
- b. The students have the opportunity to work with people around the world.
- c. *Amigos de las Americas* offers three kinds of work programs.
- d. People can join the programs whenever they want.
- e. People who join the programs must be over thirty.
- f. It is not necessary to speak English.
- g. *Amigos de las Americas* provides money for everyday expenses.
- h. The organization takes care of you while you are on a program.
- i. You can apply through the Internet.
- j. You can apply today and depart to your destination next week.

AFTER READING

9 In your group, talk about the text you read. Answer these questions and then share your reflections with another group.

- a. Would you like to join an international work program?
- b. Where would you like to go? Why?
- c. What kind of work do you think you could do?

Reflection Spot

• Can I relate the topic to my own reality?



• Can I give and support my opinions?



LANGUAGE SPOT

Obligation and necessity

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

- a. You **must** be between 17 and 24.
- b. You **have to** contribute 1,400 dollars toward the cost.
- c. You **need to** speak English.
- d. You **must** fill in an application form.
- e. You **have to** apply at least six months in advance.

2. Answer these questions.

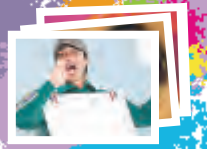
- a. Which of the sentences express an obligation?
- b. Which of the sentences express a necessity?
- c. Which verbs are used for each purpose?

3. Copy and complete this general rule in your notebook.

We can express _____ and _____ by using certain verbs.
We use _____ to express _____.
We can use _____ or _____ to express _____.

4. Go back to the text on page 139. Rewrite the instructions on how to apply using the verbs in this Language Spot.

HOW ABOUT WORKING?



- 10** Choose *must* / *need to* to complete these sentences. Can you identify what each sentence expresses?
- Pedestrians *need to* / *must* look both ways before they cross the street.
 - Drivers *need to* / *must* stop for pedestrians at marked crossings.
 - You *need to* / *must* speak Chinese to apply for the post.
 - Students *need to* / *must* pass an exam to join the program.
 - Construction workers *need to* / *must* wear hard hats. It's the law.


- 11** Match the comments in **A** with the replies in **B**. Then write the complete exchanges in your notebook.

A

- I have to speak English in my job.
- I think you need to have a haircut.
- John has hurt his back
- Julia has to get up at 5 a.m. tomorrow.
- The meeting starts in five minutes.
- We must try that new restaurant in town.

B

- He must go to the doctor.
- She must go to bed early, then.
- We have to book a table in advance, though.
- We must hurry.
- Yes, I must get an appointment with my hairdresser.
- You need to take English classes.


- 12**  In pairs, complete the dialog below with phrases from the box. Check with the recording.

absolutely necessary accompanying letter application form
kind of work skills, abilities and interests the reasons
this summer three months before voluntary work

- A:** *What are you planning to do _____?*
B: *I'm going to do some _____.*
A: *How interesting! I'd like to do the same.*
B: *Then you have to fill in an _____ and write an _____.*
A: *A letter? What must I say in it?*
B: *You must explain what _____ you would like to do and where you would like to go. You must also include information about your _____ and _____ why you want to be a volunteer.*
A: *Do I need to speak English?*
B: *Yes, it's _____.*
A: *Oh! How exciting! I think I'm going to work this summer.*
B: *I'm sorry, you can't. You should apply at least _____ the date you want to start.*

13 Listen to the recording and practice the dialog with a partner. Role-play it in front of your classmates.

14 This is an *Amigos de las Américas* application form. Copy it into your notebook and fill it out with your personal information.

APPLICATION FORM 

(Please complete in black ink with BLOCK CAPITALS)

Last name: _____ Other names: _____
Age: _____ **Male / Female** **Married / Single**
Nationality: _____ Address: _____
Telephone N°: _____ Cellphone N°: _____ E-mail address: _____
Class: _____ Languages: _____ **Fluent / Good / Basic**
Interests: _____
Two reasons we should select you: _____

Circle the location where you would like to work and say why:
Bangladesh Burkina Faso Chile Honduras Malaysia The Philippines

Please turn over and complete the medical details.

15 Write the accompanying letter to go with your application form.

16 Form collocations with the verbs in box **A** and the phrases in box **B**.

A
be
complete
give
make
organize
pay
speak
stay
work
write

B
a letter
an application form
an important contribution
constant support
English
in teams
international projects
with a local family
young and single
for your food

HOW ABOUT WORKING?



- 17 Choose five collocations from Exercise 16 and write sentences with them using *must* / *have to* / *need to*.

LET'S CHECK

- 18 Complete these sentences with *must* or *have to* and *need to*. (10 pts.)
- You _____ speak to your brother and try to solve that problem.
 - You _____ take a break and come with us to the cinema.
 - You are a bit overweight. You _____ do more exercise.
 - We are in a church; you _____ stop making that unpleasant noise.
 - If you want to watch TV, first you _____ finish your homework.
 - You _____ stay in bed because you have a nasty cold.
 - You _____ study more. The exam is going to be very difficult.
 - To apply for the job, you _____ complete the application form.
 - In class, we _____ be quiet.
 - I _____ go to bed now, it is very late and I have a test early tomorrow.

0 - 4
Keep trying!

5 - 6
Good!

7 - 8
Very good!

9 - 10
Excellent!

REAL LIFE SPOT



Overheard at the World Volunteer Conference

In response to the observation that volunteers are too often seen as amateurs.

“Just remember: Noah’s Ark was built by amateurs. The Titanic was built by professionals.”

@ @ CLICK ON <http://www.energizeinc.com/reflect/joke.html>



PEOPLE WHO CARE

BEFORE LISTENING

- 1 Answer these questions in your group. Take notes in your notebook and then compare answers with other groups.
 - a. Have you ever thought about doing some voluntary work?
 - b. Do you know someone who has done it?
 - c. What kinds of voluntary work can young people do?



- 2 Complete this chart.

Positive Aspects of Doing Voluntary Work	Negative Aspects of Doing Voluntary Work
1.	1.
2.	2.
3.	3.

- 3 Share your list in your group. Exchange opinions, supporting your choices.

HOW ABOUT WORKING?



- 4 You are going to listen to a recording about voluntary work. What kind of text do you think it is?
- A volunteer's personal report.
 - A piece of news on the radio.
 - An advertisement on television.
 - An interview with a volunteer.






- 5 Read the words in the Key Word Spot. Match them with their Spanish equivalent.
- vale la pena lograr
 - ayuda
 - sin fines de lucro


Key Word Spot



- helping hand
- non-profit-making
- worth achieving

LISTENING

- 6  Listen to the recording and check your prediction in Exercise 4.
- 7  Listen again and check if the positive and negative aspects in your list were mentioned in the recording.
- 8  Listen to the recording again. Number these sentences in the order you hear them.
- _____ It's too much effort.
 - _____ So you only want graduates.
 - _____ You can't tell me that one person is going to make a difference.
 - _____ Spend a year away from civilization?
 - _____ Work and not get paid? You must be joking!
- 9  Listen again and decide if these statements are true or false.
- VW is an organization that doesn't seek profit.
 - VW has 25,000 volunteers.
 - Volunteers receive a salary for their work.
 - VW has options only for people who like adventure.
 - VW only receives graduates.
 - VW sends out thousands of volunteers every week.
 - VW's telephone number is 222 09 87.
- 10  Listen again and correct the false statements in your notebook.

- 11**  Match the activities in the box with the corresponding pictures (1 – 6). Then listen once more and identify the ones that are mentioned in the recording.

build houses distribute medication lend a helping hand
make a profit teach people visit a web site



AFTER LISTENING

LANGUAGE SPOT

Expressing possibility

- Read these sentences from the recording. Pay special attention to the words in **bold**.
 - VW gives a helping hand wherever people **may** need.
 - It **may** be distributing food and medication or teaching to read and write.
 - You **may** have the chance to acquire skills you never dreamed of.
 - That **might** be true.
- What do these sentences express? Choose an alternative.
 - A situation that will certainly happen in the future.
 - A situation that will probably happen in the future.
- Copy and complete this general rule in your notebook.

_____ and _____ are synonyms and are commonly used to express _____ in the _____.

Note: We use *may* when something is likely to happen and *might* when something is rather less probable to happen.
- Work with a partner and revise the recording you listened to. Write two sentences about things that are likely to happen if you join VW.

HOW ABOUT WORKING?




12 Rewrite the sentences below using *may* or *might*.

Example:

It's very possible that I'll go to the cinema this evening.

I may go to the cinema this evening.

- It's possible that I'll see you tomorrow.
- It's possible that Ann will forget to book the tickets.
- It's very possible that it will snow today.
- It's very possible that David will work till late today.
- It's very possible that Mary will not be at home tomorrow.
- It's possible that they will go away for the weekend.
- It is possible that you are right.

13  Work in pairs to complete these dialogs. Use *may* / *might* and the clues in the boxes. Check with the recording.

call a taxi

go camping

go to the south

get a new car

see her next week

- A:** *Where are you going on vacation?*
B: *I'm not sure.* _____.
- A:** *What are you doing on the weekend?*
B: *I don't know.* _____, *but the forecast is not good.*
- A:** *When will you see Ann again?*
B: *Im not sure.* _____; *it's unlikely.*
- A:** *How are you getting home after the theater?*
B: *I don't know.* _____.
- A:** *What are you doing with the money you won?*
B: *I haven't decided yet.* _____, *but the one I like is very expensive.*

14 Listen and practice the dialogs in Exercise 13 with a partner. Choose two and role-play them in front of your classmates.

15 Think about the advertisement you listened to and answer these questions in your group. Compare answers with other groups.

- What aspects do you agree with? Why?
- What aspects don't you agree with? Why not?

LET'S CHECK

- 16** Complete these sentences with a suitable verb from the box. Use *may / may not* or *might / mightn't* according to the probability that the event will happen. (10 pts.)

be bite buy catch erupt feel meet see shine win

- Next week, the forecast says the sun _____ every day.
- Be careful! That dog is very dangerous. It _____ you.
- In Hollywood, you _____ some famous stars, but not often.
- I have earned some money so I _____ a new computer next year.
- That volcano is not active; however, some scientists say it _____.
- Manchester United has bought some excellent players. It _____ the football championship next year.
- Kelly is not answering the phone. She _____ out.
- The policeman _____ the thief if he runs very fast.
- Sandra looks very pale. She _____ sick.
- Beth is visiting Buckingham Palace. She _____ the Queen!

0 - 4
Keep trying!

5 - 6
Good!

7 - 8
Very good!

9 - 10
Excellent!

Reflection Spot

• Can I give reasons and support my opinions about voluntary work?



• Can I write a text advertising voluntary work?



- 17** In your group, prepare an advertisement like the one in the recording, giving **five good reasons why people should consider voluntary work** (this should be the title of your advertisement). Read it to your classmates.

- 18** Write your advertisement on a nice piece of paper, add some art work and display it in your classroom.



HOW ABOUT WORKING?

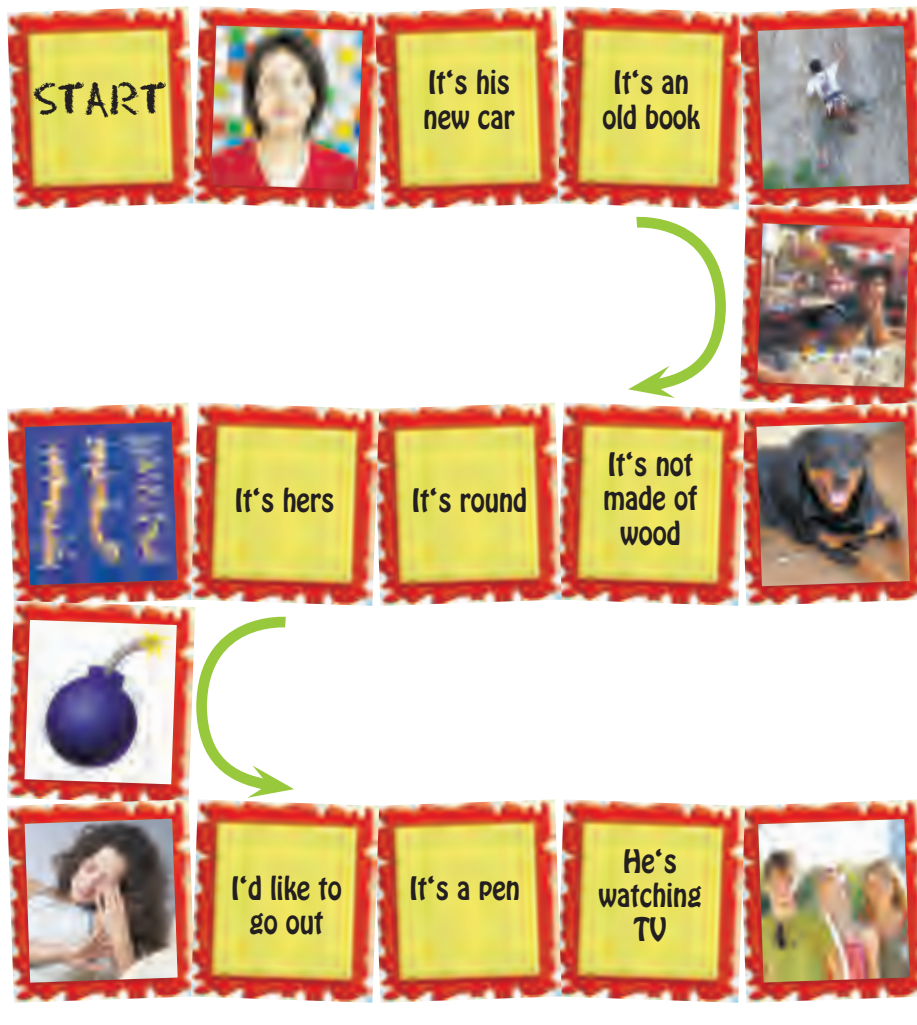
GAME SPOT



- Form groups of five participants.
- Each group will need a dice and four tokens to play this board game.
- Each group must appoint a student to be the monitor of the game and to check the answers.

Instructions

- Roll the dice and then move your token forward according to the number you get.
- When you land on a square, change or complete the sentence by using “might be” and “may be.” For example, “It’s a bottle” can become “It might be a bottle, but it is not very probable”
- If the participant changes or completes the sentence with the correct deduction, he / she can go ahead. If not, the participant must return to his / her previous place. Next turn, he / she must move forward from that place.
- The winner is the participant who finishes first.





READING

LESSON 3

MAKING A DIFFERENCE

BEFORE READING



- 1 Answer these questions with your partner. Take notes in your notebook and then compare answers with other pairs.
 - a. If you wanted to make a difference with your work in your area / city / town, what would you do?
 - b. Where would you choose to work?
- 2 In your group, make a list of the type of information you would include in an application letter. Write the list in your notebook and then compare with other groups.
- 3 You are going to read two application letters for the *Amigos de las Americas* programs. Guess and say *Yes* or *No*.
 - a. The applicants are two boys.
 - b. Both applicants are from Chile.
 - c. They are applying for a short-term program.
- 4 Choose the cognates in the box you think you will find in a job application letter.

contact contribution cost difference exercise information
 member motivation multicultural native opportunity
 organization politics possibility problems
 program project salary term volunteer

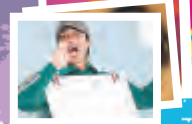
Key Word Spot



- airfare
- get along with
- raise
- settlement
- strengthen

- 5 Read the words in the Key Word Spot and find them in the text. Then look up their meaning in a dictionary.

HOW ABOUT WORKING?



I.

(iii.) Kirsten Tobey
Amigos de las Americas
9611, 14th Street
Washington, D.C. 20032

(iv.) Dear Mrs. Tobey,

(v.) I have read about Amigos de las Americas on your website and I would like to apply for a short-term volunteer program.

(vi.) I am 17, and I am still in high school. My native language is Spanish, but I also speak English well. I like to exercise but what I like most is to be in contact with nature. One of my main interests is to strengthen multicultural understanding in the Americas. I'm not interested in politics but I would like to make a difference with my work.

(vii.) I believe I will be a good team member because I enjoy working as a volunteer at our local organization. I get along well with most people and enjoy making new friends.

(viii.) I'd rather join the program in Río Negro, near Puerto Madryn, Argentina, because I've always wanted to visit Patagonia and see the whales. Besides, I am a good swimmer, and the chance to learn scuba diving is a great opportunity and motivation for me.

(ix.) I understand that I have to pay for my own airfare and living expenses, and also make a contribution to the cost of the conservation project. I am confident that I will be able to raise the money.

(x.) I look forward to getting more information from you and to hearing if my application has been accepted.

Yours Sincerely,
Sandra Durán

Sandra Durán

(i.) Manuel Rodríguez 815
Osorno
Chile
(ii.) November 15, 2012

II.

Kirsten Tobey
Amigos de las Americas
9611 14th Street
Washington, D.C. 20032

Dear Mrs. Tobey,

I read about your organization and I would like to apply for a long-term volunteer program for next year.

I am 16, but I'll be 17 next month. I am going to study archaeology at university, but first I'd rather work as a volunteer for a time. I like to study and I'm very interested in politics. I would like to be a politician one day and try to solve people's problems. What inspires me is "to make a difference" in the world.

I'd rather join a program in Latin America than in other locations because I speak Spanish, and also because I'm very interested in history and pre-Spanish settlements. The possibility to visit some Maya or Inca ruins is very motivating for me.

I've already raised the money I must pay for my airfare and living expenses. I am looking forward to hearing from you soon and to receiving good news.

Best regards,
Thomas Carlyle

Thomas Carlyle

53 Mill Lane
Cincinnati, Ohio
October 26, 2012

READING

6 Read the letters quickly and check your predictions in Exercises 3 and 4.

7 Read the first letter again and match these labels (a – j) with the sections of the letter (i – x).

- | | |
|---------------------------|---------------------------------------|
| a. Date. | f. Reason for being a good volunteer. |
| b. Ending of the letter. | g. Reason for writing. |
| c. Money. | h. Reasons for choosing a program. |
| d. Opening of the letter. | i. Receiver's address. |
| e. Personal details. | j. Sender's address. |

8 Read the second letter again. Find the items from Exercise 7 (a – j) that are included in it.

9 Read the two letters again and find the information to complete this chart.

	APPLICANT 1	APPLICANT 2
Name		
Age		
Nationality		
Address		
Occupation		
Languages		
Places to travel		
Interests		

10 Read the two letters once more. Are these statements facts (F) or inferences (I)?

- | | |
|------------------------------------------------------------|-------|
| a. Sandra likes to be in contact with nature. | _____ |
| b. Sandra has worked before as a volunteer. | _____ |
| c. Sandra has never visited <i>Patagonia</i> . | _____ |
| d. Sandra doesn't have the money for the program yet. | _____ |
| e. It is the first time Thomas is going to be a volunteer. | _____ |
| f. Thomas would like to be a politician. | _____ |
| g. Thomas wants to visit some archaeological sites. | _____ |
| h. Thomas has the money for the program. | _____ |



AFTER READING

LANGUAGE SPOT




Would rather

1. Read the sentences from the text. Pay special attention to the words in **bold**.
 - a. **I'd rather** join the program in Río Negro, near Puerto Madryn, Argentina.
 - b. **I'd rather** work as a volunteer for a time.
 - c. **I'd rather** join a program in Latin America than in other locations.
2. Choose an alternative to replace the words in **bold** in the sentences above.

a. would do b. would prefer c. would mind
3. Copy and complete this general rule in your notebook.

When expressing a preference, we can use _____ as an alternative to _____ followed by an infinitive without *to*. _____ is very common in spoken English and is often abbreviated to _____.
4. Go back to the letters you read and find all the sentences that express a preference and rewrite them using **would rather**.

11  Answer these questions using *'d rather* and *I'd prefer*. Write the questions and the answers in your notebook. Listen to the recording and compare with your answers.

- a. What kind of program would you join?
- b. What kind of work would you do?
- c. What country would you apply for?
- d. Would you prefer to stay away from civilization?
- e. Would you prefer to visit Patagonia or an Inca settlement?



 **LET'S CHECK**

12 Imagine that you want to do some voluntary work this summer. Read these advertisements and write a letter of application to one of these organizations. Make sure your letter includes all the sections and contains all the information required. (10 pts.)

IKO PORAN INTERNATIONAL VOLUNTEERS

Experience Brazil from a whole different side and gain a perspective from the community.

The goal of our programs is to make a positive impact on the projects in which they take place, promoting intercultural exchanges and strengthening a constant and growing number of non-profit organizations in Brazil.

It is the ideal travel experience for those who want to go beyond the ordinary. It is aimed at those who are willing to have the satisfaction of sharing, learning and helping in the construction of a fairer world for all.

COLOMBIA KIDS

The Colombia Kids project is based in the Andes mountain range in the vibrant city of Medellin. The projects include an outreach program for street children, free education and day centers.

The children are provided with English classes, lessons in Spanish, arts, music, sports and various vocational training programs. The projects include a health program, and psychologists' work and also take care of all the nutritional needs of the children.

The project helps young people to find a way out of the poverty trap and trains them in vocational skills, so that they can become contributing members to their families and society.

0 - 4
Keep trying!

5 - 6
Good!

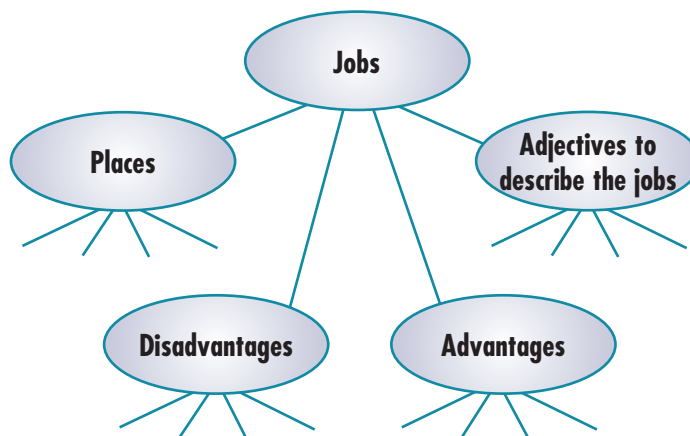
7 - 8
Very good!

9 - 10
Excellent!

GAME SPOT

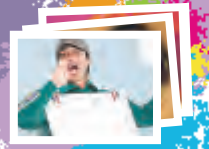


In your group, complete this web with words related to voluntary work.



HOW ABOUT WORKING?

- 13 Imagine you are the Director of a voluntary organization. Write a letter accepting or rejecting your application, giving reasons for your decision.



REAL LIFE SPOT



HAMMER AND HEARTS

Volunteering Makes a Difference

By Krista Duncan

“AMIGOS . . . *It will change your life,*” reads a bumper sticker that has adorned a world map on my wall since I spent my first summer in Latin America at the age of 16. *Amigos de las Americas (AMIGOS)*, www.amigoslink.org, is an international volunteer organization that sends young people to rural villages in Latin America to participate in summers of community service. Its mission is to empower youth leaders, advance community development, and strengthen multicultural understanding in the Americas.



Every year hundreds of young people from all over the USA travel to countries around the world armed with hammers, eager hands, and well-intentioned hearts to “make a difference” in the world.

As a product of such a life-transforming experience, I decided to write my senior college thesis on the impacts of the *AMIGOS* international volunteer experience on young people.

Volunteers recognize that the work they do does not materially affect communities in more than a superficial sense: Volunteers may construct a new schoolhouse in a rural village, but that village may not have resources to buy school supplies or books. Volunteers may repair a poor family’s leaky roof, but the children may continue to be malnourished. Volunteers may donate piles of new books for a community library, but the government may not be able to provide a full-time teacher. In the end, most volunteers attribute their positive impact on communities to interactions with individual community members—sharing stories with new friends while learning to make tortillas over an open fire—rather than to contributions of knowledge or materials.

Overseas volunteering engages volunteers in a critical thought process that engenders in them a sense of social conscience and global responsibility that comes into use in a variety of ways. They emerge with a heightened awareness of their own strengths and weaknesses and with a desire to cultivate their ability to affect change in the world.



http://www.transitionsabroad.com/publications/magazine/0103/volunteering_makes_difference_AMIGOS.shtml



IS IT GOOD NEWS?

BEFORE LISTENING

- 1** In pairs, write a list of useful phrases you need when talking on the phone.



- 2** Match the phrases in column **A** with their function in column **B**.

A

- a. Hi, can I speak to the Manager, please?
- b. I just need to check a couple of things.
- c. I'm terribly sorry.
- d. Is something not clear?
- e. Thank you. Bye.
- f. That's right.
- g. Carol Saunders speaking.

B

- i. Apologizing for something.
- ii. Asking for clarification.
- iii. Asking to talk to somebody.
- iv. Confirming information.
- v. Ending a conversation.
- vi. Identifying yourself.
- vii. Offering clarification.

- 3** You are going to listen to two telephone conversations. Choose the phrases in Exercise 2 that you think you will hear.

Key Word Spot

- actually
- application
- apply
- form

- 4** Read the words in the Key Word Spot. Choose their correct equivalent in Spanish.
- a. realmente / actualmente
 - b. aplicación / postulación
 - c. aplicar / postular a un trabajo
 - d. formulario / fórmula



LISTENING

5 Listen to the recording and check your predictions in Exercise 3.

6 Listen again and write the name of the speaker, Janet, Steve or Carol.

- a. _____: I went to the north with a group from my school last summer.
- b. _____: When's your birthday?
- c. _____: Yes, I will. Thank you.
- d. _____: I just need to check one thing with you.
- e. _____: Is it too late to do it now?
- f. _____: Thank you ever so much.

7 Listen to the recording again. Number the sentences in the order you hear them.

- a. ____ Can we do it now?
- b. ____ I'll send them to you right away!
- c. ____ Is it good news?
- d. ____ Our doctors have to check your medical details.
- e. ____ This is Janet, from *Breaking Frontiers*.
- f. ____ To help people build and repair their houses.

8 Listen again and complete these extracts from the conversations.

- a. **Steve:** *Hello?*
Janet: *Hi, _____ Steve, please?*
- b. **Janet:** *So you'll be _____ by the time _____.*
Steve: *Well, actually no – _____.*
- c. **Carol:** _____ *Saunders _____.*
Janet: _____ *Clark.*
- d. **Janet:** *You didn't _____ the back of the form with your _____, Carol.*
Carol: *Oh! _____!*

9 Listen to the conversations once more and answer these questions.

- a. What problems did the candidates have?
- b. What will the candidates do now?

AFTER LISTENING

LANGUAGE SPOT



Obligation, necessity, impossibility

1. Read these sentences from the recording. Pay special attention to the words in **bold**.
 - a. I'm afraid we **can't** say yet.
 - b. There are one or two points I **need to** check with you over the phone.
 - c. Our doctors **have to** check your medical details.
 - d. We **can't** give you a place before they say yes.
 - e. You **have to** be 17 to join us.
2. Which of these sentences expresses
 - a. a prohibition?
 - b. a need?
 - c. an obligation?
3. Copy and complete this general rule in your notebook.

We use _____, _____ and _____ to express _____, _____ and _____.

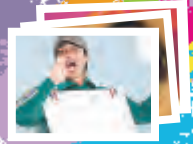
We use _____ to say that it is necessary to do something and _____ when it is obligatory to do something.

We use _____ to express that we are not capable of doing something, or that something is prohibited.
4. In your group, collect information about the conversations you listened to and write two more sentences that express obligation, necessity or impossibility.



- 10 Use the verbs in the LANGUAGE SPOT to complete these sentences in your notebook.
- a. You _____ tidy up or your mum will be very angry.
 - b. You _____ apologize to him. That would be the right thing to do.
 - c. You _____ be more careful in the future so that it won't happen again.
 - d. I _____ get ready or I'll be late.
 - e. You _____ go see that film with your little brother. It isn't for children.
 - f. You _____ smoke here, Sir. It isn't a smoking area.
 - g. You _____ go out tonight. Grandpa is visiting us.
 - h. He _____ work harder if he wants to pass the exam.

HOW ABOUT WORKING?



- 11** Complete this telephone conversation with your partner. Then compare with the recording.

Martha: _____?

David: Hi, _____ Martha, please? I'm ringing from Young Volunteers about _____.

Martha: Oh, this is Martha speaking. _____?

David: I'm afraid _____. There's one point _____ with you over the phone. _____?

Martha: Yes, of course. _____ clear?

David: You _____ the back of the _____ with details about _____.

Martha: Oh! _____!

David: You _____ send us this information immediately, and _____ quickly.

Martha: _____ so much. I'll do it right now!

- 12** Listen to the recording and practice the conversation with your partner. Then role-play it in front of the class.

- 13** With your partner, write a similar dialog with your own ideas. Role-play it in front of your group.

LET'S CHECK

- 14** Complete these sentences with *need to*, *have to* or *can't*. (10 pts.)

- We _____ go now or we'll be late.
- You _____ take an umbrella. The forecast is for rain.
- We _____ have some cash. They don't accept checks.
- I _____ spend any more money.
- I _____ close the window. It's broken.
- I _____ wait for him. I'm in a hurry.
- We _____ book the tickets now. They won't be on sale tomorrow.
- She _____ tidy up her room before her mother arrives.
- You _____ throw that away. Your father will get angry.
- He _____ start now, otherwise he won't finish his work on time.

Reflection Spot

- | | | |
|---------------------------------------------------------|--------------------------|--------------------------|
| • Can I use polite phrases in a telephone conversation? | <input type="checkbox"/> | <input type="checkbox"/> |
| • Can I role-play a telephone conversation? | <input type="checkbox"/> | <input type="checkbox"/> |

0 - 4
Keep trying!

5 - 6
Good!

7 - 8
Very good!

9 - 10
Excellent!

15 Copy the chart below into your notebook. Classify the expressions in the boxes under the corresponding labels.

- Can I ask who is calling, please?
- Can I speak to Benjamin, please?
- Can you hold on a moment?
- Can you hold the line?
- Could I take a message?
- Could I speak to Daniel, please?
- Excuse me, who is this?
- I'll put you through.
- I'm afraid he is not available at the moment.
- Is Jake in?
- May I speak to Alan, please?
- Mr. Jackson isn't in right now.
- Mrs. Davies is out at the moment.
- This is George speaking.
- This is Sylvia.
- Would you like to leave a message?

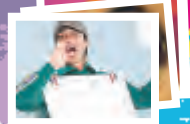
Introducing yourself	Asking who is calling	Asking to speak to someone	Connecting	Informing someone is not available	Offering to take a message

16 Add one more phrase to each category in the chart.

- 17** Write / practice telephone conversations for these situations.
- a. You want to invite your friend to the cinema.
 - b. You want to ask your friend to help you with your homework.
 - c. You want to talk to the manager of a shop to make a complaint.
Your partner is the manager's secretary.



HOW ABOUT WORKING?



GAME SPOT



Play Chinese whispers in a group of 6 - 8 students.



- Player 1 writes a message on a piece of paper and then whispers it into Player 2's ear.
- Player 2 whispers what he / she heard into Player 3's ear, and so on until the message reaches the last player in the group, who then writes it on a piece of paper.
- First and last messages are compared.

What lesson do we learn from this game?

What lesson do we learn from this game?

REAL LIFE SPOT



YOUR ENGLISH IN ACTION

1 Complete this application form to an international volunteer organization.



APPLY NOW!
We need volunteers

Personal Information

First Name	Last Name		
Email	Phone Number	Mobile Phone	
Address	City	Region	Country
Nationality	Date of birth	Gender (Male / Female)	

Educational Background

Level	School	Average grade
English Level (✓) Beginner <input type="checkbox"/> Intermediate <input type="checkbox"/> Advanced <input type="checkbox"/> Other languages (please state level) _____		

Personal Experience

Previous volunteer work and experience: _____

Additional skills (leadership experience, oral and written communication skills, IT knowledge, etc.): _____

Previous travel experience and other interests: _____

Program Preferences

Choose One:

Volunteer Program: Short-term, more flexibility, no specific requirements.

Internship Program: Longer term, more customized, possible course credit.

Preferred Location in Latin America: _____

If other, please specify: _____

Do you have any allergies, dietary requirements, phobias, or other important living considerations? _____

Parent/ Guardian information

First Name	Last Name		
Email	Phone Number	Mobile Phone	
Address	City	Region	Country
Nationality	Date of birth	Gender (Male / Female)	

HOW ABOUT WORKING?



- 2 In your group, you are going to prepare a leaflet.
- Find information about three volunteer organizations that offer work for teens.
 - Write a short text like the one in Lesson 1 to explain the objectives of each organization.
 - Choose one of them and prepare a leaflet promoting the organization. Add pictures or some other visual material.
 - Display your leaflet in your classroom.



- 3 Your partner is going to tell you your fortune. Choose five pictures and he/she will tell you what they mean. Then change roles.

Example:

Your partner: So, what's your first picture?

You: Number 5.

Your partner: In this picture I see a plane. You're going to travel. It might be a long journey, perhaps to...



UNIT CHECK

READING: TEEN JOBS OFFERED

TEEN JOBS OFFERED

I. _____

Looking for great teen jobs? With over 25,000 jobs around the country, you've come to the right place! You can search by city or state, or you can even search by zip code for a job. Once you find the right job for you, you can easily apply online. And if this is your first time searching for jobs for teenagers, you can check out our resource center for great tools and tips on how to get what you need.



II. _____

If you're thinking a typical teen job is working at the local burger joint, you've only got a small piece of the picture. Teen jobs can include the "typical burger joint job" but they can also include great jobs - jobs that give you some real world experience and teach you career skills that can last a lifetime. Check out just a few ideas below:



III. _____

Interested in teaching as a career? Then tutoring students could make a great teen job.

How about a healthcare career? If so, you should check out the local hospital for job opportunities. Just the experience of being in a hospital job can go far.

IV. _____

If you're interested in having fun at your job, you should seek out employers that do what you love. For example, do you love pets? Then you should go to the local zoo and soon you'll be surrounded by some of the most interesting and exotic animals in the world.



V. _____

Help make the world a better place by volunteering your time to one of the great National Organizations, or for local opportunities, check out those provided by our partner *Volunteer Match*. You'll gain valuable experience, make friends, and the best part - you'll make a difference!

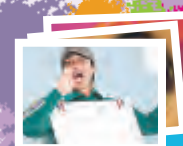
When searching for a teen job, it's easy to go after the "typical ones" but there's so much more out there. Learn new skills, discover your passions and help people! Got any more ideas to add to our lists?



GrooveJob.com has dozens of great teen jobs for you. Whether you're looking for a seasonal job or if you're interested in an opportunity during your summer break, just type in your zip code below to find a great job made for teens!

Adapted from: Jobs for teens. (n.d.) Retrieved April 24, 2012, from: <http://www.groovejob.com/jobs/teen-jobs/>

HOW ABOUT WORKING?



1 Have a quick look at the text. What type of text is it?

- a. A letter of application.
- b. An advertisement.
- c. An article from the Internet.

1 pt.

2 Read the text again. Locate these headings (a – e) in the corresponding paragraphs (I – V).

- a. Career Related Jobs
- b. Fun Jobs
- c. Jobs for Teens
- d. So what really defines a “typical teen job”?
- e. Volunteer Job Opportunities


5 pts.

3 Read the text again. Are these statements true or false?

- a. GrooveJove.com has more than 25,000 jobs to offer.
- b. Once you choose the job for you, you must write a letter of application.
- c. Teen jobs only include typical part-time opportunities.
- d. Teen jobs can help you acquire skills for the future.
- e. If you are interested, you have to dial a telephone number to find a job for you.


5 pts.

LISTENING: TWO PHONES CALLS

4  Listen to the recording. Choose the correct alternative.


- a. Chris's and Jennifer's applications were both accepted.
- b. Chris's and Jennifer's applications were both rejected.
- c. Only Chris's application was accepted.
- d. Only Jennifer's application was accepted.

1 pt.

5  Listen to the recording again. Write the name of the speaker who said these phrases, Chris, Jennifer, or Stella.

- a. _____: *An experienced builder*
- b. _____: *A group from my school.*
- c. _____: *In November.*
- d. _____: *A week of school.*
- e. _____: *In December.*
- f. _____: *Great opportunities.*

6 pts.

- 6  Listen again. Are these statements true or false?
- Chris's application is not very strong.
 - Chris has never been on a similar program before.
 - Jennifer received good news.
 - Jennifer's birthday is in November.

4 pts.

LANGUAGE

- 7 Complete these sentences giving advice and recommendations about looking for a job, using the verbs from the boxes.

arrive

read

thank

wear

write

- If you want to find a job, you _____ the newspaper ads.
- You _____ late for an interview.
- You _____ a good CV.
- You _____ jeans when you go to a job interview.
- You _____ the interviewer at the end of the interview.

10 pts.

SPEAKING

- 8 In pairs, role-play a telephone conversation applying for a voluntary job.

8 pts.

WRITING

- 9 Catalina López wants to apply to an international volunteer organization. Read the notes about her and then write her letter of application.

8 pts.



Age: 17
 Address: Los Molinos 8953, Quinta Normal, Santiago, Chile.
 Program: Wants to work for 4 weeks in January/February during summer vacation.
 Project: Would prefer to work on an educational project in Latin America.
 Languages: Spanish (first language) and English (intermediate level)
 Interests: Likes music and arts.
 Skills: Gets along well with people, has previous experience working in teams.

48 pts.
TOTAL

0 - 12 Keep trying!	13 - 24 Good!	25 - 36 Very good!	37 - 48 Excellent!
------------------------	------------------	-----------------------	-----------------------

FINAL REFLECTION

HOW ABOUT WORKING?



Name: _____ Class: _____ Date: ___ / ___ / ___

You have finished Unit 5. Take some time to reflect on what you have achieved and color the stars according to what you can do now.

READING

- locate missing information in a text
- discriminate between facts and inferences



LISTENING

- identify the correct sequence of information
- relate speakers and their speech



SPEAKING

- offer suggestions and recommendations and talk about preferences
- participate in a telephone conversation



WRITING

- write a letter of application
- write a leaflet promoting an organization



LANGUAGE

- use Modal Verbs to express necessity
- use Modal Verbs to express obligations and preferences
- use polite phrases to participate in a telephone conversation



Look back and identify an example for each item.

How did you do? Color a box.

 Not sure	 OK	 Fine
--------------	--------	----------

Not sure about something? Look back through the unit again.

Write three things you can do to improve your performance.

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