

ENGLISH STUDENT'S BOOK

# E-Teens

# 8

WHAT DO YOU DO ON  
YOUR VACATIONS?

Hilda Curwen  
Susana Pontón



EDICIÓN ESPECIAL PARA EL  
MINISTERIO DE EDUCACIÓN  
PROHIBIDA SU COMERCIALIZACIÓN





ENGLISH STUDENT'S BOOK

**E-Teens**

**8**

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**E-Teens 8**

Student's Book

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Dear Student,  
Welcome to **E-Teens 8!**

**E-Teens 8** is an exciting new course that will help you learn English quickly and easily.

**In your Student's Book, you will find:**

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

**About your Student's Book:**

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

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

**At the back of the book you will find:**

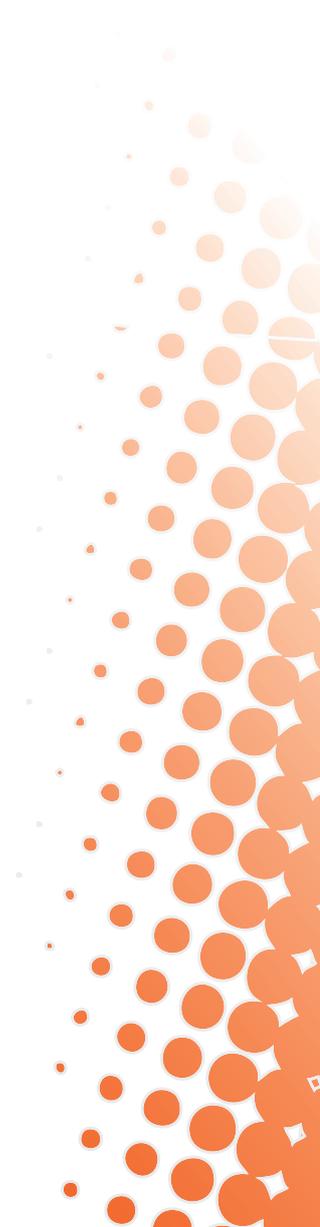
- ✓ *Extra Practice* for each unit.
- ✓ A *Grammar Reference* to explain and check language rules and structures.

**Writing Tips:**

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

**E-Teens 8** has been designed to help you progress in English positively.

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



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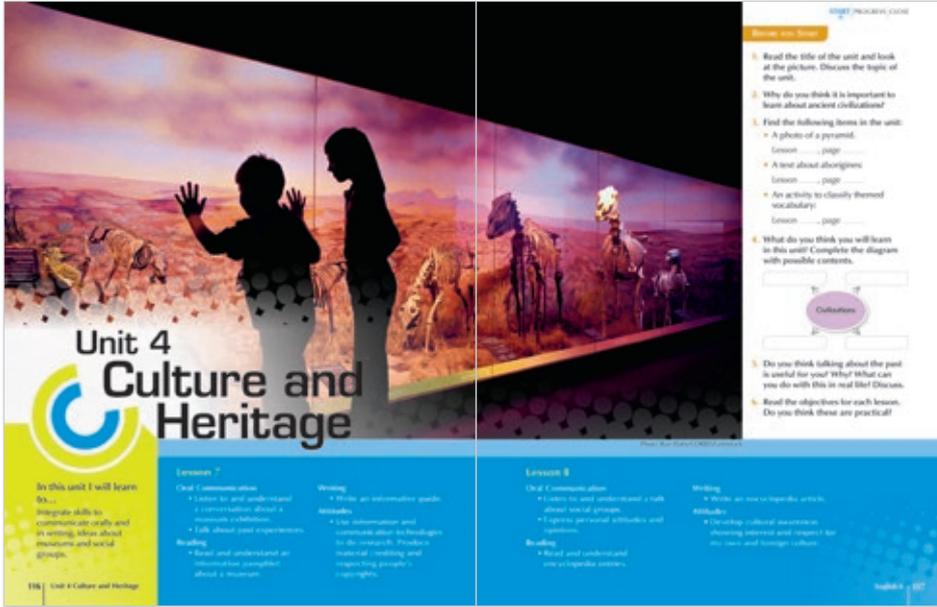
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# Know your Book

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

## Before you Start

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

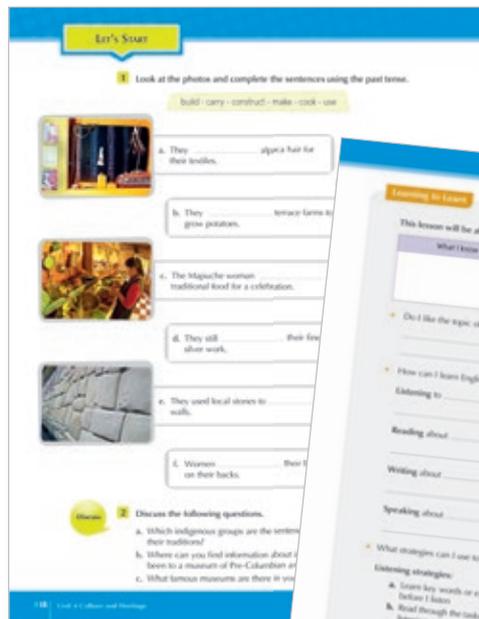


## Unit Opener

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

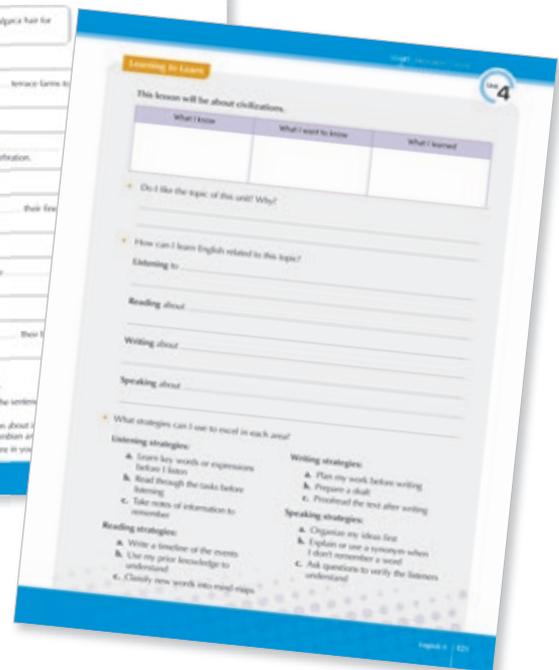
## Let's Start

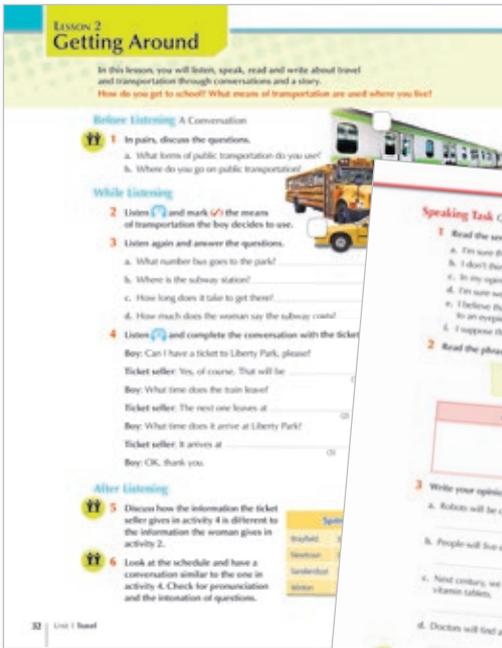
The *Let's Start* pages help you remember what you already know and present the topic and contents you will learn in the unit.



## Learning to Learn

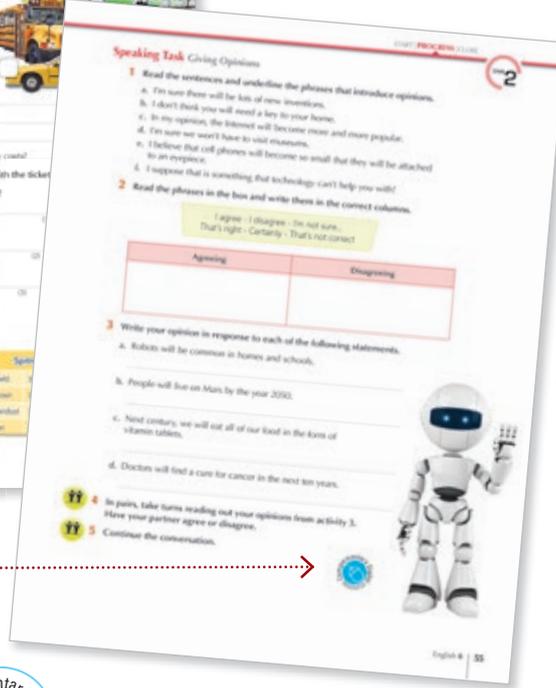
The *Learning to Learn* pages help you plan your work for the unit, applying different learning strategies.





**Listening**

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

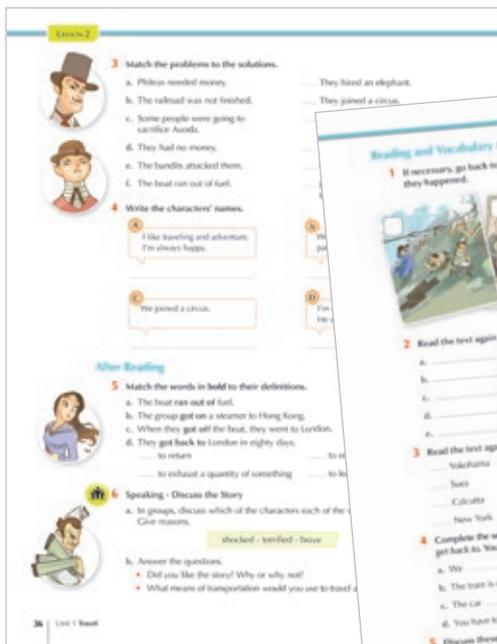


**Speaking Task**

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

**CDR**

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



**Reading**

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

**Reading and Vocabulary**

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

**Discuss**

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

**Language Focus**

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

**Reading Task**

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

**Writing Task**

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

**Pair or Group Work**

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



**Tips**

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

**Cross-Curricular**

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



**Final Task**

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

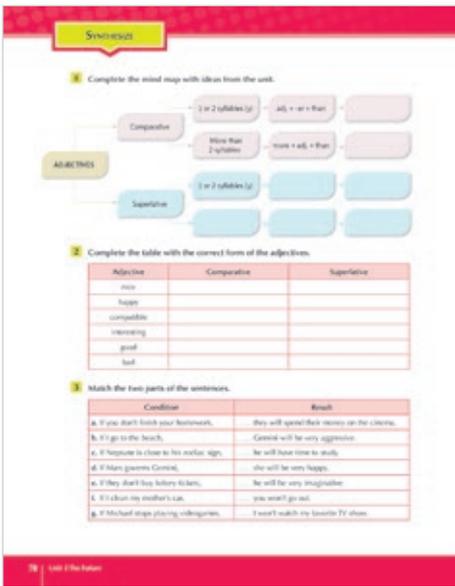


**Self-Monitoring**

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

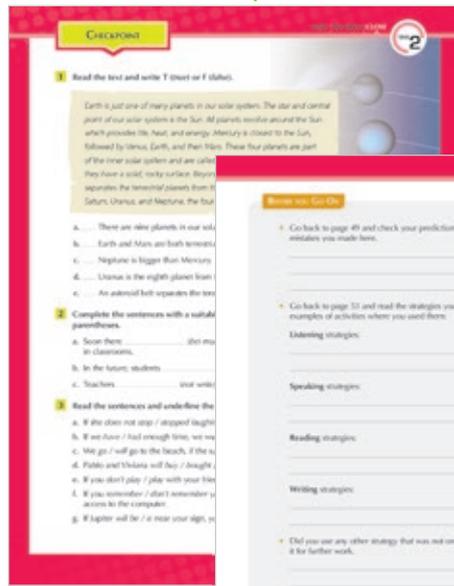
**Checkpoint**

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



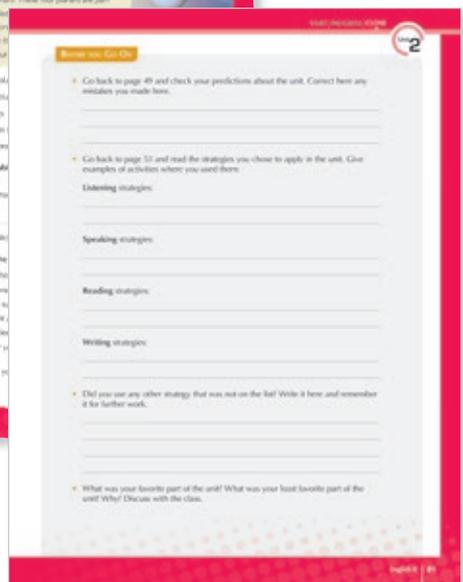
**Synthesize**

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



**Before you Go On**

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



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

## Listening

### Are you a good listener?

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

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

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

Read the situation and make predictions.

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

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



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

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

Match these tasks to the strategies.

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

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

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

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

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

### Think about yourself

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

## Speaking

### Are you a good speaker?

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



1

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

Decide which of the following are minimal responses.

Could you please repeat that?

I agree.

Mmmm.

Go on.

I think so.

I'd like some tea, please.

I'm not sure.

I disagree.

I'll come in on Monday.

I don't think so.



2

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

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

### Think about yourself

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

## Reading

### Are you a good reader?

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



1

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

Put a check next to the sentences that describe you.

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

2

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

Answer the questions.

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

3

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

Answer the questions.

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

4

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

Decide how these strategies can help you.

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

### Think about yourself

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

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

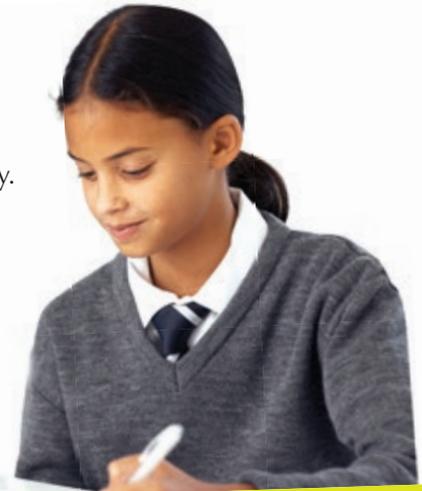
Answer the questions.

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

## Steps to Writing

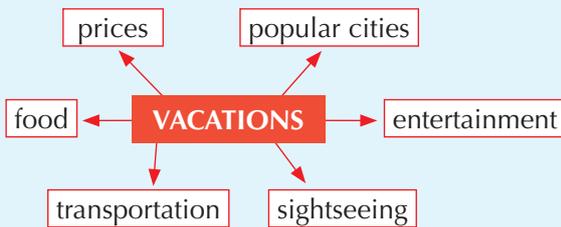
### Are you good at writing?

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



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

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



**2 Drafting** refers to a first version of your ideas.

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

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

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

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

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

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

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

### Think about yourself

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



# Unit 1 Travel



**In this unit I will learn to...**

Integrate skills to communicate orally and in writing, ideas about travel, vacations, and giving and asking for directions.

## Lesson 1

### Oral Communication

- Listen to and understand a conversation about vacations.
- Express preferences.

### Reading

- Read and understand a travel brochure.

### Writing

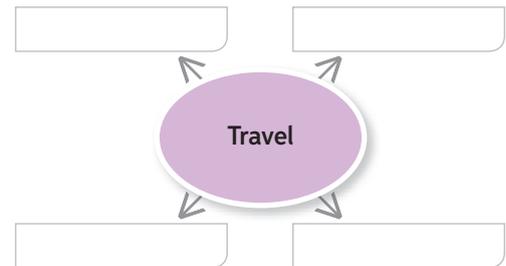
- Write a brochure.

### Attitudes

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

## BEFORE YOU START

1. Read the title of the unit and look at the picture; use them to discuss the topic of the unit.
2. Where do you think most people go when they are on vacation?
3. Find the following items in the unit:
  - A photo of someone traveling around the world:  
Lesson \_\_\_\_, page \_\_\_\_
  - A text about a nature retreat:  
Lesson \_\_\_\_, page \_\_\_\_
  - Activities to help you understand a song:  
Lesson \_\_\_\_, page \_\_\_\_
4. What do you think you will learn in this unit? Complete the diagram with possible contents.



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

Photo: Denkou/Latinstock

## Lesson 2

### Oral Communication

- Listen to and understand a conversation about traveling.
- Ask for and give directions.

### Reading

- Read and understand a story.

### Writing

- Describe a place.

### Attitudes

- Show positive attitude towards my own ability to learn and use the language, respecting my own and others' achievements.

1 Look at the photos and complete the sentences.

Now



- a. He is \_\_\_\_\_ to the south now.
- b. Peter and John \_\_\_\_\_ their vacation near a lake.

Every summer



- c. My mom always \_\_\_\_\_ the car when my dad is too tired.
- d. I usually \_\_\_\_\_ on vacation with my parents in summer.

Last summer



- e. When we went to the beach, we \_\_\_\_\_ many things like water skiing, swimming and walking long distances along the beach.
- f. My sister \_\_\_\_\_ many tourists from Brazil at the national park last summer.

2 Discuss the following questions.

Discuss

- a. What kinds of vacations are popular in Chile?
- b. What means of transportation do most people use when going on vacation?
- c. How did people use to travel in the past?
- d. Which means of transportation do you think is safer: cars, trains or planes? Why?

**3 Match the sentences with the opposite meaning.**

I love cycling on vacation.  
It's fun.

She loves it.

They found a small boat.

No, thanks! I prefer to go swimming.

Great! Let's go water skiing.

They didn't find any means of transportation.

I'm sure there is a bus stop around here.

He isn't OK with that.

Mark doesn't mind walking.

I hate it!

Kate hates running when she is on vacation.

There is no public transportation around here.

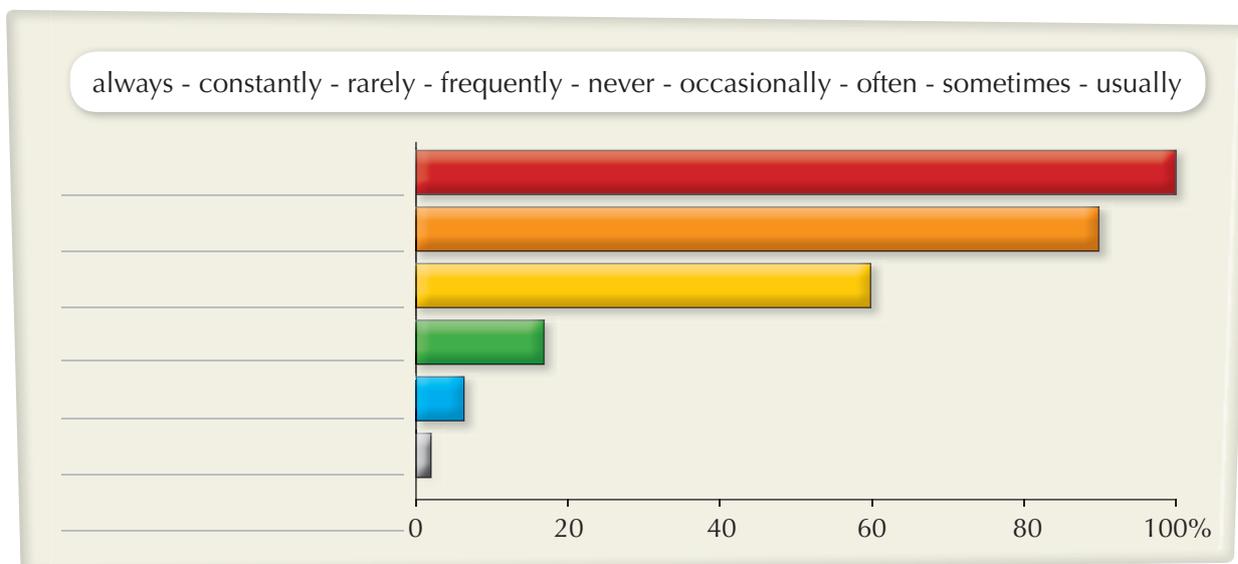
**4 Write *same* or *different*.**

a. They like going out with their friends.  
They like hanging out with friends.

b. I frequently ride my bicycle to school.  
I never ride my bicycle to school.

c. The national park is fascinating.  
The national park is captivating.

**5 Write the adverbs next to the corresponding bar. Remember that more than one adverb can go with each bar.**



**6** Look at the title and the vocabulary to predict what the text will be about.

**7** Read the text and answer the questions.

# VACATIONS IN THE SOUTH OF CHILE



We are organizing a walking tour in the south of Chiloé this summer.

Last year, we organized one to Torres del Paine and it was a success.

We covered 50 kilometres through the national park in 10 days. It was hard work and sometimes tough, but exciting.

We were often **wet**, cold and tired, but the **scenery** we saw along the walk was **gorgeous**. "It was worth every centimeter of it" one of the girls told us.

This summer, we are planning to go to the south of Coyhaique, down to Chile Chico. So, if you are young and fit and enjoy visiting beautiful places – join us!

We will start our trip in Santiago, and we will fly down to Balmaceda. You can join us there, too. It will be **all-inclusive**, you won't **regret** it!

**For more details, write to: Dream Vacation, 3634 Box, Ñuñoa, Santiago or [www.survival\\_vacations.cl](http://www.survival_vacations.cl)**

### Vocabulary

**wet:** covered or saturated with water or another liquid.

**scenery:** the natural features of a particular part of a country that you can see, such as mountains, forests, and deserts.

**gorgeous:** extremely beautiful or attractive.

**all-inclusive:** including the cost of everything in the price charged.

**regret:** to feel bad about an action.

a. What can you say about the tour last year?

---



---

b. What are the plans for this year's tour?

---



---

**8** Discuss with a partner which vacation you would prefer and why. Make notes about your conversation in the space below.

---



---



---

**Learning to Learn**

This lesson will be about travel.

What I know	What I want to know	What I learned

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

\_\_\_\_\_

\_\_\_\_\_

- How can I learn English related to this topic?

**Listening** to \_\_\_\_\_

\_\_\_\_\_

**Reading** about \_\_\_\_\_

\_\_\_\_\_

**Writing** about \_\_\_\_\_

\_\_\_\_\_

**Speaking** about \_\_\_\_\_

\_\_\_\_\_

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

**Listening strategies:**

- a. Learn key words or expressions before I listen
- b. Read through the tasks before listening
- c. Take notes of information to remember

**Reading strategies:**

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

**Writing strategies:**

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

**Speaking strategies:**

- a. Think about what I want to say in English, do not translate
- b. Explain or use a synonym when I don't remember a word
- c. Verify that the listener understands me

# LESSON 1 Vacations

In this lesson you will listen, speak, read and write about vacations through conversations and travel brochures.

What kind of vacation do you prefer? When was your last vacation? Where did you go?

## Before Listening A Conversation

1 In pairs, look at the advertisement and discuss what it is about.



**The Lakes Resort**

Short activity breaks and package deals for the whole family.

**1. Relaxation** .....

- Yoga, massage and sauna  
2 nights

**2. Fitness** .....

- Tennis, gym and sauna  
2 nights



Special  
summer  
discounts!

**4. Water Sports** .....

- Kayaking and waterskiing  
2 nights

**5. Excitement** .....

- Paintballing  
1 night

Visit [www.thelakes.com](http://www.thelakes.com) or call  
(888) 555 4352 for more information.

**3. Exploration** .....

- Cycling, horseback riding and sauna  
3 nights

## While Listening

2 Listen (2) to the conversation and write which two types of vacation breaks the family decides to ask about.

a. \_\_\_\_\_ b. \_\_\_\_\_

3 Listen again and write if the opinions belong to the son (S), the father (F), the mother (M), or the daughter (D). More than one answer is possible in some cases.

- \_\_\_\_\_ thinks that going paintballing is a good idea.
- \_\_\_\_\_ thinks she would like kayaking, but not waterskiing.
- \_\_\_\_\_ thinks horseback riding is a good idea.
- \_\_\_\_\_ think that the father isn't very healthy.
- \_\_\_\_\_ doesn't think the vacation idea is very good at first, but changes his mind.

## After Listening

4 Pronunciation • Listen (3) to the phrases and write them in the correct column.

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>Can we go on vacation <b>there</b> this year?</li> <li><b>They</b> look expensive.</li> <li>What do you <b>think</b>, Sheila?</li> </ol> | <ol style="list-style-type: none"> <li>Yoga! <b>That's</b> boring!</li> <li>No, <b>thanks</b>, I don't like horse riding.</li> <li>Great! Will you check if <b>there</b> is Internet access at the resort?</li> </ol> |
|---|---|

/θ/ Thursday	/ð/ them

## Speaking Task Expressing Preferences

**1** Look at the groups of sentences in the boxes and match them to the correct structure.

- a. \_\_\_\_ verb followed by verb + *ing* or *to* + base form
- b. \_\_\_\_ verb followed by verb + *ing*
- c. \_\_\_\_ verb followed by *to* + base form

**Grammar**  
See page 17A.

**A**

- He loves cycling.
- She hates doing sports.
- They like visiting their friends.
- He loves to play tennis.

**B**

- I'd like to relax on the weekend.
- I love to visit Peter.
- I prefer to go swimming.
- She doesn't want to play sports.

**C**

- I enjoy watching TV.
- I don't mind walking.
- They can't stand listening to the radio.
- Let's go kayaking.

**2** Complete the sentences with the correct structure from activity 1.

A: Let's \_\_\_\_\_ (1).

B: No, sorry. I don't like kayaking.

A: Why not? It's fun!

B: It's dangerous, I enjoy \_\_\_\_\_ (2).

A: It's summer! Let's do something outdoors.

B: I hate \_\_\_\_\_ (3), but I don't mind \_\_\_\_\_ (4).

**Glossary**  
See page 187.



**3** In pairs, choose a type of activity you would like to do and write a dialogue. Follow the instructions.

Student A	Student B
Invite your friend to do something.	Refuse the invitation. Tell your friend you don't like the activity.
Ask why your friend doesn't like the activity.	Give a reason.
Invite your friend to do something else.	Express your preference. Accept or refuse the invitation.



**4** Exchange roles with your classmate. Correct mistakes if necessary.

## Before Reading A Travel Brochure

→ 1 Look at the pictures and make predictions.

a. Where are they on vacation?

\_\_\_\_\_

b. What type of activities can people expect to do?

\_\_\_\_\_

c. What kind of person would like a vacation like this?

\_\_\_\_\_

### Reading Tip

#### Predicting

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

**The Nature Retreat Travel Brochure**

**General Information**

A fascinating outdoor adventure and exciting wilderness experience is waiting for you here in the south. We always teach basic survival skills on an intensive long weekend at Araucaria Park. This vacation is extraordinary. We offer our visitors a unique natural experience that you will not find on a regular trip. Take the opportunity to disconnect from modern life and return home with valuable knowledge and experience.

**What is on Offer?**

You will learn how to gather and harvest food from the land and start a fire. You will participate in the collection and purification of water and in the construction of shelters. You will also learn how to live and survive in the wild. We usually include new activities every year. This year we are including hiking, kayaking, and fishing. All courses are designed to reconnect you with nature.

All of our instructors are enthusiastic and possess the necessary health and safety qualifications.

**Summer 2016**

## While Reading

**2** Read the statements and write T (true) or F (false).

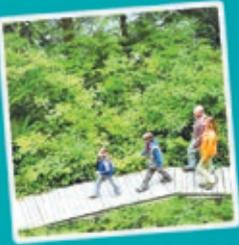
- a. \_\_\_\_ The vacation is short.
- b. \_\_\_\_ The new program offers more activities.
- c. \_\_\_\_ Guests always smoke at the retreat.
- d. \_\_\_\_ The idea is to disconnect from nature.
- e. \_\_\_\_ The retreat is difficult to find.

**3** Match the sections of the brochure to the ideas.

- |   |                           |
|---|---------------------------|
| a. General Information                  | _____ Physical exercise   |
| b. What is on Offer?                    | _____ An unusual vacation |
| c. Health Requirements                  | _____ Lots of new skills  |
| d. Facilities                           | _____ Booking information |
| e. How to Get There and Contact Details | _____ Accommodation       |

### Health Requirements

This is an active vacation and you need a good level of fitness. You are outdoors for long periods of time, trekking, collecting food and water, and finding survival materials. Your meals are always tasty organic food, which you can harvest every day. However, please inform us of any special dietary restrictions. Guests should know that smoking is prohibited at the retreat.



### How to Get There and Contact Details

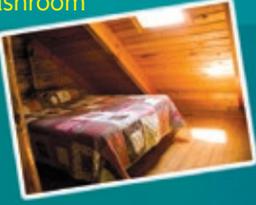
The nature retreat is easy to get to. Many visitors come by car, but we ask you to take public transport if possible. A map and further details are available at our web site

[www.survivalvacations.com](http://www.survivalvacations.com)

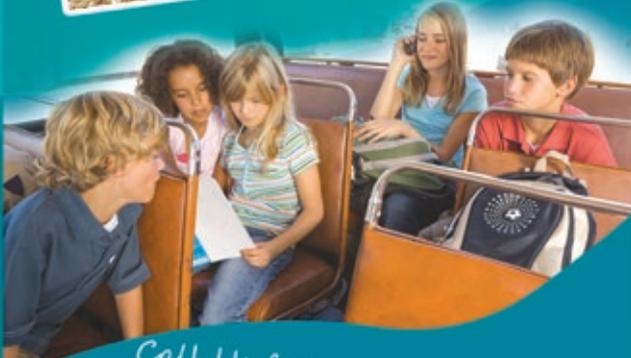
Book your place on the next retreat at the same address or call 1 (800) 953-33444 for more details. You will not regret it.

### Facilities

The retreat is eco-friendly and uses solar energy. There are a variety of cabins to choose from. Remember that sometimes you can camp away from the retreat during some activities, like the canoe trips, but you will not experience any discomfort. Showers and washroom facilities are available for all guests. Hot water is available all day, every day. There is also a communal dining area and a kitchen, where guests usually share and make new friends.





Call Us for any information

4 Make notes in the fact file using information from the brochure on pages 22 and 23.

**Reading Tip**

**Scanning**

Read texts quickly for specific information.

**FACT FILE**

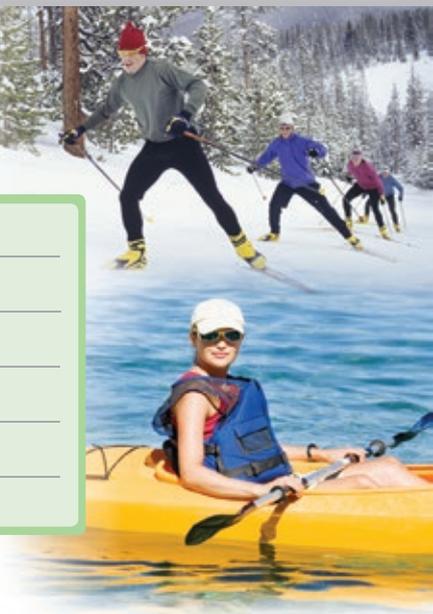
Place: \_\_\_\_\_

Activities: \_\_\_\_\_

Requirements: \_\_\_\_\_

Facilities: \_\_\_\_\_

Contact details: \_\_\_\_\_



**After Reading**



5 In pairs, compare your answers. Write a list of the three things you find most interesting about the vacation. Give reasons.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

6 Read the sentences from the text and then complete the sentences with the suffixes in the box.

- You will participate in the collection and purification of water and in the construction of shelters. This vacation is extraordinary.
- This year we are including hiking and fishing.

**-tion -ing**

**Glossary**  
See page 186.

a. The suffix \_\_\_\_\_ means state or quality.

b. The suffix \_\_\_\_\_ means action or process.

7 Attach the correct suffixes from activity 6. Make any changes necessary to the root words. Write sentences using the words.

a. kayak \_\_\_\_\_

b. instruct \_\_\_\_\_

c. smoke \_\_\_\_\_

d. restrict \_\_\_\_\_

8 **Speaking • Group Discussion**

- How do adventure vacations differ from traditional vacations?
- How do travelers and tourists affect the environment today?

**Grammar Tip**

**Suffixes**

Every suffix has its own meaning and changes the meaning of the root word it is added to.

Learning to identify a suffix is a great way to expand your vocabulary.



## Reading and Vocabulary Travel

**1** Read the brochure on pages 22 and 23 and write the new activities referred to.

kayaking - fishing - swimming - learning survival skills - tennis - hiking

**A**  
 "I used to ski when I was younger, but I was excited to try a new sport! I love being outdoors."  
 -William  
 \_\_\_\_\_

**C**  
 "My wife and I enjoyed a wonderful spring break. It was great to learn a new sport together."  
 -Tony  
 \_\_\_\_\_

**B**  
 "I often go swimming, but I had never tried any other water sports until this vacation. I want to come back next year!"  
 -Dolly  
 \_\_\_\_\_

**D**  
 "I wanted my children to learn to do things for themselves."  
 -Gina  
 \_\_\_\_\_

**2** Match the words to their synonyms.

- |                      |                   |
|----------------------|-------------------|
| a. gather (v)        | _____ break       |
| b. getaway (n)       | _____ captivating |
| c. fascinating (adj) | _____ sanctuary   |
| d. retreat (n)       | _____ collect     |

**Vocabulary Tip**

**Guessing meaning from context**

Find the meaning of a new word by looking at the context of the sentence or text.

**3** Complete the sentences with the words in activity 2.

- This yoga \_\_\_\_\_ is in the middle of a forest miles from the nearest village.
- Looking for a relaxing \_\_\_\_\_? The Blue Hotel is the perfect place to chill out.
- Many farmers \_\_\_\_\_ their crops to sell at farmer's markets.
- The whole experience was so \_\_\_\_\_! We loved it!

**4** Answer and discuss the questions.

- What useful skills can you learn on this vacation?
- How does this vacation protect the environment?
- Would you like to go on a vacation like this? Why or why not?



## Language Focus Expressing Likes and Preferences

### 1 Read the sentences and then mark Yes or No.

- I always do my homework.
- They are never late to class.
- She often has lunch at school.
- He is sometimes cold in winter.

	Yes	No
Frequency adverbs go after the verb <i>to be</i> .		
Frequency adverbs go before any other verb.		

### 2 Match the questions with the correct answers.

- How often do you listen to the radio? \_\_\_\_\_ No, not at all. I love going by train.
- Do you mind traveling to Chillán by train? \_\_\_\_\_ Oh, very often.
- How often does your friend go hiking? \_\_\_\_\_ Sometimes, at night.
- Where do your parents always go walking? \_\_\_\_\_ Yes, he always goes on weekends.
- Does your teacher enjoy traveling? \_\_\_\_\_ Yes, he loves going to other countries.
- Does John always go cycling on weekends? \_\_\_\_\_ Well, they always go to the park.

#### Learning Tip

##### Useful words

When we want to ask about the frequency of activities, we use *How often...?*

### 3 Complete the chart.

How often do you...?	You	Classmate
read a book		
play a sport		
	Never	
		Always
	Often	



### 4 Now create sentences using the information from the chart and write them in your notebook. Then discuss your sentences with a classmate.

### Reading Task



- 1** In pairs, look at the picture and answer the questions.
  - What is the person doing in the pictures?
  - Where do you think she is?
- 2** Read and complete the songs with the phrases that create a rhyme.

In England we'll drink tea - I left my mountain home  
 I'm not a timid girl - I snorkeled, swam and skied  
 Bought stuff in Selfridges - I'll introduce you to

## I've Been Around the World

(words and music by Ian Gardner)

I've been around the world,  
 \_\_\_\_\_, (1)

What do you think of that?  
 I've learned some languages,  
 \_\_\_\_\_, (2)

And a fancy hat!  
 (Chorus)

What can I tell you that you don't  
 know about the places I've been?  
 Got lots of photos and some  
 videos to show,  
 Of the things I've seen.  
 Last year I went to Rome,  
 \_\_\_\_\_, (3)

Danced in a Spanish park,  
 I saw a coral reef,  
 \_\_\_\_\_, (4)

I even met a shark!  
 (Chorus)  
 Next time you'll come with me,  
 \_\_\_\_\_, (5)

I can show you around,  
 In Chile and Peru,  
 \_\_\_\_\_, (6)

All of the friends I've found.  
 (Chorus)  
 Of the places I've been,  
 Of the things I've seen.

- 3** Listen and check your answers.

- 4** Answer the questions.

- What things did the traveler do at a specific time in the past?  
 \_\_\_\_\_
- What will the traveler do in the future?  
 \_\_\_\_\_
- What other experiences does the traveler mention?  
 \_\_\_\_\_



- 5** In groups, discuss your travel experiences and plans.
  - Where did you travel on your last vacation? What did you do?
  - Where would you like to go in the future?



## Writing Task A Brochure

- 1 Look at the pictures and answer the questions.
  - a. Which activities would you most like to do? Why?
  - b. Where can you do these activities in Chile?



- 2 Go back to the text on pages 22 and 23 to remind yourself of the different sections a brochure should have.
- 3 Work in small groups. Design a brochure for a vacation you are interested in. Think of the topics you would like to cover and make notes in the table below.

Activities	Advice	Travel / Cost Information	Extra / Interesting Information

- 4 Write and design your brochure. Use your notes in activity 2 and read the writing tips.
  - Decide on a place and type of vacation.
  - Divide your brochure into clear sections.
  - Say what you can do and give some advice.
  - Give a contact address for more information.
- 5 In pairs, exchange and correct your work.
- 6 Write a clean version of your brochure.

**Steps to Writing**  
 See page 13.

www.travelblog.com

### Australia

Our first few days in Australia were too hot (high 30s), a very sweaty start to the 10 weeks we have here. We spent our first few days looking around Sydney, including the amazing Opera House, Harbour Bridge, and all of the city center. We saw hundreds of large bats which were pretty amazing. All the locals probably thought we were very strange looking at the trees for hours! After a few exhausting days, we caught the train to the Featherdale Wildlife Park. There we saw koalas, hundreds of Australian birds, and some gorgeous kangaroos and wallabies. The park was excellent as it was very open. We were close to lots of the animals, who were roaming freely around the park. We had an awesome day meeting the local wildlife.

John Morrow, 18

### Philadelphia to Miami

I should have known it was going to be a bad trip after we sat on the runway in Philly for two hours. The captain told us that we were waiting for the plane to be serviced. Yet, when we arrived in Miami (two hours late), the scene was total chaos: about 50 people on our flight lost their bags! The terminal was packed with unclaimed luggage—you could not move. Star Airways had only one person working at the lost luggage counter. Stan (the guy at the counter) couldn't have been nicer. He told us he was "totally embarrassed" to work for Star Airways. "This isn't how I treat people," he told the angry crowd. Luckily, we were at the front of the line, so we only ended up waiting for an hour to file a claim.

Jen Jones, 20




Adapted from [www.travelblog.org/Oceania/Australia/New-South-Wales/Sydney/Clebe/blog-479970.html](http://www.travelblog.org/Oceania/Australia/New-South-Wales/Sydney/Clebe/blog-479970.html) (Accessed 03/10/2010)

- 1** Read the travel blogs and put a check (✓) next to the one written by a person that had an enjoyable experience.



- 2** In pairs, answer the questions.

- a. What did John do during his first few days in Australia?
- b. Why did the local people think John was strange?
- c. What different animals did John see in Australia?
- d. Why did Jen think her trip was going to be bad?
- e. Why was Stan embarrassed?



- 3** Work in pairs. Imagine you have arrived at your destination, but your luggage has not. Role-play a conversation.

- Student A: Be the traveler.
- Student B: Be the luggage counter attendant.

# An Interview

## 1 Make Notes

- ✓ Work in small groups. Think of the topics you would like to cover in your interview with someone about their vacation preferences. Make notes in the table.

Topic	Activities	Likes and Dislikes	Cost / Extra / Interesting Information



## 2 Conduct the Interview

- ✓ Choose someone that you think is a good person to interview. Use your notes from Step 1 to formulate the questions you are going to ask. Divide the questions among your group members.
- ✓ Conduct the interview and take notes while the person is speaking.

## 3 Write a Clean Version

- ✓ Write a clean version of the questions asked and answers given.
- ✓ In groups, swap texts and make comments to improve them. Focus on grammar and punctuation.
- ✓ Decorate your interview with photos and pictures.



### Web

For more advice on how to make an interview go to <http://codigos.auladigital.cl> and enter the code **Ti8P030**.

## 4 Present Your Interview

- ✓ Have a class presentation of the interviews.
- ✓ Choose two students from each group to role-play the interviews and take notes. Ask questions about anything you are unsure about.
- ✓ Would you like to meet any of the people interviewed by your classmates? Why?
- ✓ Are there any important questions your classmates forgot to ask?
- ✓ Decide which interview you found the most interesting and why.

**Self-Monitoring**

**1** Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
<b>Content</b>				
Make notes to prepare for the interview	List more than 5 topics.	List 3 topics.	List 2 topics.	List only 1 topic.
Conduct the interview				
Write a clean version				
<b>Team work</b>				
Division of tasks				
Cooperation with team				
Group feedback				
<b>Public Speaking</b>				
Volume and tone				
Use of visual aids				
Connection with the audience				

**2** Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Make notes to prepare for the interview		Division of tasks		Volume and tone	
Interview people and make notes of the answers		Cooperation with team		Use of visual aids	
Layout		Group feedback		Connection with the audience	
Total		Total		Total	
<b>Total Score</b>					

**3** Before you go on, discuss your results.

# Getting Around

In this lesson, you will listen, speak, read and write about travel and transportation through conversations and a story.

**How do you get to school? What means of transportation are used where you live?**

## Before Listening A Conversation



- 1 In pairs, discuss the questions.
  - a. What forms of public transportation do you use?
  - b. Where do you go on public transportation?

## While Listening

- 2 Listen (7) and mark (✓) the means of transportation the boy decides to use.
- 3 Listen again and answer the questions.

- a. What number bus goes to the park? \_\_\_\_\_
- b. Where is the subway station? \_\_\_\_\_
- c. How long does it take to get there? \_\_\_\_\_
- d. How much does the woman say the subway costs? \_\_\_\_\_

- 4 Listen (8) and complete the conversation with the ticket seller.

Boy: Can I have a ticket to Liberty Park, please?

Ticket seller: Yes, of course. That will be \_\_\_\_\_ dollars.

(1)

Boy: What time does the train leave?

Ticket seller: The next one leaves at \_\_\_\_\_ a.m.

(2)

Boy: What time does it arrive at Liberty Park?

Ticket seller: It arrives at \_\_\_\_\_.

(3)

Boy: OK, thank you.

## After Listening



- 5 Discuss how the information the ticket seller gives in activity 4 is different to the information the woman gives in activity 2.



- 6 Look at the schedule and have a conversation similar to the one in activity 4. Check for pronunciation and the intonation of questions.



Springtown Bus Schedule

Brayfield	10:00 a.m.	2:30 p.m.	4h 30m
Newtown	10:30 a.m.	11:30 a.m.	1h
Sandersfoot	11:00 a.m.	5:00 p.m.	6h
Winton	2:00 p.m.	8:30 p.m.	6h 30m

## Speaking Task Asking for and Giving Directions

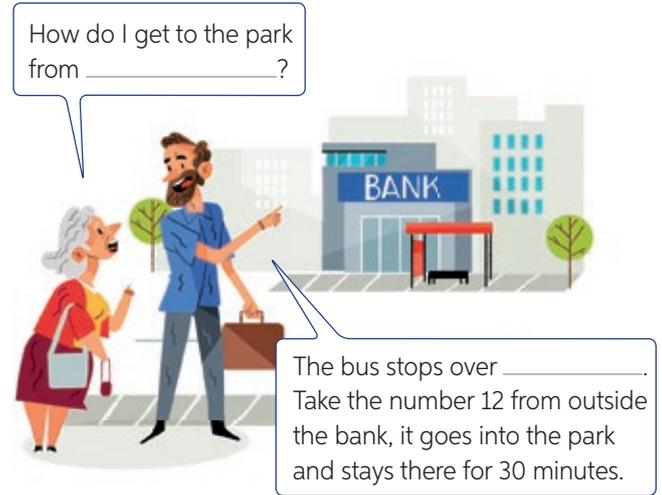


**1** In pairs, read the sentences and discuss the questions.

*How do I get to Liberty Park from here?  
The train station is over there.*

- Which sentence refers to the place where the speaker is?
- Which sentence refers to another place?

**2** Complete the dialogues.



**3** Match and reorder the sentences to make a conversation.

- |   |  |
|---|--|
| a. Excuse me, how do I get to the mall from here? | ___ Look! Is she the girl coming from the store?         |
| b. Yes, thank you.                                | ___ Over there, on the corner.                           |
| c. Which number?                                  | ___ Number 28. It leaves from outside the sports center. |
| d. Where is that?                                 | ___ You can take a bus. It goes from here to the mall.   |
| e. And where's my sister?!                        | ___ You are welcome.                                     |



**4** In pairs, practice the conversation.



**5** Make a list of five places near your school or near where you live. In pairs, ask and answer questions about how to get to those places. Consider different forms of transportation.



**6** Continue the conversation. Ask for and give as much information as possible.

## Before Reading A Story

- 1 Look at the pictures and make predictions.
  - a. What forms of transportation can you see?
  - b. When do you think this story took place?
  - c. Which places do you think the main character visited?



- 1 On October 2<sup>nd</sup>, 1872 Phileas Fogg made a bet: he was going to travel around the world in 80 days. His friends bet a lot of money, £20,000.



- 2 Phileas had only a few pennies in his pocket. He started his trip with his servant Jean. They planned to go to Suez, Bombay, Calcutta, Hong Kong, Yokohama, San Francisco, New York and then go back to London.



- 5 Jean and Phileas did not have any more money, so they decided to work in a circus in Hong Kong and Yokohama. When they had plenty of money, they left for San Francisco on a boat.

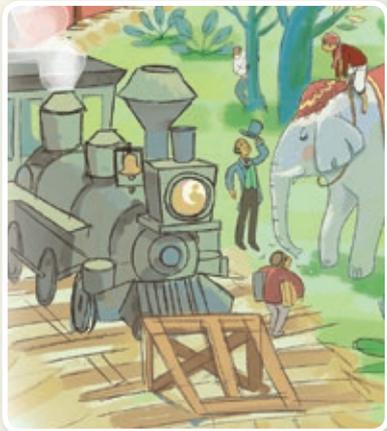


- 6 Unfortunately, on the way to New York, some bandits attacked the train, but Jean very bravely detached the carriages and they all reached New York safely. Here, they found a small boat to take them across the Atlantic.

## While Reading

2 Read the story "Eighty Days Around the World" and write T (true) or F (false).

- \_\_\_ The main character's name is Aouda.
- \_\_\_ Phileas and Jean rented an elephant for £20,000.
- \_\_\_ Phileas and Jean were a couple of famous bandits.
- \_\_\_ Phileas and Jean worked in a circus to learn tricks.
- \_\_\_ After a very difficult trip, Phileas came back to London and won the bet.



3

First, they went to Suez. In Bombay, the railroad was not finished so Phileas hired an elephant for a few rupees.



4

On the way to Calcutta, he saw a beautiful woman with several people who were going to sacrifice her. Phileas saved her. Aouda was her name and continued the trip with Phileas and Jean.



- 7 During the trip, there was a terrible storm, the boat ran out of fuel and the crew had to burn the wooden parts of the boat to make the engine work.



8

Finally, they got off the boat and headed to London. Phileas ran to the Club where his friends were and said: "Good morning, gentlemen" as he opened the door. His friends were shocked.



**3 Match the problems to the solutions.**

- |   |  |
|---|--|
| a. Phileas needed money.                      | ___ They hired an elephant.                          |
| b. The railroad was not finished.             | ___ They joined a circus.                            |
| c. Some people were going to sacrifice Auoda. | ___ The crew burned parts of the boat.               |
| d. They had no money.                         | ___ He made a bet with his friends.                  |
| e. The bandits attacked them.                 | ___ Phileas decided to save her.                     |
| f. The boat ran out of fuel.                  | ___ Jean detached the locomotive from the carriages. |



**4 Write the characters' names.**

**A** I like traveling and adventure. I'm always happy.

---

**B** We have to burn the wooden parts of the boat.

---

**C** We joined a circus.

---

**D** I'm so happy I met Phileas. He saved me.

---

**After Reading**

**5 Match the words in bold to their definitions.**



- |  |  |                                  |
|--|--|----------------------------------|
| a. The boat <b>ran out of</b> fuel.                        | ___ to return                          | ___ to enter a plane, boat, etc. |
| b. The group <b>got on</b> a steamer to Hong Kong.         | ___ to exhaust a quantity of something | ___ to leave a plane, boat, etc. |
| c. When they <b>got off</b> the boat, they went to London. |  |                                  |
| d. They <b>got back to</b> London in eighty days.          |  |                                  |



**6 Speaking • Discuss the Story**

- a. In groups, discuss which of the characters each of the words in the box describe. Give reasons.

shocked - terrified - brave

- b. Answer the questions.
- Did you like the story? Why or why not?
  - What means of transportation would you use to travel around the world today?



## Reading and Vocabulary Phrasal Verbs

- 1** If necessary, go back to pages 34 and 35 and number the events in the order they happened.



- 2** Read the text again and write who might have said each line. ←

- \_\_\_\_\_ "See you in eighty days!"
- \_\_\_\_\_ "Get packing! We are going on an adventure."
- \_\_\_\_\_ "We ran out of money."
- \_\_\_\_\_ "They are going to sacrifice me. Help!"
- \_\_\_\_\_ "£20,000 says you can't do it."

**Reading Tip**

**React to texts**

As you read, think about your feelings, thoughts, reactions, and questions about situations. This will help you to understand and enjoy the story more.

- 3** Read the text again and number the places they visited.

- |              |                   |
|--------------|-------------------|
| ___ Yokohama | ___ San Francisco |
| ___ Suez     | ___ London        |
| ___ Calcutta | ___ Bombay        |
| ___ New York | ___ Hong Kong     |

- 4** Complete the sentences using the correct form of *get off*, *get on*, *run out of*, *get back to*. You can use your dictionary.

- We \_\_\_\_\_ the bus and walked to my house.
- The train is crowded but we have to \_\_\_\_\_ there anyway.
- The car \_\_\_\_\_ gasoline. Let's go to the gas station.
- You have to study more. \_\_\_\_\_ your seat.

- 5** Discuss these questions.

- What do you think was the most interesting part of Phileas Fogg's trip? Why?
- What was transportation like in 1872? And in 1972?
- What is the most popular means of transportation in your city?



## Language Focus Tense Review

**1** Read the sentences. Underline the verbs and circle the words indicating quantities.

**Grammar**

See page 174.

**Irregular Verbs**

See page 186.

- He rushed to the door and a few books fell down from the table.
- The train leaves at 8:45, so all passengers should be on board by 8:30.
- We are going to hire some elephants. Many people are afraid of them.
- I'm trying to earn a lot of money to travel to other countries.
- The mosquitoes were biting him a lot.

**2** Match the sentences in activity 1 with what they express.

- \_\_\_\_\_ Something happening now or around now
- \_\_\_\_\_ A scheduled event
- \_\_\_\_\_ A continuous action in the past
- \_\_\_\_\_ A future plan or intention
- \_\_\_\_\_ A completed past event

**3** Complete the news article with the correct form of the verbs in parentheses.

### Fogg Arrives Home!

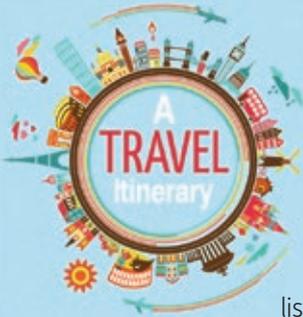
January 30, 1873

Adventurer Phileas Fogg \_\_\_\_\_ (arrive) back in London yesterday, after eighty days traveling around the world. "It \_\_\_\_\_ (1) \_\_\_\_\_ (be) a dangerous journey," he said. "For example, I was travelling by train when we were attacked by bandits. I will be more careful next time!" Phileas thanked his servant Jean. "He always \_\_\_\_\_ (2) \_\_\_\_\_ (help) me when I was in trouble," he said. "He is so tired after our trip that he is \_\_\_\_\_ (3) \_\_\_\_\_ (sleep) now." \_\_\_\_\_ (4)

**4** Use the pictures to write notes about the story.



# Reading Task



**10** How do you plan a trip? There are lots of things to consider when traveling abroad, and a number of steps to follow.

Where do you want to go? Choosing a location is the first and probably most important stage! Make a list of places you want to visit.

How much money will you need? Plan your budget: flights, accommodation, food... Can you afford it?

What do you have to take with you? If you are going on a long trip, it is best to travel light—only take your essentials. What is the weather like there? What clothes will you need? Don't forget your documents!

When are you going? Remember to record all dates for each stage of your trip and make sure other people know about them! What transportation will you use?

What are you going to do? The fun part! Make a list of all the things you want to see and how you are going to do them.

Remember, by planning well, you will get more out of your dream vacation. Have a great trip!




**1** In pairs, answer the questions.

- a. Why do people travel to different countries?
- b. What is a travel itinerary? Why do people need them?

**2** Read the tips for making an itinerary and mark (✓) the items that are mentioned.

- a. \_\_\_ cost
- b. \_\_\_ transportation
- c. \_\_\_ location
- d. \_\_\_ companions
- e. \_\_\_ belongings
- f. \_\_\_ activities

**3** Think of a place you would like to visit and why. Complete the "Purpose" section of the travel itinerary.

**4** Plan your dream vacation using the tips in the text. Complete the rest of your itinerary.

**5** In groups, describe your dream vacations.



### Travel Itinerary

Purpose:

Location:  Start date:  End date:

Things to do:

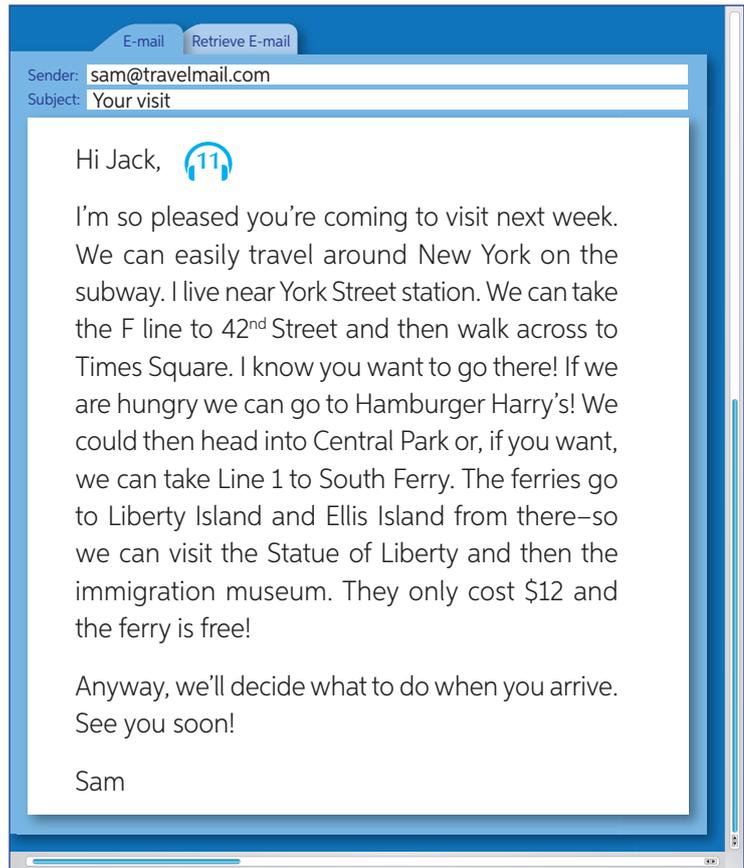
Necessities:

Transportation:

## Writing Task Describing a Place



1 In pairs, look at the map and say what method of transportation it refers to.



2 Read the e-mail and draw the routes Sam suggests. Then, answer the questions.

- Which places does Sam suggest visiting? \_\_\_\_\_
- What means of transportation does he mention? \_\_\_\_\_

3 Think of a place you know and write notes.

How to get there:	
Things to do:	
Cost and times:	

**Steps to Writing**  
See page 13.

4 Imagine someone is visiting you. Write an email describing the place you chose.

- Use the information in your notes. Don't forget to include essential details for a visitor.
- Keep the description short and simple, but make it attractive and interesting.

5 In pairs, exchange and check your e-mails.

## The Laws of Motion



The English scientist Sir Isaac Newton (1642–1727) was the first person to scientifically describe how things move. These ideas are known as the Three Laws of Motion and all three are influenced by force. A force is anything that can change the state or motion of

an object. For example, when we kick a ball, we are using force.

### First Law of Motion

*Any object in motion will continue to move in the same direction and at the same speed unless force acts on it.*

When you kick a ball, forces act on it to stop it moving: gravity pulls the ball down and air resistance slows it. Force acts this way on any object in motion!

### Second Law of Motion

*The greater the mass of an object, the more force we need to accelerate its movement.*

There is an equation for this:

$$\text{force} = \text{mass} \times \text{acceleration} (F=ma).$$

So, the harder you kick a ball, the further it will go!

### Third Law of Motion

*For every action, there is an opposite and equal reaction.*

This means that there are always two forces that are the same. When you kick a ball, there is the force of your foot on the ball, but also the force of the ball on your foot. Another example is sitting on a chair: when we sit down, we exert force on the chair. However, the chair is also exerting force back—if not, it would collapse!



**1** In pairs, look at the article and answer the questions.

- Who is the person in the picture?
- What is he famous for?

**Glossary**

See page 187.

**2** Read the article and underline the correct options to complete the sentences.

- An object \_\_\_\_ when there is no outside force.
  - does not move
  - moves faster
  - increases its mass
- Force relates to \_\_\_\_
  - only the first law.
  - none of the laws.
  - all of the laws.
- \_\_\_\_ force is needed to accelerate an object with greater mass.
  - More
  - Less
  - The same
- \_\_\_\_ always changes the speed of movement (velocity) of objects.
  - Direction
  - Gravity
  - Mass



**3** In groups, make a list of the forms of transportation used in *Eighty Days Around the World*. Discuss what types of force affect the motion of each form of transportation.



**4** In groups, make a poster showing one of the forms of transportation in the story and how the laws of motion affect it.

# A Tourist Brochure

## 1 Ideas Session

- ✓ In groups, make a list of forms of transportation in your area.
- ✓ Make a list of places to visit in your area.
- ✓ Individually, choose a location to focus on.

**Web**

Look at samples of tourist brochures by entering the code **Ti8P042** on <http://codigos.auladigital.cl>

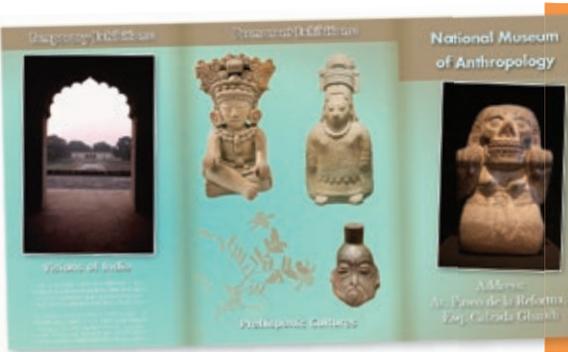
## 2 Make Notes

- ✓ Make notes about your location in the table.

Place	
Transportation	
Price	
Times	
Directions	
Things to do	

## 3 Write Your Description

- ✓ Write a page for a brochure describing the place you chose.
- ✓ Include all the information from your notes and illustrate your description with a map.
- ✓ Exchange descriptions in your group and correct each other's work.



## 4 Create and Display Your Brochure

- ✓ In your groups, put together your information to form a brochure.
- ✓ Display your brochures around the classroom.
- ✓ Read the brochures from other groups and ask and answer questions.

**Self-Monitoring**

**1** Complete the rubric with examples.

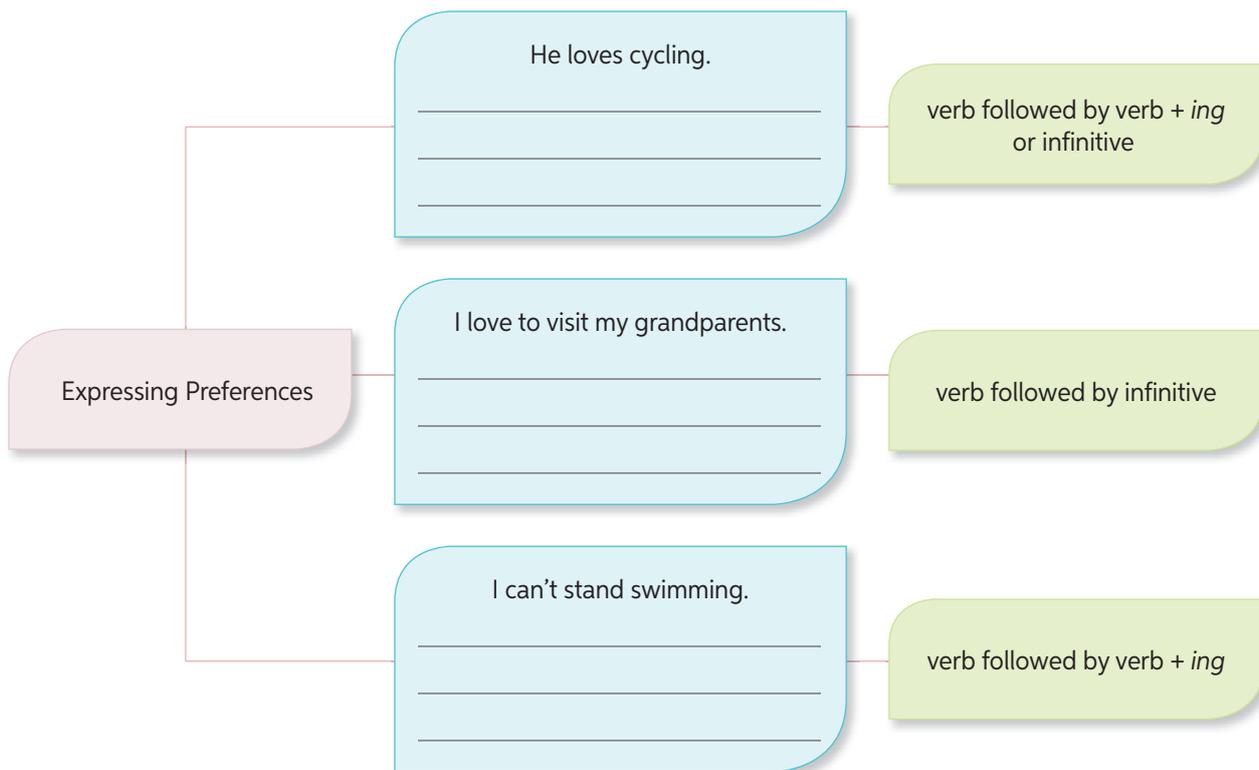
	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
<b>Content</b>				
Research and collect the information	Search 5 sources.	Search 4 sources.	Search 3 sources.	Search 2 or less sources.
Make notes to organize the information				
Design the poster and present it				
<b>Team work</b>				
Division of tasks				
Cooperation with team				
Group feedback				
<b>Public Speaking</b>				
Volume and tone				
Use of visual aids				
Connection with the audience				

**2** Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Research and collect the information		Division of tasks		Volume and tone	
Make notes to organize the information		Cooperation with team		Use of visual aids	
Design the poster and present it		Group feedback		Connection with the audience	
Total		Total		Total	
<b>Total Score</b>					

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

1 Complete the mind map with expressions from the lesson.



2 Choose some frequency adverbs to complete the scale and then write sentences using the corresponding ones.

always - constantly - frequently - never - occasionally - often - sometimes - usually



Below the scale bar are six empty rectangular boxes, each containing a horizontal line for writing.

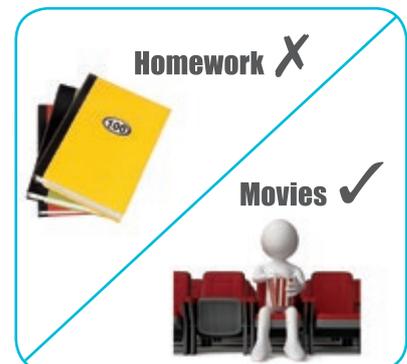
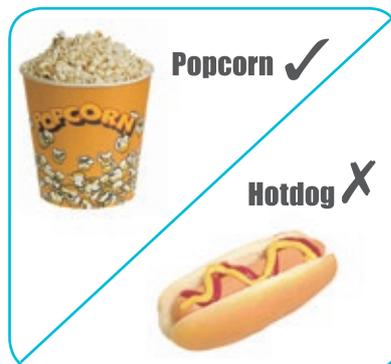
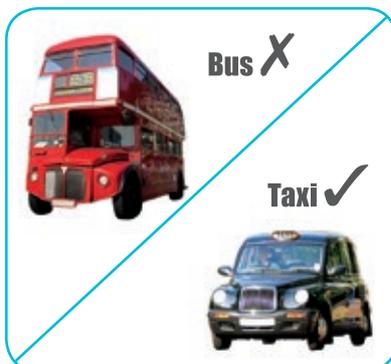
- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

**1** Read the text and underline the correct answers.

The ancient, archeological city of Petra is located in Jordan, Western Asia. This magnificent city was carved into the rose-red cliffs over 2,000 years ago. In its heyday, Petra controlled international trade routes that linked China, India, and Southern Arabia with the wealthy Mediterranean markets. Rediscovered in 1812, Petra's unique rock carving saw it appointed as one of the New7Wonders of the World and it now has thousands of visitors each year. "Petra is the most amazing place I've ever been to. I was lost for words when I saw it," said John Leigh, a tourist.

- a. What is the best title for the text?
- 1) Ancient City in Ruins
  - 2) The Rose-Red City
  - 3) International Trading Routes
- b. What is the main purpose of the text?
- 1) To give tourist information about Petra.
  - 2) To give information about the history of Petra.
  - 3) To show different opinions about Petra.
- c. Why is Petra one of the New7Wonders of the World?
- 1) It is an important commercial city.
  - 2) It is carved out of rock.
  - 3) It was built over 2,000 years ago.
- d. Why was Petra important in its day?
- 1) Because of its beauty and architecture.
  - 2) Rich people lived there.
  - 3) It linked different countries.

**2** Write sentences in your notebook to express the preferences shown by the picture prompts. Use the words *enjoy*, *like* and *prefer* and give a reason.



**3** Imagine that your teacher asked you to write a brochure for your school newspaper about an interesting place in your region and how to get there. You should include:

- short description of the place.
- how to get there (buses, ferry or subway lines).
- why it is interesting to visit.



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

	Student A	Student B
Situation 1	You invite Student B to practice several outdoor sports.	You do not accept Student A's suggestions and suggest other activities.
Situation 2	You are a tourist asking how to get to the most interesting places in your town.	You give the tourist directions to get to those places.

With your teacher, correct your Checkpoint. Go to pages 150 to 155 for further work!

**BEFORE YOU GO ON**

- Go back to page 15 and check your predictions for the unit. Correct any mistakes you made in the space provided here.

---

---

---

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

**Listening** strategies:

---

---

**Speaking** strategies:

---

---

**Reading** strategies:

---

---

**Writing** strategies:

---

---

- Did you use any other strategies that were not on the list? Write them here and remember them for further work.

---

---

---

---

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



# Unit 2 The Future



**In this unit I will learn to...**

Integrate skills to communicate orally and in writing, ideas about the future and make predictions.

## Lesson 3

### Oral Communication

- Listen to and understand an interview about technology in the future.
- Make predictions.

### Reading

- Read and understand a report about young people and technology.

### Writing

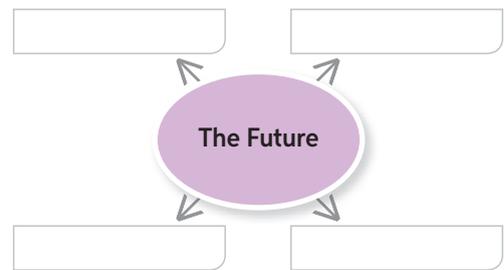
- Write an essay.

### Attitudes

- Use information and communication technologies to do research.

**BEFORE YOU START**

1. Read the title of the unit and look at the picture. Discuss what you think the topic of the unit will be about.
2. What do you think teenagers use technology for?
3. Find the following items in the unit:
  - A photo of a fortune teller:  
Lesson \_\_\_\_, page \_\_\_\_
  - A text about teens and technology:  
Lesson \_\_\_\_, page \_\_\_\_
  - Activities to understand an article:  
Lesson \_\_\_\_, page \_\_\_\_
4. What do you think you will learn in this unit? Complete the diagram with possible contents.



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



Photo: Mehau Kulyk/Science Photo Library/SPL RF/Latinstock

**Lesson 4**

**Oral Communication**

- Listen to and understand a phone-in about predictions related to zodiac signs.
- Use comparisons.

**Reading**

- Read and understand predictions in a horoscope.

**Writing**

- A text with predictions.

**Attitudes**

- Show a positive attitude towards my ability to learn and use language respecting my achievements and other's achievements.

## LET'S START

- 1** Look at the photos from the future and complete the sentences with your own ideas.



a. Many people \_\_\_\_\_ in 2018.  
(recycle)



b. Transportation \_\_\_\_\_ faster and cleaner.  
(be)



c. Our houses \_\_\_\_\_ renewable energy.  
(only / use)



d. Global warming \_\_\_\_\_ glaciers.  
(affect)



e. We \_\_\_\_\_ virtual books.



f. Our pets \_\_\_\_\_ .

### Discuss

- 2** Discuss the following questions.

- What do the pictures have in common?
- Which of these things would you like to do in the future?
- Do you think your life will be very different in ten years? Why?

**3** Read the sentences and write them in the correct column below.

I don't think all houses will run on wind energy.

I'm sure we won't have robots as pets.

I believe digital books will be more and more popular.

I'm sure we will all recycle our garbage.

Agreeing	Disagreeing

**4** Match the sentences with their meaning.

- a. E-kids \_\_\_\_\_ Sending messages on the Internet.
- b. Multitasking \_\_\_\_\_ Connected to the Internet.
- c. Online \_\_\_\_\_ To do many things at the same time.
- d. Computer \_\_\_\_\_ Young people who use technology.
- e. Texting \_\_\_\_\_ A device with a screen and a keyboard.
- f. E-mail \_\_\_\_\_ To send a message by cell phone.

**5** Now, write synonyms for each word.

- a. Optimist \_\_\_\_\_
- b. Friendly \_\_\_\_\_
- c. Ambitious \_\_\_\_\_
- d. Warm \_\_\_\_\_
- e. Loyal \_\_\_\_\_
- f. Dreamy \_\_\_\_\_
- g. Sociable \_\_\_\_\_
- h. Emotional \_\_\_\_\_
- i. Talkative \_\_\_\_\_
- j. Miserable \_\_\_\_\_

**6** Skim the article and match the titles to the paragraphs.

- Influence on Psychology
- History
- Character Traits

## Astrology

\_\_\_\_\_ Astrology is a system created to predict the future. It is based on studying the position of the planets. Astrology has been important in decision-making throughout history. Kings consulted astrologists before marrying or going into battle. In India, it is common to consult charts before making decisions.

\_\_\_\_\_ A recent poll showed that 31% of Americans believe in astrology, and many more often read their horoscope to see what is going to happen to them. It is also believed that the planets can determine what kind of people we are. For example, people born under Taurus are said to be **reliable** and **stubborn**. Leos are thought to be arrogant and **self-centered**.

\_\_\_\_\_ In the 20th Century psychology and astrology combined. Carl Jung, one of the greatest psychoanalysts of all time, was extremely interested in the principles of astrology, and he used them to understand his patients' **behavior**. He said "We are born at a given moment in a given place, and we have the qualities of the year and of the season in which we are born."



### Vocabulary

**reliable:** a person or thing on which a person can depend.

**stubborn:** having or showing strong determination not to change one's position on something.

**self-centered:** concerned with oneself and one's affairs only.

**behavior:** the way in which one acts, especially in relation to others.

What do you think the quotation means?

**7** Read the article and answer the questions.

- What are astrological predictions based on?

---

- Why did kings consult astrologists?

---

- What does 31% refer to?

---

- Which personality traits are mentioned?

---

- Who was Carl Jung?

---

- Why was Jung interested in astrology?

---

**Learning to Learn**

This lesson will be about the future and technology.

What I Know	What I Want to Know	What I Learned

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

---



---

- How can I learn English related to this topic?

**Listening to** \_\_\_\_\_

---

**Reading about** \_\_\_\_\_

---

**Writing about** \_\_\_\_\_

---

**Speaking about** \_\_\_\_\_

---

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

**Listening strategies:**

- Make predictions using key vocabulary
- Identify the speaker’s opinions
- Understand key words

**Writing strategies:**

- Plan my work before writing
- Prepare a draft
- Proofread the text after writing

**Reading strategies:**

- Make predictions using prior knowledge of the topic
- Read quickly once to find main ideas
- Find cognates that help me understand the ideas

**Speaking strategies:**

- Do not translate
- Use key phrases to agree or disagree
- Verify that the listener understands

# Teens and Technology

In this lesson you will listen, speak, read and write about teens and technology through interviews and a report.

**Do you like technological devices? Which one do you use the most? What do you use it for?**

## Before Listening A Radio Interview



- 1 In pairs, look at the words in the box and make predictions about how technology will change things in the future.

home - shopping - museums - cell phones - transportation

## While Listening

- 2 Listen (13) to the radio interview and mark if the opinions belong to Jack (J) or Ellen (E).
- \_\_\_\_\_ You won't need a key for your home.
  - \_\_\_\_\_ Everybody will shop online.
  - \_\_\_\_\_ We will visit museums using virtual reality.
  - \_\_\_\_\_ Cell phones will be so small we will attach them to our eyes.
  - \_\_\_\_\_ Markets will still probably exist.
- 3 Listen again and underline the correct option.
- Jack believes fingerprints will replace *keys / eyeballs*.
  - Ellen *agrees / disagrees* with Jack about homes.
  - Jack believes street markets *will / won't* exist.
  - Jack thinks technology will help *shoppers / scientists*.
  - The interviewer jokes that technology can't help *predict earthquakes / people decide what to eat*.

## After Listening

- 4 Pronunciation • Listen (14) and repeat the sentences. Notice the difference in the pronunciation of the underlined words.

- I don't think so.
- That is something that technology can't help you with.

- 5 Listen (15) to the sentences and mark (✓) the words you hear.

- bang \_\_\_\_\_ bank \_\_\_\_\_
- sing \_\_\_\_\_ sink \_\_\_\_\_
- wink \_\_\_\_\_ wing \_\_\_\_\_



- 6 Write sentences with the words in activity 5. In pairs, read them out loud and have your partner say the word he or she hears.

Glossary

See page 187.

**Speaking Task** Giving Opinions

- 1** Read the sentences and underline the phrases that introduce opinions.
  - a. I'm sure there will be lots of new inventions.
  - b. I don't think you will need a key to your home.
  - c. In my opinion, the Internet will become more and more popular.
  - d. I'm sure we won't have to visit museums.
  - e. I believe that cell phones will become so small that they will be attached to an eyepiece.
  - f. I suppose that is something that technology can't help you with!
- 2** Read the phrases in the box and write them in the correct columns.

I agree - I disagree - I'm not sure...  
That's right - Certainly - That's not correct

Agreeing	Disagreeing

- 3** Write your opinion in response to each of the following statements.
  - a. Robots will be common in homes and schools.  
\_\_\_\_\_
  - b. People will live on Mars by the year 2050.  
\_\_\_\_\_
  - c. Next century, we will eat all of our food in the form of vitamin tablets.  
\_\_\_\_\_
  - d. Doctors will find a cure for cancer in the next ten years.  
\_\_\_\_\_



- 4** In pairs, take turns reading out your opinions from activity 3. Have your partner agree or disagree.



- 5** Continue the conversation.



## Before Reading A Report

- 1 Look at the pictures and make predictions.
  - a. What technological devices can you see in the picture?
  - b. What functions can they perform?
  - c. How is technology changing?
- 2 Match the phrases with the pictures from the text.
  - a. Texting
  - b. Talking
  - c. Listening to music
  - d. Playing games
  - e. Taking pictures

NO. 01 January 2015

# E-Teens

 digital edition

## Young People and Technology

How do you listen to music? Where do you watch movies? Many kids today use electronic devices for many of their daily activities; doing homework, playing games, and chatting with friends.

A few years ago, most young people used computers to surf the Internet. Some of them talked to their friends using cell phones, and almost everybody watched TV on television sets. Today, a lot of kids make phone calls on their computers. Others watch TV on their smartphones. For e-kids, it is important that one piece of technology can do many things.

In 2013, 69 percent of 11-to-14-year-olds in Europe had a cell phone. So, why are cell phones so important to young people? Because some cell phones, called smart phones, can do many different things.

## While Reading

### 3 Read the sentences and write T (*true*) or F (*false*).

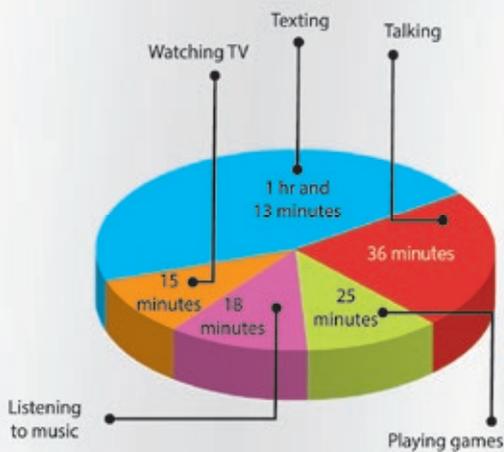
- \_\_\_ E-kids are young people who use a lot of modern technology.
- \_\_\_ In the past, more young people had cell phones than now.
- \_\_\_ Young people spend 36 minutes texting on their cell phones.
- \_\_\_ Young people spend the least amount of time playing games on their phones.

### 4 Read the clues and complete the words.

- T\_\_\_\_\_ You can watch movies on it.
- C\_\_\_\_\_ Students use it to do homework.
- M\_\_\_\_\_ p\_\_\_\_\_ You can use this to listen to music.
- C\_\_\_\_\_ p\_\_\_\_\_ These are used to communicate on the move.
- L\_\_\_\_\_ You use this to find information.

E-teens @56

A recent report in Europe was based upon a survey asking 2,000 young people about their cell phones. The report showed that around half of all 11-to-14-year-olds use their phones for non-talking activities. These activities included listening to music, playing games, and watching TV.



**What will e-kids use their cell phones for in the future?** Some people think that more and more kids will use their cell phones to make videos. Video cameras might become obsolete. The way we listen to music is also going to change. Most 11-to-14-year-olds listen to music on their MP3 players. Not many young people use CD players anymore.

E-teens @57

A recent article reported what teenagers think about music technology in the future. Twenty-five percent believed that there will not be any CDs in five years' time. Kids are very social. They use electronic devices to communicate or to play with their friends. Research results show that 11-to-14-year-olds spend an average of one hour and 39 minutes a day online. Much of this time is spent chatting to friends or playing games over the Internet.

In this technological world, kids are getting better at multitasking. For example, many young people listen to music while they do their homework. In fact, a lot of people think it is good for children to use the computer. They believe that computer games can help children think, study, and learn better.

Portable electronic devices will become cheaper, smaller, and more accessible. This means that kids in the future will be able to do their homework, read books, and send e-mails while traveling to school.



- 5 Look at pages 56 and 57 of your text. Find out what people use the following objects for today.
- A cell phone
  - A computer
- 6 Match the activities to the the bars in the graph.



- 7 Complete the phrases with the words in the box.

surf - chat - play - listen to - do - make

- \_\_\_\_\_ homework
- \_\_\_\_\_ video games
- \_\_\_\_\_ with friends
- \_\_\_\_\_ phone calls
- \_\_\_\_\_ the Internet
- \_\_\_\_\_ music



**After Reading**



- 8 Speaking • Conduct a Survey.
- In groups, discuss the questions.
    - How often do you do the activities in exercise 6?
    - Which activities do you prefer doing? Why?
  - Conduct a class survey. Find out the most popular activity.

## Reading and Vocabulary Technology

- 1 Look at pages 56 and 57 and complete the chart with how most young people use computers, cell phones, and watch TV.

A few years ago	
Nowadays	

- 2 Look at pages 56 and 57 again and write what the numbers refer to.

- a. 69% \_\_\_\_\_
- b. 18 minutes \_\_\_\_\_
- c. 2,000 \_\_\_\_\_
- d. 25% \_\_\_\_\_
- e. 1 hour, 39 minutes \_\_\_\_\_

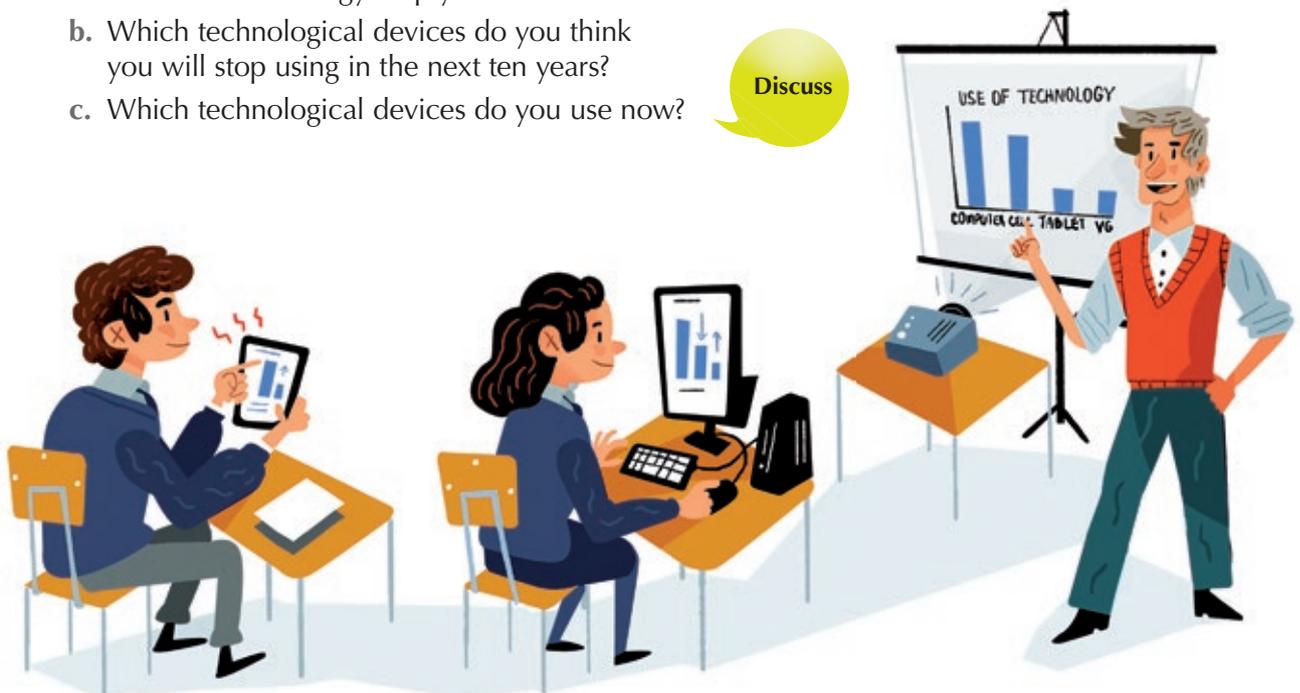
- 3 Read the clues and find the words in the puzzle.

- a. sending messages on the Internet
- b. connected to the Internet
- c. to do two or more things at the same time
- d. a device with a screen and a keyboard
- e. to send a message on your cell phone
- f. young people who use lot of technology

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

- 4 Discuss the questions.

- a. How can technology help you learn?
- b. Which technological devices do you think you will stop using in the next ten years?
- c. Which technological devices do you use now?



## Language Focus Making Predictions



**1** In pairs, read the predictions and answer the questions.

Video cameras will become obsolete.

The way we listen to music is also going to change.

There won't be any CDs in ten years time.

Portable electronic devices will become cheaper.

Cell phones will become smaller and smaller.

- Do the sentences refer to the past, present, or future?
- What is the form of the verb after the underlined words?
- What is the negative of will?



### Grammar

See page 17A.

**2** Match the first part of the sentences to the second part.

- |  |   |
|--|---|
| a. There won't be televisions in the future... | ___ I'll mail you the address later.                    |
| b. I will buy a tablet...                      | ___ if I have enough money.                             |
| c. I'm sure you'll like that cell phone...     | ___ I'm sure he won't like this new cell phone.         |
| d. Your computer is old.                       | ___ because everyone will watch movies on their phones. |
| e. It's great you're coming to the party.      | ___ it has lots of applications.                        |
| f. Mike's a technophobe.                       | ___ When are you going to buy a new one?                |

**3** Complete the sentences with a suitable form of the words in parentheses.

- Technology means that soon we \_\_\_\_\_ (*be able*) to do all our studying from home. We \_\_\_\_\_ (*not have*) to go to school.
- In ten years, I don't think anyone \_\_\_\_\_ (*read*) paper books. It's possible that we \_\_\_\_\_ (*do*) everything online.
- "Are you \_\_\_\_\_ (*help*) me with my math homework?"  
"No, but try this computer program. I promise it \_\_\_\_\_ (*be*) a great help."



**4** In pairs, discuss the questions.

- What do you think we will use cell phones for in the future?
- How is technology going to change the world?
- Can you think of a technological device that has not been invented yet?



Reading Task

# Predictions That Came True



**Glossary**  
See page 187

**I**s it really possible to predict the future? Some people say that they can foresee future events, but do we believe them?

- In the past, there were people who made predictions based on their own observations and intuition. Then, many years later, those predictions came true...
- In 1987, the movie critic Roger Ebert said, "We will have high definition, wide-screen televisions... videocassette tapes will be obsolete." How many of you now have widescreen TVs at home?
- In 1968, Arthur C. Clarke and Stanley Kubrick collaborated on the novel and movie 2001: A Space Odyssey. In one scene in the movie, we see two astronauts reading the news on something that looks like a tablet! Even more surprising, Clarke named the device the "Newspad." Does that name sound familiar?

- John Elfreth Watkins Jr. was curator of the Smithsonian Institute. In 1900, he wrote an article called "What May Happen in the Next Hundred Years." He said, "Man will see around the world. Persons and things of all kinds will be brought within focus of cameras... thousands of miles at a span." That's right, Mr. Watkins predicted the existence of the Internet— one hundred years ago!



**1** In pairs, look at the images in the article and say when you think the items were invented.

**2** Read the article and match the people to their predictions.

- a. Roger Ebert \_\_\_\_\_ the Internet
- b. Arthur C. Clarke \_\_\_\_\_ widescreen televisions
- c. John Elfreth Watkins Jr. \_\_\_\_\_ electronic tablets

**3** Make predictions in the chart.

Time	Prediction
In ten years,...	
In one hundred years,...	
In one thousand years,...	

**Steps to Writing**  
See page 13.

**4** Share your ideas with the class. Vote for the following:

- the most realistic prediction
- the silliest prediction
- the most optimistic prediction

## Writing Task An Essay

### Glossary

See page 187.

### 1 Read the essay and underline the best title.

- a. Technology: Good or Bad?
- b. The Best Things about Technology

**18** *Young people today are using more and more technology. We even meet people online or on the phone. Technology has many positive advantages, but I believe there are also some disadvantages.*

*In my opinion, technology is a good way to get both information and entertainment. It is much faster to do research for projects, and many games and videos are available. We can also learn about what is happening around the world and understand different cultures.*

*On the other hand, technology means that people are not developing relationships. I think that people spend too long on their phones and computers, and find it difficult to communicate with each other face to face. People can do so many things on their computers that soon they will never have to leave their homes.*

*I am sure that technology will continue to develop and will play an important role in the lives of young people around the world. However, we must be careful that it doesn't take over our lives completely.*



### 2 In your notebook, write notes under the following headings.

- Topic
- Positive Opinions
- Negative opinions
- Predictions for the future

### 3 In your notebook, make similar notes about one of the following topics.

- a. Do you think the Internet is the best invention to date?
- b. Is technology making us lazy?

### 4 Write an essay on your chosen topic. Read the tips.

- Give opinions for and against the proposed question.
- Make predictions in your conclusion.
- Write four simple paragraphs based on your notes.

### 5 In pairs, exchange and check your essays.

#### Reading Tip

#### Period

Use a period (.) to end a sentence.

#### Steps to Writing

See page 13.



# A Math Trick!

Predictions without a basis in math are little more than guesses. People who predict the weather, the economy, or results of elections rely on statistical data. That is why they are usually fairly accurate.

However, you can amaze your friends and family by predicting the answer to a mathematical puzzle. Just follow these simple steps.

1

Write the number **1089** on a piece of paper and fold it up. This is the answer to the math problem!

2

Choose your victim (OK, friend!). Tell them to think of a three-digit number, where the first and last numbers differ by at least two.

For example:

**108** (There are more than two numbers between **1** and **8**.)

3

Tell your friend to reverse the number...

**801**

Then subtract the first number from the original number (your friend can use a calculator if he or she wants):

$$801 - 108 = 693$$

4

Now, have them reverse this number:

**396**

5

Finally, tell them to add the two last three-digit numbers together:

$$693 + 396 = 1089$$

Before they give you the answer, present the folded piece of paper. (Do it like a magician, with a flourish!) Watch your friend's face as he or she realizes that you already have the correct answer!

This will work with any three-digit number—as long as the first and last digits differ by at least two. Try it and see!



1 In pairs, discuss how math is useful when making predictions in everyday life.

2 Read the opening paragraph and check your answers.

3 Read the rest of the article and follow the instructions.



4 In pairs, practice with different numbers.



5 In groups, discuss any other math tricks you know. Create a math trick for the other groups to solve.

# A Future Predictions Spider Plan

## 1 Idea Sessions

✓ In groups, make predictions about the future. Write notes in the chart.

Future Time	Transportation	Environment	Technology	Houses	Other
10 years					
20 years					
50 years					

## 2 Write Predictions

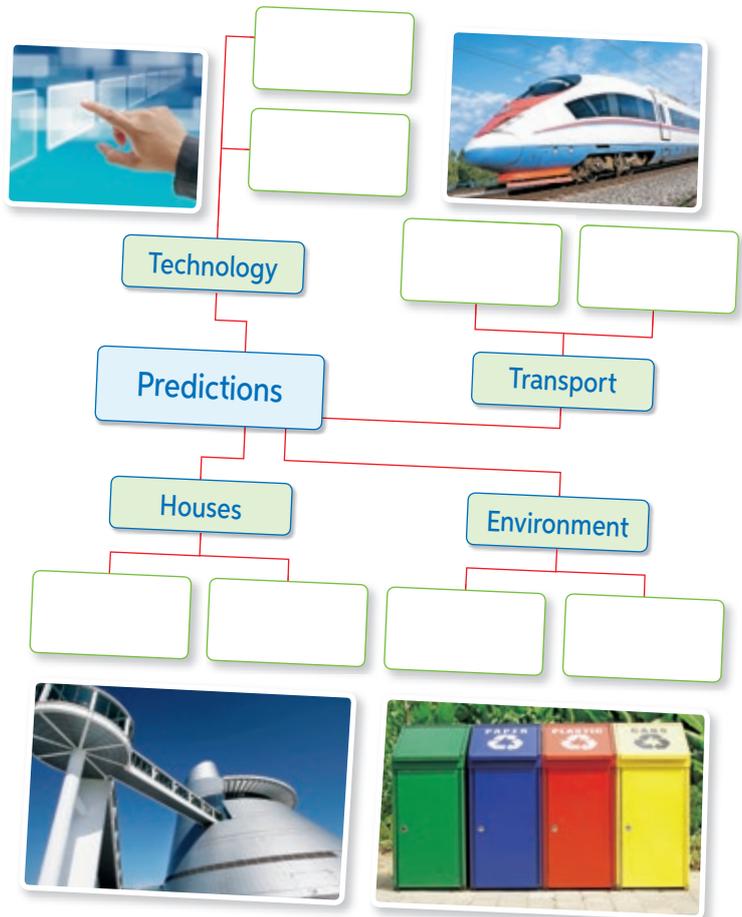
- ✓ In your groups, write predictions using your notes. Use full sentences.
- ✓ Categorize your sentences, according to the topics in the chart in Step 1.

## 3 Make a Spider Plan

- ✓ In your groups, create a visual representation of your predictions. Create a spider plan with your categories. Use poster paper.
- ✓ Copy your predictions around the categories.
- ✓ Illustrate your predictions.

Web

To learn more about Spider maps, go to <http://codigos.auladigital.cl> and enter the code **Ti8P064**.



## 4 Present the Poster

- ✓ Present your ideas to the class and display your spider chart on the classroom wall.

**Self-Monitoring**

**1** Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
<b>Content</b>				
Notes about the future	Make notes for all the themes in the three future time periods.	Make notes for most of the themes in two future time periods.	Notes miss more than two themes and one future time period.	Write notes for only one theme in only one future time period.
Organization of predictions				
Design of presentation				
<b>Team work</b>				
Division of tasks				
Cooperation with team				
Group feedback				
<b>Public Speaking</b>				
Volume and tone				
Use of visual aids				
Connection with the audience				

**2** Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Notes about the future		Division of tasks		Volume and tone	
Organization of predictions		Cooperation with team		Use of visual aids	
Design of presentation		Group feedback		Connection with the audience	
Total		Total		Total	
<b>Total Score</b>					

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

## LESSON 4

# Star Signs

In this lesson you will listen, speak, read and write about predictions using a phone call and a horoscope.

Do you believe in fortune tellers or horoscopes? What predictions would you like to come true?

### Before Listening A Phone-In

1 Look at the title and picture in the text and answer the questions.

- Who is Mystic Meg? What does she do?
- What kind of information will you find in the text?

Nº. 354

## Call Mystic Meg to consult the stars and your destiny (555-1123)

a. \_\_\_\_\_

You will be extremely lucky this week. If you don't play the lottery, the best time to start is now.

b. \_\_\_\_\_

You will need to study for longer than you expected. But don't worry, Libras work harder than other signs.



c. \_\_\_\_\_

You will have a visit from friends and family this weekend. You will be very happy and content.

### While Listening



#### Listening Tip

##### Listening for detail

Listen for key words in the text without trying to understand every word.

2 Listen to the hotline  and write the zodiac signs above the prediction given by Mystic Meg.

3 Listen again and write the initial of the person that says the following statements: Meg (M), Linda (L), Carol (C).

- \_\_\_ Wow! I'll go right now and buy a ticket.
- \_\_\_ I was wondering if Scorpios are going to have a luckier week than Virgos.
- \_\_\_ You will need to study longer than you thought.

### After Listening

4 Pronunciation • Listen  and underline the words that are stressed.

- Hi, everyone. I'm so excited to be here.
- Scorpios are going to have such a great week.
- You will need to study really hard this week.

## Speaking Task Comparisons

**1** Read the sentences. Underline the comparative adjectives and circle the superlative adjectives.

- a. Now is the best time to play the lottery.
- b. Are Scorpios going to be luckier than Virgos?
- c. I'll study even harder than usual.

**Speaking Tip**

**Comparative adjectives**

We also use *as + adjective + as* to compare people, places, events, or things that are equal. Example: *He is as tall as Jane.*



**2** In pairs, discuss the rules for forming comparative and superlative adjectives.

**3** Complete the table.

Adjective	Comparative	Superlative
hard	_____	(the) hardest
fast	_____	fastest
lucky	luckier (than)	_____
successful	_____	most successful
good	better	_____
bad	_____	_____

**Grammar**

See page 17A.

**4** Complete the TV show conversation.

Announcer: Now we have Dr. Destiny to share with us the predictions for this week.  
 Dr. Destiny: Hi, Monica. Lots of good things will happen to Libra, Pisces, and Leo this week.  
 Announcer: What exactly will happen with them?

Dr. Destiny: Generally, Leos are \_\_\_\_\_ (1) *(successful)* than Pisces and Libra when it comes to work, but this week Pisces will work \_\_\_\_\_ (2) *(hard)* than Leos and \_\_\_\_\_ (3) *(fast)* than Libras.

Announcer: I know this week the stars are in favor of Libras, will they be the luckiest sign?

Dr. Destiny: Although the stars are in favor of Libras, Pisces will be the \_\_\_\_\_ (4) *(creative)* and will show itself to be the \_\_\_\_\_ (5) *(intelligent)* of the three lucky signs.

Announcer: So, you would say Pisces will be the luckiest sign this week?

Dr. Destiny: Definitely. In my opinion, Pisces will be the \_\_\_\_\_ (6) *(good)* sign this week! Unfortunately, it looks as if Leo will be \_\_\_\_\_ (7) *(bad)* than Libra.



**5** Get in pairs and write a similar conversation. Choose one of the following topics to make predictions: *money, love or health*. Write down your script and correct the mistakes. Practice it, and act it out in front of your class.

## Before Reading A Horoscope

- 1 Look at the pictures and make predictions.
  - a. What do the illustrations represent?
  - b. Where can you find texts related to these pictures?
  - c. What sign of zodiac are you?
  - d. What are your characteristics, according to your sign? Read and compare.

# The Zodiac



The zodiac is a coordinate system of twelve signs based on twelve constellations used in astronomy and astrology. The twelve signs represent twelve basic personality types. The cycle begins with Aries.

## Aries (March 21<sup>st</sup> - April 20<sup>th</sup>)

Aries is an action sign, full of fire and energy. Aries loves adventure.

This week: Something you are waiting for will come true.



## Taurus (April 21<sup>st</sup> - May 20<sup>th</sup>)

Taurus exhibit many qualities. Some days they are dreamy; generous, but on other days they are reserved and unsociable.

This week: Lots of homework. But, if you organize yourself, everything will be fine.



## Gemini (May 21<sup>st</sup> - June 20<sup>th</sup>)

The world of a Gemini comes in pairs: good and evil, male and female, in and out. They are curious; talkative.

This week: Be careful not to get angry too easily, and understand how much your family loves you.



## Cancer (June 21<sup>st</sup> - July 21<sup>st</sup>)

Typically, Cancers are quiet and secretive. They are loyal to their friends and family.

This week: The moon is in your sign, so you will have lots of good luck. Use this to your advantage!



## Leo (July 22<sup>nd</sup> - August 21<sup>st</sup>)

Leo is represented by the lion –the King of the jungle. Leos are warm people and eager for action.

This week: You should try new things.



## Virgo (August 22<sup>nd</sup> - September 21<sup>st</sup>)

Virgos are very determined and natural critics.

This week: Stop being miserable and keep an open mind. The stars are on your side.



## While Reading

### 2 Write the corresponding star sign.

- \_\_\_\_\_ are spiritual and have great imagination.
- \_\_\_\_\_ are very ambitious.
- \_\_\_\_\_ love travel and adventure.
- \_\_\_\_\_ are loyal.
- \_\_\_\_\_ are warm people.

### Libra (September 22<sup>nd</sup> - October 22<sup>nd</sup>)

Libra is the only zodiac symbol that is not represented by an animal or a human. Libra is the most sociable sign.

This week: Someone important will invite you to a party, and your parents will let you go.



### Scorpio (October 23<sup>rd</sup> - November 21<sup>st</sup>)

Scorpios, like scorpions, use their "stinger" as a weapon and they often find themselves in terrible situations.

This week: Relax and enjoy school. You will travel with your family very soon.



### Sagittarius (November 22<sup>nd</sup> - December 20<sup>th</sup>)

Sagittarius is a centaur - half horse, half man. They love adventure and travel. They are the most optimistic sign of all.

This week: You will receive lots of invitations to different parties this week.



### Capricorn (December 21<sup>st</sup> - January 19<sup>th</sup>)

Capricorns try to overcome any obstacles. They are very ambitious.

This week: Your exams will not be hard for you, but make sure you organize your notebooks.



### Aquarius (January 20<sup>th</sup> - February 18<sup>th</sup>)

Aquarians can sometimes seem detached and unemotional. They are friendly and good communicators.

This week: You won't feel too good at the beginning of the week, but you will get better by the weekend.



### Pisces (February 19<sup>th</sup> - March 20<sup>th</sup>)

Pisces are spiritual in nature and have a great imagination.

This week: Don't stay at home this week. Do some exercise - it will help you both physically and mentally.



All of us are unique, and we have our own individual ways of seeing the world around us. Evaluate your zodiac sign and see if you show any of the qualities of your sign.

**3** Mark (✓) the best summary of the text.

- a.  The zodiac is a system of twelve signs. Some people think that they characterize your personality type, and they can predict the future.
- b.  The zodiac is an ancient Greek calendar based on the sun, moon, and stars. This calendar is used to define specific personality types.

**4** Complete the chart, classifying the characteristics in the box as positive or negative.

Characteristic	Positive	Negative
ambitious		
curious		
determined		
dreamy		
friendly		
loyal		
optimistic		
talkative		
unemotional		
unsociable		
warm		

**After Reading**

**5** Match the opposite words.

- a. bad \_\_\_\_\_ more expensive
- b. better \_\_\_\_\_ small
- c. cheaper \_\_\_\_\_ sad
- d. miserable \_\_\_\_\_ happy
- e. happy \_\_\_\_\_ worse
- f. enormous \_\_\_\_\_ good

**Glossary**  
See page 187.

**Vocabulary Tip**  
**Extreme adjectives**  
 Extreme adjectives have a strong meaning. They mean very + adjective. For example, tiny means very small.



**6** Speaking • Group Discussion

- a. In small groups, describe people you know well. Say what star sign you think they are.

**Reading and Vocabulary** Personality Traits**1** Match the words with their meanings.

- a. reserved \_\_\_\_\_ not showing what you are doing or thinking.  
 b. detached \_\_\_\_\_ to successfully solve a problem.  
 c. secretive \_\_\_\_\_ not openly expressing feelings.  
 d. overcome \_\_\_\_\_ not emotionally involved in a situation.

**2** Complete the sentences with the words from Activity 1.

- a. Ann: Oh, no! I got a bad grade!

Peter: That's unfortunate! But you need to \_\_\_\_\_  
 the situation to get a better grade next time.

- b. Lisa: Why are you being so \_\_\_\_\_?

Emma: Ssh! I don't want Vanessa to find out about  
 her surprise party!

- c. Ross: You didn't even say hi to me the other day.

You are so emotionally \_\_\_\_\_.

Rachel: I'm so sorry, it's not like that. I didn't see you!

- d. Joe: He doesn't like showing his emotions. He's very \_\_\_\_\_.

**3** Read The Zodiac article again and write T (true) or F (false).

- a. \_\_\_\_\_ Cancers and Scorpios are both secretive.  
 b. \_\_\_\_\_ Tauruses are always dreamy and generous.  
 c. \_\_\_\_\_ Gemini boys and girls are talkative.

**4** Read the article again and write the correct star sign.

- a. \_\_\_\_\_ They need to choose just one party to go to.  
 b. \_\_\_\_\_ They should exercise and make new friends.  
 c. \_\_\_\_\_ They need to be happier and keep an open mind.  
 d. \_\_\_\_\_ They should do their homework before the party.

**5** Discuss the questions.

- a. Do you believe in astrology? Why or why not?  
 b. Do you think the description of your sign is accurate?  
 Do you see those characteristics in yourself?

Glossary

See page 187



Discuss

## Language Focus First Conditional

### 1 Study the sentence and answer the questions.

*"If you listen to your friends, you will be successful".*

**Grammar**

See page 17A.

a. Is the First Conditional used to talk about the past, the present, or the future?

\_\_\_\_\_

b. Is the situation in the *if* clause possible or impossible?

\_\_\_\_\_

c. If the condition occurs, is the result definite or possible?

\_\_\_\_\_

### 2 Match the two parts of the sentences.

Condition	Result
a. If we don't see each other tomorrow,	_____ I will try new things.
b. If she reads her horoscope,	_____ if you take the bus.
c. You will be late	_____ they won't pass the exams.
d. If students don't study enough,	_____ we'll see each other next week.
e. If I have time,	_____ she will feel better.

### 3 Read the sentences and write the verbs in the correct form.

a. If you \_\_\_\_\_ (*read*) the horoscope, you \_\_\_\_\_ (*get*) bad luck.

b. You \_\_\_\_\_ (*travel*) with your family if you \_\_\_\_\_ (*get*) sick.

c. If he \_\_\_\_\_ (*ask*) his parents, they \_\_\_\_\_ (*let*) him go to the party.

d. They \_\_\_\_\_ (*go*) to the movies if they \_\_\_\_\_ (*do*) their homework first.

e. If Beyoncé \_\_\_\_\_ (*come*) to Santiago, we \_\_\_\_\_ (*go*) to the airport to meet her.



### 4 In pairs, think about your daily routine. What will happen under certain conditions?

*"If I get up late, I will be late for school".*



Reading Task

# The Planets and the Zodiac

23

The location of the planets, the Sun, and the Moon and their movements through the sky, have major influence on the zodiac signs. Although planets rule certain signs, they all have some influence on the other signs.



**The Sun** makes you feel more confident and positive. It rules Leo.



**Venus** is the planet of love, beauty, and creativity. It rules Taurus and Libra.



**Saturn** presents us with the obstacles that we need to grow. It rules Capricorn and Aquarius.



**The Moon** is closely tied to mood, emotions, and instincts. It rules Cancer.



**Mars** is energetic and aggressive. This planet gets us all fired up. It rules Aries and Scorpio.



**Uranus** is the planet of change, often unexpected.



**Mercury** is the planet that governs communications and commerce. It rules Gemini and Virgo.



**Jupiter** is all about luck, opportunity, and optimism. It rules Sagittarius and Pisces.



**Neptune** is the planet of imagination, illusion, and deception.



**Pluto** is associated with the unconscious and the spiritual.

**1** Read the text about the celestial bodies and the zodiac. Identify which celestial body rules your sign.

**Glossary**

See page 187.

## Location of Celestial Bodies



**2** In pairs, choose two signs of the zodiac from the *Location of celestial bodies* chart. Look at what celestial bodies will be present in them next week. Use the information to create horoscopes for your signs for next week.



**3** In groups, discuss the questions.

- Do you believe in the predictions of star signs? Why or why not?
- In what other ways do people predict the future?

Aries	♂	♃	♁
Taurus	♂	♉	☾
Gemini	♁	♊	♃
Cancer	♁	♋	☀
Leo	♃	♌	♁
Virgo	♁	♍	☾
Libra	♁	♎	♁
Scorpio	♁	♏	♂
Sagittarius	♁	♐	☀
Capricorn	♁	♑	♃
Aquarius	♁	♒	☾
Pisces	♁	♓	☀

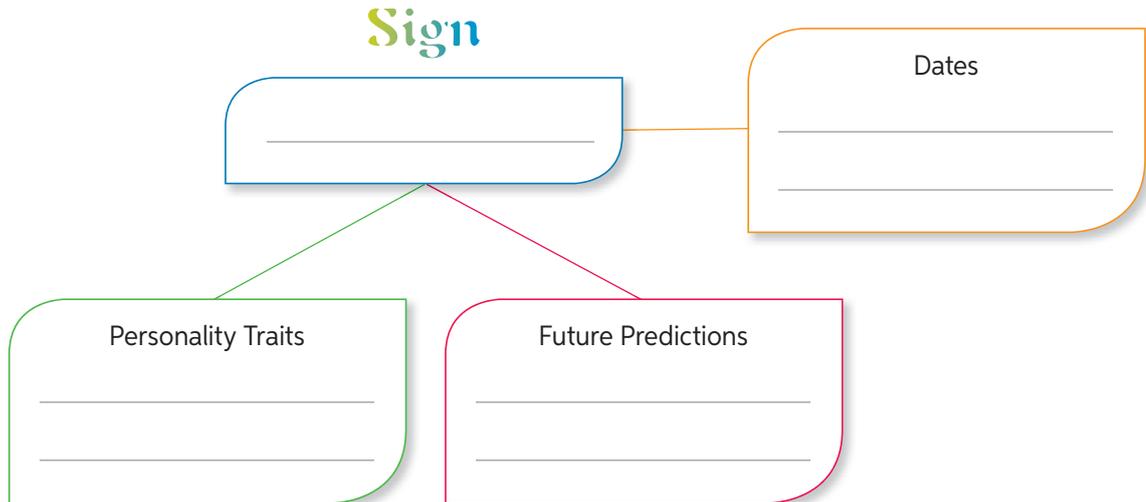


## Writing Task A Horoscope



**1** In pairs, choose a zodiac sign and complete the diagram below. Think about:

- a. The characteristics of the sign.
- b. The audience.
- c. A general prediction.



**2** Go back to pages 68 and 69 and study the way the horoscopes are written. Then answer the questions.

- a. What verb tenses does the author use?
- b. Does the author use formal or informal language?
- c. What vocabulary does the writer use to describe personality?

**3** Write a short text about your chosen zodiac sign using the diagram above with the information you wrote and the model below for reference.

**4** In pairs, exchange and correct your work.

**5** Write a clean version of the horoscope.

**Steps to Writing**

See page 13.



# Auroras

24

Auroras, which are sometimes called the northern or southern lights, are natural light displays in the sky. Astronomers can observe them at night, particularly in the polar regions. They also call them polar auroras.

In northern latitudes, the effect is known as the aurora borealis. Aurora was the Roman goddess of dawn, and Boreas was the Greek god of the north wind.

The aurora borealis is only visible in the sky from the Northern hemisphere, where the chances of visibility increase with proximity to the north magnetic pole. It illuminates the northern horizon as a greenish glow or sometimes a faint red glow. It most often occurs around the time of equinoxes, which are in March and September.

The northern lights have a number of names throughout history. The Cree people, who live in North America, call the phenomenon “Dance of the Spirits.”

The aurora borealis’ southern counterpart, the aurora australis, has similar properties. However, it is only visible from high southern latitudes in Antarctica.



**1** In pairs, look at the encyclopedia entry and answer the questions.

- What natural phenomenon can you see in the picture?
- Would you like to see it? Why or why not?

**2** Read the article and answer the questions.

- Where can you see the northern lights?

---

- How did the aurora borealis get its name?

---

- What does it look like?

---

- What are the similarities and differences between the northern and southern lights?

---



**3** In groups, make a list of the five most interesting natural phenomena in the world. Have a class debate and come to a consensus about the most interesting.

- Why are they interesting?
- Where are they and what do they look like?
- Have you seen them? What did you think?

Web

To read more about this topic, visit <http://codigos.auladigital.cl> and enter the code **Ti8P075**

# A Yearbook

## 1 Discuss the Topic

- ✓ Work in small groups. Discuss personal characteristics of the members of another group, what job they might do in the future, or what they are likely to achieve.
- ✓ Make notes about each member of the group.

## 2 Design a Yearbook

- ✓ In your groups, look at the yearbook on the page. Read the predictions for each person.
- ✓ Design a yearbook. Assign a role to each member of the group (project manager, writer, illustrator, designer, editor, etc.). Each person must work on a different section of the yearbook.
- ✓ Bring a photo of yourself next class.

## 3 Write the Yearbook

- ✓ Write descriptions for your yearbook.
- ✓ Exchange and correct your work.

### Web

Find some pictures of yearbooks going to <http://codigos.auladigital.cl> and entering the code **Ti8P076**.

## 4 Present Your Yearbook

- ✓ Put all the parts of the yearbook together. Present your yearbook to the class.
- ✓ Discuss your predictions and find out if the class agrees with your predictions for each person.
- ✓ Display your yearbook in the classroom.



In one year, Pedro will graduate from third to fourth grade. In ten years, he will go to Africa and help save the elephants.

In one year, Sue will win the tennis tournament at school. In ten years, she will go to the Olympics and win a gold medal.



In one year, Julie will get the highest grades in physics class. In ten years, she will invent a home robot and become a multimillionaire.

YEARBOOK

**Self-Monitoring**

**1** Complete the rubric with examples.

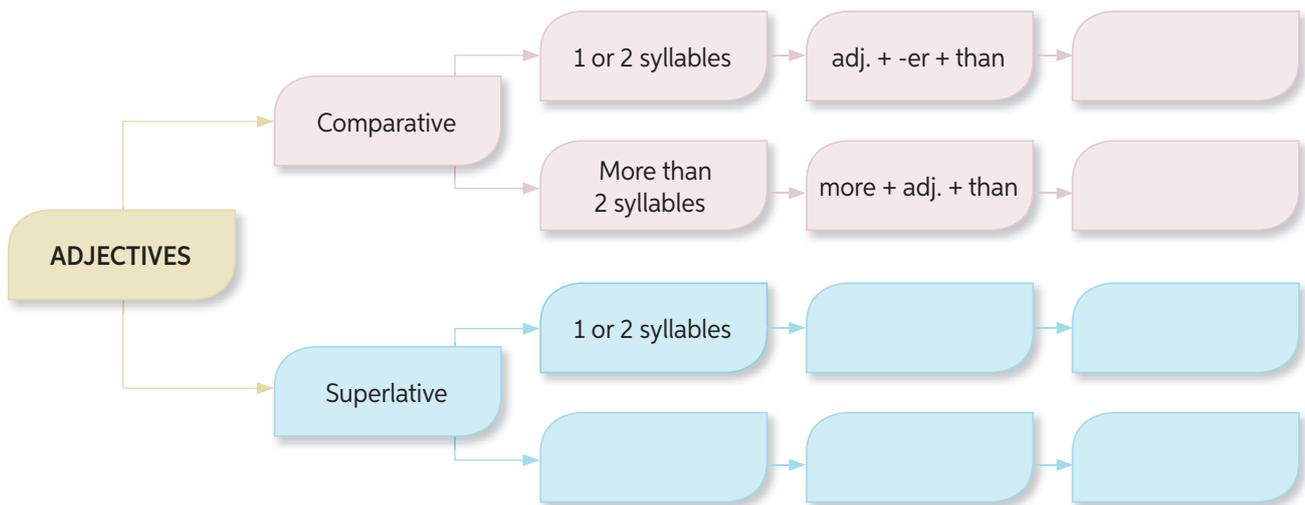
	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
<b>Content</b>				
Making notes about personality and predictions	Make more than four notes.	Make up to four notes.	Make up to three notes.	Make only two notes.
Yearbook text and design				
Presentation and display of the work				
<b>Team work</b>				
Division of tasks				
Cooperation with team				
Group feedback				
<b>Public Speaking</b>				
Volume and tone				
Use of visual aids				
Connection with the audience				

**2** Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Making notes about personality and predictions		Division of tasks		Volume and tone	
Yearbook text and design		Cooperation with team		Use of visual aids	
Presentation and display of the work		Group feedback		Connection with the audience	
Total		Total		Total	
<b>Total Score</b>					

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

1 Complete the mind map with ideas from the unit.



2 Complete the table with the correct form of the adjectives.

Adjective	Comparative	Superlative
nice		
happy		
compatible		
interesting		
good		
bad		

3 Match the two parts of the sentences.

Condition	Result
a. If you don't finish your homework,	___ they will spend their money on the cinema.
b. If I go to the beach,	___ Gemini will be very aggressive.
c. If Neptune is close to his zodiac sign,	___ he will have time to study.
d. If Mars governs Gemini,	___ she will be very happy.
e. If they don't buy lottery tickets,	___ he will be very imaginative.
f. If I clean my mother's car,	___ you won't go out.
g. If Michael stops playing videogames,	___ I won't watch my favorite TV show.

**1** Read the text and write T (*true*) or F (*false*).

Earth is just one of many planets in our solar system. The star and central point of our solar system is the Sun. All planets revolve around the Sun which provides life, heat, and energy. Mercury is closest to the Sun, followed by Venus, Earth, and then Mars. These four planets are part of the inner solar system and are called the terrestrial planets because they have a solid, rocky surface. Beyond Mars is an asteroid belt which separates the terrestrial planets from the gas giants. These are Jupiter, Saturn, Uranus, and Neptune, the four largest planets in the solar system.

- a. \_\_\_ There are nine planets in our solar system.
- b. \_\_\_ Earth and Mars are both terrestrial planets.
- c. \_\_\_ Neptune is bigger than Mercury.
- d. \_\_\_ Uranus is the eighth planet from the sun.
- e. \_\_\_ An asteroid belt separates the terrestrial planets from the gas planets.

**2** Complete the sentences with a suitable form of the words in parentheses.

- a. Soon there \_\_\_\_\_ (*be*) many more electronic devices in classrooms.
- b. In the future, students \_\_\_\_\_ (*not use*) notebooks and pencils.
- c. Teachers \_\_\_\_\_ (*not write*) on a white board in ten years.

**3** Read the sentences and underline the correct form of the verbs.

- a. If she *does not stop* / *stopped laughing* at me, I *will get* / *got* very angry.
- b. If we *have* / *had* enough time, we *went* / *will go* to the movies.
- c. We *go* / *will go* to the beach, if the sun *came* / *comes* out.
- d. Pablo and Viviana *will buy* / *bought* a new house, if they *will win* / *win* the lottery.
- e. If you *don't play* / *play* with your friends, you *will have* / *had* a great time.
- f. If you *remember* / *don't remember* your password, you *won't have* / *didn't have* access to the computer.
- g. If Jupiter *will be* / *is* near your sign, you *will get* / *get* sick this week.

**4** Write an essay about the use of laptops in the classroom (85-100 words).

- Write a title.
- Introduce the topic.
- Write a paragraph with opinions for the use of laptops in the classroom.
- Write a paragraph with opinions against the use of laptops in the classroom.
- Write a conclusion making predictions.



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

	Student A	Student B
Situation 1	You explain to student B something that will happen in the future.	You disagree with Student A. Justify your opinion.
Situation 2	You are reading a horoscope.	You ask about the predictions for your sign.

Correct your Checkpoint with a partner and with your teacher. Go to pages 156 to 161 for further work!

**BEFORE YOU GO ON**

- Go back to page 49 and check your predictions about the unit. Correct any mistakes you made here.

---

---

---

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

**Listening** strategies:

---

---

**Speaking** strategies:

---

---

**Reading** strategies:

---

---

**Writing** strategies:

---

---

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

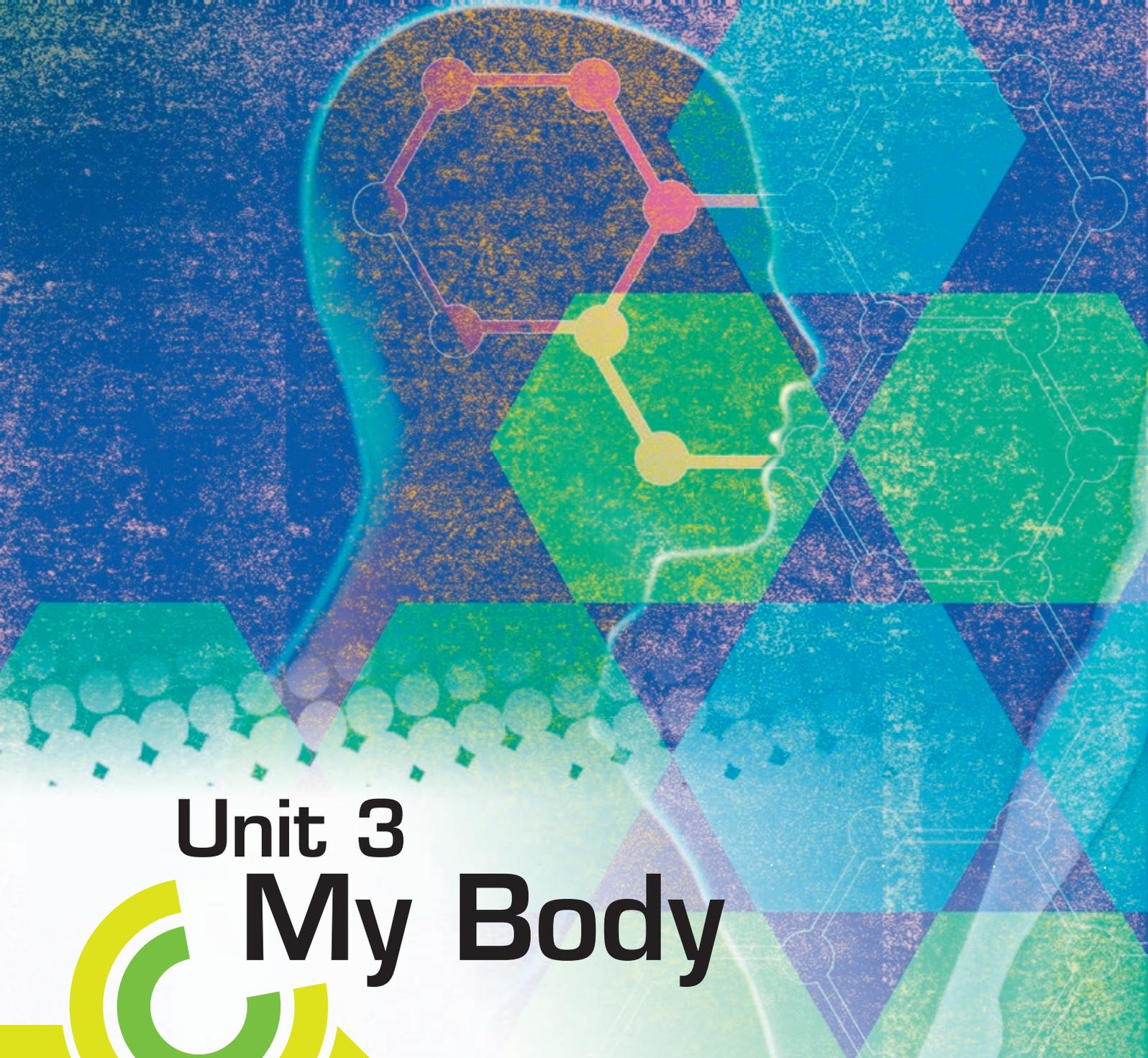
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---

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



# Unit 3 My Body

In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about the human body and safety measures.

## Lesson 5

### Oral Communication

- Listen to and understand a documentary about the heart.
- Describe processes.

### Reading

- Read and understand a text book about the human body.

### Writing

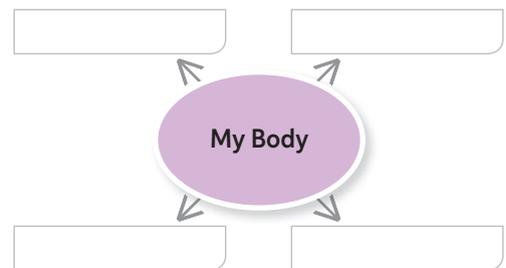
- Write a leaflet.

### Attitudes

- Show positive attitude towards my own ability to learn and use the language respecting my own and other's achievements.

**BEFORE YOU START**

1. Read the title of the unit and look at the picture. Discuss what you think the unit will be about.
2. Why do you think understanding the way our body works is important?
3. Find the following items in the unit:
  - A photo of a boy in pain:  
Lesson \_\_\_\_\_, page \_\_\_\_\_
  - A text describing a sequence of events:  
Lesson \_\_\_\_\_, page \_\_\_\_\_
  - An activity to organize vocabulary:  
Lesson \_\_\_\_\_, page \_\_\_\_\_
4. What do you think you will learn in this unit? Complete the diagram with possible contents.



5. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.



Photo: Roy Scott/Ikon Images/Corbis

**Lesson 6**

**Oral Communication**

- Listen to and understand safety instructions.
- Express and give advice.

**Reading**

- Read and understand an electronic newspaper article.

**Writing**

- Write a warning sign.

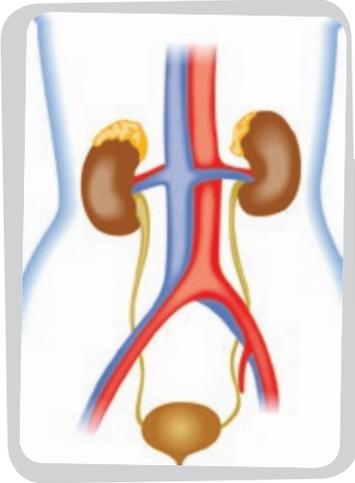
**Attitudes**

- Develop cultural awareness and show interest in my own culture as well as foreign cultures.

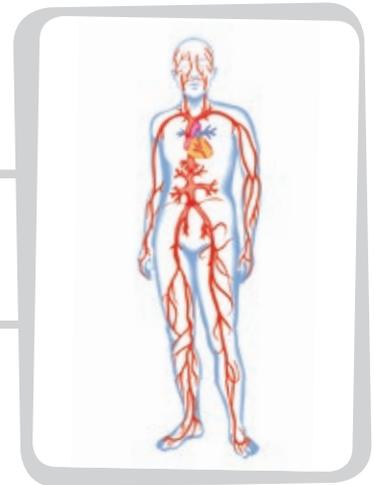
## LET'S START

1 Look at the diagrams and complete the sentences with the correct body system.

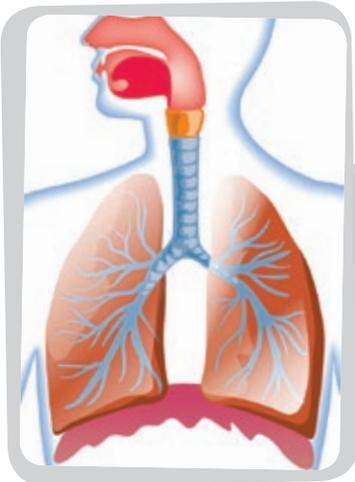
digestive system - respiratory system - circulatory system - excretory system



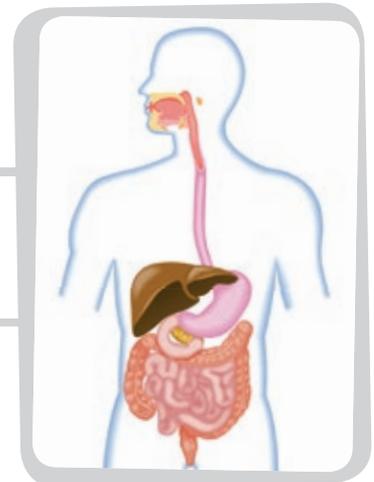
a. \_\_\_\_\_  
This system helps the body get rid of waste.



b. \_\_\_\_\_  
This system transports blood around the body.



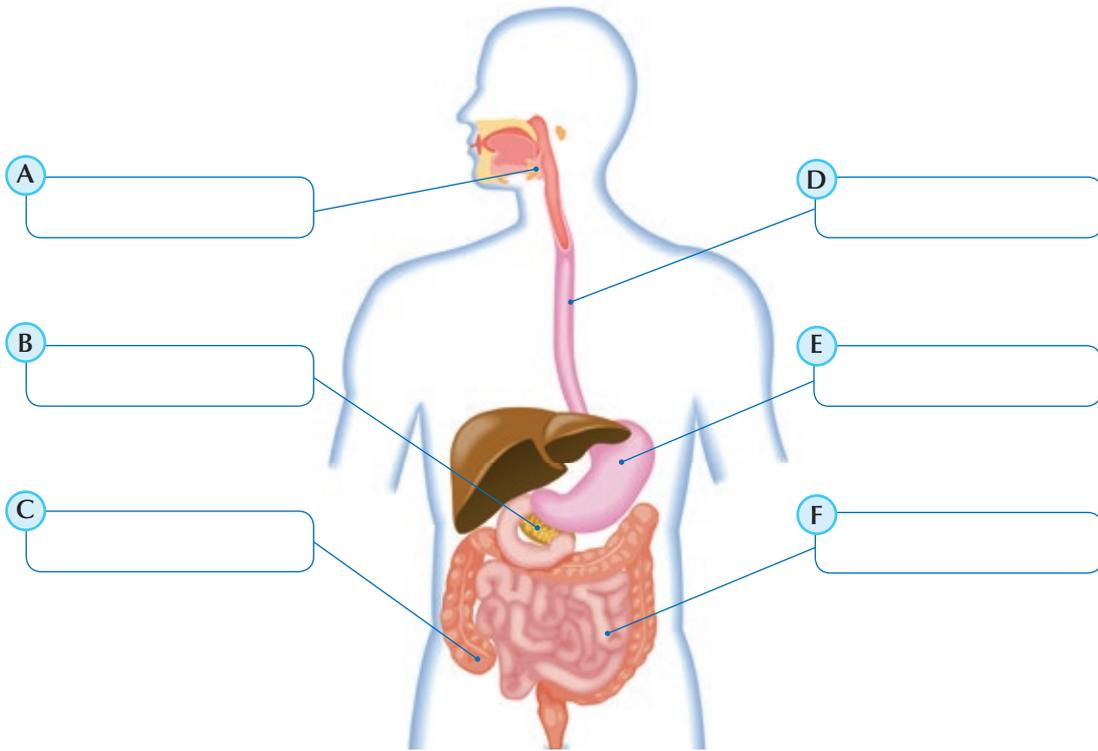
c. \_\_\_\_\_  
This system uses the nostrils and lungs.



d. \_\_\_\_\_  
This system processes food so the body can use it.

**2** Label the diagram.

small intestine - esophagus - pancreas - salivary glands - large intestine - stomach



**3** Discuss the following questions.

- a. How many words are similar to the words in Spanish?
- b. Do you think it is formal or informal English?
- c. What body systems do you know? Why are they important?



**4** Complete the article with the correct word in parentheses.

Blood circulates through the body following two routes. In pulmonary circulation, \_\_\_\_\_<sup>(1)</sup> (*first / then*) the blood with carbon dioxide comes out of the pulmonary artery. \_\_\_\_\_<sup>(2)</sup> (*Until / Then*), in the alveoli, the carbon dioxide is replaced by oxygen. \_\_\_\_\_<sup>(3)</sup> (*So / Finally*), the blood with oxygen reaches the heart through the pulmonary veins.

In systemic circulation, \_\_\_\_\_<sup>(4)</sup> (*also / first*) the blood with oxygen leaves the heart through the aorta. \_\_\_\_\_<sup>(5)</sup> (*Then / So*) the blood distributes oxygen to the entire body \_\_\_\_\_<sup>(6)</sup> (*and / then*) collects carbon dioxide. \_\_\_\_\_<sup>(7)</sup> (*And / Finally*), the blood with carbon dioxide returns to the heart.

- 5 Read the sentences and choose the correct word to complete them.

## The World of Trees

**Vocabulary**  
**root:** part of the body of a plant that grows downwards into the soil, absorbing nutrients and water.

**bark:** the tough, woody covering of a tree trunk.

**spice:** aromatic substance used as a seasoning or a preservative.

1. In redwood forests, some trees are so *small / big* you can drive a car through them.
2. The *oldest / youngest* living tree is in Sweden. It is four meters tall. Its **roots** are very, very old.
3. For a *few / many* years, people have used the **bark** of *any / some* trees to make **spices** for food.
4. Arbor Day *is / are* a day to celebrate trees.
5. It's important to cut back a tree to keep it *healthy / tall*.

What other uses do you know for tree products?



- 6 Choose a question word for each fact and write a question.

- a. \_\_\_\_\_? (*how big / where*)
- b. \_\_\_\_\_? (*how old / what*)
- c. \_\_\_\_\_? (*what / where*)
- d. \_\_\_\_\_? (*when / what*)
- e. \_\_\_\_\_? (*who / why*)

**Learning to Learn**

This lesson will be about the body.

What I Know	What I Want to Know	What I Learned

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

\_\_\_\_\_

\_\_\_\_\_

- How can I learn English related to this topic?

**Listening** to \_\_\_\_\_

\_\_\_\_\_

**Reading** about \_\_\_\_\_

\_\_\_\_\_

**Writing** about \_\_\_\_\_

\_\_\_\_\_

**Speaking** about \_\_\_\_\_

\_\_\_\_\_

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

**Listening strategies:**

- a. Learn key words or expressions before I listen
- b. Read through the tasks before listening
- c. Take notes of information

**Reading strategies:**

- a. Use my prior knowledge to help me understand the text
- b. Underline cognates in a text and check how much I understand
- c. Underline connecting words that show sequence
- d. Make mind maps with the scientific words I learn

**Writing strategies:**

- a. Plan my work before writing
- b. Prepare a draft
- c. Proofread the text after writing
- d. Use sequence words to describe processes

**Speaking strategies:**

- a. Think about what I want to say in English, do not translate
- b. Use sequencing words to explain processes
- c. Verify that the listener understands me

# Human Body Systems

In this lesson you will listen, speak, read and write about how our body works through a documentary and a textbook.

Do you know how any body system works? Why do you think it is called “system”?

## Before Listening A Documentary



1 In groups, mark (✓) the reasons why the heart is important. Then think of more reasons.

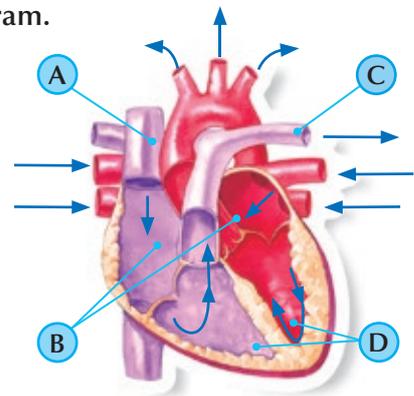
- a. \_\_\_\_ It pumps blood.
- b. \_\_\_\_ It helps dispose of waste.
- c. \_\_\_\_ It digests food.
- d. \_\_\_\_ It helps distribute oxygen.

## Listening

2 Listen (25) to the documentary and label the diagram.

vein - atria - ventricles - arteries

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_



3 Listen again and answer the questions.

- a. What does the heart do? \_\_\_\_\_
- b. How many parts does the heart have? \_\_\_\_\_
- c. What can you do to prevent heart disease? \_\_\_\_\_

## After Listening

### Pronunciation Tip

/s/ and /z/

The spoken sounds of the letters *s* and *z* can be confusing.

The /z/ sound is voiced. Make sure you create a vibration in your vocal chords.

4 Pronunciation • Listen (26) to the sentences and write the words in the correct column.

- a. It pumps blood around the body and provides it with oxygen and nutrients.
- b. The heart is divided into four parts, two atria and two ventricles.
- c. Eat plenty of fruits and vegetables, and do a lot of exercise.

/s/	/z/
pumps nutrients	provides

5 Listen (27) and repeat the tongue twisters.

- Veins pass through systems of cells and vessels.
- Vessels and cells surround systems of veins.

## Speaking Task Describing a Process

**1** Complete the paragraph with the words in the box.

Then - Finally - First - After that

\_\_\_\_\_, (1) blood enters the right atrium through the veins.  
 \_\_\_\_\_, (2) it pumps blood to the lungs by the right ventricle through the pulmonary artery. \_\_\_\_\_, (3) the heart sends the blood back from the lungs to the left atrium. \_\_\_\_\_, (4) the heart pumps the blood out of the left ventricle to the rest of the body.



**2** In pairs, look at the pictures and put them in the correct order.

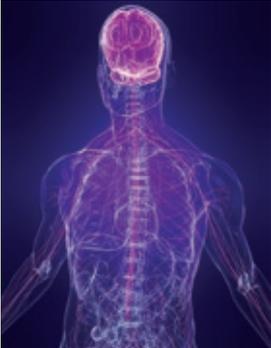
### How does pain work?



The brain makes you feel pain.



Your brain tells you to get help.



The nerves send messages to the brain.



You hurt yourself.

**3** Use sequencing words to write a description of the process in activity 2.

First, \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_



**4** In pairs, describe the process when you hurt your leg or arm. Take turns to speak and record your description.

**5** Listen to your recording and make the necessary changes to correct it. Practice it and say it fluently.

## Before Reading A Textbook

1 Look at the pictures and predict what the text is about.



2 In groups, discuss these questions.

- What body systems do you know?
- What is their function?

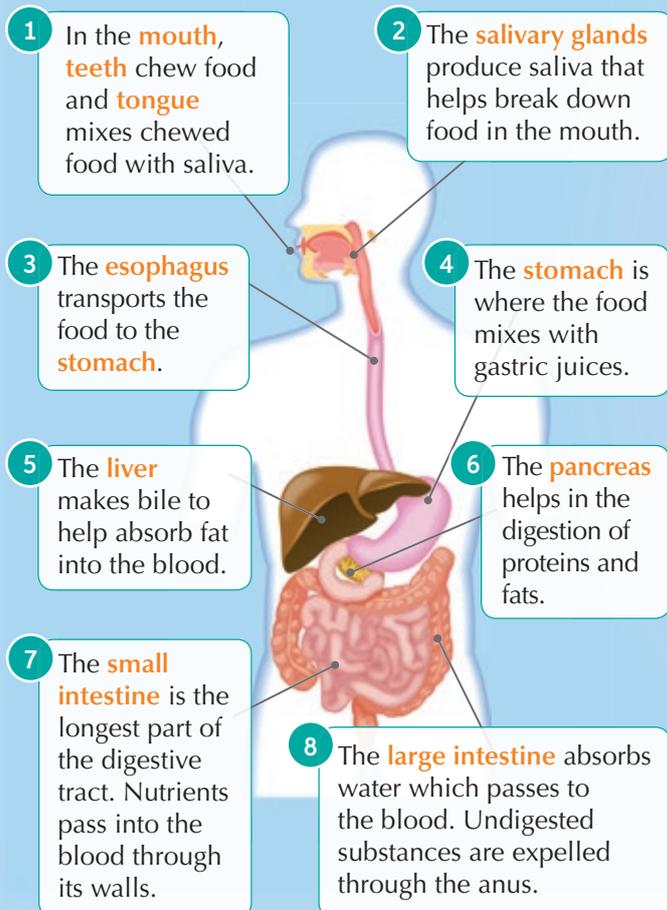


<http://www.innerbody.com>

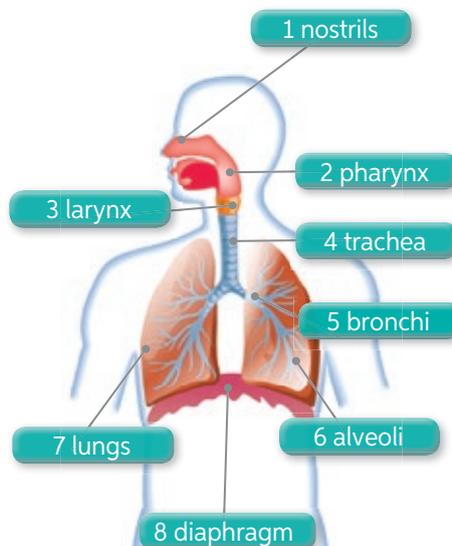
### The Human Body (28)

Nutrition gives the cells all the energy they need in the body. The function of nutrition is carried out by the digestive system, the respiratory system, the circulatory system and the excretory system. Digestion is the process by which food and drink

are broken down so that the body can use them. Digestion begins in the mouth and is completed in the large intestine. **The digestive system** transforms food into nutrients. It has two parts: the digestive tract and the digestive glands.



Breathing is the process by which oxygen in the air goes into the lungs and into close contact with the blood in the alveoli. **The respiratory system** controls breathing. First, we inhale air as it goes into the lungs. Then, we exhale air, sending it out of the lungs.



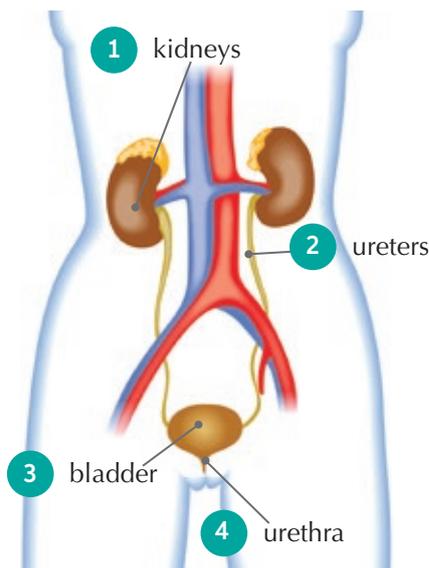
**While Reading****3** Complete the sentences with the correct word.

Blood - Nutrition - The excretory system - Digestion

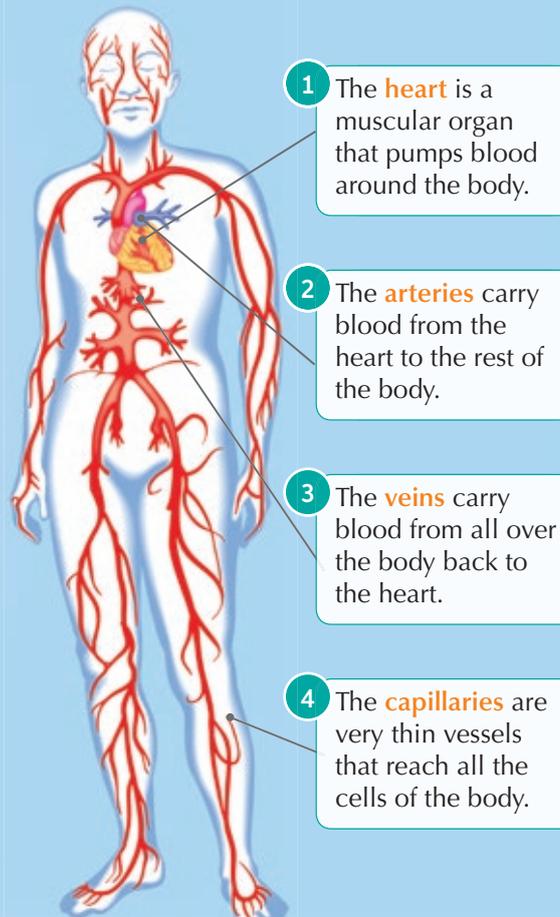
- \_\_\_\_\_ begins in the mouth and is completed in the large intestine.
- \_\_\_\_\_ gives the cells all the energy they need in the body.
- \_\_\_\_\_ filters waste substances.
- \_\_\_\_\_ is a red liquid tissue made up of cells.

The **circulatory system** is formed by the heart, blood, and blood vessels. Blood vessels are divided into arteries, veins, and capillaries. Blood is a red liquid tissue made up from cells. The heart uses

rhythmic movements to pump blood around the body: the systole when it contracts and the diastole when it relaxes. The heart is divided into four cavities, two atria and two ventricles.



The **excretory system** filters waste substances, like carbon dioxide, water, salt, urea and uric acid from the blood. The urinary system is part of the excretory system and it is formed by the kidneys, the ureters, the bladder, and the urethra.



**1** The **heart** is a muscular organ that pumps blood around the body.

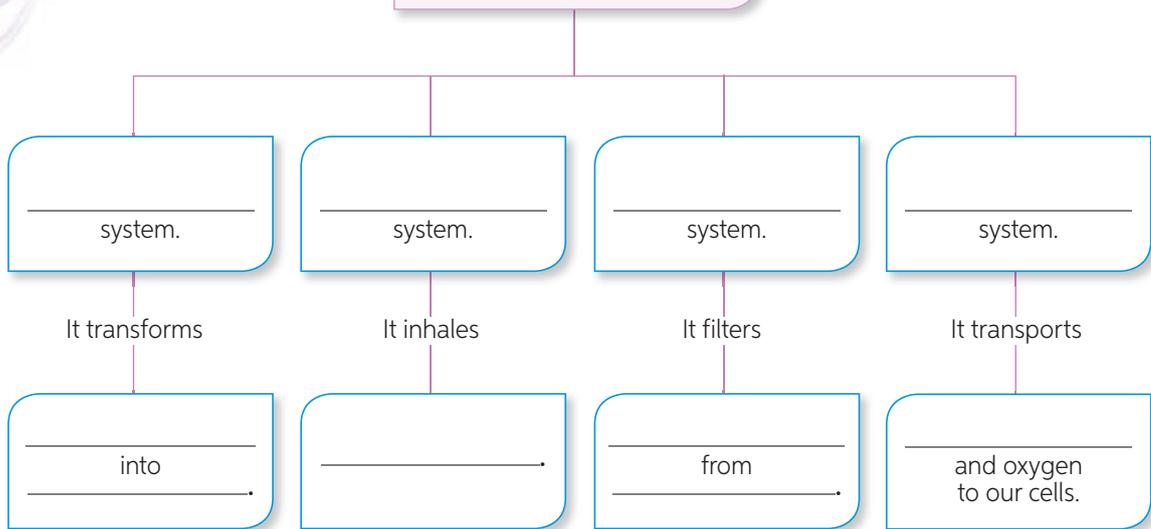
**2** The **arteries** carry blood from the heart to the rest of the body.

**3** The **veins** carry blood from all over the body back to the heart.

**4** The **capillaries** are very thin vessels that reach all the cells of the body.

4 Use the text on pages 90 and 91 to complete the concept map about the body.

The body systems give us nutrients through the



**After Reading**

5 Complete the table with the words in the box. Add more words to complete the table.

heart - nostrils - kidneys - mouth - diaphragm - stomach - vein - bladder

Body Systems			
The Digestive System	The Respiratory System	The Excretory System	The Circulatory System



6 Speaking • Group Discussion

- a. In groups, discuss which body system you think is the most important. Give reasons for your ideas.
  - I think that the ... is most important because ...
  - The ... is more important than the ... because ...





## Language Focus Expressing Facts and Using Connectors

**Learning Tip**

**Connectors**

They are words that continue or add to ideas that were expressed in the preceding sentence:

*First, then, so, until, finally...*

➔ **1** Read the sentences and pay attention to the underlined words.

- a. Food and drink are broken down so the body can get nutrients.
- b. Jenny was sick and had a high fever.
- c. We inhale air and it goes into the lungs, then we exhale air, sending it out of the lungs.
- d. John waited for his mother at the entrance of the building until she came just in time to see the doctor.
- e. The urinary system maintains the normal volume of fluids in the body; it also controls the composition of fluids.

**2** Words like *so, and, until, also, and then* are used to connect:

	Yes	No
Sentences		
Ideas		

**Grammar**

See page 174.

**3** Complete the sentences with the words in the box.

so - then - also - until - and

- a. Food is mixed with digestive juices, \_\_\_\_\_ it moves through the digestive tract.
- b. I visited my grandmother this weekend \_\_\_\_\_ she gave me chocolate chips cookies.
- c. I waited for you \_\_\_\_\_ the bus arrived at the bus stop.
- d. They were all gone, \_\_\_\_\_ I decided to go to the party too.
- e. Look! Susan is using a computer; she is \_\_\_\_\_ using a dictionary.

**4** Complete the sentences with your own ideas. Use connectors.

- a. On weekends, I stay in bed \_\_\_\_\_
- b. I don't have enough money \_\_\_\_\_
- c. I will go to the library first \_\_\_\_\_
- d. Manuel wants to go to the park \_\_\_\_\_
- e. I was walking to school \_\_\_\_\_



**5** Look at the photo and write sentences about it in your notebook using connectors. Then, compare with a partner.



## Reading Task A Question of Scruples

- 1 In pairs, decide what a *scruple* is.
  - a. A disagreement.
  - b. An illness.
  - c. A moral or ethical consideration.
- 2 In groups, discuss the situations below and decide what you would do. Add your own ideas to the arguments on the cards below.
- 3 Compare your group's ideas and say if you agree or disagree with them. Are the ideas scrupulous?
- 4 Choose one of the situations and write a letter of advice to the person involved. Use the ideas on the page and additional ideas you had in your group.



### Situation 1

Your school wants to put in some vending machines. A small percentage of sales of snacks will go towards buying new books for the school. Do you think this is a good idea?

- Yes
- I can get healthy food from these machines, like peanuts or orange juice.
- A vending machine will provide me with food that can give me energy for the day. Plus, we need new books in class.
- 
- 

- No
- These machines only sell junk food.
- They can't sell fruit because it wouldn't stay fresh in the machine. We should have an agreement with local fruit suppliers. Fruit is cheaper.
- 
- 

### Situation 2

You and your friend joined a sports club. Last week, you promised to eat healthy foods and exercise three times a week. Your friend goes away for the weekend, and another friend invites you for a burger, which is your favorite food. Do you go?

- Yes
- It isn't good for my metabolism to suddenly stop eating and start exercising a lot. The best way to get fit is to follow a balanced diet. I'll go for a burger, but I'll tell my other friend about it.
- 
- 
- 

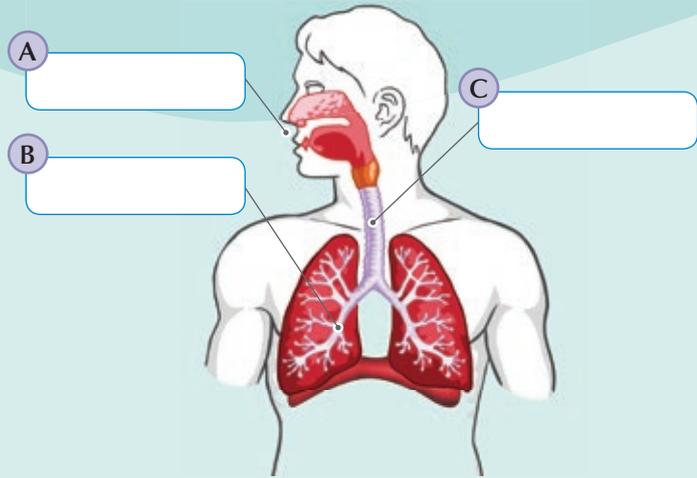
- No
- I should never break a promise to my friend. We decided to join this club together. I can still go out with my other friend, but I'll just drink water.
- 
- 
-

## Writing Task A Leaflet

1 Read and listen to the leaflet and number the paragraphs in the correct order.

### Your Respiratory System

- \_\_\_ First, we inhale air through the nostrils. They filter the air that we breathe.
- \_\_\_ The purpose of this information is to inform people how the respiratory system works. The respiratory system is in charge of breathing. Breathing is the process by which oxygen in the air is brought into the lungs and into close contact with the blood.
- \_\_\_ Finally, the blood absorbs the oxygen and carries it to all parts of the body. At the same time, the blood gets rid of carbon dioxide, which is carried out of the lungs with the air that is breathed out.



- \_\_\_ After that, the bronchi, which are two tree-like branches, take the air to the lungs.
- \_\_\_ Then the air travels past the pharynx and the larynx, along the trachea, eventually reaching the bronchi.

2 Label the parts of the diagram.

3 In pairs, read the leaflet again and answer the question.

**Steps to Writing**  
See page 13.

a. What is the purpose of the leaflet?

\_\_\_\_\_

b. Where does air enter the body?

\_\_\_\_\_

c. What does blood get rid of?

\_\_\_\_\_

d. How does the diagram help you understand the leaflet?

\_\_\_\_\_

**Writing Tip**

**Sequencing words**

Remember to use connectors to express sequencing ideas: *so, then, and, also, until...*

4 Choose a different body system and write your own leaflet. Use sequencing words to describe the process.

5 In pairs, exchange and correct your work.

6 On a computer, write a final version of your leaflet. If possible, print it and glue on it any diagram you have made. Finally, show your work to the class.

# body art <sup>31</sup>



1) \_\_\_\_\_

Body art is the temporary or permanent modification of the human body for spiritual, religious, self-identification, aesthetic, or artistic purposes. Some forms of body modification we know have become socially and culturally accepted. Examples include wearing make-up and piercing earlobes.

2) \_\_\_\_\_

Body art is not new. Different cultures around the world have a history of body art practices. For instance, some communities in Africa, like the Maasai, are well-known for the striking and colorful designs with which they decorate their face and body. In India, it is a tradition for women to have their bodies elegantly painted with henna for their wedding ceremony. Similarly, ancient Mayas pierced their tongue, nose, and ears to display their most precious jewelry.

3) \_\_\_\_\_

The techniques that are used by body artists include body painting, piercing, tattooing, and scarification. There are, however, other more extreme techniques that involve performances on or with the body. Marina Abramovic, for example, created a performance act in which she danced until she collapsed. Ana Mendieta, another body artist, used her body to create silhouettes on grass, sand, dirt, and even fire.



**1** In pairs, make a list of different forms of body art.

**2** Skim through the article and match the titles to the paragraph.

- a. What is it?                      b. The Artists                      c. The Origins

**3** Read the article again and decide if these statements are T (*true*), F (*false*), or NM (*not mentioned in the article*).

- a. \_\_\_\_ Body modification usually has spiritual and religious purposes.  
 b. \_\_\_\_ Body painting was popular among the Maya people.  
 c. \_\_\_\_ Body artists use their body to communicate concepts and ideas.  
 d. \_\_\_\_ Marina Abramovic was a dancer.



**4** In groups, discuss the questions.

- a. What forms of body art do you know?  
 b. Which are socially accepted in Chile, in your town, and in your family?  
 c. At what age should young people be allowed to modify their body? Why?  
 d. Have you ever modified your body in any way? Why did you do it?

## A Chart

### 1 Select a Body System

- ✓ In groups of four, select one of the body systems you wrote your leaflet about.

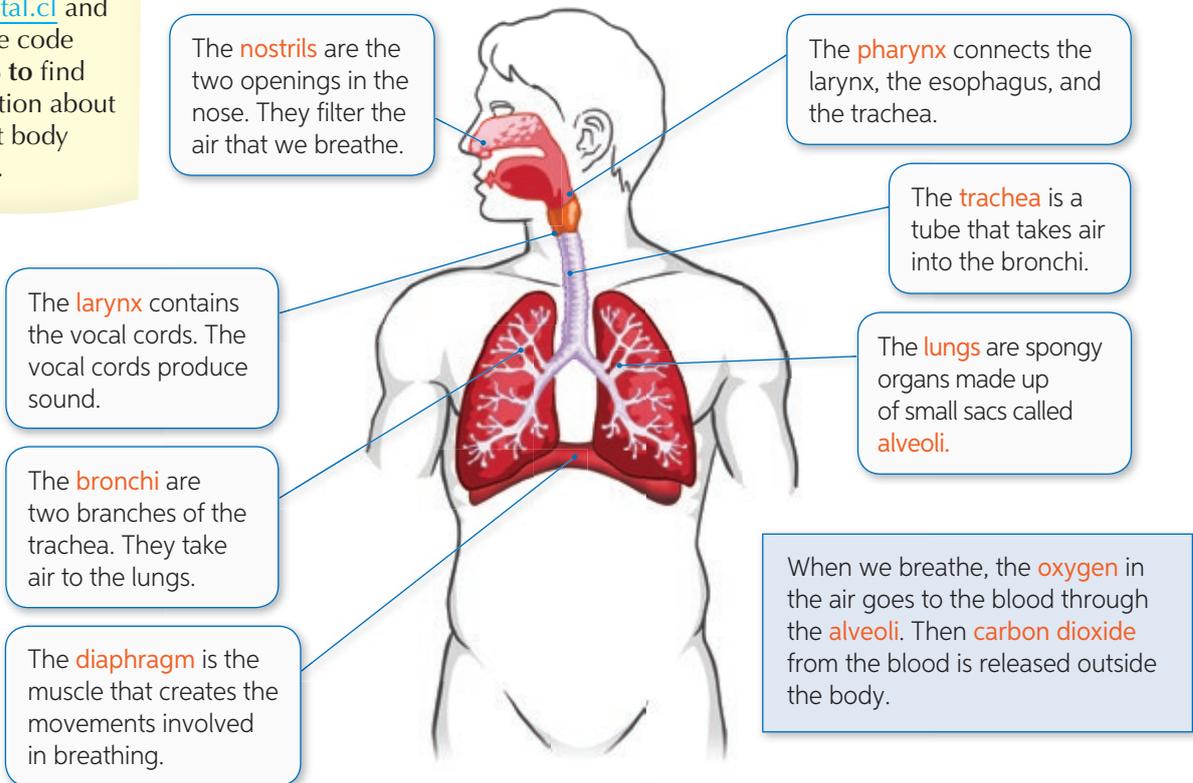
#### Web

Go to <http://codigos.auladigital.cl> and enter the code **Ti8P098** to find information about different body systems.

### 2 Research and Make Notes

- ✓ In your groups, investigate information about the body system.
- ✓ Bring the information to class.
- ✓ Make notes about each of the stages in the body system.

## The Respiratory System



### 3 Create a Chart

- ✓ In your groups, look at the diagram.
- ✓ Create a similar chart for your body system.
- ✓ Draw a diagram of how the system works.
- ✓ Use your notes to describe the diagram.

### 4 Exhibit Your Chart

- ✓ Label the diagram with your information.
- ✓ Use graphic resources to link the notes to the diagram.
- ✓ Put the charts in a visible place on the classroom wall to create an exhibition.
- ✓ Walk around the room and ask and answer questions about the chart.

**Self-Monitoring**

**1** Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
<b>Content</b>				
Research and collection of information	Variety of paper and electronic sources.	Several paper and electronic sources.	Two paper and electronic sources.	One source, paper or electronic.
Selection of content				
Presentation of chart				
<b>Team work</b>				
Distribution of tasks				
Cooperation with team				
Group feedback				
<b>Public Speaking</b>				
Exhibition of chart				
Quality of work				
Answers to questions				

**2** Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Research and collection of information		Distribution of tasks		Exhibition of chart	
Selection of content		Cooperation with team		Quality of work	
Presentation of chart		Group feedback		Answers to questions	
Total		Total		Total	
<b>Total Score</b>					

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

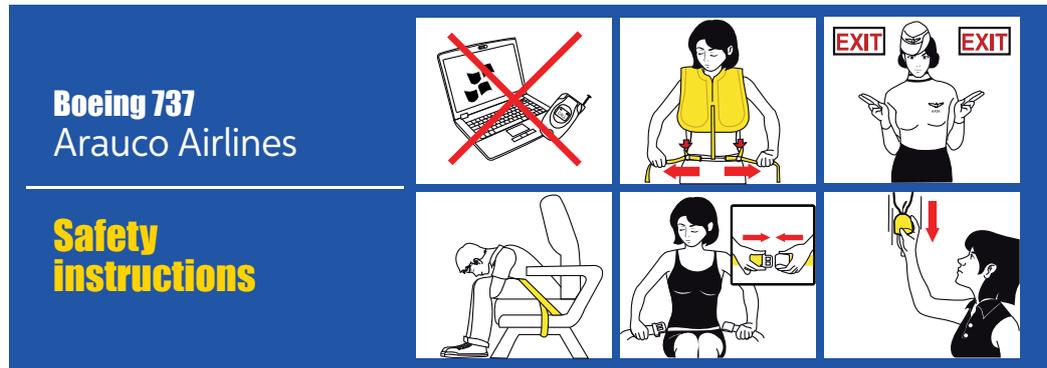
# LESSON 6 Keeping Safe

In this lesson you will listen, speak, read and write about safety measures through instructive leaflets and a newspaper article.

Which safety instructions do you know? Do you obey them? Why?

## Before Listening Safety Instructions

1 Look at the illustrations and predict what the listening text will be about.



## While Listening

### Listening Tip

**Listening for the gist**  
Focus on the overall idea instead of every phrase.

2 Listen (32) to the flight recording and number the pictures in the order you hear the instructions.

3 Match the situation with what you should do. Listen again and check your answers.

- |   |                                  |
|---|----------------------------------|
| a. The flight is about to depart.               | _____ Put on a life jacket.      |
| b. There is turbulence.                         | _____ Put on an oxygen mask.     |
| c. There is low cabin pressure.                 | _____ Turn off your cell phone.  |
| d. You have to unexpectedly leave the aircraft. | _____ Assume the crash position. |
| e. There is an emergency landing.               | _____ Fasten your seatbelt.      |

## After Listening

4 Pronunciation • Listen (33) and repeat the sentences. Practice the different pronunciations of the underlined letters.

- To release, lift the buckle and remove.
- Our crew members are now indicating the nearest emergency exit.

5 Listen (34) to the words in the box and write them under the correct sound.

seat - fear - dear - neat - beach - clear

release /i:/	nearest /ɪə/

Phonetic Symbols  
See page 186.

## Speaking Task Expressing Obligation and Giving Advice

- 1** Read the expressions in the boxes and say which group indicates obligation (O) and which group is giving advice (GA).

You must turn off all electronic devices.  
Do not do this until you are outside the plane.  
To release, lift the buckle and remove.  
We would like to remind passengers that smoking is not allowed.  
You must stay in your seats until the plane has completely stopped.

We advise passengers to use seatbelts at all times.  
You should read the aircraft safety card.  
You can ask for newspapers and magazines.

- 2** Match the instructions for traveling by train. In pairs, decide which instructions indicate a strong or weak obligation.

- a. Stand clear of... \_\_\_\_\_ if you require personal assistance.  
b. You must have a ticket... \_\_\_\_\_ in the silent compartment.  
c. Do not use cell phones... \_\_\_\_\_ for your trip.  
d. You should ask a crew member... \_\_\_\_\_ the closing doors.



- 3** Look at the earthquake safety pictures and give your partner advice or instructions to follow in the event of an earthquake.

Do you know what we should do if there is an earthquake?



Well, it depends on where you are. If you are at school...



### What to Do in an Earthquake



- Go outside.
- Stay inside.



- Get under a table.
- Stay where you are.



- Stand near windows.
- Go to a safe zone.



- Cover your head.
- Lay next to a bed.

## Before Reading A Newspaper Article



- 1 In groups, discuss these questions.
  - a. Where are the people in the pictures?
  - b. What are they doing?
  - c. Which activity looks the most dangerous to you?

# NEWS 24/7

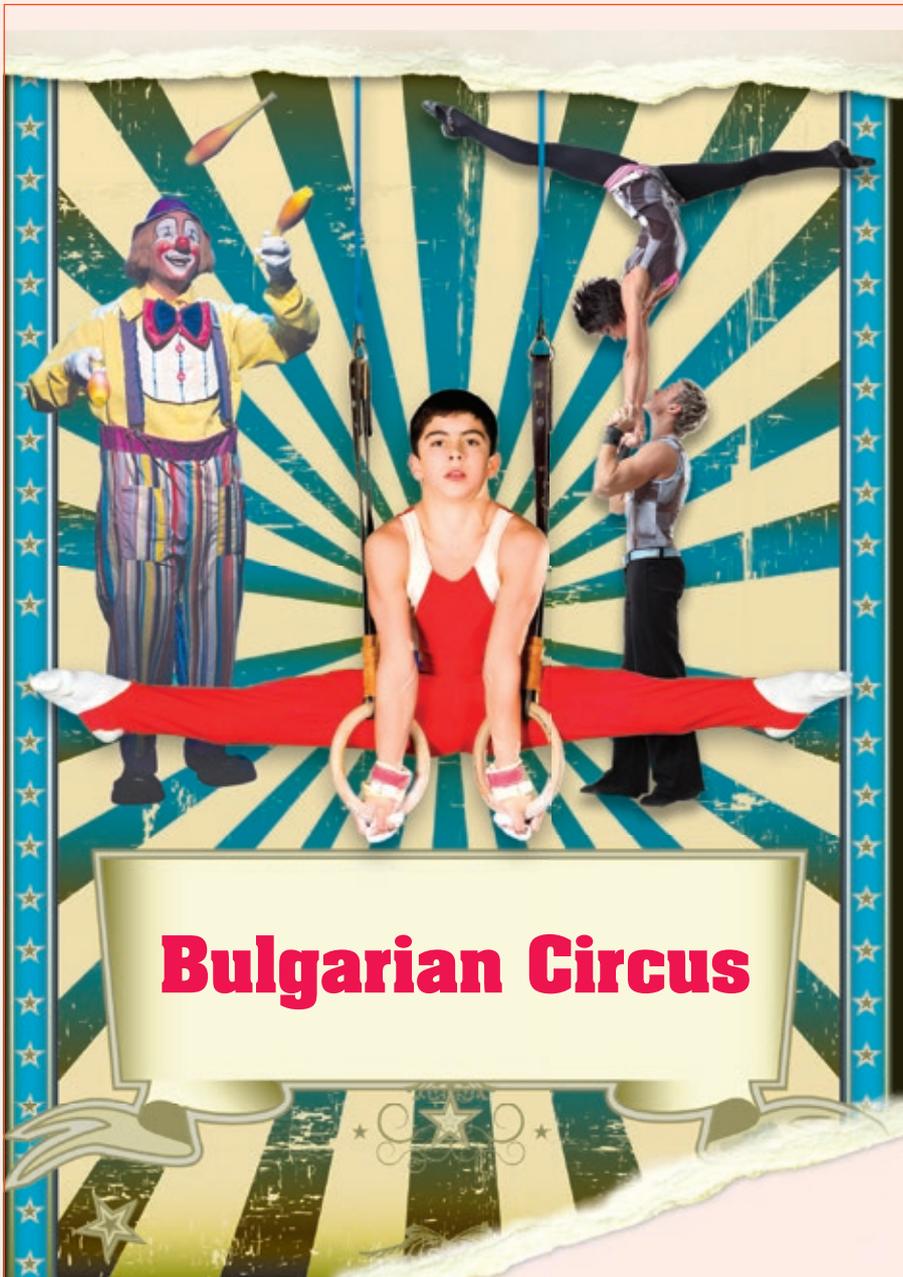
News

Sport

Lifestyle

Market

Opinion



## Bulgarian Circus

### Balancing Act 35

Stoyan Palazov is a fifteen-year-old Bulgarian acrobat. He and his twenty-one-year-old brother, Silvio, are from the 7th generation of circus performers in their family. Their parents were performers and have passed on their knowledge to their sons. Their parents lead the group and they travel the world together. Stoyan likes his job very much. He started to perform in the circus when he was eleven years-old. Stoyan is thin and muscular. He traveled all over Europe with his family three years ago. When he was thirteen, he went to the US for an eighty city tour. He has to perform two or three times a day. He is part of a risk-taking act that involves triple somersault and balancing acts.

## While Reading

### 2 Read the sentences and write T (*true*) or F (*false*).

- \_\_\_ Stoyan and his brother are the first circus workers in their family.
- \_\_\_ The five-man-high tower is more than twenty meters tall.
- \_\_\_ Stoyan always wears a safety belt.

The highlight of the show is the completion of the five-man-high tower of acrobats. It is a difficult and dangerous maneuver. Stoyan is the last acrobat to jump on his brothers' shoulders more than 30 meters in the air.

The members of the team depend on each other for a safe and successful act, but Stoyan has made the tower fall many times. "Everyone makes mistakes," he says, "but you can't get nervous. The more nervous you are, the more dangerous it is." Some members of the audience get very nervous when they watch Stoyan perform his routine because they worry he will make a mistake. But for Stoyan this is just part of everyday life; he is not scared at all.



Acrobats should develop balance, skill and trust in order to perfect their performance. During practice, Stoyan wears a safety belt to make sure he does not get hurt. However, he must not use one in the final performance.

Stoyan has to practice for hours every day. He does not have to attend a regular school, but he works hard with the circus. Some people do not agree with the lifestyle that Stoyan lives. They think he should go to school, study, and take exams like other children, but Stoyan does not agree and says that he learns so much traveling around the world with the circus and his parents. "Circus life is exciting," he says, "but we do have to work hard. It's not fun and games all the time."



## Reading and Vocabulary Risks and Safety

- 1** Complete the sentences with the correct word from the box. Use the text to help you.

team - thin - maneuver - trust

- It is a difficult and dangerous \_\_\_\_\_.
- Acrobats should develop balance, skill, and \_\_\_\_\_.
- He belongs to a \_\_\_\_\_ of acrobats.
- Stoyan is \_\_\_\_\_ and muscular.

**Vocabulary Tip**

**Guessing meaning from context**

Find the meaning of a new word by looking at the context of the sentence or text.

- 2** Use the sentences in activity 1 to match the words to their definitions.

- maneuver \_\_\_\_\_ belonging to a group
- thin \_\_\_\_\_ confidence
- trust \_\_\_\_\_ containing little fat
- team \_\_\_\_\_ planned movement

**Vocabulary Tip**

**Organizing and developing themed vocabulary**

Look for words that belong to common categories and identify the context. Then think of personalized sentences containing the words to help you remember them.

- 3** Look at the picture and create a word bank with words related to the circus. You can create different categories, such as: acts, people, dangers, costumes, etc.

- 4** Discuss the questions.

- Have you ever seen an accident in a circus? What happened and why?
- In what situations do people take risks?

Discuss



## Language Focus Expressing Permission, Obligation, and Advice

### 1 Read the sentences and answer the question.

#### Grammar

See page 174.

*Stoyan can wear a safety belt.*

*He must not wear a safety belt in the final performance.*

- Is there a difference between *can* and *must*?



### 2 In pairs, read the sentences from the text and discuss the questions.

*He has to practice a lot.*

*He should take every opportunity to rest.*

*He does not have to attend a regular school.*

*Acrobats must not put the safety of their colleagues at risk.*

- Which sentence indicates permission?
- Which sentence indicates obligation?
- Which sentence indicates advice?
- Which sentence indicates negative obligation?

### 3 Look at the words below and say if they indicate obligation (O), advice (A) or permission (P).

- \_\_\_ must
- \_\_\_ have to
- \_\_\_ can not
- \_\_\_ should not

### 4 Underline the correct options to complete the paragraph.

Circus clowns have a very difficult job. They 1) *have to / must not to* make the entire audience laugh! They 2) *must / must not* perform tricks, but they 3) *shouldn't / have to* scare the younger children. They 4) *should / have to* make sure the content of their act is appropriate for all ages. Remember, you 5) *do not have to / cannot* be a child to laugh at clowns. You 6) *should / can* be old and laugh, too!



### 5 In pairs, talk about another profession. Make a list about what that person *must*, *must not*, *should*, *can*, and *doesn't have to do*. For example:

- *Pilots must be able to see well.*
- *Bus drivers have to arrive on time.*



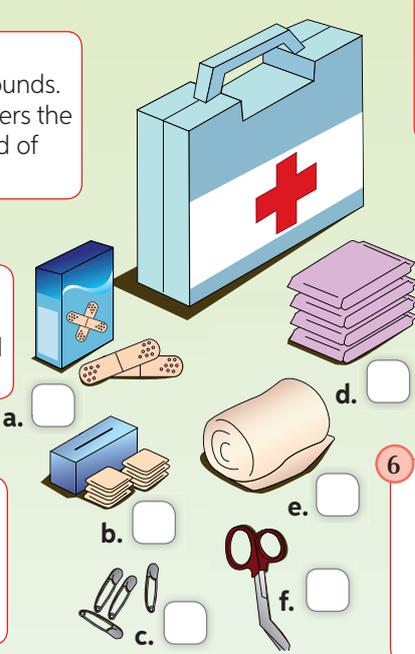
## Reading Task An Informative Webpage

www.firstaidatwork.com 

### First aid at school and work

Health and safety doesn't take long to learn; most first-aid information is simple. There are many misconceptions about what to do in everyday situations. For example, a scald with hot water is often treated with oil or butter when the best remedy is simple cold water. Such fast, easy techniques can help avoid serious complications or even save lives before the emergency services arrive.

First-aid training is provided in many workplaces and is offered on some school curriculums. However, the most important thing is to be sure that each school or workplace has access to a first-aid kit. Our diagram shows the basic requirements of a first-aid kit. Check your school or workplace has one!



**1 Large dressing pad**  
**When to use** For large cuts and wounds.  
**How to use** Make sure the pad covers the cut and the dressing seals each end of the pad.

**4 A crepe bandage**  
**When to use** To support a sprained ankle or wrist.  
**How to use** Wrap around the injured area.

**2 Alcohol free wipes**  
**When to use** To clean small cuts.  
**How to use** Wipe the cut once and dispose. Repeat.

**5 Safety pins**  
**When to use** To secure a bandage or sling.  
**How to use** Attach carefully.

**3 Paramedic scissors**  
**When to use** To cut clothing to access a wound or fracture.  
**How to use** Only use when you need to expose an injury.

**6 Waterproof band aids**  
**When to use** For bleeding from a small cut.  
**How to use** Wash minor wound first, apply dressing, and stick over the top.



- 1 In pairs, read the introduction to the webpage and say what the purpose is.
- 2 Study the diagram and match the information in the boxes to the items in the pictures.

- 3 Match each word to its meaning.

- a. scald            \_\_\_ v. to injure without fracture or dislocation
- b. sprain           \_\_\_ n. an injury
- c. wound           \_\_\_ v. to burn with steam or hot liquid



- 4 In pairs, answer the questions.
  - a. When was the first time you had to use any of the equipment in a first-aid kit?
  - b. What happened and what did you use it for?
  - c. What first-aid tips do you know for minor injuries?

## Writing Task A Warning Sign



- 1 In small groups, think of a job you would like to do and make notes in the table. Make sure you explore all the possible dangers of having that specific job.

Job Location	Job Description	Occupational Hazards



- 2 In pairs, look at the warning signs below. Write where you might see them.



**Steps to Writing**

See page 13.

- 3 Design a warning sign for the job you chose to research in activity 1. Think about...

- how the information is presented.
- the organization of information.
- the language used and the potential reader for the text.

Include a simple diagram and a list of instructions for what people should or should not do.

- 4 In pairs, exchange and correct your warning sign.  
5 Write a clean version of your warning sign.



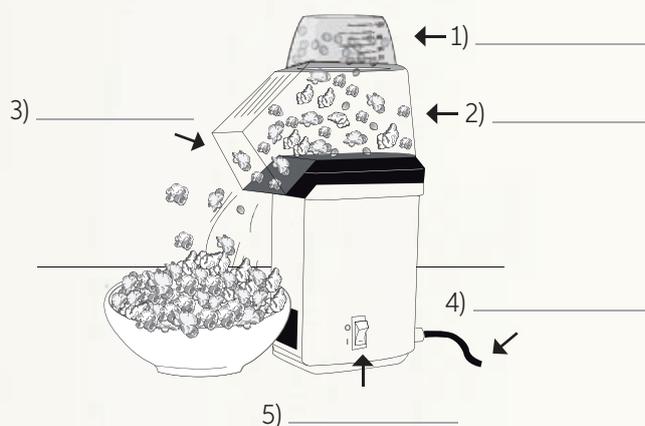


- 1** In pairs, look at the picture in the manual and say what you think the machine is for.

## USER MANUAL

### IMPORTANT SAFETY INFORMATION

1. Keep out of reach of children.
2. Ensure the appliance does not get wet.
3. Do not use oil in the popping chamber.
4. Unplug when not in use.
5. Do not operate near flammable objects.
6. Keep the cord away from hot objects.
7. Do not use if damaged.



### INSTRUCTIONS FOR USE

- > Clean and dry the top cover before use.
- > Fill the measuring cup with corn. Maximum capacity 100g.
- > Remove top cover and pour the corn into the popping chamber.
- > Replace the cover and place a heat resistant bowl beneath the chute.
- > Place the measuring cup back into its position on the cover.
- > Switch the on switch to "I." Do not remove the measuring cup when popping is in progress.
- > Corn will begin to pop and flow out of the chute into the bowl.
- > When the corn has stopped popping return the switch to position "O."

- 2** Read the *User's Manual* and label the parts of the machine with the words in the box.

electrical cord - measuring cup - on/off switch - popping chamber - chute



- 3** In pairs, read the situations. Discuss what you should or shouldn't do in relation to the machine and why.

- a. You have a four-year-old brother.
- b. There are some paper towels next to the machine.
- c. You dropped the machine.



- 4** In groups, discuss the questions.

- a. Why is a manual useful? When have you used one?
- b. Do you find manuals easy to use in your own language? Do you think this manual is easy to follow? Why or why not?

# A Warning Announcement

## 1 Research Your Occupation

- ✓ In small groups, take out your warning signs from the writing task. Decide on the most interesting sign.
- ✓ Use the Internet, library, magazines, or newspapers to research the occupation in more detail and make notes in the table below.

Occupational hazards	What you should do	What you should not do

## 2 Assign Roles

- ✓ Assign a role to each member of your group (a project manager, writers, editors). You should all take turns being the announcer. Work on your part of the announcement.
- ✓ Think of the most important themes to cover and the best place to record your announcement.

## 3 Prepare Your Announcement

- ✓ In your groups, prepare a draft version of your announcement.
- ✓ Exchange and check each others' work.

### Web

Go to <http://codigos.auladigital.cl> and enter the code **Ti8P110** to see different safety signs.

## 4 Present Your Warning

- ✓ Finalize your announcement and prepare your final version.
- ✓ Present your announcement to the rest of the class.
- ✓ Take turns announcing different sections.
- ✓ Ask and answer questions.



**Self-Monitoring**

**1** Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
<b>Content</b>				
Grammar structures	Most sentences are grammatically correct.	Few grammar mistakes, do not interfere with communication.	Some grammar mistakes interfere with communication.	Several grammar mistakes interfere with communication.
Research and collection of information				
Clarity of announcement				
<b>Team work</b>				
Respect for others' work				
Cooperation with team				
Group feedback				
<b>Public Speaking</b>				
Volume and tone				
Use of visual aids				
Connection with the audience				

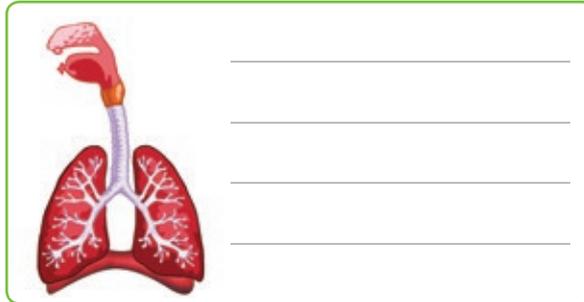
**2** Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Grammar structures		Respect for others' work		Volume and tone	
Research and collection of the information		Cooperation with team		Use of visual aids	
Clarity of announcement		Group feedback		Connection with the audience	
Total		Total		Total	
<b>Total Score</b>					

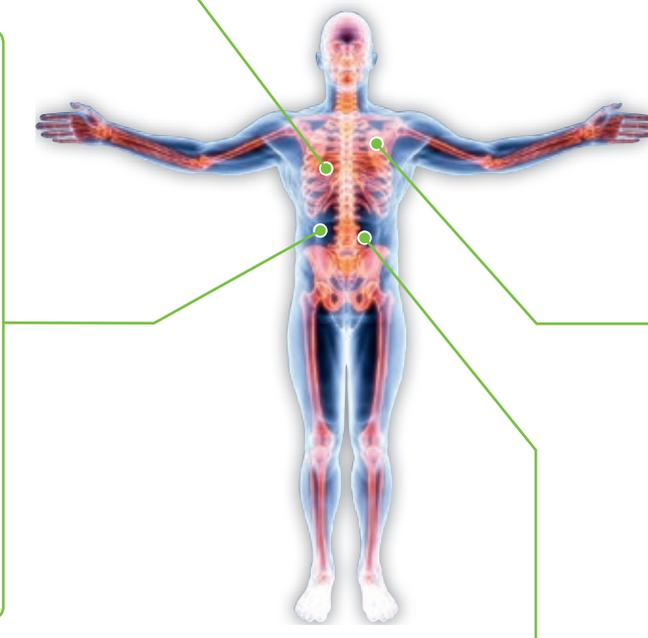
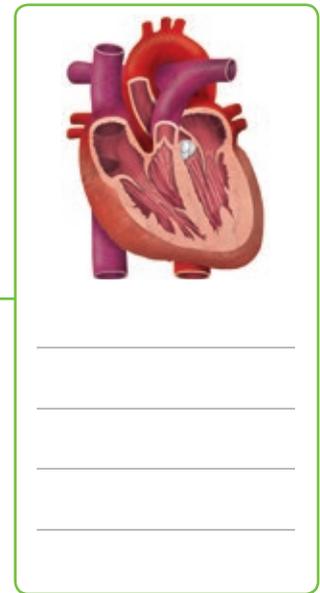
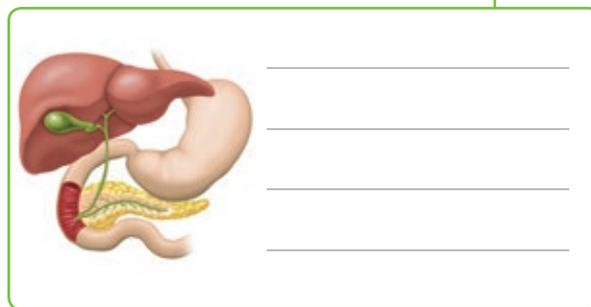
**3** Before you go on, discuss your results with the class. What do you need to improve on?

1 Complete the mind map with the main function of each body system.

### Human Body Systems




*The excretory system  
filters waste substances.*

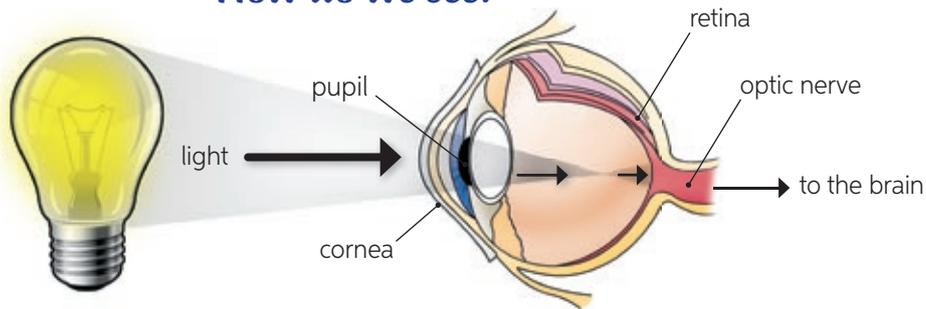




2 Complete the chart with words from the lesson in the box.

	Obligation	Permission	Advice
Word			
Example of use			

- 1 Look at the diagram and number the process in the correct order.

### How do we see?



- \_\_\_ The pupil changes size to control the amount of light that enters.
- \_\_\_ The cornea bends light rays and focuses them on the retina.
- \_\_\_ The optic nerves send the impulses to the brain which produces an image.
- \_\_\_ The retina changes the light into electrical impulses.

- 2 Write a description of the process in activity 1. Use sequencing words.

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- 3 Read the words and cross the odd one out.

- Respiratory system: lungs, trachea, kidney, bronchi
- Urinary system: urethra, heart, bladder, ureters
- Circulatory system: pancreas, veins, artery, capillaries
- Digestive system: esophagus, trachea, liver, small intestine

- 4 Match the first parts of the sentences to the second parts.

- |  |   |
|--|---|
| a. You should not fly...                 | ___ arrive two hours before your flight.                          |
| b. We would like to remind you not to... | ___ if you are pregnant.  |
| c. We advise you...                      | ___ leave your bags unattended.                                   |
| d. We suggest that you....               | ___ your passport at the check-in.                                |
| e. You must show...                      | ___ your baggage does not exceed 25 kg.                           |
| f. We ask you to make sure...            | ___ to print your boarding pass before you arrive to the airport. |

## CHECKPOINT

- 5** Imagine that you move to a new city and you want to write a letter to a friend telling him or her about your new life in that place. (85-100 words).

**You should:**

- tell him or her where you are.
- tell him or her what you do everyday.
- give him or her some advice about what to do and not to do in that new city.



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

	Student A	Student B
Situation 1	You are a dentist and have to explain how the process of pain in a tooth occurs.	You ask student A as many questions about your toothache.
Situation 2	You describe a dangerous situation you have experienced.	You provide student A with a piece of advice or with obligation.

**With your teacher, correct your Checkpoint. Go to pages 162 to 167 for further work!**

**BEFORE YOU GO ON**

- Go back to page 83 and check your predictions about the unit. Correct any mistakes you made in the space provided here.

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

**Listening** strategies:

---

---

**Speaking** strategies:

---

---

**Reading** strategies:

---

---

**Writing** strategies:

---

---

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

---

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---

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



# Unit 4

# Culture and Heritage



In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about museums and social groups.

## Lesson 7

### Oral Communication

- Listen to and understand a conversation about a museum exhibition.
- Talk about past experiences.

### Reading

- Read and understand an information pamphlet about a museum.

### Writing

- Write an informative guide.

### Attitudes

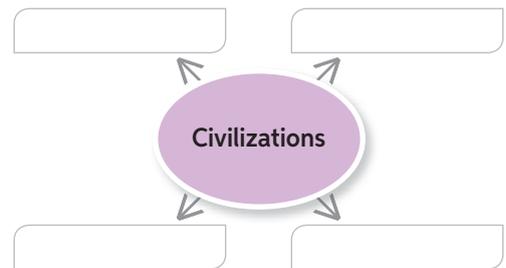
- Use information and communication technologies to do research. Produce material crediting and respecting people's copyrights.

**BEFORE YOU START**



Photo: Ron Watts/CORBIS/Latinstock

1. Read the title of the unit and look at the picture. Discuss the topic of the unit.
2. Why do you think it is important to learn about ancient civilizations?
3. Find the following items in the unit:
  - A photo of a pyramid.  
Lesson \_\_\_\_\_, page \_\_\_\_\_
  - A text about aborigines:  
Lesson \_\_\_\_\_, page \_\_\_\_\_
  - An activity to classify themed vocabulary:  
Lesson \_\_\_\_\_, page \_\_\_\_\_
4. What do you think you will learn in this unit? Complete the diagram with possible contents.



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

**Lesson 8**

**Oral Communication**

- Listen to and understand a talk about social groups.
- Express personal attitudes and opinions.

**Reading**

- Read and understand encyclopedia entries.

**Writing**

- Write an encyclopedia article.

**Attitudes**

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

## LET'S START

1 Look at the photos and complete the sentences using the past tense.

build - carry - construct - make - cook - use



a. They \_\_\_\_\_ alpaca hair for their textiles.



b. They \_\_\_\_\_ terrace farms to grow potatoes.



c. The Mapuche woman \_\_\_\_\_ traditional food for a celebration.



d. They still \_\_\_\_\_ their fine silver work.



e. They \_\_\_\_\_ walls using local stones.



f. Women \_\_\_\_\_ their babies on their backs.

Discuss

2 Discuss the following questions.

- Which indigenous groups are the sentences above about? Do they still keep their traditions?
- Where can you find information about indigenous groups? Have you ever been to a museum of Pre-Columbian art?
- What famous museums are there in your region? What do they exhibit?

**3** Look at the pictures and complete with some ideas about the past related to them.




---



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---



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---



---



**4** Rewrite the sentences in question form.

a. You can run.

---

b. You should go to the museum on Sunday before 4 p.m.

---

c. Children under twelve have to be with an adult.

---

d. You can go in with a ticket.

---

**5** Change these sentences into the past tense.

a. They visit the museum once a month. \_\_\_\_\_

b. Mary loves listening to Los Jaivas. \_\_\_\_\_

c. Her uncle is a famous artist. \_\_\_\_\_

d. Carol works in the History Museum. \_\_\_\_\_

- 6 Look at the title and the picture to predict what the text will be about.

## King Arthur

### Vocabulary

**overhear:** listen to someone without meaning to.

**knight:** a man who served his king or queen as a soldier in armor.

**set off:** leave or depart.

**sword:** a weapon with a long metal blade.

**amazed:** surprised.

**fighter:** a person who fights, especially as a soldier.

One day, in the town center, Kay and Arthur **overheard** some people talking about an upcoming tournament for **knight**s. The winner of the tournament would become the King of England. When Kay heard the news, he became very excited. He wanted to go, and he wanted to take Arthur with him. He started preparing everything for the tournament. He did not want to forget a single thing. On the day of the tournament, Kay and Arthur **set off** early in the morning. They rode all day and arrived at the tournament in the evening. But the next day, when Kay asked Arthur for his sword, Arthur realized he did not have it. He went back home to get it. On the way, he found a **sword** in a stone and pulled it out easily.

Arthur returned to the tournament and gave the sword to Kay. While Kay was preparing for the fight, he noticed a message on the sword: "Whoever pulls this sword from the stone will be the next King of England." Nobody could believe that Arthur was King. Everyone was **amazed**.

Arthur was soon crowned King of England. Some knights were not happy. They thought that he was just a boy. The warrior knight, Pellinore, was Arthur's greatest enemy, and when Pellinore killed one of Arthur's most loyal knights, Arthur decided to fight him.

He rode out on his horse to meet Pellinore with his sword in hand. Arthur was not an experienced **fighter**, and he soon fell. He was lying on the ground badly hurt, and his sword was broken. As Pellinore lifted his sword to kill the young king, Merlin appeared.



- 7 Match the first part of the sentences to the second part.

- |   |     |  |
|---|-----|--|
| a. Arthur saw the sword in the stone... | ___ | when he remembered he had forgotten his sword. |
| b. Kay was preparing his things...      | ___ | Kay read the message on the sword.             |
| c. The winner of the tournament...      | ___ | when he was riding back to get Kay's sword.    |
| d. When Arthur gave Kay the sword,...   | ___ | was going to be crowned the King of England    |

- 8 Discuss the following questions.

- Is the story of King Arthur fiction? Is it a historical fact or a legend?
- Do you know any similar event in Latin American history? Which?

**Learning to Learn**

This lesson will be about civilizations.

What I know	What I want to know	What I learned

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

\_\_\_\_\_

\_\_\_\_\_

- How can I learn English related to this topic?

**Listening to** \_\_\_\_\_

\_\_\_\_\_

**Reading about** \_\_\_\_\_

\_\_\_\_\_

**Writing about** \_\_\_\_\_

\_\_\_\_\_

**Speaking about** \_\_\_\_\_

\_\_\_\_\_

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

**Listening strategies:**

- a. Learn key words or expressions before I listen
- b. Read through the tasks before listening
- c. Take notes of information to remember

**Reading strategies:**

- a. Write a timeline of the events
- b. Use my prior knowledge to understand
- c. Classify new words into mind maps

**Writing strategies:**

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

**Speaking strategies:**

- a. Organize my ideas first
- b. Explain or use a synonym when I don't remember a word
- c. Ask questions to verify the listeners understand

# Visiting the Museum

In this lesson you will listen, speak, read and write about a museum expedition through a conversation and a pamphlet.

**Do you like to visit museums? What exhibits do you like to see there? Why?**

## Before Listening A Conversation

- 1 In which of these exhibits would you find information about Arctic ice, earthworms, and dinosaurs?

## While Listening

- 2 Listen (38) to the conversation and find out in which part of the museum the speakers are. Then mark (✓) the exhibits the people have seen.



	Ancient Americas	Underground Adventure	Understanding Climate Change	Evolving Planet	Hominid Gallery
Brian					
Ellie					
Steve					

## After Listening

- 3 Listen (39) to the sentences. Pay attention to the underlined words.

- a. They planted corn and potatoes.
- b. Families listened to their elders.
- c. Men hunted and women worked the land in those days.

- 4 Read and choose the correct answer. The final *ed* in Regular Verbs are pronounced:

Yes No

- a. in two different ways    \_\_\_    \_\_\_
- b. in three different ways    \_\_\_    \_\_\_

- 5 Listen (40) carefully and choose the correct final sound for each verb.

	/t/	/d/	/id/		/t/	/d/	/id/
demonstrated				smiled			
cooked				watched			
listened				studied			
worked				cleaned			
painted				washed			
waited							



- 6 Make a list of things you did last week. In pairs, find out about each other's experiences.

## Speaking Task Talking about Experiences in the Past

- 1 Read the sentences, look at the underlined verbs and classify them below.
  - a. Were you at the museum yesterday?
  - b. She was very interested in looking at those ancient utensils at the gallery last Tuesday.
  - c. They visited the museum with their teacher yesterday.
  - d. I saw a beautiful exhibit last week.
  - e. Did they have a nice vacation last year?
  - f. He didn't write all those e-mails last night.

Verb **to be** in the past form: \_\_\_\_\_ (clue: they do not use auxiliary)

Regular verb in the past tense: \_\_\_\_\_ (clue: they end in ed)

Irregular verb in the past tense: \_\_\_\_\_ (no clue here, sorry, you have to learn these by heart!)

Auxiliary used in the past: \_\_\_\_\_ (clue: it is used in negative and question sentences)

2 Write the past tense of these irregular verbs.

- |                |              |
|----------------|--------------|
| a. have _____  | d. be _____  |
| b. write _____ | e. see _____ |
| c. do _____    |              |

**Irregular Verbs**  
 See page 186.

3 Complete the dialogue with the correct form of the verbs in parentheses.

**A** \_\_\_\_\_ you \_\_\_\_\_ (go) to the exhibit yesterday?



**B** Yes, I did. It was great. \_\_\_\_\_ you \_\_\_\_\_ (see) the dinosaur bones there?



**C** No, I didn't. I \_\_\_\_\_ (be) late so I \_\_\_\_\_ (have) to go home right away.

**D** You should go there again. Maybe with my brother. Yesterday, he stayed home because he \_\_\_\_\_ (have) to study.





Good idea. I'll invite him tomorrow.

4 In your notebook, write questions to ask a classmate about his or her favorite experience from last year.



5 Exchange your questions with your classmates. Are there any mistakes?



6 In pairs, ask and answer each other's questions. Talk about your experiences in the past.

## Before Reading An Information Pamphlet

- 1 Look at the pictures and make predictions.
  - a. Where do you think the Field Museum is?
  - b. What type of museum is it?
  - c. What exhibits do you think it has?



<http://www.fieldmuseum.org>

### The Field Museum

Do you want to know what's happening at the Field Museum? Check out these exciting exhibits at one of Chicago's biggest attractions!

#### Understanding Climate Change (Oct. 31, 2014 - Jan. 31, 2015)

Climate change affects us all. We have to think about how our actions affect our planet. This winter we are exhibiting incredible photos of the Planet Earth. They show dried-up rivers to melting glaciers. Many people are losing their homes due to coastal erosion each year. We must not ignore this issue!



#### Evolving Planet

Discover the world through four billion years of evolution. There are fossils and interactive displays, as well as video of how the world looked in pre-historic times. The Genius Hall of Dinosaurs holds replicas of every major group of dinosaurs.

#### Hominid Gallery

Here, you can compare yourself to pre-historic man. Stand next to a 13,000-year-old skeleton and you can discover how man has evolved over 3.2 million years.



#### The Ancient Americas

How did people cook? Where did they live? What did they do every day? This exhibition tells the 13,000-year history of ancient civilizations across the continent. You can discover how our continent looked before the Europeans arrived. There are over 2,000 artifacts to help tell the story.

## While Reading

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

- \_\_\_ The Museum is in New York.
- \_\_\_ There are fossils and videos of how the world looked in pre-historic times.
- \_\_\_ There are insects the same size as you.
- \_\_\_ You can bring food or drinks into the museum.

### Underground Adventure

Did you know that some ants can carry up to 20 times their weight? Would you like to see a spider that is your own size? Here you can see it and find out how creatures (from earwigs to earthworms and ants to centipedes) live underground, how they eat, sleep and survive.



### Grainger Hall of Gems

You can see how a raw stone is transformed into a beautiful piece of jewelry. The most precious and rarest stones are here.

#### Public transportation:

**Bus #146 or #6:** Get off at State Street South.

**Train:** Get off at Roosevelt Road Station.

**Walking:** Walk east towards Museum Campus. Follow the signs to the Museum Campus.

**Opening times:** The museum is open every day of the year, except Christmas Day, from 9 a.m. to 5 p.m. Last admission is at 4 p.m.

**Cost:** \$29 for adults and \$20 for children under 12.

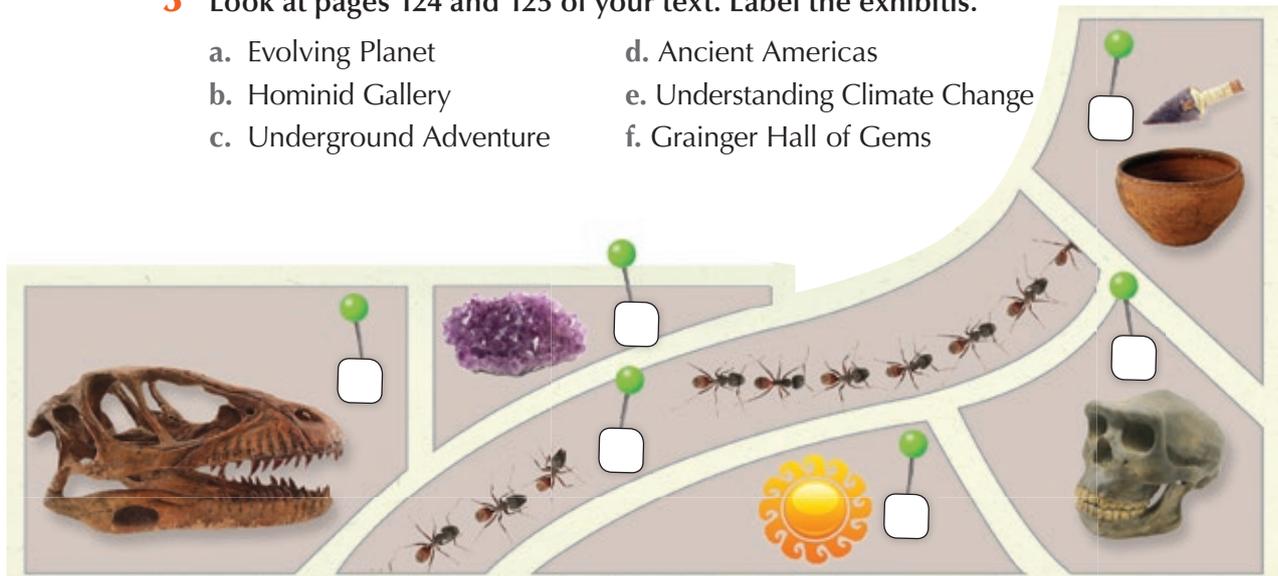
**Other information:** Remember, you must not bring food or drinks into the museum. There is an on-site café. For more information, visit our website at [www.fieldmuseum.org](http://www.fieldmuseum.org)

*See you soon at the Field Museum!*



**3** Look at pages 124 and 125 of your text. Label the exhibits.

- |                          |                                 |
|--------------------------|---------------------------------|
| a. Evolving Planet       | d. Ancient Americas             |
| b. Hominid Gallery       | e. Understanding Climate Change |
| c. Underground Adventure | f. Grainger Hall of Gems        |



**After Reading**

**4** Solve the riddles.

- I am millions of years old. You can find me in rocks.  
What am I? \_\_\_\_\_
- I come from under the ground. I am a rock, but I am beautiful and precious.  
What am I? \_\_\_\_\_
- I can carry twenty times my weight. What am I? \_\_\_\_\_
- I am 3.2 million years old. What am I? \_\_\_\_\_
- I am about 13,000 years old and I am like you. Who am I? \_\_\_\_\_

**5** Complete the sentences with the prepositions *by* or *of*. Read the text on pages 124 and 125 again if necessary.

- Do not go to *Underground Adventure* if you are scared \_\_\_\_ insects.
- Many communities are affected \_\_\_\_ climate change.
- You will be shocked \_\_\_\_ the images at our *Understanding Climate Change* exhibition.
- There is evidence \_\_\_\_ dinosaurs' existence on every continent of the world.

**Reading Tip**

**Recognizing Meaning from Context**

Use the context –words and sentences around the word– to help identify the meaning of a word you do not know.



**6** Speaking • Coming to a Consensus.

- In pairs, discuss the exhibits in The Field Museum. Put them in order from most interesting to least interesting.
- In groups, come to a consensus about the most interesting exhibit. Share your ideas with the class. Give reasons for your answers.



## Reading and Vocabulary Museums

**1** Look at pages 124 and 125 of your text and write T (*true*) or F (*false*).

- \_\_\_ You can visit the museum at 4:30 p.m.
- \_\_\_ You can take snacks into the museum.
- \_\_\_ Tickets cost \$29 for high school kids.
- \_\_\_ You can get the train and bus to the museum.
- \_\_\_ The Field Museum is open every day except New Year's Day.
- \_\_\_ The museum exhibits very common stones.

**2** Look at pages 124 to 125 of your text again. Match the columns.

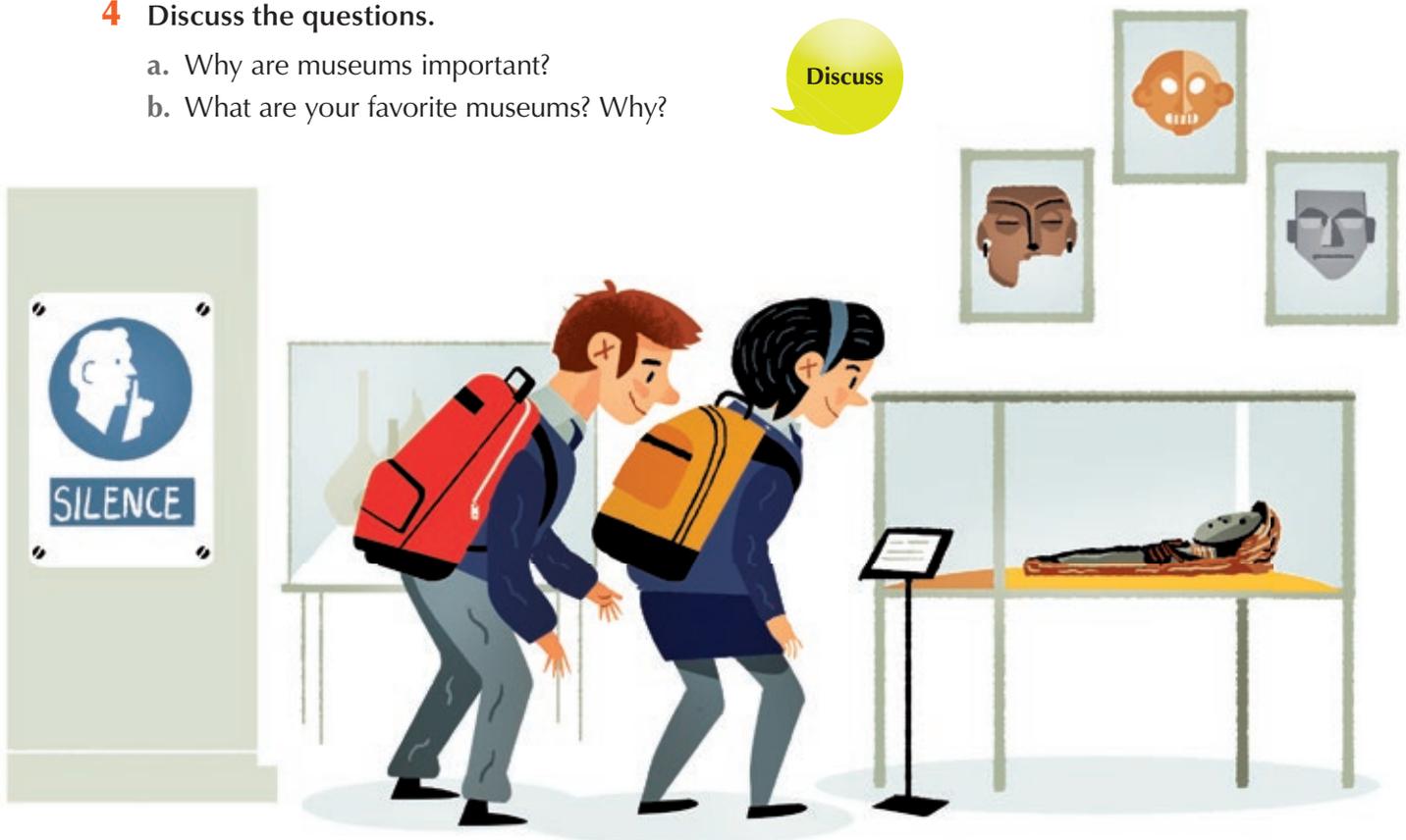
- |   |            |
|---|------------|
| a. Number of artifacts scientists gathered from the Americas.           | ___ 146    |
| b. The year the temporary exhibition will end.                          | ___ 20     |
| c. The number of the bus to get to the museum.                          | ___ 2,000  |
| d. Number of years of history shown in the Ancient Americas exhibition. | ___ 2015   |
| e. An ant can carry this many times its own weight.                     | ___ 13,000 |

**3** Think of different types of museums. Make a list of vocabulary used for all kinds of museums and one for each kind of museum specifically.

**4** Discuss the questions.

- Why are museums important?
- What are your favorite museums? Why?

Discuss



## Language Focus Modals Review and Past Tense

**Grammar**

See page 174.

**1 Read the sentences and underline the modal verbs.**

- You should check out these exciting exhibits.
- We have to think about how our actions affect the planet.
- Can I open the window?
- Children must be accompanied by an adult.
- You can not see everything in one hour at the museum.

**2 Answer the questions.**

- Which modal verb expresses advice? \_\_\_\_\_
- Which modal verbs express obligation? \_\_\_\_\_
- Which modal verb expresses permission? \_\_\_\_\_
- What is the form of the verb after the modal verb in each sentence?  
\_\_\_\_\_

**Reading Tip**

**Modal Verbs**

We call verbs such as *must*, *have to*, and *should* modal verbs. Modal verbs have different functions depending on the context.

**3 Underline the correct options to complete the museum rules.**

**Museum Rules and Tips**



-  Visitors *should* / *must not* use flash photography.
-  Everyone *can* / *should* have a ticket
-  You *must not* / *have to* run.
-  Remember you *can* / *should* leave your bags in the locker room.
-  If you are hungry, you *should* / *must not* try the delicious snacks in our cafe.

**4 Answer these questions.**

- What was the last museum you visited?  
\_\_\_\_\_
- What did you see there?  
\_\_\_\_\_
- Did you like it?  
\_\_\_\_\_
- What was one thing the museum rules said you should not do?  
\_\_\_\_\_



**5 Look at some signs found in a museum. Discuss if they express advice, obligation or permission. Can you think of some more?**



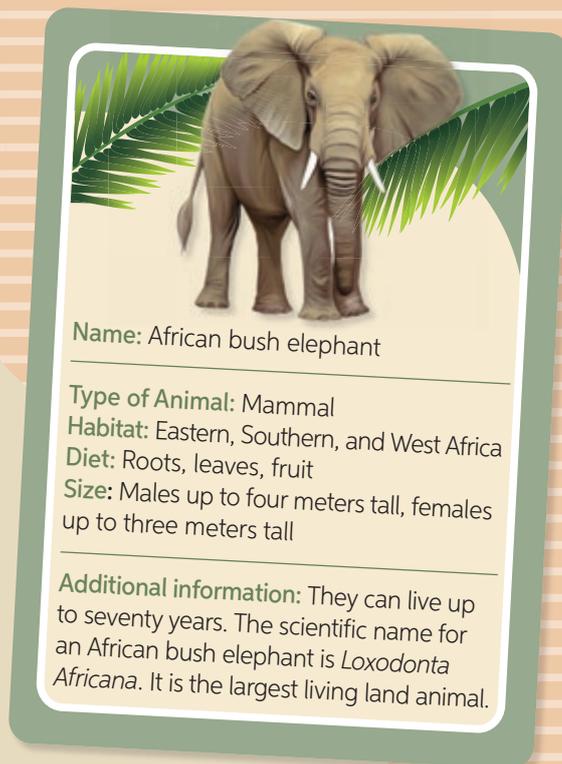
## Reading Task A Trading Card

### Trading Cards

Trading cards are small cards that contain a picture and information about different topics. The first trading cards from the early twentieth century listed the names and playing statistics of baseball stars. They became very popular, and soon there were trading cards about a variety of things: other sports, animals, cartoon characters, transportation ... anything!

The cards are the size of normal playing cards—about 2.5 inches by 3.5 inches. In the past, people got them free when they bought other products, such as chewing gum or a packet of cereal. They collected and traded cards with others to obtain the cards they did not have.

Today, some cards are very valuable, especially if they are rare. There are lots of trading card communities online, which give people the opportunity to find the cards they want. Serious collectors will pay a lot of money for old cards that are in good condition.



### 1 In pairs, look at the trading card and discuss the questions.

- What is the purpose of a trading card?
- Where can you find them?

### 2 Read the text and answer the questions.

- What were the first trading cards about? \_\_\_\_\_
- Where did people get them? \_\_\_\_\_
- Where can people find old cards today? \_\_\_\_\_



### 3 In groups, make some trading cards.

- Choose a topic (famous people, animals, machines, places, etc.).
- Make three cards each. Put a picture and name on the front of each card.
- Write the details on the back of the cards. Include different sections depending on the topic of your trading cards. (People—date and place of birth, achievements, personal descriptions, etc. Animals—habitat, food, abilities, etc.)
- Write two or three interesting facts in the “additional information” section.

### 4 Trade your cards with other members of your group.

#### Web

Try making your own trading cards online. Go to <http://codigos.auladigital.cl> and enter the code **Ti8P129**

#### Glossary

See page 187.

## Writing Task An informative Guide

- 1 Read the text and answer the questions.
  - a. What is the purpose of the text?
  - b. Where would you find a text like this?



# The Maya Exhibition 43

The Maya Exhibition is continuing at the City Museum for two more weeks. If you have not seen it yet, do so soon!

The Maya civilization was an important part of Central American society for centuries. This exhibition explores past and present Maya culture and how it is still important to modern society.

Although the Maya culture is different to how it was, many Mayan people continue to practice ancient rituals and speak different Mayan languages. This exhibition shows how modern communities incorporate these beliefs into their everyday lives.

Over twenty thousand visitors have already come to study this fascinating culture. Learn about what the Maya contributed in the past and are still contributing to the world today.

### 2 Match the information.

- |   |                        |
|---|------------------------|
| a. Specific details about the exhibition. | _____ conclusion       |
| b. What the exhibition is about.          | _____ introduction     |
| c. Why visitors should see it.            | _____ body of the text |

### 3 Choose an exhibit mentioned in this unit and make notes in the table below.

**Steps to Writing**  
See page 13.

Introduction	
Body of the text	
Conclusion	

### 4 Write an informative guide describing the exhibition. Read the tips.

- Divide the information into clear paragraphs.
- Address your advice or recommendation to the reader.
- Use appropriate vocabulary.

### 5 In pairs, exchange and correct your informative guides.



**artifact** /ɑːtɪˌfækt/ a simple object (such as a tool or weapon) that was made by people in the past



## Guarding Artifacts 44

When you walk around a museum, you can see a huge variety of artifacts from the past. Who finds these artifacts? Where are they from and why do we keep them?

Archaeologists have found artifacts from ancient civilizations such as the Egyptians, Mayans, Aztecs, and Incas. They have helped us figure out what life was like in the past. Famous archaeologists include Howard Carter, who discovered King Tut's tomb in Egypt in 1922, and Mary Leakey, who found the 1.8 million-year-old skull of the "Nutcracker Man" in 1959.

A "site" is the place where archaeologists want to explore. At the site, archaeologists dig to look for the remains of an ancient civilization. In fact, they call the site they are working on a "dig." Many of these sites turn into tourist attractions, such as the Mayan site of Palenque in Mexico, or the Inca site of Machu Picchu in Peru.



Archaeologists dig very carefully to preserve any objects they find. They use brushes, spoons, sieves, and dental picks. It is very slow work. All of this care and attention is important so that artifacts arrive at museums in the best possible condition.

At the museum, they continue to receive the highest level of care. This means that future generations can learn from and enjoy them. Next time you look at an artifact in a museum, think about how it got there!



- 1** In pairs, read the dictionary definition at the top of the text. Then look at pages 124 and 125 and find examples of artifacts.

- 2** Read the text and write examples of the following in your notebook.

- Archaeologists
- Discoveries
- Tools

**Glossary**

See page 187.



- 3** In groups, discuss the questions.

- a. What skills do you need to be an archaeologist?
- b. Why is it important to preserve artifacts?
- c. What artifacts have you seen?



## A Museum Exhibit

### 1 Choose a Topic

- ✓ Write what exhibits you saw.
- ✓ As a group, choose a specific part of the museum showing an exhibit.
- ✓ Individually, choose an exhibit that you are interested in.



### 2 Make Notes

- ✓ Make notes for an informative card for your exhibit. Include the following information:
- ✓ Introduction (what the exhibit shows)
- ✓ Information (specific details about the exhibit)
- ✓ Conclusion (why you recommend the exhibit)



### 3 Create an Exhibit

- ✓ In groups, prepare a poster. Include all the most important details about your exhibits and illustrate it with diagrams, drawings, or photos.
- ✓ Give your exhibit a title.
- ✓ In your groups, put your exhibits together to create an exhibition. Check each other's work.



#### Web

Enter the code **Ti8P132** at <http://codigos.auladigital.cl> to find information about many museums in New York and its exhibitions.

### 4 Give an Oral Presentation

- ✓ Present your exhibit to the class. Be prepared to answer questions.
- ✓ Ask questions about your classmates' exhibits.
- ✓ Display your exhibits in the classroom.



**Self-Monitoring**

**1** Complete the rubric with examples.

	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
<b>Content</b>				
Make notes for an informative card including introduction and information	It includes introduction and several pieces of information.	It includes introduction and only one piece of information.	It only includes introduction or information.	It's hard to identify introduction and information.
Include diagrams, drawings or photos				
Create the exhibition				
<b>Team work</b>				
Assign different parts or exhibits in a museum				
Group feedback				
Cooperation with team				
<b>Public Speaking</b>				
Volume and tone				
Use of visual aids				
Connection with the audience				

**2** Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Make notes for an informative card including introduction and information		Assign different parts or exhibits in a museum		Volume and tone	
Include diagrams, drawings or photos		Group feedback		Use of visual aids	
Create the exhibition		Cooperation with team		Connection with the audience	
Total		Total		Total	
<b>Total Score</b>					

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

# LESSON 8 Social Groups

In this lesson you will listen, speak, read and write about social groups through a talk and encyclopedia entries.

What do you understand for social groups? Do you know any? Are you in any?

## Before Listening A Talk

- 1 In pairs, look at the pictures and answer the questions.
  - a. What qualities do you look for in a friend?
  - b. What common interests do you share with your friends?
- 2  Work in pairs. Read the dictionary definitions, and discuss how 'clicks' and 'cliques' are different.

**click** /klik/ a. v. to fit together; *They are great friends; their personalities really click.* b. n. a group of people who fit together or function well  
**clique** /cli:k/ n. a small, exclusive group that criticizes people outside of it.



## While Listening

- 3 Listen  to the talk and mark (✓) the correct answer.

### Listening Tip

#### Skimming

Focus on the main idea instead of trying to understand every word.

- a. Who is giving the talk?  
 A teacher       A psychologist
- b. Who do young people ask for advice?  
 Parents       Friends       Teachers
- c. Which group is more positive, a 'click' or a 'clique'?  
 Click       Clique
- d. What are the listeners asked to do at the end of the talk?  
 Have a discussion       Write an essay



## After Listening

- 4  Discuss the questions in groups.
  - a. What types of groups do the people in the photos belong to?
  - b. Do you think these groups are 'clicks' or 'cliques'?
- 5 Listen  and repeat the sentences.
  - a. They may communicate through special words.
  - b. That's a good idea!
- 6 Divide the words in the /θ/ sound and the /ð/ sound.

thanks - that - them - through - other - healthy



### Phonetic Symbols

See page 186.

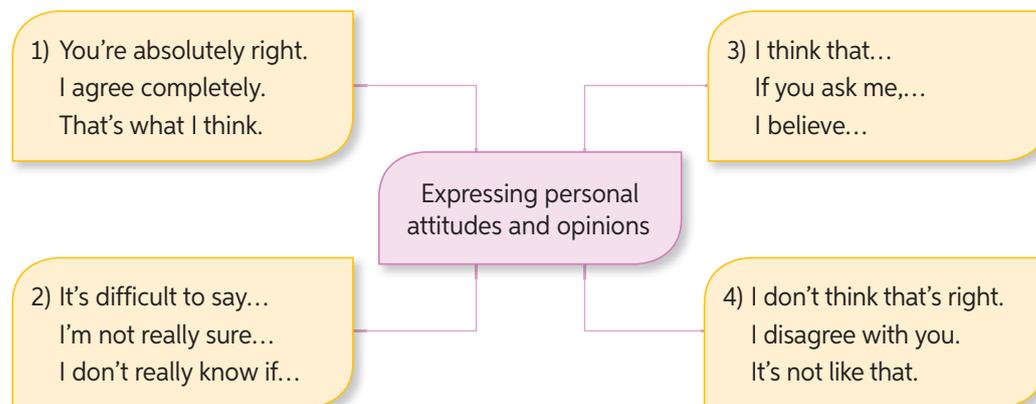
## Speaking Task Expressing Personal Attitudes and Opinions

**1** Read the sentences and decide if they express certainty (C) or uncertainty (U).

- \_\_\_ I'm sure you don't want to listen to a boring adult.
- \_\_\_ Maybe they have good intentions.
- \_\_\_ Yes, that's right.
- \_\_\_ I'm not convinced by what they say.

**2** Match the groups of phrases in the bubbles to the functions.

- |                            |                               |
|----------------------------|-------------------------------|
| a. ___ Giving your opinion | c. ___ Disagreeing            |
| b. ___ Agreeing            | d. ___ Expressing uncertainty |



**3** Read the case study below and decide if the person belongs to a 'click' or a 'clique.'

### Case Study

"I am one of the popular kids at school. Everyone knows who my friends and I are. We dress the same, sit together at lunch, and walk around together. We often make critical comments about other people's dress and hair-styles. However, I've made new friends in my science class and my supposedly good friends are starting to ignore me."

**4** Make notes on how the person can improve his or her situation.



**5** In pairs, discuss your ideas about the case study. Use phrases from the lesson to express your personal attitude.

- Give an opinion.
- Agree or disagree with your partner.
- Give reasons for your opinions.



**6** Practice and memorize your dialogue. Be prepared to present it in front of the class.

## Before Reading Encyclopedia Entries

- 1 Look at the pictures and make predictions.
  - a. What is the text about?
  - b. Which indigenous groups are described and what type of information do you think the entries give about them?

# Social Groups



## Aborigines

The Aborigines of Australia have the longest cultural history in the world. They originated in the Ice Age. Early Aboriginal society consisted of around five hundred tribes and each had its own territory and dialect. Their culture existed in rock art, cave paintings, and engraving of plants, animals, and ceremonies.

Aboriginal tribes hunted kangaroos, snakes, and emus. They also gathered fruit, roots, honey, and seeds. They walked long distances and they often did not wear clothes. In winter, they would wear protective coats of kangaroo fur. British colonizers were the first to settle in Australia. They took the land from the Aborigine people.

Today, Aborigines have adapted to Australian culture. Some family groups live in remote areas where they try to maintain traditional hunting, food gathering and ceremonial practices. However, communication and transport have changed their lifestyles. Now they wear modern clothes and use technology.

## While Reading

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

- \_\_\_ Cherokees are from Australia.
- \_\_\_ The Huichol language is Tsalagi.
- \_\_\_ Aborigines of Australia have adapted to Australian culture.
- \_\_\_ Wixarika is not a written language.



### Cherokee Indians

Cherokee Indians have lived in North America for fourteen thousand years. Today, there are 300,000 Cherokee people in the United States, the largest Native American group in the country. Most of them live in northeastern Oklahoma State. The idea of balance and harmony is very important for Cherokee traditions. They see the world as pairs of opposites: male and female, summer and winter, earth and sky. Cherokees were agrarian people. Women looked after the crops while men hunted deer, bear, buffalo and elk for meat. Their clothing was made of deerskin.

Cherokees today are very similar to other Americans in their customs. However, a small number of them still speak Tsalagi, which was their language.



### Huichol

The Huichol people still maintain their culture, language, and spiritual way of life. Their number is estimated at around 18,000, and their homeland is in the Mexican states of Jalisco and Nayarit. They are descendants of the Aztecs and their language is called Wixarika. It is not a written language, so beliefs and traditions are passed on orally. Nature is extremely important to the Huichol people.

Maize is a symbol of life in the Huichol culture. Other important symbols are those of deer and peyote (kind of cactus). Many Huichol were and are farmers, but the use of pesticides is bad for their health and unfortunately this century is threatening the Huichol way of life so they are migrating to cities.



3 Work in groups of three: Students A, B, and C. Use your text to make notes about your indigenous group in the table.

	Aborigine Student A	Cherokee Student B	Huichol Student C
Origins and location			
Traditional society, language, and culture			
Present day culture and concerns			



4 Tell your group about the indigenous people you read about and complete the table with the information your classmates give you.

### After Reading

5 Complete the mind map below with the words in the box.

fruit - kangaroos - deer - corn - bears - emus - buffalo  
milk - roots - cactus - elk - snakes - honey - seeds

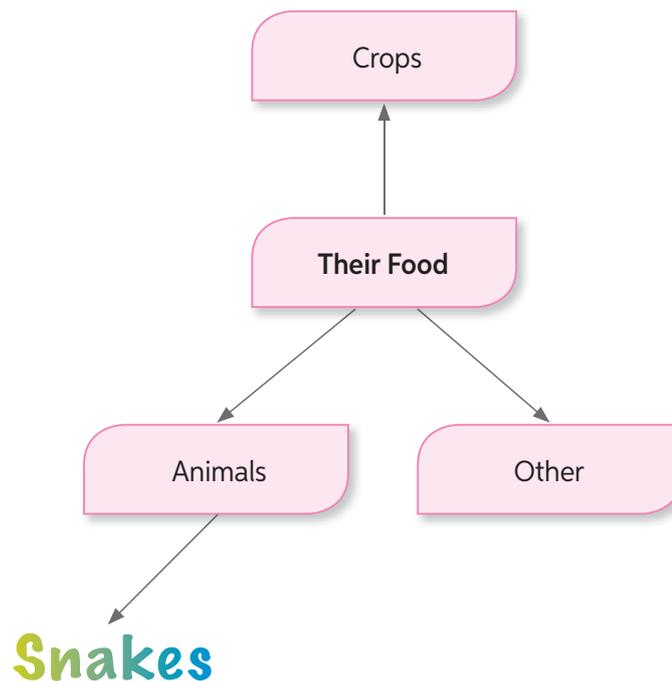
Glossary

See page 187.

#### Vocabulary Tip

##### Organizing and developing themed vocabulary

Look for words that belong to common categories and identify the context. Then think of personalized sentences containing the words to help you remember them.



6 Speaking • Coming to a Consensus.

- Why is it important to protect the rights and traditions of different cultures?
- What problems do you think indigenous groups will have in the future?

## Reading and Vocabulary Indigenous Groups

**1** Read the text on Social Groups and write *Aborigine, Cherokee, or Huichol* next to each statement.

- \_\_\_\_\_ Their beliefs and traditions are passed on orally.
- \_\_\_\_\_ Paintings and engravings of plants, animals, and ceremonies were important in their culture.
- \_\_\_\_\_ Most of them live in Oklahoma.
- \_\_\_\_\_ For them, maize is a symbol of life.
- \_\_\_\_\_ Pesticides are bad for their health.
- \_\_\_\_\_ The idea of balance and harmony is very important.
- \_\_\_\_\_ Communication and transport have changed their lifestyles.
- \_\_\_\_\_ Women looked after crops while men hunted.
- \_\_\_\_\_ They are descendants of the Aztecs.

**2** Read the text again and match the information to the correct number.

- Number of Huichols in today's society. \_\_\_\_\_ 500
- Original number of Aborigine tribes. \_\_\_\_\_ 18,000
- Number of Cherokees in today's society. \_\_\_\_\_ 300,000

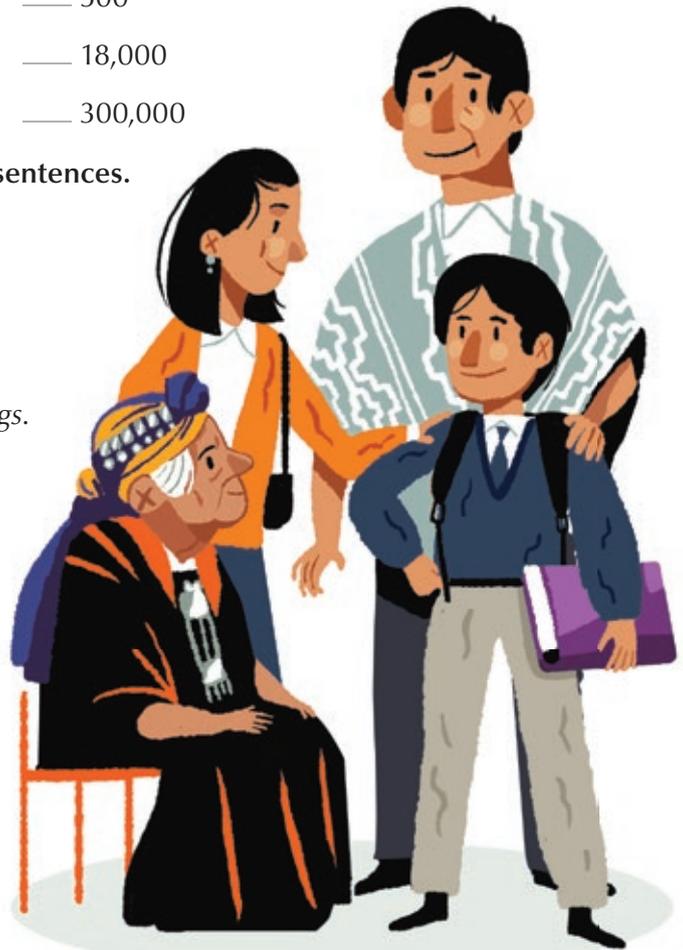
**3** Underline the correct words to complete the sentences.

- Kangaroos, rabbits, and cats have *fur* / *hair*.
- Your *hometown* / *home town* is the country where you were born, and with which you have a deep cultural association.
- Pictures which are carved or cut into wood, metal, or stone are called *engravings* / *paintings*.
- Villages or towns which are very far away from other civilizations are *lonely* / *remote*.

**4** Discuss the questions.

- What are the positive and negative aspects of indigenous people adapting to modern society?
- What can people do to help protect traditional culture and language?
- In Chile, how are the problems of each indigenous group similar or different?

Discuss



## Language Focus Asking for Information

1 Read the questions and match the underlined question words with their meaning.

- |  |                |
|--|----------------|
| a. <u>How long</u> have the Cherokee been in North America?        | ___ Time       |
| b. <u>How many</u> early Aborigine tribes were there in Australia? | ___ Manner     |
| c. <u>Whose</u> language is Wixarika?                              | ___ Possession |
| d. <u>How</u> did Aborigines get warm in winter?                   | ___ Place      |
| e. <u>Where</u> do the Cherokee live?                              | ___ Quantity   |

### Grammar

See page 17A.

2 Now match the questions to their answer.

- \_\_\_ They live in Oklahoma.
- \_\_\_ It is the Huichol's language.
- \_\_\_ There were five hundred tribes.
- \_\_\_ Fourteen thousand years.
- \_\_\_ They wore coats of kangaroo fur.

3 Read and complete these questions about possession. Use the words in the box.

mine - theirs - ours - hers - his

- Whose book is this? It belongs to Juan. It's \_\_\_\_\_.
- Whose books are these? They belong to Luisa. They are \_\_\_\_\_.
- Whose cell phone is this? It belongs to me. \_\_\_\_\_.
- Whose language is this? It belongs to the Cherokee. \_\_\_\_\_.
- Whose language is that? It belongs to our tribe. \_\_\_\_\_.

4 Now, write your own sentences in your notebook using the information on pages 136 and 137 and the possessive pronouns.

*"The Wixarika language belongs to the Huichol people. It's theirs."*



5 With a classmate, talk about an indigenous group of Chile answering questions like:

- Where do they live?*  
*How many people belong to the group now?*  
*How have they survived?*



## Reading Task An Article

# Street Dancing

## Past and Present

### Origins

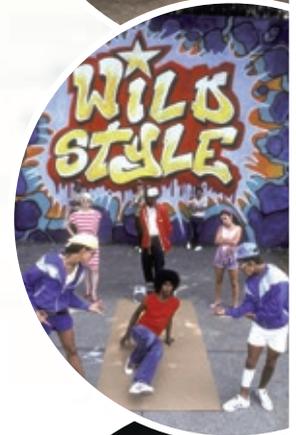
Street dancing is a wonderful form of dancing made up from many different dance styles! Street dancing originated in New York in the '70s. It immediately became popular with young people, as it is so unconventional, and requires so much energy and creativity. Break dancing is one of the oldest street dancing techniques. The wonderful thing about street dancing is that you can make up your own moves.

### What to wear

If you want to look cool while street dancing, wear your loosest pants, a comfortable t-shirt, tennis shoes (with or without socks), a jacket that's at least one size too big for you, and a cap turned the wrong way around!

### Ashley Banjo and Diversity

Diversity is an English street dance team. The leader of the group, Ashley Banjo, is one of the most famous street dancers. Diversity famously beat the singer Susan Boyle, to win the "Britain's Got Talent" reality show in 2009.



They have street danced for Queen Elizabeth, the British Prime Minister, and Larry King, amongst others.

### 1 Match the main idea to the title of each paragraph.

- \_\_\_\_\_ A famous dancer and group.
- \_\_\_\_\_ Where street dancing started.
- \_\_\_\_\_ Dressing correctly.



### 2 In pairs, discuss the questions.

- Which city gave birth to street dancing?
- Which famous dancing technique is linked with street dancing?
- Who is Ashley Banjo?
- Why do you think street dancers dress the way they do?

Web

Watch the performance of Diversity in Britain's Got Talent entering the code **Ti8P141** on <http://codigos.auladigital.cl> What do you think?

## Writing Task An Encyclopedia Entry



1 In pairs, pick a group of indigenous people and make notes in the table below.

Origins and Location	Traditional Culture and Language	Food and Clothing	Present Day



2 In pairs, go back the encyclopedia entries on pages 136 and 137 and study the text. Answer the questions.

- What adjectives are there?
- What verb forms are there?
- Is there a sequence in the way the information is presented?
- How would you describe the style of writing?

3 Using your notes, write a short encyclopedia entry about your chosen group of indigenous peoples. Read the tips.

- Give your entry a title.
- Divide the entry into clear paragraphs.
- Start each paragraph with a topic sentence and develop that theme.
- Include the sources of information.

Steps to writing

See page 13.

4 In pairs, exchange and correct your work.

5 Write a clean version of your encyclopedia entry.



## Cherokee Social Structure <sup>49</sup>

The Cherokee people are the largest indigenous group on the North American continent. Like many other indigenous peoples, their society changed drastically when the European colonists arrived. However, before the Europeans came to the Americas, the Cherokee had a very well-established social structure. Many of the ideas and practices from the past remain part of modern Cherokee culture.

### Social Organization

In the Cherokee culture, the oldest members of the community were given the highest prestige and respect. Women and men were considered equal, and age was the primary indicator of wisdom and status.

### Political Organization

The Cherokees had two different government bodies to control their tribes. There was a white government which served during peace times and had control over the community. The other government body was the red government, which controlled aspects of war and conflict.

### Social Control

In Cherokee society, people were punished for conflict in subtle ways. Gossip, humiliation, and social distance were used to punish people and to keep them from fighting. There was also a strong fear of punishment from the Cherokee gods.



#### 1 In pairs, discuss the following questions:

- a. What other forms of social organization do you know?
- b. What were some key components of Cherokee society?

#### 2 Read the section on Government Structure. Explain the two different governing bodies to your partner.

#### 3 Discuss the way the Cherokee organized their society based on the following traits:

Age      Gender      Conflict

#### 4 Choose a fantasy society from a book, movie, or television series. Write a short paragraph, or make a diagram to describe the social structure of that society. Think about the following.

- Who has the most power? Why?
- How are conflicts resolved?
- What is the main belief system that the people follow?



#### 5 Present your description to the class on a poster.

## A Brochure

### 1 Research and Discuss

- ✓ In small groups, research some indigenous groups in Chile. Use the Internet, magazines, newspapers, or the library to help you. Decide which is the most interesting.



### 2 Make Notes and Assign Roles

- ✓ Make notes about your group: their history, the way they lived in the past, how they live nowadays, what they do for a living nowadays and in the past, their homes, their food, their clothes, their crafts, their music and musical instruments. Add any other aspect you think it is important.

#### Web

Find information about Chile's indigenous people at the *Museo Chileno de Arte Precolombino* on <http://codigos.auladigital.cl> entering the code **Ti8P144**.

### 3 Prepare Your Brochure

- ✓ Write a summary of some interesting aspects of the group you chose.
- ✓ Make sure people reading the brochure will be interested in visiting the place where indigenous people live.
- ✓ You can also add some photos or drawings.

### 4 Present Your Brochure

- ✓ Talk about why you chose that group.
- ✓ Show what you learned about the group.
- ✓ Tell why tourists should visit them.



**Self-Monitoring**

**1** Complete the rubric with examples.

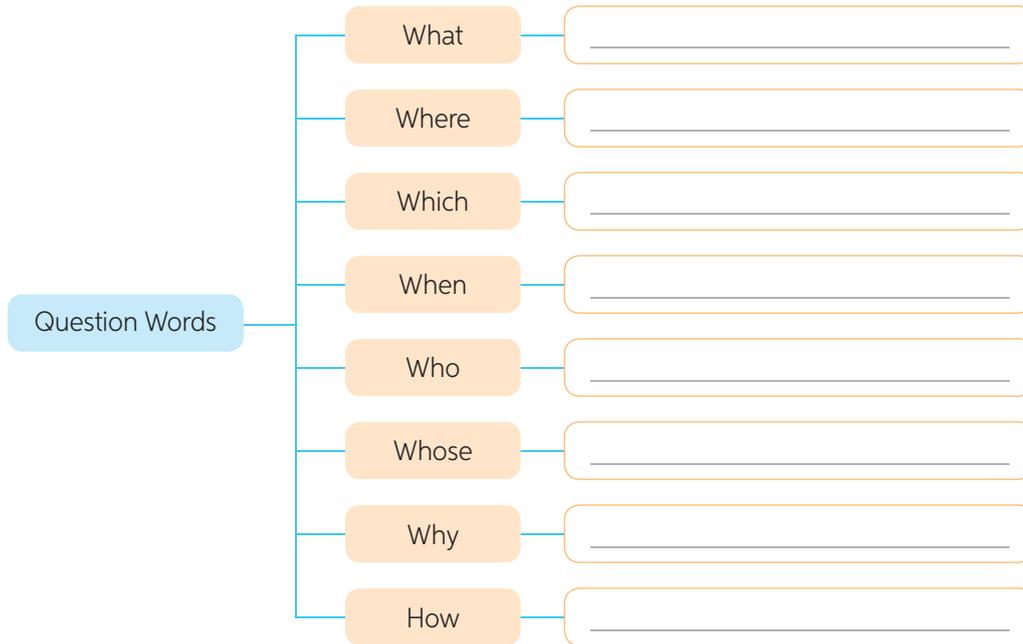
	Highly competent (+4)	Competent (+3)	Approaching competent (+2)	Not yet (+1)
<b>Content</b>				
Research on indigenous groups in Chile	Research on more than three indigenous groups.	Research on three indigenous groups.	Research on two indigenous groups.	Research on only one indigenous group.
Choose one group and make notes about it				
Write a catchy summary about the chosen group				
<b>Team work</b>				
Assign roles				
Group feedback				
Cooperation with team				
<b>Public Speaking</b>				
Volume and tone				
Use of visual aids				
Connection with the audience				

**2** Assess your performance.

Content	Me	Team work	Me	Public Speaking	Me
Research on indigenous groups in Chile		Assign roles		Volume and tone	
Choose one group and make notes about it		Group feedback		Use of visual aids	
Write a catchy summary about the chosen group		Cooperation with team		Connection with the audience	
Total		Total		Total	
					<b>Total Score</b>

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

- 1** Complete the mind map with questions about an indigenous community from the unit.



- 2** Complete the sentences with words from the box.

whose - his - hers - mine - where - how

- This pet belongs to me. It's \_\_\_\_\_.
- \_\_\_\_\_ many people live here?
- This car is \_\_\_\_\_.
- \_\_\_\_\_ car is this?
- No, it's not mine. It's my father's. It's \_\_\_\_\_.
- \_\_\_\_\_ do you live?

- 3** Complete the table with the phrases in the box.

You're absolutely right.  
It's not like that.  
I believe ...  
It's difficult to say ...  
I'm not really sure ...  
I think that ...  
That's what I think.  
I don't think that's right.

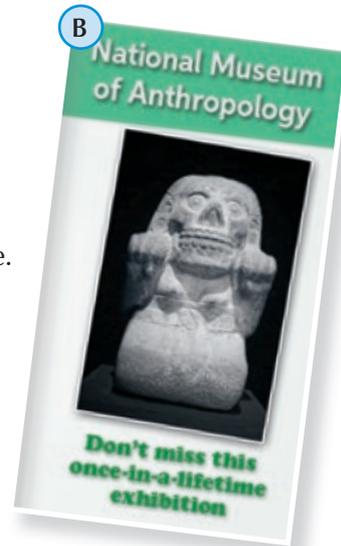
Obligation	Permission
Giving an opinion	
Agreeing	
Disagreeing	
Expressing uncertainty	

1 Look at the signs and underline the phrase that best describes them.



- 1) You must talk in the library.
- 2) You must not talk in the library.
- 3) You should talk in the library if you want.

- 1) The exhibition is finishing soon.
- 2) You shouldn't go to the exhibition—it's terrible.
- 3) You should go to the exhibition—it's fantastic.



- 1) You should not pick up your dog's excrement and put it here.
- 2) You must pick up your dog's excrement and put it here.
- 3) You don't have to pick up your dog's excrement.



2 Your friend Isabel is researching Aymara people. Ask questions to fit the answers.

- a. \_\_\_\_\_  
Most of the Aymara people speak some Spanish.
- b. \_\_\_\_\_  
The Aymara people traditionally wear clothes made of wool.
- c. \_\_\_\_\_  
About 2 million of Aymara people live in Bolivia, Peru and Chile.
- d. \_\_\_\_\_  
These artifacts belong to the Aymara people.

- 3** Imagine that your teacher asks you to write an article for your school newspaper about a festival celebrated in your country (85-100 words).

You should include:

- when and why the festival is celebrated.
- where it is organized.
- an interesting fact about it.



**Extra**

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

	Student A	Student B
Situation 1	Think of an interesting place you have visited and describe to student B what did you do there.	You ask student A about his or her time visiting that interesting place and give him or her your opinions.
Situation 2	You want to become part of a group. Describe to your partner what it consists of.	Express to student A what you think about the groups he or she wants to be part of.

With your teacher, correct your Checkpoint. Go to pages 168 to 173 for further work!

**BEFORE YOU GO ON**

- Go back to page 117 and check your predictions about the unit. Correct any mistakes you made in the space provided here.

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

**Listening** strategies:

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**Speaking** strategies:

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**Reading** strategies:

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**Writing** strategies:

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

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

Listening and Speaking

1 Listen  and mark the activities each person likes (✓) and dislikes (✗).

Listening Tip

Listening for detail

Listen for key words in the text without trying to understand every word.



	Mom	Dad	Boy	Jane
Yoga				
Paintballing				
Water-skiing				
Kayaking				
Horseback riding				
Tennis				

2 Complete the dialogue below using the words in the box.

come on - would - Alright, then - Hmm, I'm not sure - Let's go

Charlie: \_\_\_\_\_ away this weekend!  
(1)

Ellie: \_\_\_\_\_. I have a lot of work.  
(2)

Charlie: Oh, \_\_\_\_\_ ! It'll be fun, and we will be able to relax.  
(3)

Ellie: \_\_\_\_\_. I \_\_\_\_\_ like to relax for the weekend.  
(4) (5)

Charlie: Excellent, I'll phone the hotel later and book a room!

3 Write questions that would receive the following answers.

- a. \_\_\_\_ ? They look expensive.
- b. \_\_\_\_ ? There's a discount on these vacations.
- c. \_\_\_\_ ? Waterskiing originated on the French Riviera in the early 1920s.
- d. \_\_\_\_ ? I like the look of the yoga and massage break.
- e. \_\_\_\_ ? I'd like to go kayaking, but I don't think I'd like waterskiing.
- f. \_\_\_\_ ? No, I can't swim!



4 Discuss with a classmate about what your favorite vacation is. Use both facts and opinions.

## Reading and Writing

- 1 Read the festival summaries and write which festival each person would enjoy the most.

### V Festival

A three-day annual rock music festival held near London during the penultimate weekend in August. Book your tickets early as they sell out quickly! It is an excellent festival for people who love listening to rock music and don't mind sitting far from the stage.

### Glastonbury

A performing arts festival best known for its contemporary music, but also for dance, comedy, theater and other arts. The sponsors of the festival are proud of their leading rock and pop artists as well as unique music projects to draw attention to social and ethical problems across the world. It is a great opportunity for people who enjoy performing, painting, drawing, and writing music. Artists all!

### BBC Proms

The world's greatest classical music festival presents an eight-week summer season of daily orchestral music. You can book tickets online at the Royal Albert Hall website or direct at their box office. It is an unforgettable festival for those people who would like to spend a lovely night listening to good music.

- a. \_\_\_\_\_ Ben and Erica met in the national orchestra where they both play violin. Ben wants to take Erica on a special night out for their anniversary.
- b. \_\_\_\_\_ Emily is an anthropologist and is always interested in helping social and ethical projects.
- c. \_\_\_\_\_ Mario loves rock music, especially British rock. He is from Chile but nowadays he is traveling in Europe.

- 2 Write a frequency adverb in the correct place, either before or after the verb.

always - never - often - sometimes

- a. Ben \_\_\_\_\_ is \_\_\_\_\_ listening to classical music.
- b. Emily \_\_\_\_\_ helps \_\_\_\_\_ people.
- c. Mario \_\_\_\_\_ listens \_\_\_\_\_ to New Age music.
- d. Most teachers \_\_\_\_\_ are \_\_\_\_\_ giving some advice to students.
- e. Emily \_\_\_\_\_ visits \_\_\_\_\_ poor people and organize workshops.
- f. Many children \_\_\_\_\_ spend \_\_\_\_\_ too much time watching television.
- g. Students \_\_\_\_\_ study \_\_\_\_\_ before a test.

Grammar

See page 174.

- 3 Write your own summary of a music festival you know. Use the texts in activity one as a model.

## Language Focus

## 1 Complete the sentences with the correct form of the verb.

## Grammar

See page 17A.

live - spend - go - play - sit

- Ben likes to \_\_\_\_\_ his violin every day.
- Peter enjoys \_\_\_\_\_ near the sea.
- Many people would like to \_\_\_\_\_ their vacation in Viña del Mar.
- Mario doesn't mind \_\_\_\_\_ far from the stage in a concert.
- My brother loves \_\_\_\_\_ to the mountains with his friends.

## 2 Answer the questions.

- Where is Mario nowadays?  
\_\_\_\_\_

- Can you book tickets on line for the Royal Albert Hall?  
\_\_\_\_\_

- Does Emily play the piano in the National Orchestra?  
\_\_\_\_\_

## 3 Write questions that would receive the following answers.

- \_\_\_\_\_ ?

I usually play the piano on Saturdays.

- \_\_\_\_\_ ?

He sometimes listens to music.

- \_\_\_\_\_ ?

No, they are never on time.

## 4 Complete the sentences with words from the box.

often - always - never - sometimes

- Children \_\_\_\_\_ play sports after school.
- We \_\_\_\_\_ eat empanadas on September 18<sup>th</sup>.
- In Licanray, it \_\_\_\_\_ rains during summer.
- I \_\_\_\_\_ watch horror movies. They scare me.

## 5 Write sentences in your notebook about what you:

- never do in winter.
- always celebrate.
- often do on the weekends.
- sometimes do at school.

## Listening and Speaking

### 1 Listen to the conversation and number the dialogue in order.

\_\_\_\_\_ Two dollars. Or you could take a taxi. But that will cost you more.

\_\_\_\_\_ Well, you could take the subway.

\_\_\_\_\_ About twenty minutes.

\_\_\_\_\_ How much does it cost?

\_\_\_\_\_ No, it's OK. I think I'll take the subway. Thanks.

\_\_\_\_\_ How long does it take?

### 2 Unscramble the questions.

a. station / here / Is / a / there / subway / near

\_\_\_\_\_?

No, but there's a bus stop.

b. train / How / get / to / here / I / the / station / from / do

\_\_\_\_\_?

It's over there next to the supermarket.

c. arrive / time / it / in / What / Soho / does

\_\_\_\_\_?

It arrives at 12:20.

d. does / How / take / long / it

\_\_\_\_\_?

It takes twenty minutes.

### 3 Match the questions to the correct answers.

a. What number bus goes to the school? \_\_\_\_\_ Yes, of course.

b. Where is the bus station? \_\_\_\_\_ 28.

c. How long does it take to get there? \_\_\_\_\_ In front of the museum.

d. How much does it cost? \_\_\_\_\_ \$10.

e. Can I have a ticket? \_\_\_\_\_ About 20 minutes.



### 4 Look at the schedule and create a dialogue with a classmate giving and answering information.

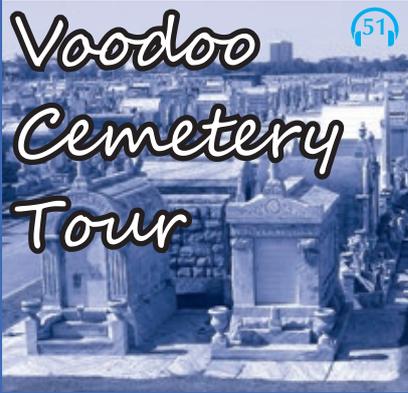
Destination	Departure	Arrival	Journey Time
New York	10:30	12:30	2 h

## Reading and Writing



1 Work in pairs. Look at the text and answer the questions.

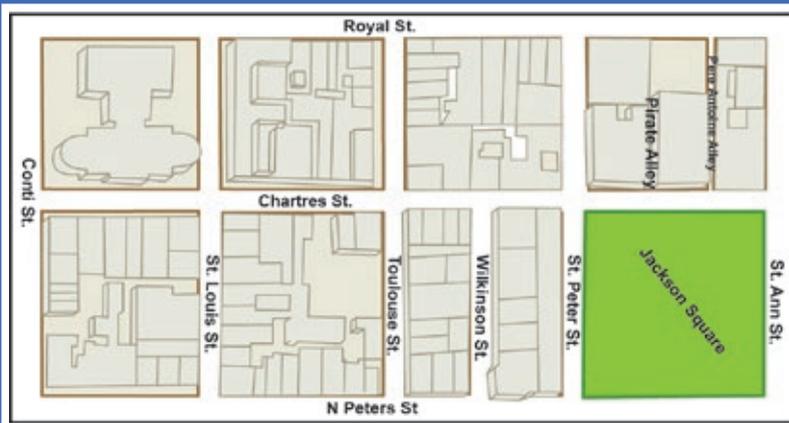
- What type of text is it?
- What do you know about voodoo?



Do you believe in ghosts? St. Louis Cemetery No. 1 is the place to enjoy the historic ghost stories of New Orleans. A walk around the tombs is a fascinating experience.

Tours start at 10:00 a.m. and take two hours. The cemetery closes at 3 p.m. out of respect for the dead. Don't go to the cemetery at night –the spirits are alive!

A special feature of the tour is a stop at the tomb of Marie Leveau –the Voodoo Queen of New Orleans. Learn about the myths, mysteries, and realities of voodoo. One tradition is to knock three times on her crypt before asking her for help.

**Tour Route**

We meet at the Royal Cafe 20 minutes before the tour starts. From Jackson Square go along Chartres Street for three blocks. Then turn right on Conti Street and the café is on the right on the corner of Conti Street and Royal Street.

**Don't miss this fun and informative walk!**

2 Read the text and answer the questions.

- What is the name of the cemetery? \_\_\_\_\_
- Why does the cemetery close at 3 p.m.? \_\_\_\_\_
- What do you do if you want to ask Marie Leveau for help? \_\_\_\_\_
- What time do people meet for the tour? \_\_\_\_\_
- Why do you think people take these tours? \_\_\_\_\_

3 Read the Tour Route and mark on the map where the Royal Café is.



4 Work in groups. Write a tour guide for an interesting place in your community.

- Include when and where to meet.
- How to get there.
- Special features of the place.

## Language Focus

### 1 Number the sentences to put them in the correct order.

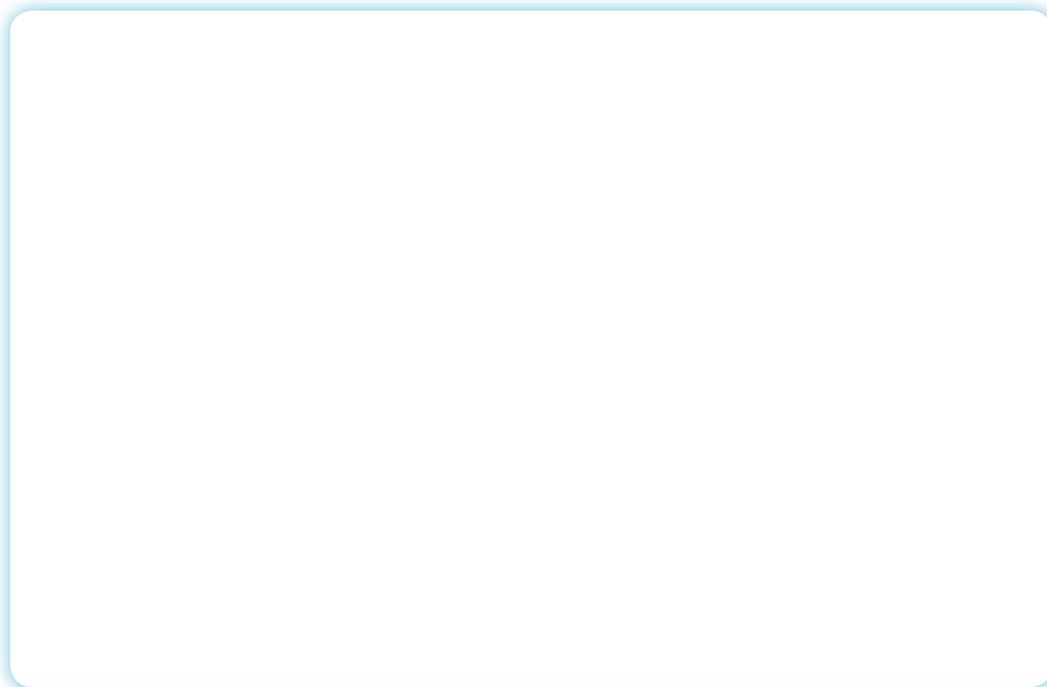
- a. \_\_\_\_\_ And do you know how can I get to the cemetery from there?
- b. \_\_\_\_\_ Mmm, from there... Well, walk along one block. Turn left. The cemetery is over there. You can't miss it.
- c. \_\_\_\_\_ Excuse me, where's Los Héroes subway station?
- d. \_\_\_\_\_ Thank you so much.
- e. \_\_\_\_\_ Not far from here. Walk along this street for two blocks. Then cross the Street. Los Héroes subway station is on the right.
- f. \_\_\_\_\_ You're welcome.

### 2 Complete these sentences.

- a. Walk \_\_\_\_\_ this street until you get to Main Street.
- b. Then, turn \_\_\_\_\_. That's Second Street. Walk along for one block.
- c. Turn left \_\_\_\_\_ Third Street.
- d. The Hard Rock Café? I think \_\_\_\_\_ downtown, but I'm not sure. Sorry.

### 3 Draw a map in which there are several locations.

a movie theater    a coffee shop    a hospital    the park



### 4 In pairs, give and ask for directions using your map.

Listening and Speaking

1 Listen  and underline the correct words to complete the sentences.

- a. There will be a machine to check your...
  - 1) home.
  - 2) fingerprints.
  - 3) keys.
- b. Eventually everybody will do their ... online.
  - 1) studying
  - 2) writing
  - 3) shopping
- c. I'm ... we won't have to visit museums.
  - 1) certain
  - 2) unsure
  - 3) happy
- d. I also think technology will help ... more.
  - 1) doctors
  - 2) scientists
  - 3) teachers

2 Listen again and write T (true) or F (false).

- a. \_\_\_\_ The interview is about changes in the twentieth century.
- b. \_\_\_\_ Ellen says that there will be a lot of new inventions.
- c. \_\_\_\_ The Internet will become more popular.
- d. \_\_\_\_ We will see visual messages while we are sleeping.
- e. \_\_\_\_ Ellen and Jack have lots of positive ideas.

3 Look at page 55 in your text and write the opposites in the table.

**Learning Tip**  
**Giving opinions**  
 Use the terms in the table to introduce an opinion that can be either for or against another point of view.

Agreeing	Disagreeing
Certainly.	I'm 2) _____
I agree.	I 3) _____
That's 1) _____	That's 4) _____



4 Use the expressions from page 55 to write a response to each of these opinions. Then share your opinions with a classmate and find one you disagree on. Create a dialogue about it and present it to the class.

- a. Doctors will use robots in surgeries.
- b. There will be colonies of humans on other planets.
- c. Vacations in space will be common.
- d. Students will have virtual teachers.
- e. We will have robots as pets.

## Reading and Writing

**1** Look at the text and discuss the questions.

- Where is this text from?
- What age group is it for?

**teen shopper** Sign In | Register Now

FASHION GAMES SPORTS SHOPPING

### How Teens Shop

Monday, June 4, 2011

This survey shows local teenagers' attitudes to shopping. Where do they go and what do they like? Follow the interactive guide to see what stores they visit.

**Andrew Reed**  
13-year-old Andrew loves sports. He spends his free time looking for sneakers in sports stores. He has posters of his favorite teams all over his bedroom.  
[Find out more](#)

**Kelly Hall**  
Kelly is crazy about fashion. She spends her money on stylish clothes and jewelry — especially colorful shirts and shoes!  
[Find out more](#)

**Shopping Route**

- Enters the mall. Click on **NEXT**
- First stop: Wild Wear  
Time in store: 2 min  
Total cost: \$0
- Second stop: Storm  
Time in store: 30 min  
Total cost: \$8.60 (yellow shirt, red shirt)
- Third stop: Jenny's  
Time in store: 10 min  
Total cost: \$4 (blue earrings)

START NEXT STOP

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

- Which of the two teenagers followed the shopping route shown?
- How much money does the person spend going through the mall?

**3** Make a list of stores in your area. Include stores you like and don't like.



**4** Work in groups of three, sharing your list of stores. Ask your group members about shopping habits and make a note of their answers.

- Ask about their favorite store.
- Ask about what things they like to buy (clothes, music, games, etc.).
- Ask about their opinions on shopping on the Internet.

Language Focus

Learning Tip

Will/Going to

We can use both going to and will for predictions. There is usually no difference in meaning.

1 Complete the sentences with a suitable form of the words in parentheses.

- a. Soon there \_\_\_\_\_ (be) many more electronic devices in classrooms.
- b. In future, students \_\_\_\_\_ (not use) notebooks and pencils.
- c. Teachers \_\_\_\_\_ (not write) on a white board in ten years.
- d. Are you \_\_\_\_\_ (bring) your new tablet tomorrow?
- e. It is possible that AR (augmented reality) glasses \_\_\_\_\_ (help) students learn.

Grammar

See page 17A.

2 Match the questions to the answers.

- |   |  |
|---|--|
| a. What do you think schools will be like in ten years? | _____ We'll do them on a computer.                           |
| b. Is students' learning improving?                     | _____ Yes, because they are feeling more motivated.          |
| c. Will classrooms be more interactive?                 | _____ I think they'll use much more technology.              |
| d. Are teachers going to disappear?                     | _____ Yes, because students won't sit at desks all the time. |
| e. How will we do exams?                                | _____ No. I think they will have a different role.           |

3 Unscramble the questions and write short answers.

- a. portable / Are / devices / cheaper / becoming  
 \_\_\_\_\_?  
 \_\_\_\_\_.
- b. in / the / there / CDs / Will / future / be / any  
 \_\_\_\_\_?  
 \_\_\_\_\_.
- c. in / young / Will / text / future / more / people / the  
 \_\_\_\_\_?  
 \_\_\_\_\_.

4 Write two predictions about your life in ten years time.

- a. \_\_\_\_\_
- b. \_\_\_\_\_

## Listening and Speaking

**1** Listen (20) and write whether the predictions are for V (*Virgo*), S (*Scorpion*), L (*Libra*), or C (*Capricorn*).

- a. \_\_\_\_\_ You will be very lucky this week.
- b. \_\_\_\_\_ You will entertain visitors and enjoy a party.
- c. \_\_\_\_\_ You will be more successful in your final exams, if you study hard.
- d. \_\_\_\_\_ You will argue with a close friend.
- e. \_\_\_\_\_ You will have a great week.
- f. \_\_\_\_\_ Things will be better by the weekend.

**Listening Tip**  
**Listening for detail**  
 Listen for key words in the text without trying to understand every word.

**2** Listen again and complete the sentences.

- a. Virgos are \_\_\_\_\_ sign in the zodiac this week.
- b. For Virgos, now is \_\_\_\_\_ time to play the lottery.
- c. I was wondering if Scorpions are going to have a \_\_\_\_\_ week than Virgos?
- d. Libras need to study even \_\_\_\_\_ than usual!
- e. Scorpions are going to \_\_\_\_\_.
- f. Capricorns, by the weekend things will be \_\_\_\_\_.

**3** Complete the sentences with the words in the box.

more secretive - colder - biggest - most sociable

- a. Take your coat. It's \_\_\_\_\_ than it was yesterday.
- b. Aries' \_\_\_\_\_ strength is the ability to overcome fear.
- c. He will never tell you! Scorpions are a lot \_\_\_\_\_ than other star signs.
- d. My friends are always out. They are the \_\_\_\_\_ people I know.

**Listening Tip**  
**Comparative adjectives**  
 We also use as + adjective + as to compare people, places, events, or things that are equal.

**4** Write about a classmate comparing you to him or her. Then share your opinions with the class.

*My friend Miguel is thirteen. He is very sociable.  
 I am quieter than him. I study harder  
 than Miguel because he is more intelligent than me!*

---



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---

## Reading and Writing

## 1 Read and answer the quiz.

## So much technology... But too much garbage!

53

Researchers predict that the amount of waste produced around the world will increase significantly in the next twenty years. However, one country already contributes more than its fair share of the world's waste. That country is the United States.

For example, did you know that the USA is home to 5% of the world's population, yet consumes one third of its wood and paper? Or that the average US citizen produces two kilos of waste every day? Take our quiz and see how much you know about the amount of waste this country produces.



Source: Adapted from www.cleanair.org

- How many plastic bottles are thrown away each hour?  
a. 0.5 million    b. 1.5 million    c. 2.5 million
- How many disposable cups does an average office worker throw away per year?  
a. 300    b. 500    c. 700
- How many photocopies are made around the country every minute?  
a. 7,500    b. 75,000    c. 750,000
- How many cars do US citizens get rid of every day?  
a. 20,000    b. 2,000    c. 200
- How much food is thrown out each day?  
a. 14,000 tons    b. 34,000 tons    c. 43,000 tons
- What proportion of solid waste gets recycled?  
a. 10%    b. 30%    c. 50%
- How many trees are cut down each year in order to produce paper?  
a. 90 million    b. 900 million    c. 9 million
- How many aluminum soda cans are used each year?  
a. 6 billion    b. 16 billion    c. 65 billion
- How much of the waste in the US is packaging?  
a. One tenth    b. One third    c. One fifth
- How many aluminum cans are recycled each second?  
a. 150    b. 15    c. 1,500

Answers: 1. c, 2. b, 3. c, 4. a, 5. c, 6. a, 7. b, 8. c, 9. b, 10. c



## 2 In pairs, discuss the facts from the quiz.

- What did you find surprising?
- What did you find disturbing?
- What did you find encouraging?
- Are people in Chile recycling?
- What are the things you recycle?
- Does your school recycle anything?
- What will happen in the future with so much rubbish?

## 3 Write a short essay about one of the following questions:

- Are people in Chile recycling?
- Does your school recycle anything?
- What will happen in the future with so much rubbish?

## Language Focus

**1** Complete the first part of the sentences with the correct form of will or going to. Then match them to the second part.

- |   |   |
|---|---|
| a. I _____ (stay) at home this weekend...                       | _____ so I _____ (go) to the cinema.                              |
| b. The weather forecast said it _____ (rain) later,             | _____ but my horoscope said I _____ (feel) better soon.           |
| c. I think the exam _____ (be) difficult,...                    | _____ because my horoscope says I _____ (have) a lot of homework. |
| d. I _____ (not go) to the party tonight. I don't feel well,... | _____ so I _____ (study) really hard for it.                      |

**2** Unscramble and write the predictions. Mark (✓) the ones you believe.

- a. people / 3000 / live / on the moon / will / In the year \_\_\_\_\_
- b. Robots / will / In a few years / all the housework / do \_\_\_\_\_
- c. find / for all illnesses / a cure / Doctors / will \_\_\_\_\_

**Grammar**  
See page 17A.

**3** Look at the table and write two more sentences about Claire's plans.

	Saturday 3	Sunday 4
Claire	Morning: Go shopping 😊 Afternoon: Go swimming	Morning: Do homework ☹️ Afternoon: Lunch with friends

*Claire is going to go shopping on Saturday morning.*

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

**4** Write predictions for your future.

Year	Prediction
2019	<i>I will pass all my exams and go to college.</i>
2029	
2038	
2050	

Listening and Speaking

1 Listen  and write T (true) or F (false).

Learning Tip

Listening for the gist

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

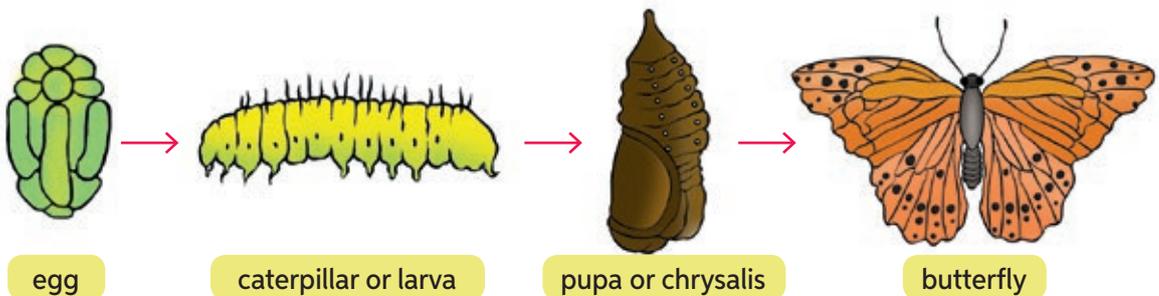
- a. \_\_\_ The heart helps the body get rid of waste.
- b. \_\_\_ The heart is divided into five parts.
- c. \_\_\_ The ventricles are at the bottom of the heart.
- d. \_\_\_ Cholesterol makes pumping blood more difficult.

2 Listen again and complete the sentences.

blood - atrium - body - lungs

- a. First, blood enters the right \_\_\_\_\_ through the arteries.
- b. Then it is pumped to the \_\_\_\_\_ by the right ventricle through the veins.
- c. After that, the \_\_\_\_\_ is sent back from the lungs to the left atrium.
- d. Finally, the heart pumps the blood out of the left ventricle to the rest of the \_\_\_\_\_.

3 Look at life cycle of the Painted Lady Butterfly and number the process in the correct order.



- a. \_\_\_ It becomes a very, hungry, black caterpillar, or larva. For five to ten days it eats and eats and loses its skin many times.
- b. \_\_\_ The pupa turns into an adult butterfly.
- c. \_\_\_ The painted lady butterfly begins its life cycle as a very small, green egg.
- d. \_\_\_ When the caterpillar is the right size, it becomes a brown chrysalis or pupa. The pupa hangs upside down from a leaf or branch. Inside the chrysalis, an adult butterfly is growing.

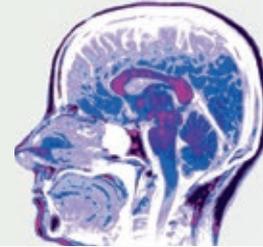
4 Talk to your classmates about the life cycle of a different animal using the example from activity 3. Remember to use sequencing words.

## Reading and Writing

- 1 Look at the text and answer the questions.
  - a. Who do you think the article is for?
  - b. What type of magazine do you think it is from?
  - c. What is the article about?

### Exercise Your Memory

Scientists say you can improve your memory by exercising it every day. You can do this by trying to recall activities from the past or by thinking in different ways.



#### Tips for Remembering

**Chunking**—Form small groups of information instead of trying to remember long lists.

**Mnemonic devices**—Use abbreviations to compress information into shorter bits, e.g. Every Good Boy Does Fine = E, G, B, D, F— the musical scale.

**Linking to visual images**—If you need to remember someone's name, create a visual image of them doing something familiar.

Try these activities and keep your memory in shape!

1. Can you remember ten details about your first day at school?
2. Think of as many countries as possible that begin with the letter "A." Then do the same for "B," "C," etc.
3. How many famous historical figures can you write down in one minute?
4. How many names of students in your school can you remember (not from your class!)?

- 2 Read the article and do the activities.



- 3 In pairs, compare how much you remembered.



- 4 In groups, read the Tips for Remembering and answer the questions.

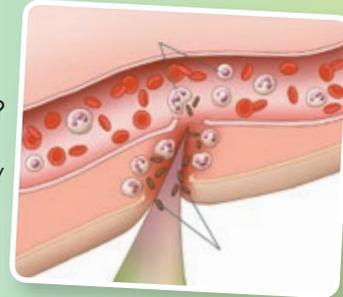
- a. Would these tips be useful for you to remember anything? Which ones and why?
- b. Do you know any mnemonics in your language? What are they?
- c. How do you remember things?

- 5 Write another tip for remembering things. Give examples of how your tip works.

Language Focus

1 Underline the correct connector.

A cell membrane covers the white blood cells and lets nutrients in *so/and* waste out. Whenever an infection enters the body white blood cells go and fight the infection *so/also* after a few days the person recovers completely. When we are ill the amount of white blood cells increases. White blood cells fight against viruses and bacteria *until/then* they win and the person is recovered. After a serious illness, children lose weight and feel weak. What do their parents have to do? *First/Until* children need some medicine to gain some weight *and/then* need to eat some nutritious food. *And/Second* they need to do some sports. After *that/And* they have to go on with their regular life. *Finally/So* all the family feel happy again!



2 Find at least five words related to the vocabulary on pages 90 and 91.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

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

3 Now, use them to write sentences.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

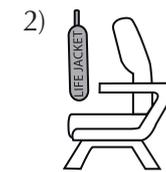
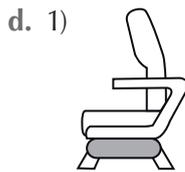
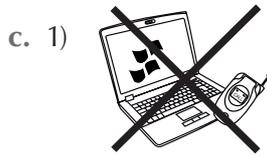
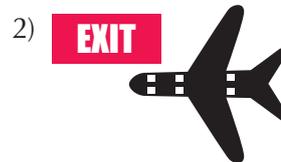
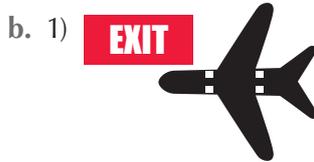
4 Describe a process of the human body. Remember to use connectors.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_

Grammar  
See page 17A.

## Listening and Speaking

**1** Listen  and circle the correct pictures.



**2** Match the sentence halves.

- a. You should not leave... \_\_\_ your ticket at baggage claim.
- b. You must show... \_\_\_ smoke in the restrooms.
- c. We would like to remind you not to... \_\_\_ your bags on the floor.



**3** In groups, write more rules or regulations for your schools. Then present them to the class and discuss if you agree or not.

a.	<i>You must arrive on time to all classes.</i>
b.	_____
c.	_____
d.	_____
e.	_____
f.	_____

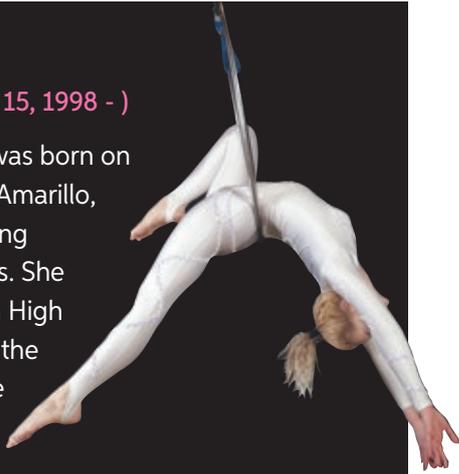


## Reading and Writing

Glossary

See page 187.

- 1 Read the biography and complete the Quick Facts card.

Quick Facts	Liz Simes (Vancouver, November 15, 1998 - )
Name: _____	Elizabeth Anne Simes was born on November 15, 1998, in Amarillo, Texas. She grew up being very fond of gymnastics. She studied at Saint Joseph High School where she won the gymnastics prizes three years in a row (2010, 2011, and 2012).
Full Name: _____ _____	In the year 2012 she won the gold medal at the XXV County Gym Festival. Today, she is a trapeze artist for the Cirque du Soleil in Las Vegas. She loves her work, but it's not all fun and games. She has to perform ten shows a week and she can't miss training. She needs to exercise and practice every afternoon in order to stay in top condition. Liz joined the Cirque after sending them a videotape of her gymnastics career. There are some days when Liz doesn't want to get out of bed, but she can't let tiredness affect her. Besides, her job is never boring. Her dream is to become the main trapeze artist of her group.
Birth Date: _____	
Place of Birth: _____ _____	
Education: _____ _____	
Occupation: _____ _____	
Work facts: _____ _____	
Main achievements: _____ _____	

- 2 Write a biography of someone you know well. Use text in activity 1 as a model. Your biography should include:
- Full name of the person
  - Date and place of birth and death (if applicable)
  - Education
  - Work facts
  - Major achievements
- 3 Check your biography. Pay attention to punctuation and grammar. Then, exchange biographies with a partner and check his or her work.
- 4 Correct your work and write a final version of it if necessary.

## Language Focus

## 1 Underline the correct words to complete the text.

Many animal welfare groups know cases of animal cruelty in the training of performing circus animals. Circus animals *have to* / *can* travel many times throughout the year and *must* / *can* be locked up for long periods of time. Sometimes the animals *can* / *should* rebel against their own trainers, which is extremely dangerous "Don't leave animals locked up without food or drink", say members of animal welfare groups. "That's animal cruelty".



## 2 Underline the correct words to complete the sentences.

a. Please, children ... do that!

1) Shouldn't

2) don't

3) cannot

b. ...leave dogs unattended in the park.

1) Shouldn't

2) Have to

3) Don't

c. I'm happy that I ... get up early on Sundays.

1) have to

2) don't have to

3) cannot

d. You ... smoke on the street.

1) can

2) must

3) don't have to

e. Fire-fighters often ... risk their lives to save others.

1) can

2) have to

3) should

f. Construction workers ... forget to wear a helmet.

1) cannot

2) shouldn't

3) mustn't

## 3 Look at the pictures and write a recommendation, an obligation or some advice for each one.



a. \_\_\_\_\_



c. \_\_\_\_\_



b. \_\_\_\_\_



d. \_\_\_\_\_

Listening and Speaking

1 Listen (38) and write T (true) or F (false).

- a. \_\_\_ Brian didn't like the museum.
- b. \_\_\_ The ice in the Arctic is disappearing.
- c. \_\_\_ Scientists found a man's skeleton in France.
- d. \_\_\_ Steve is at the Hominid Gallery.

2 Match the questions to the answers.

- a. Did you go to the Hominid Gallery? \_\_\_ I went there yesterday. It's great.
- b. Anyway, I want to go to the Underground Adventure next. \_\_\_ No, I can't.
- c. Can you believe it? \_\_\_ No, I didn't go.
- d. How do you like the museum? \_\_\_ It's fantastic.

3 Complete the sentences with the name and the correct verbs in parentheses.

Place	Carlos	Lisa	Ben
La Tirana	X	✓	X
Casablanca vineyards	✓	X	X
Torres del Paine	✓	✓	X
Easter Island	X	X	✓

- a. \_\_\_\_\_ (go) to La Tirana last week.
- b. \_\_\_\_\_ and \_\_\_\_\_ (visit) Torres del Paine last year.
- c. Only \_\_\_\_\_ (see) the Moais when he traveled to Easter Island.
- d. \_\_\_\_\_ (not visit) Casablanca vineyards last summer.
- e. \_\_\_\_\_ (see) the Casablanca vineyards and was impressed.

4 Complete the dialogue with the correct form of the verbs in parentheses. Then prepare a similar conversation with a classmate.

Lisa: Hi Carlos! How \_\_\_\_\_ (1) \_\_\_\_\_ (be) your summer?

Carlos: It was great. It \_\_\_\_\_ (2) \_\_\_\_\_ (not be) my first time there, but I \_\_\_\_\_ (3) \_\_\_\_\_ (enjoy) it very much.

Lisa: Where \_\_\_\_\_ (4) \_\_\_\_\_ you \_\_\_\_\_ (5) \_\_\_\_\_ on vacation?

Carlos: I \_\_\_\_\_ (6) \_\_\_\_\_ (go) to Paris. I \_\_\_\_\_ (7) \_\_\_\_\_ (bring) lots of photos to show you!

Lisa: Excellent. Let's meet tomorrow at my house.

Carlos: Fine. Bye.

## Reading and Writing

- 1 Read the schedule and complete the sentences with information from it.

### Field Trip to Michoacan 56

**Dates: October 31<sup>st</sup> to November 2<sup>nd</sup>**  
**Transportation: Bus**

October 31



Arrive at the Tzintzuntzan archeological site. Measure the base of the pyramid of your choice. Calculate the angles. Draw the figure to a scale of 1 cm to 100 mts. Packed lunch at the pyramids and travel on to Morelia.

November 1



In the morning, collect the worksheets. Drive to Jose Maria Morelos y Pavon's house and complete the worksheet. Afternoon free for sight-seeing.

November 2



Travel to Patzcuaro. Guided tour of the Museo de Artes Populares. Lunch in the Zocalo. Boat trip to the Island of Janitzio. Drive back to school at 5:00 p.m.

Last year, students from the top class did the same field trip. First, they \_\_\_\_\_ (1) at the Tzintzuntzan archeological site. Then, they \_\_\_\_\_ (2) the base of the pyramid and they \_\_\_\_\_ (3) the angles. Then, they drew the figure to a scale of 1 cm to 100 mts. The following day they \_\_\_\_\_ (4) the worksheets. They \_\_\_\_\_ (5) to Jose Maria Morelos y Pavon's house and \_\_\_\_\_ (6) the worksheet. The afternoon was free for sight-seeing. The last day they \_\_\_\_\_ (7) to Patzcuara and had a guided tour of the Museo de Artes Populares. They \_\_\_\_\_ (8) lunch in the Zocalo. They \_\_\_\_\_ (9) back to school at 5:00 p.m.

- 2 Complete the sentences with words from the box.

must - should - have - would - Can

- a. All high school students \_\_\_\_\_ do field trips at that school.
- b. Julia \_\_\_\_\_ do Spanish literature at college because she speaks Spanish fluently.
- c. Kate \_\_\_\_\_ like to learn Portuguese.
- d. The geography students \_\_\_\_\_ to use sunblock when they go on field trips.
- e. \_\_\_\_\_ I borrow your pencil, please?



- 3 In groups, create a 2-day field trip through your town. Use the one in activity 1 as an example.

Language Focus

Grammar

See page 17A.

1 Underline the correct words.

SCHOOL FIELD TRIP TO THE MUSEUM

- a. Your parents *have to* / *must not* give you permission.
- b. You *should* / *must not* keep your voice down inside the museum.
- c. You *must not* / *have to* use a flash camera in the museum.
- d. You *must not* / *should* bring lunch, but you *have to* / *must not* take glass bottles.
- e. You *should* / *must* wear a white top and blue jeans to be identified as a group.

2 Complete the sentences about the Chicago's Shedd Aquarium with the words in the box. You can use the words more than once.

should - have to/must - must not

- a. You \_\_\_\_\_ buy your admission tickets online to avoid lining up.
- b. You \_\_\_\_\_ bring noise-making devices (horns, whistles, etc.).
- c. You \_\_\_\_\_ bring laser pens and pointers.
- d. You \_\_\_\_\_ visit the Caribbean Reef exhibit. It's amazing.
- e. Bags, backpacks, and packages \_\_\_\_\_ be left in reception.

3 Write a sentence for each sign to express obligation, recommendation or some advice.

Language Tip

Modal verbs

We call verbs such as must and should modal verbs. Modal verbs have different functions depending on context.



- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_



## Reading and Writing

# History of Storytelling

Twenty-four-hour news channels, a multitude of Web sites, hundreds of newspapers, millions of books... There are many ways to read and hear stories in the twenty-first century. Have you ever thought how people shared important stories in the past? Not many people could read or write, so they developed other methods to pass on myths, news, and beliefs.

## 1. Aboriginal Art

Australian Aboriginal storytellers paint pictures of “Dreamtime”—a distant time before memory. The tradition started 4,000 years ago and pictures are painted on rock, canvas, and tree bark. Aboriginal stories are about creation and spiritual beliefs.

## 2. Ancient Cultures

The scribes of ancient Egypt, ancient Greece, and other ancient cultures created their own alphabets and hieroglyphics in order to record events. These intricate alphabets helped to write histories, keep documents, and send messages.

## 3. East Indian Storytellers

In Indian villages, artists painted stories of gods, kings, and heroism. Storytellers walked from place to place, entertaining, teaching, and telling stories. The tradition of using puppet shows, story cloths, and story boxes continues today.

## 4. Native American Stories

The elders of different Native American cultures orally passed down thousands of tales throughout their history. They were word and picture carriers who remembered and related every detail of their subject. Some tales were legends, some were based on true American Indian history, and some were children’s stories.



Australian Aboriginal man

### 1 In pairs, read the article and answer the questions.

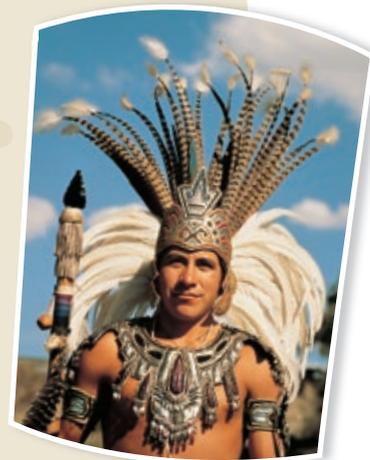
- What materials do Aborigines paint on?  
\_\_\_\_\_
- What three things did the ancient cultures use their alphabets for?  
\_\_\_\_\_
- How did Native American storytellers pass their stories on?  
\_\_\_\_\_
- When did the tradition of Australian Aboriginal storytellers start?  
\_\_\_\_\_
- What are Aboriginal stories about?  
\_\_\_\_\_
- What kind of pictures did Australian Aboriginal storytellers paint?  
\_\_\_\_\_

### 2 Do you remember a folkloric story someone told you? Write it and share it with the class.

## Language Focus

## 1 Underline the correct word to complete the text.

It is believed that the Aztec Empire originated in the south of what is now the United States, before it was moved farther south into central Mexico. The Aztecs 1) *was/were* a very religious civilization and they 2) *worshipped/hated* hundreds of different Gods and Goddesses. The Aztecs 3) *believed/doubted* that the Gods would provide for them but only if they offer human sacrifices. Therefore, Aztecs 4) *gave/thought* the Gods would not turn against them, and they 5) *built/builds* large temples especially to perform these sacrifices. They 6) *admitted/thought* that the hearts of human sacrifices 7) *was/were* presented to the Gods.



## 2 Complete the text with the correct form of the verbs in parentheses.

The Inca Empire was founded in the thirteenth century and \_\_\_\_\_ (1) \_\_\_\_\_  
(*exist*) for 300 years. Inca people \_\_\_\_\_ (2) \_\_\_\_\_  
\_\_\_\_\_ (3) \_\_\_\_\_ (*produce*) beautiful jewelry and textiles. They \_\_\_\_\_ (4) \_\_\_\_\_  
(*speak*) their own language, Quechua, and they worshipped Gods with represented  
natura. When the Spanish \_\_\_\_\_ (5) \_\_\_\_\_ (*invade*) Latin America, they almost  
completely \_\_\_\_\_ (6) \_\_\_\_\_ (*destroy*) and \_\_\_\_\_ (7) \_\_\_\_\_ (*demolish*) much of the  
architecture and buildings. The present day Quechua-speaking people of the Andes  
\_\_\_\_\_ (8) \_\_\_\_\_ (*be*) descendants of the Incas.

Grammar

See page 17A.

## 3 Write the questions that would produce the following answers.

- a. \_\_\_\_\_ ?  
They spoke their own language, Quechua.
- b. \_\_\_\_\_ ?  
When the Spanish invaded Latin America, the Inca culture was almost destroyed.
- c. \_\_\_\_\_ ?  
Quechua-speaking people of the Andes.
- d. \_\_\_\_\_ ?  
They offered human sacrifices to the Gods and Goddesses.

## Verbs

### Note

- We use the short forms of verbs in spoken English and in informal writing. Short forms are provided in parentheses.

### Present Simple Verb *to be*

#### Use

- We use the verb **to be** in the present simple tense to give information about people or things.

#### Affirmative and Negative

I	am (I'm) am not (I'm not)	in Mexico.
He She It	is (He's/She's/It's) is not (isn't)	
We You They	are (We're/You're/ They're) are not (aren't)	

#### Questions

*What's your name? How are you?*

*Where are you from? Where's the cinema?*

#### Short Answers

Are you a student?	Yes, I am. No, I am (I'm) not.
Is he English?	Yes, he is. No, he is not (isn't).
Are they happy?	Yes, they are. No, they are not (aren't).

### Past Simple Verb *to be*

#### Use

- We use the verb **to be** in the past simple tense to give information and describe situations about people or things that started and finished at a certain moment in the past.

#### Affirmative and Negative

I He She It	was was not (wasn't)	at home.
We You They	were were not (weren't)	

### Questions

- Questions can begin with question words or not:

*Where were you yesterday?*

*Who was your first teacher?*

*Was she wearing a skirt?*

*Were you happy?*

#### Short Answers

Was it a good film?	Yes, it was. No, it was not (wasn't).
Were they late?	Yes, they were. No, they were not (weren't).

### Imperatives

#### Use

- We use the imperative for:
  - rules
  - warnings
  - instructions
  - recipes

#### Form

- Affirmative  
*Put on a life jacket.*
- Negative  
*Don't use electronic products.*

### Present Simple

#### Use

- We use the present simple tense to indicate:
  - Something that happens over a long period of time or is a regular, habitual activity.  
*I play lots of sports.*
  - A permanent situation.  
*I live in Mexico.*
  - A timetabled event.  
*The plane leaves at seven o'clock.*

#### Form

- The form only changes in the third person singular.

### Affirmative and Negative

I We You They	work. don't work.
He She It	works. doesn't work.

### Questions

Where	do	I we you they	live?
	does	he she it	

### Short Answers

Do you work?	Yes, I do. No, I do not (don't).
Does Julie work?	Yes, she does. No, she does not (doesn't).

### Questions

- Questions can begin with question words: **what, where, which, how, who, when, why, whose.**  
*Why do you think that?*  
*What do you like doing in your free time?*  
*When do you feel stressed?*  
*How many dimensions are there?*
- The answer to questions with no question word is **yes** or **no**.  
*Did you see the TV program about personality?*  
*Yes, I did.*  
*Do you always do your homework on time?*  
*No, I don't.*

### Verb Patterns

#### Verb + *ing* or + *infinitive*

like love hate prefer	playing tennis to play tennis
--------------------------------	----------------------------------

#### Verb + *ing*

enjoy can't stand	swimming
----------------------	----------

#### Verb + base

would rather	go shopping
--------------	-------------

#### Verb + infinitive

would like would prefer	to go to the cinema
----------------------------	---------------------

### Modal Verbs

- The modal auxiliary verbs are **allowed to, can, have to, may, might, must, need to, ought to, should.**

#### Use

- **Allowed to** expresses permission.  
*I am not **allowed** to stay out all night.*
- **Can** expresses possibility.  
*You **can** help in any number of ways.*
- **Have to** expresses obligation.  
*You **have to** go to school until you are 18.*
- **May** and **might** express possibility.  
*22% say they **might** volunteer throughout their lives.*  
*You **may** care about the environment.*
- **Must** expresses strong obligation or prohibition.  
*You **must** put your head on your knees.*  
*You **mustn't** be late. Acrobats **must** not put the safety of their colleagues at risk.*
- **Need to** expresses necessity.  
*You **need to** concentrate.*
- **Ought to** expresses recommendation or advice.  
*You **ought to** volunteer at a senior citizens home.*
- **Should** expresses recommendation, advice or mild obligation.  
*You **should** volunteer. You **shouldn't** choose activities that don't interest you.*

**Form**

- We use the infinitive of the main verb after modal auxiliary verbs.

*He must **land** on his brother's shoulders.*

- The form is the same for all persons. There is no *s* in third person singular.

*He **must land** on his brother's shoulders.*

**Negative**

- We add **not (n't)** to form the negative.

*You **shouldn't** volunteer to do something if you don't like it.*

**Note**

- will not = won't*  
*It **won't** take long.*

**Past Simple****Use**

- We use the past simple tense to indicate:
  - An action that is now finished.  
*They **organized** a tournament.*
  - A sequence of events in the past.  
*He **loved** her so much that he **wanted** to marry her.*

**Form**

- The form of the past simple is the same for all persons.

**Regular Verbs**

- The normal rule is to add **-ed** to the base form of the verb:  
*wait–waited*
- We add **-d** to the base form of verbs ending in **e**:  
*explore–explored*
- We eliminate the **y** and add **-ied** to the base form of verbs ending in a consonant + **y**:  
*cry–cried*
- We double the consonant and add **-ed** to verbs ending in a single vowel + consonant:  
*stop–stopped*

**Irregular Verbs**

- There are many common irregular verbs. See page 186.

**Affirmative**

I	landed yesterday.
He/She/It	
We	
You	
They	

**Negative**

- We use the auxiliary verb **did not (didn't)** before regular and irregular verbs in the base form to form the negative in the past simple tense.

I	did not (didn't) land yesterday.
He/She/It	
We	
You	
They	

**Questions**

- We use the auxiliary verb **did** in questions in the past simple tense. The main verb always stays in the base form.

When did	I you he/she/it we they	arrive?
----------	-------------------------------------	---------

**Short Answers**

Did you go to school yesterday?	No, I did not (didn't). Yes, I did.
Did Julie go to school yesterday?	No, she did not (didn't). Yes, she did.

**Past Continuous****Use**

- We use the past continuous tense to indicate longer actions in the past. It indicates actions or activities that have duration.

*He **was training** to be a knight.*

### Form

- We form the past continuous tense with the auxiliary **was / were** + the present participle.

### Affirmative and Negative

I He She It	was was not (wasn't)	running.
We You They	were were not (weren't)	

### Questions

What	was	I he she it	doing?
	were	we you they	

### Short Answers

Were you studying yesterday?	Yes, I was. No, I was not (wasn't).
Were they studying yesterday?	No, they were not (weren't). Yes, they were.

### Past Simple vs. Past Continuous

#### Note

- In this book, we use the past simple to indicate a shorter action or event that happened at the same time as a longer action.

*While Arthur **was growing up**, he **lived** with Sir Ector and his son Kay.*

#### Question Tags

- We use negative question tags with affirmative sentences.  
*You're from London, **aren't you**?*
- We use affirmative question tags with negative sentences.  
*You **don't** call them trousers, **do you**?*

- We use the verb **do** in the question tag if there is no auxiliary verb in the main sentence.  
*You play tennis, **don't you**?*

#### Note

- We often use question tags to check information we think is true and when we expect the other person to agree. In this case we use falling intonation. When we are not sure about the information, we use rising intonation.

### Adverbs of Frequency

#### Use

- We use never, always, usually, frequently, often and sometimes to answer how often?

#### Form

They have three basic positions:

- after be, when it's the only verb in a sentence.  
*I'm **always** late.*
- before any other verb when there is only one verb.  
*He **often** goes to the library.*
- after the first auxiliary if there's more than one.  
*I **should always** visit her before going home.*

### Prepositions

#### Use

- We use **in** to express place and time.  
*She lives **in** Santiago.*  
*Put the keys **in** your pocket.*
- We use **on** to express more specific time and place.  
*See you **on** Monday.*  
*He went **on** the plane / bike / bus / ship.*  
*I live **on** the tenth floor of this building.*
- We use **at** to express specific location and very specific time.  
*I live **at** 3634 Main Street.*  
*The movie starts **at** 6.30 p.m.*

- We use **at** to express three specific places: at home, at work, at school. And to express a specific moment of the day: at night.

*He is **at** work.*

*Don't go there. It's dangerous **at** night.*

- We use **by** to express specific time (before) and modes of travel.

*He's here **by** 9 o'clock.*

*He always comes **by** bus.*

- We use **of** to express derivation and what something is made of.

*The North **of** Chile is beautiful.*

*The table is made **of** wood.*

## Will, be going to and now present

### Use

- We use **will** for:
  - Decisions, intentions or offers made at the moment of speaking.  
*The phone is ringing. **I'll** get it.*  
***I'll** pay in cash then!*
  - Facts.  
*You **will** then receive a discount.*
  - Predictions based on opinion.  
*How **will** it affect our world?*  
*Home robots **will** end up being named and treated like pets.*
- We use **be going to** for:
  - Predictions based on concrete evidence.  
*Experts calculate that developing countries **are going to** triple their waste production.*
  - Plans and intentions made before the moment of speaking.  
*We **are going to** hold a demonstration on Friday.*
- We use the present form of the verb followed by a **verb + ing** for immediate future.  
***I'm leaving** right now.*

### Note

- We can use both **will** and **going to** for predictions. There is often no difference, but **will** can be used to express the opinion or belief of the speaker, while **going to** is based on concrete evidence.

### Form (*be going to*)

#### Affirmative and Negative

I	am (I'm) am not	going to help.
He She It	is (He's/She's/It's) is not (isn't)	
We You They	are (We're/You're/ They're) are not (aren't)	

#### Questions

What	am	I	going to do?
	is	he she it	
	are	we you they	

#### Short Answers

Are you going to pass the exam?	Yes, I am. No, I am (I'm) not.
---------------------------------	-----------------------------------

## Comparatives and Superlatives

### Use

- We use comparatives to compare one thing, person or action with another.  
***I'll** study even **harder** than usual!*
- We use superlatives to compare somebody or something with the whole group.  
*Now is **the best** time to play the lottery.*

### Form

#### Comparative

- We add **-er** to short adjectives:  
*cheaper, faster*

- We take off the *y* and add **-ier** to adjectives ending in *y*:  
*luckier, funnier*
- We use **more** before adjectives with two or more syllables:  
*more successful, more important*

### Superlative

- We add **-est** to short adjectives:  
*cheapest, fastest*
- We take off the *y* and add **-iest** to adjectives ending in *y*:  
*luckiest, funniest*
- We use **most** before adjectives with two or more syllables:  
*most successful, most important*

### Note

1. Irregular adjectives:  
*far/farther/farthest, good/better/best, bad/worse/worst*
2. For short adjectives with one vowel + one consonant, double the consonant:  
*hot/hotter/hottest*
3. We often use **than** with comparative adjectives:  
*Life is better **than** before.*
4. We use **the** before superlative adjectives:  
*Libra is **the** most sociable sign of the zodiac.*

### Sentence Composition

#### Use

- We use the connectors **and, because, but, until** and **so** to connect/contrast two ideas.
- We use **and** to add information:  
*I like The Beatles **and** Michael Jackson.*
- We use **because** to express reason:  
*We got wet **because** of the rain.*
- We use **but** to contrast ideas:  
*I played basketball, **but** I didn't like it.*
- We use **until** to express time:  
*I waited **until** 3 o'clock.*
- We use **so** to show a consequence:  
*I woke up late, **so** I didn't arrive on time.*

- We use **first, then, next, after that,** and **finally** to show the order of events in a story or steps in a process:

***First,** go home **then** eat some nutritious food, **after that** do your homework and **finally,** watch TV.*

### Expressing Quantity

#### Use

- We use the following quantifiers with countable or uncountable nouns: *much, many, some, any, a little, a few, a lot of, plenty of and several.*
- Much/many  
We use **much** with uncountable nouns (money, bread, water, etc.)  
We use **many** with countable nouns (friends, bags, bottles, etc.)  
*How **much** birthday cake do you want?*  
*How **many** friends do you want to invite?*
- Some/any  
**Some** and **any** are used when the speaker cannot specify or does not need or want to specify a number or an exact amount. We use **any** in questions and negative sentences. We use **some** in positive statements. We can use **some** in questions when offering or requesting:  
*Is there **any** soda?*  
*Yes there is **some** in the kitchen, but there isn't **any** popcorn.*  
*Would you like **some** more tea?*  
*Could I have **some** milk, please?*
- A little/a few  
We use **a little** and **a few** to express a small amount or number in a positive way. This means that although there is only a small amount, it is enough.  
We use **a little** with uncountable nouns and **a few** with countable nouns.  
*Sprinkle them with **a little** glitter.*  
*I only invited **a few** friends to the party.*

- A lot of/plenty of/several

We use a lot of to refer to a large amount or number of people or things. We use it before both countable and uncountable nouns:

*There are a lot of chips.*

*There is a lot of soda.*

We use plenty of to refer to an enough amount or number of people or things. We use it before both countable and uncountable nouns:

*The vase has plenty of flowers.*

*I have plenty of money.*

We use several to refer to more than one person or thing, but not to so many. We use it before countable nouns:

*There were several injured people in the accident.*

### Possessive adjectives

#### Use

- We use the possessive adjectives to refer to the possessor, not to the thing possessed.
- Peter phones his mother daily. (His own mother)

my	our
your	your
his	their
her	
its	

### Possessive pronouns

#### Use

- We use possessive pronouns on their own.  
*This dog is mine. (This is my dog)*  
*Whose dog is it?*  
*It's mine.*

#### Form

mine	ours
yours	yours
his	theirs
hers	

### First Conditional

#### Use

- We use the first conditional to express a possible condition with a probable result in the future.

*If we **don't stop** global warming, flooding problems **will increase**.*

*If crop rotation is in place, drought **won't be** so likely to occur.*

#### Form

- We form the first conditional with **if** + present simple, **will** + base form.

#### Affirmative and Negative

If	there are earthquakes, there	will ('ll) won't	be tsunamis.
	we don't save water, there		be a drought.
	we do something now, it		be too late.

### Questions

*What **will** you do **if** there is an earthquake?*

*How **will** we survive **if** we don't look after our resources?*

#### Short Answers

If we look after our resources, will we survive?	Yes, we will. No, we won't.
--	--------------------------------

An essay is a formal text to express an opinion about a topic.

When writing an essay, always include:

- A title: Is Technology a Bad Thing?
- The introduction to the topic: Technology is part of our daily life...
- A body with opinions for and against the topic: In my opinion technology is a great tool for students. On the other hand it can make students lazy...
- Conclusion. To sum up, technology is here to stay...

### Is Technology Bad for Us?

Nowadays, technology is an essential part of our lives. Some say it helps us by making things easier, while other people say it makes us lazier. I think it is a mix of the two.

Technology can make things much easier. You can read a book, buy concert tickets, order dinner, and talk to someone in another country just with a computer.

On the other hand, technology can make us very lazy. Most kids today use the internet to search for information and don't go to libraries. There is no need to leave your house when you have all the information in your hand.

In conclusion, I think we need to have a balance in our lives. We should take advantage of the good things technology offers, but we should also remember to go out into the world and interact with real people, real books, and real situations.

### Task

Write an essay about video games. Are you for or against them? (85-100 words).

- Write a title.
- Introduce the topic.
- Write a paragraph with opinions for video games.
- Write a paragraph with opinions against video games.
- Write a conclusion making predictions.

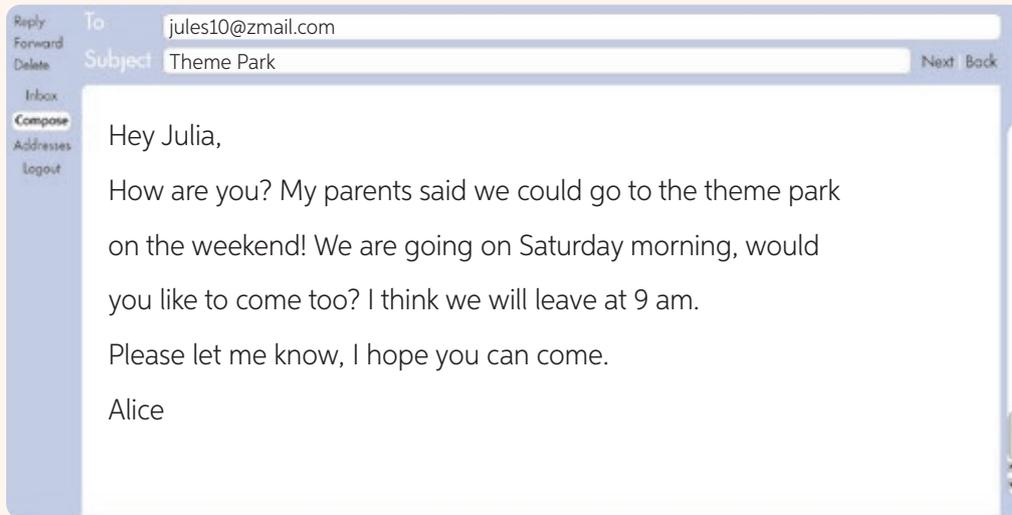




E-mails can be long or short, formal or informal and you can send them to friends, relatives, teachers, or employers.

When writing e-mails, always include...:

- The subject: *Friday, Tim's birthday party*
- An introduction: *How are you? I'm writing to invite you to my party...*
- The main information about when, where, what time the party is, the type of party, and what they should bring. *My birthday party is on Friday...*
- A closing: *I hope to hear from you soon.*



**Task**

You have some extra tickets for a concert. Write an e-mail to a friend asking him or her if they would like to go (35–50 words).

- Explain what the concert is about.
- Write where and when it is.
- Tell him/her what he/she should do.



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

When writing an article, always include:

- A title: The Teenage Brain, Lovely Las Vegas
- An introduction to the topic: Las Vegas is a desert city...
- A body including further details: She said it was the best day of her life.
- A conclusion: To conclude, To sum up, In the end...

### Teen and Dog Win Talent Show

*Dog act Amy and Coco won the grand final of the talent show last night. Afterwards, Amy wanted to thank everyone who voted for her. She was so proud of Coco and she still can't believe it. Amy and Coco are popular with viewers. At the end of the show, Amy can't wait to celebrate and give Coco some treats.*



### Task

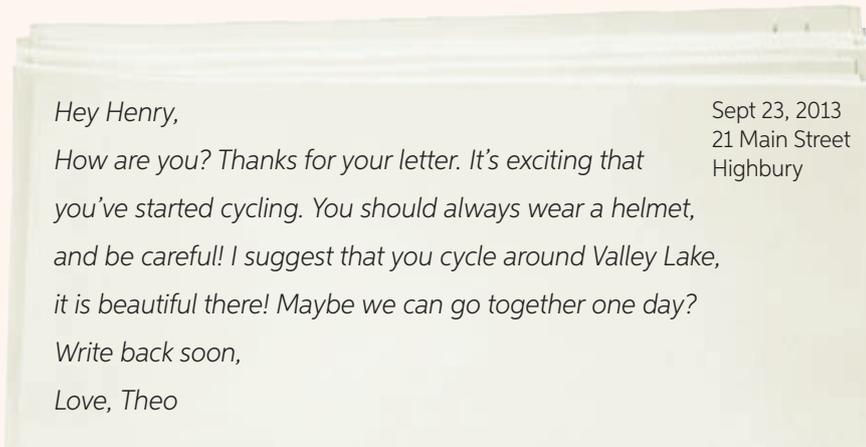
Imagine that your teacher asks you to write an article for the school newspaper about a place you have recently visited and liked very much. (85-100 words). You should:

- say where you went.
- give people's opinions of the place.
- say what there is to do there.

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

When writing letters, always include:

- The writer's address and date.
- A greeting: *Dear, To, Hey*
- An introduction: *How are you? I hope you're well, Thanks for your letter. It was great to hear from you, I'm writing to...*
- The main body: *You shouldn't worry. Are you allowed to go on your own?*
- Closing: *I hope to hear from you soon. I look forward to hearing from you. Please write back soon, etc.*



**Task**

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

A large, blank sheet of lined paper with a folded top-right corner, intended for writing a letter.

## Irregular verbs

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

## Phonetic Symbols

Consonant sounds		
/p/	as in	pet /pet/
/b/	as in	bat /bæt/
/t/	as in	tip /tɪp/
/d/	as in	dig /dɪg/
/k/	as in	cat /kæt/
/g/	as in	good /gʊd/
/f/	as in	fit /fɪt/
/v/	as in	van /væn/
/s/	as in	sip /sɪp/
/z/	as in	zoo /zu/
/l/	as in	lid /lɪd/
/m/	as in	mat /mæt/
/n/	as in	nine /naɪn/
/h/	as in	hat /hæt/
/r/	as in	rat /ræt/
/j/	as in	yes /jes/
/w/	as in	win /wɪn/
/θ/	as in	thin /θɪn/
/ð/	as in	the /ðə/
/ʃ/	as in	ship /ʃɪp/
/ʒ/	as in	vision /vɪʒən/
/tʃ/	as in	chin /tʃɪn/
/dʒ/	as in	Japan /dʒəˈpæn/
/ŋ/	as in	English /ˈɪŋɡlɪʃ/

Vowel sounds		
/ɪ/	as in	very /veri/
/i:/	as in	see /si:/
/ɪ/	as in	bit /bɪt/
/ɛ/	as in	ten /tɛn/
/æ/	as in	stamp /stæmp/
/ɑ/	as in	father /ˈfɑðər/
/o/	as in	sore /sɔr/
/ʊ/	as in	book /bʊk/
/u:/	as in	you /ju:/
/ʌ/	as in	sun /sʌn/
/ə/	as in	about /əˈbaʊt/
/ɑ:/	as in	dog /dɑ:g/
/eɪ/	as in	fate /feɪt/
/aɪ/	as in	fine /faɪn/
/ɔɪ/	as in	boy /bɔɪ/
/aʊ/	as in	now /naʊ/
/oʊ/	as in	go /goʊ/
/ɪə/	as in	near /nɪə(r)/
/eə/	as in	hair /heə(r)/

## Unit 1

**amazing** /ə'meɪzɪŋ/ *adj* extremely surprising: *asombroso*  
**among** /ə'mɒŋ/ *prep* part of a group, in the middle: *entre*  
**arrive** /ə'raɪv/ *v* to come to a destination: *llegar*  
**awesome** /ə'səʊm/ *adj* amazing, astonishing: *impresionante*  
**belonging** /bə'lɒŋɪŋ/ *n* the things that a person owns; possessions; effects: *pertenencia*  
**brave** /breɪv/ *adj* ready to do something dangerous: *valiente*  
**brochure** /brɒ'ʃʊr/ *n* a small booklet or pamphlet, often containing promotional information: *folleto*  
**budget** /'bʌdʒɪt/ *n* a plan of how much money you can spend: *presupuesto*  
**coral reef** /kɔrəl rɪf/ *n* a marine reef consisting of coral and other organic material: *arrecife de coral*  
**crew** /kru:/ *n* a group of people who work together on a ship or plane: *tripulación*  
**departure** /dɪ'pɑːtʃər/ *n* the act of leaving a place: *partida*  
**dislike** /dɪ'slaɪk/ *n* to consider unpleasant or disagreeable: *detestar*  
**earn** /ɜːn/ *v* to gain through work or merit: *ganar*  
**excitement** /ɪk'saɪtmənt/ *n* action, activity, adventure, agitation: *entusiasmo*  
**exhausting** /ɪg'zɔːstɪŋ/ *adj* making you feel extremely tired: *agotador*  
**expect** /ɪk'spekt/ *v* to think that a person should act in a certain way: *esperar, suponer*  
**fancy** /fænsi/ *adj* 1 decorative: *elaborado*; 2 complicated: *extravagante*  
**flight** /flaɪt/ *n* a journey in an aircraft: *vuelo*  
**foreign** /'fɔːrɪn/ *adj* from another country: *extranjero*  
**forest** /'fɔːrɪst/ *n* land covered with trees: *bosque*  
**forget** /fə'get/ *v* to not remember: *olvidar*  
**get back to** /get bæk tə/ *v* to return, esp. to a former position or activity: *retomar*  
**get off** /get ɔf/ *v* to descend (from a bus, train, etc.); dismount: *bajarse*  
**get on** /get ɒn/ *v* to board or cause or help to board (a bus, train, etc.): *subirse*  
**ghost** /gəʊst/ *n* the spirit of a dead person: *fantasma*  
**gorgeous** /'gɔːdʒəs/ *adj* very beautiful: *guapísimo, espléndido*  
**guest** /gest/ *n* a person invited to another's home or staying in a hotel: *invitado, huésped*  
**harvest** /'hɑːrvɪst/ *n* when farmers take from the ground the plants that they grow: *cosecha*  
**health** /helθ/ *n* a person's general mental or physical condition: *salud*  
**hope** /həʊp/ *v* to want something to happen or to be true: *tener esperanza*

**interview** /'ɪntərvju/ *n* a conversation with or questioning of a person, usually conducted for television, radio, or a newspaper: *entrevista*  
**journey** /dʒɔːni/ *n* the act of going from one place to another: *viaje, trayecto*  
**lake** /leɪk/ *n* water of a considerable size surrounded by land: *lago*  
**law** /lɔː/ *n* a rule made by a government: *ley*  
**luckily** /'lʌkəli/ *adv* fortunately, with good luck: *por suerte*  
**often** /'ɔfən/ *adv* frequently or repeatedly; much of the time: *a menudo*  
**motion** /'məʊʃən/ *n* the act or state of moving: *movimiento*  
**package deal** /'pækɪdʒ di:l/ *n* a set of proposals that must all be accepted together by all the parties to an agreement: *paquete, acuerdo global*  
**regret** /rɪ'gret/ *n* feel sorry about something: *lamentar, arrepentirse de*  
**retreat** /rɪ'tri:t/ *v* to escape danger: *retirarse, replegarse*  
**ride** /raɪd/ *v* to be carried by a horse, car, bus, or other means of transportation: *montar, andar en bicicleta, moto o caballo*  
**road** /rəʊd/ *n* a way that leads to something: *calle, carretera*  
**roam** /rəʊm/ *v* to walk or travel without a purpose: *errar, vagar*  
**rush** /rʌʃ/ *v* to hurry: *correr, ir muy deprisa*  
**safety** /seɪfti/ *n* the state of not being in danger: *seguridad*  
**save** /seɪv/ *v* 1 to rescue someone from danger or rescue: *salvar*; 2 to keep: *guardar*  
**season** /siːzən/ *n* a period time characterized by a particular feature: *temporada*  
**share** /ʃeər/ *v* to divide portions among people: *compartir*  
**shark** /ʃɑːk/ *n* type of fish that has sharp teeth: *tiburón*  
**spend** /spend/ *v* to use time or to use money to pay for things: *gastar*  
**sometimes** /sʌmtaɪmz/ *adv* not all the time: *a veces*  
**stage** /steɪdʒ/ *n* phase or period: *etapa*  
**storm** /stɔːm/ *n* wind and rain at the same time: *tormenta*  
**stuff** /stʌf/ *n* things: *cosas*  
**survive** /sə'vaɪv/ *v* to continue existing: *sobrevivir*  
**sweaty** /'sweti/ *adj* covered in sweat: *sudoroso*  
**tasty** /'teɪsti/ *adj* having a pleasant flavor: *sabroso*  
**treat** /tri:t/ *v* to behave toward someone in a particular way: *tratar*  
**unclaimed** /ʌn'kleɪmd/ *adj* abandoned or left materials, usually baggage or luggage: *sin reclamar*  
**whole** /həʊl/ *adj* entire: *entero*  
**wild** /waɪld/ *adj* violent or not cultivated: *salvaje*  
**wilderness** /'wɪldərnɪs/ *n* a region inhabited only by animals: *tierra salvaje*  
**wildlife** /'waɪldlaɪf/ *n* animals living far from people: *vida silvestre*

## Unit 2

**accurate** /'ækjərət/ *adj* free from errors or mistakes: *exacto, preciso*

**achieve** /ə'tʃi:v/ *v* to get or obtain by effort: *lograr*

**advantage** /əd'vɑntɪdʒ/ *n* something that is helpful for you: *ventaja*

**agree** /ə'gri:/ *v* to have the same opinion: *estar de acuerdo*

**almost** /'ɔlməʊst/ *adv* very nearly, not quite: *casi*

**angry** /'æŋɡri/ *adj* that feels anger against somebody or something: *furioso, -a; enfadado, -a*

**attach** /ə'tætʃ/ *v* to join one thing to another: *adjuntar*

**available** /ə'veɪləbəl/ *adj* ready for use: *disponible*

**better** /'betər/ *adj* not as bad as: *mejor*

**certainly** /'sɜ:rtɪnli/ *adv* without doubt little: *ciertamente*

**cheap** /tʃi:p/ *adj* that costs very little or costs little in comparison: *barato, -ta*

**counterpart** /'kaʊntərpɑ:rt/ *n* a person or thing that has a parallel position: *homólogo*

**curator** /'kjʊ:reɪtər/ *n* one who has the care and superintendence of a museum, zoo, or other place of exhibit: *curador, -ra*

**dear** /dɪər/ *adj* loved: *querido*

**detached** /dɪ'tætʃt/ *adj* indifferent: *distente; indiferente*

**develop** /dɪ'veləp/ *v* to grow or change: *desarrollar*

**device** /dɪ'veɪs/ *n* an object made for a specific function: *dispositivo, aparato*

**disagree** /dɪ'sə'gri:/ *v* not to agree: *no estar de acuerdo*

**eager** /'i:ɡər/ *adj* feeling very interested for something: *ansioso*

**extremely** /'ɪkstri:mli/ *adv* very, in a high degree: *sumamente*

**faint** /feɪnt/ *v* to become unconscious for a short time: *desmayarse*

**fingerprint** /'fɪŋɡərprɪnt/ *n* the mark that a finger makes on something: *huella dactilar*

**focus** /'fəʊkəs/ *v* to concentrate on a person or thing: *enfocar*; *n* the point of concentration: *enfoque*

**forecast** /'fɔ:kæst/ *v* to predict: *prever, pronosticar*; *n* a prediction, for example, for the weather: *pronóstico del tiempo*

**foresee** /'fɔ:si:/ *v* to see (as a development) beforehand: *vislumbrar*

**glow** /ɡləʊ/ *v* to shine, radiate: *brillar, resplandecer*

**increase** /ɪn'kri:s/ *v* make or become greater or larger: *aumentar*

**jewelry** /dʒu:əlri/ *n* ornaments people wear, for example, earrings, bracelets, necklaces: *joyas, alhajas*

**key** /ki:/ *n* a small object used to open locks of, for example, doors or closets: *llave*

**loyal** /lɔ:əl/ *adj* of confidence to one's obligations: *leal*

**machine** /mə'ʃi:n/ *n* a piece of equipment that does a particular job by using electricity, steam, gas, or other source of power: *máquina*

**mean** /mi:n/ *v* want to express: *querer decir, significar*

**mood** /mu:d/ *adj* feelings at a particular time: *humor*

**mud** /mʌd/ *n* wet earth, for example, the ground after rain or on the banks of a river: *lodo*

**multitasking** /mʌlti'taskɪŋ/ *n* the ability to do several things at the same time: *multitarea*

**overcome** /'oʊvər'kʌm/ *v* to succeed in doing something: *superar, vencer*

**own** /əʊn/ *v* be the owner of: *poseer, ser dueño de*

**predict** /prɪ'dɪkt/ *v* to say what will happen in the future: *predecir*

**research** /ri:sə:tʃ/ *n* systematic investigation: *investigación*

**ruler** /'rʊlər/ *n* a person who governs: *soberano, -a*

**secretive** /si:kreɪtɪv/ *adj* uncommunicative: *reservado,*

**shopper** /'ʃɒpər/ *n* one who shops: *comprador, -ra*

**sign** /saɪn/ *v* to write your name on a document to show that you agree with its contents: *firmar*

**stinger** /'stiŋər/ *n* pointed part on an insect and animal that is used to sting someone: *aguijón*

**successful** /sək'sesfəl/ *adj* arriving at one's objectives: *exitoso*

**sure** /ʃʊər/ *adj* definite, certain: *seguro*

**survey** /'sɜ:veɪ/ *n* asking questions about what people think: *encuesta*

**take over** /teɪk 'əʊvər/ *v* to get responsibility for something; to take control of something: *hacerse cargo, tomar el control*

**talkative** /'tɔ:kəɪv/ *adj* conversational: *conversador, hablador*

**through** /θru:/ *prep* in and out of: *a través de*

**tournament** /'tɔ:nəmənt/ *n* a sport competition: *torneo*

**trait** /treɪt/ *n* a distinguishing characteristic of a person's nature: *rasgo*

**trick** /trɪk/ *v* to obtain something in a malicious, secret way: *trampa*

**unconscious** /ʌn'kɔ:nʃəs/ *adj* *insensible, insensate; inconsciente*

**unexpected** /ʌnɪk'spektɪd/ *adj* surprising: *inesperado, imprevisto*

**warm** /wɔ:rm/ *adj* comfortable high temperature: *cálido, templado*

**weapon** /'wepən/ *n* an object used for inflicting physical damage: *arma*

**widescreen** /'waɪdskri:n/ *n* of or relating to a projected picture whose aspect ratio is substantially greater than regular screens: *pantalla ancha*

**will** /wɪl/ *n* determination, willpower: *voluntad*

**wind** /wɪnd/ *n* air in natural motion: *viento*

**worry** /'wɜ:ri/ *n* perturbation, concern: *preocupación*

**worst** /wɜ:rst/ *adj* inferior: *peor*

### Unit 3

**advice** /əd'vaɪs/ *n* a recommendation: *consejo*  
**advise** /əd'vaɪz/ *v* to recommend: *aconsejar*  
**aesthetic** /es'θetɪk/ *adj* artistic, elegant: *estético*  
**agreement** /ə'grɪ:mənt/ *n* an understanding or pact:  
*acuerdo*  
**aircraft** /'eɪkræft/ *n* airplane: *aparato aeronáutico*  
**appliance** /ə'plaɪəns/ *n* device, machine: *aparato*  
**appropriate** /ə'prɒpɪət/ *adj* correct for a particular situation:  
*apropiado*; *v* take possession of: *apropiarse de*  
**avoid** /ə'vɔɪd/ *v* to refrain or stay away from: *evitar*  
**belt** /belt/ *n* strap, band: *cinturón o cinto*  
**beyond** /brɪ'jɑːnd/ *prep* more distant than: *más allá*  
**blood** /blʌd/ *n* the red liquid that circulates throughout  
the body by the heart: *sangre*  
**blow up** /bləʊ ʌp/ *v* to inflate: *inflar*  
**break down** /breɪk daʊn/ *v* 1 to stop functioning  
accidentally: *descomponerse*; 2 to fail: *fallar*; 3 to  
lose emotional control: *perder el control*; 4 to be  
classified: *descomponer, clasificar*  
**breathe** /briːθ/ *v* the moving of air in respiration: *respirar*  
**buckle** /'bʌkəl/ *n* an object used to hold two ends  
together, for example, of a belt: *hebilla*  
**chamber** /tʃeɪmbər/ *n* a room or an interior compartment:  
*cámara*  
**chute** /ʃuːt/ *n* a passage down which materials fall: *tubo*  
**clown** /klaʊn/ *n* an entertainer who has a painted face  
and makes people laugh by performing tricks: *payaso*  
**crash** /kraʃ/ *v* to hit something at high speed: *chocar*  
**crew** /kruː/ *n* a group of people who work together on  
a ship or plane: *tripulación*  
**damage** /dæmɪdʒ/ *n* injury or harm that lowers value: *daño*  
**depart** /dɪ'pɑːrt/ *v* to leave: *partir*  
**diaphragm** /daɪə'fræm/ *n* a muscular wall between two  
spaces in the body: *diafragma*  
**disease** /dɪ'ziːz/ *n* illness: *enfermedad*  
**dispose** /dɪ'spəʊz/ *v* arrange, place: *disponer, colocar*  
**dressing** /dresɪŋ/ *v* sauce, dip, condiment: *aliño*  
**earthquake** /'ɜːθkweɪk/ *n* a violent movement of the  
Earth's surface: *terremoto, sismo*  
**exposed** /ɪk'spəʊzd/ *adj* not covered, open to view: *expuesto*  
**fasten** /fæsn/ *v* join two parts of something, attach: *sujetar*  
**first-aid** /fɜːrst eɪd/ *n* emergency treatment before  
professional treatment can be given: *primeros auxilios*  
**hazard** /hæzəd/ *n* a danger or risk: *peligro, riesgo*  
**healthy** /heɪlθi/ *adj* possessing or giving good physical  
or mental condition: *sano, saludable*  
**hurt** /hɜːt/ *v* to damage a person: *herir, lastimar, dañar*  
**inhale** /ɪn'heɪl/ *v* to take air in one's mouth: *inhalar*  
**injury** /ɪn'dʒəri/ *n* harm or damage: *herida, lesión*  
**join** /dʒɔɪn/ *v* to put together, to unite: *unir, juntar*  
**junkie** /dʒʌŋki/ *n* a person addicted to a drug: *drogadicto*

**kidney** /'kɪdni/ *n* a bean-shaped organ in the body that  
cleans blood: *riñón*  
**lean** /liːn/ *adj* thin and healthy: *delgado*  
**landing** /lændɪŋ/ *n* arriving on land or water from the  
air: *aterrizaje, amarizaje*  
**laugh** /læf/ *v* show happiness with sounds: *reír, reirse*  
**life jacket** /laɪf 'dʒækt/ *n* jacket designed to float:  
*chaleco salvavidas*  
**liver** /'lɪvər/ *n* an organ that helps to coordinate  
metabolism: *hígado*  
**lung** /lʌŋ/ *n* a respiratory organ: *pulmón*  
**maneuver** /mə'nuːvər/ *v* to obtain something by planned  
actions: *maniobra, estratagema*  
**nostril** /'nɔːstrɪl/ *n* one of the two openings on the  
bottom of the nose: *fosa nasal*  
**pain** /peɪn/ *n* a feeling of being sick or hurt: *dolor*  
**provide** /prə'vaɪd/ *v* to give a person something needed:  
*suministrar*  
**pump** /pʌmp/ *n* a device for raising liquids: *bomba*  
**release** /riːliːs/ *v* to give liberty: *liberar*  
**remind** /rɪ'maɪnd/ *v* to make remember something:  
*recordarle a alguien*  
**remove** /rɪ'muːv/ *v* to move an object off or out of  
something else: *quitar, sacar*  
**require** /rɪ'kwaɪər/ *adj* need: *necesitar*  
**rhythm** /rɪðəm/ *n* the regularity of sound in music or  
poetry: *ritmo*  
**risk** /rɪsk/ *n* the possibility that something bad or  
unpleasant may happen: *riesgo*  
**safety** /seɪfti/ *n* the state of not being in danger: *seguridad*  
**scald** /skɑːld/ *v* to burn the skin with a liquid: *escaldar*  
**scruples** /'skruːplz/ *n* a card game based on ethical  
dilemmas: *escrúpulo*  
**seatbelt** /siːtbel/ *n* a thin, strong fabric put diagonally  
across a person's body when in a vehicle to protect  
in case of a sudden stop: *cinturón de seguridad*  
**so** /səʊ/ *adv* very, extremely: *tan*  
**switch** /swɪtʃ/ *n* a change from one thing to another:  
*intercambio*  
**trust** /trʌst/ *n* confidence in a person or thing: *confianza*  
**vein** /veɪn/ *n* a natural tube that carries blood to the  
heart: *vena*  
**vessel** /vesəl/ *n* small, natural tube that carries blood  
through the body: *vaso sanguíneo*  
**waist** /weɪst/ *n* the middle part of the body, where pants  
and shirt meet and where a belt is worn: *cintura*  
**wedding** /wɛdɪŋ/ *n* a marriage ceremony: *boda*  
**well-known** /wɛl-'nəʊn/ *adj* a person or thing that most  
people know or can recognize: *muy conocido*  
**wound** /wuːnd/ 1 *n* to cause damage to a person or  
animal, usually with blood: *herir*; 2 *n* damage to a  
person's or animal's body: *herida*

## Unit 4

**alien** /'eɪliən/ *n* from a different country or planet: *extranjero, extraterrestre*

**ancient** /'eɪnʃənt/ *adj* belonging to a period of history: *antiguo*

**ant** /ænt/ *n* a small insect: *hormiga*

**average** /'ævərɪdʒ/ *n* a number expressing the central value in a set of data: *promedio*

**bear** /beər/ *v* to tolerate: *aguantar, soportar*; *n* a large carnivorous mammal: *oso*

**behave** /br'heɪv/ *v* to act in a certain way: *comportarse*

**beliefs** /br'li:f/ *n* something that you think is true: *creencia*

**cartoon** /kɑ:'tu:n/ *n* a humourous picture: *tira cómica*

**caution** /'kɔ:ʃn/ *n* care in order to avoid danger: *advertencia, aviso*

**clothing** /klu:ðɪŋ/ *n* particular type of clothes: *ropa*

**clue** /klu:/ *n* a part of an solution: *pista*

**corn** /kɔrn/ *n* a tall plant of which people and animals eat the seeds: *maíz*

**crop** /kra:p/ *n* fruit, vegetables, or grains on a farm when still in the ground: *cultivo*

**deer** /diər/ *n* an agile, four-legged mammal that lives in the forest: *venado*

**destroy** /dɪ'stroɪ/ *v* to cause the destruction of something: *destruir*

**dig** /dɪg/ *v* to make a hole in the ground: *cavar*

**due to** /du tu/ *prep* phrase because of: *debido a*

**elk** /ɛlk/ *n* large, North American mammal that eats plants: *alce*

**female** /fi:'meɪl/ *adj* denoting the sex that can bear offspring or produce eggs: *femenino*

**field** /fi:ld/ *n* an usually flat area of land without trees, good for growing plants or raising animals: *campo*

**honey** /'hʌni/ *n* a sweet and sticky food made by bees: *miel*

**huge** /hju:dʒ/ *adj* extremely large in size or amount: *enorme*

**ice** /aɪs/ *n* water that has become solid: *hielo*

**invade** /ɪn'veɪd/ *v* to enter as an enemy: *invadir*

**kangaroo** /kæŋgə'ru:/ *n* Australian mammal with a small head and arms, strong legs and a thick tail: *canguro*

**last** /lɑ:st/ *adj* after all the others: *último, -ma*

**locker** /'lɔ:kər/ *v* a cupboard that can be locked: *armario, locker*

**male** /meɪl/ *adj* denoting the sex that produces gametes, especially spermatozoa: *masculino*

**mammal** /'mæml/ *n* any animal the gives birth to live babies: *mamífero*

**measure** /'meɪʒər/ *v* to find the dimensions or volume of a person or thing: *medir*

**membership** /'membərʃɪp/ *n* the fact of being a member of a group: *membrecía*

**milk** /mɪlk/ *n* a white liquid that comes from mammals: *leche*

**moody** /'mu:di/ *adj* 1 often depressed: *deprimido*; 2 having quickly changing emotional states: *temperamental*

**network** /'netwɜ:k/ *n* a group of people or things that is connected: *red*

**outside of** /'aʊtsaɪd əv/ *prep* phrase any place not located inside an object: *fuera de*

**pay** /peɪ/ *v* to give something, usually money, in exchange for something else: *pagar*; *n* salary: *pago, salario*

**protect** /prə'tekt/ *v* to defend: *proteger*

**queen** /kwi:n/ *n* a woman who rules a country because she is part of the royal family or married to the king: *reina*

**recognize** /'rekəgnaɪz/ *v* to identify something seen or known before: *reconocer*

**respectful** /rɪ'spektfl/ *adj* showing respect: *respetuoso*

**room** /ru:m/ *n* space, capacity: *habitación, espacio*

**root** /ru:t/ *n* the part of a plant which grows under the ground: *raíz*

**rule** /ru:l/ *n* regulation: *norma, regla*; *v* govern: *controlar, gobernar*

**seed** /si:d/ *n* the small part of a plant used to grow more plants: *semilla*

**settle** /setl/ *v* to become accustomed to a new way of life, place, or job: *instalarse, adaptarse*

**sieve** /siv/ *n* a kitchen tool with small holes in it: *tamiz*

**site** /saɪt/ *n* a place where a building is located: *emplazamiento*

**slow** /sləʊ/ *n* not rapid: *lento*

**snake** /sneɪk/ *n* a reptile with a long body and no legs: *serpiente, culebra*

**stone** /stəʊn/ *n* rock: *piedra*

**uncertainty** /ʌn'sɜ:tnti/ *n* hesitation: *incertidumbre*

**weight** /weɪt/ *n* the quantity of mass, expressed in grams or kilograms: *peso*

**wizard** /'wɪzərd/ *n* a man who practices magic: *mago*

**wool** /wʊl/ *n* the soft, thick hair which grows on the bodies of sheep: *lana*

**worm** /wɜ:rm/ *n* a long thin creature with no bones: *gusano*

**yesterday** /'jestədeɪ/ *n* one day before today: *ayer*

**Unit 1 Travel**

- Untamed Path Adventures. "Active Adventures in South America"  
[www.untamedpath.com](http://www.untamedpath.com) (Accessed 28/04/2014)
- Vimeo. "Shooting an Interview"  
<http://vimeo.com/videoschool/lesson/117/shooting-an-interview> (Accessed 28/04/2014)
- Jules Verne. "Around the world in 80 days" Comic version.  
<http://www.kelvi.net/books/comics/index.php?album=classics-illustrated%2FAround+the+World+in+80+Days>
- Tourist Publications Digital Library. "Your gateway to the largest library of tourist information"  
<http://www.tourismbrochures.net/> (Accessed 28/04/2014))

**Unit 2 The Future**

- Pew Research Internet Project. "Teens and Technology 2013"  
<http://www.pewinternet.org/2013/03/13/teens-and-technology-2013/> (Accessed 28/04/2014)
- Mind Tools. Mind Maps® "A Powerful Approach to Note-Taking"  
[https://www.mindtools.com/pages/article/newISS\\_01.htm](https://www.mindtools.com/pages/article/newISS_01.htm)
- Elle. "Horoscope at The Globe and mail"  
<http://www.theglobeandmail.com/life/horoscopes/> (Accessed 26/06/2015)
- Yearbooks. "School Yearbooks Ideas"  
<http://yearbooks.lifetouch.com/get-ideas> (Accessed 30/04/2014)
- NASA. "3. The Polar Auroras"  
<http://www-spf.gsfc.nasa.gov/Education/waurora1.html> (Accessed 30/04/2014)

**Unit 3 My Body**

- Unicef. "Child protection"  
<http://www.unicef.org/protection/> (Accessed 15/04/2014)
- N.J.com True Jersey. "New Jersey Local Classifieds"  
<http://classifieds.nj.com/> (Accessed 15/04/2014)
- Water.org. "Millions Lack Safe Water"  
<http://water.org/water-crisis/water-facts/water/> (Accessed 15/04/2014)
- Turtle diary. "Human Body"  
<http://www.turtlediary.com/grade-2-games/science-games/human-body.html> (Accessed 30/04/2014)

- Easy Science for Kids. "Human Body"  
<http://easyscienceforkids.com/human-body/> (Accessed 30/04/2014)
- Circus. "Being Circus: Life in the Family Business"  
<http://www.pbs.org/opb/circus/circus-life/being-circus/> (Accessed 30/04/2014)
- Safetysing.com  
<http://www.safetysign.com/> (Accessed 30/04/2014)

**Unit 4 Culture and Heritage**

- The Field Museum  
<http://fieldmuseum.org/> (Accessed 30/04/2014)  
ny.com "NYC Museums"  
<http://www.ny.com/museums/> (Accessed 30/04/2014)
- Every Culture. "Cherokee"  
<http://www.everyculture.com/> (Accessed 30/04/2014)
- Aboriginal Culture. "Introduction"  
<http://www.aboriginalculture.com.au/> (Accessed 30/04/2014)
- Mexconnect. "Mexico's Huichol resource page: their culture, symbolism, art"  
[www.mexconnect.com](http://www.mexconnect.com) (Accessed 30/04/2014)
- Museo Chileno de Arte Precolombino. "Chile's Indigenous Peoples"  
<http://www.precolombino.cl/en/culturas-americanas/pueblos-originaarios-de-chile/> (Accessed 30/04/2014)
- Photo of Mapuche man. Author: Alessandro Caproni, Jan 26, 2010.
- Photo of Mapuche woman. Author: Alexander Torrenegra, Dec 20, 2009.

**Suggested Web Sites for the Student**

- <http://learnenglishteens.britishcouncil.org/>
- [www.englishclub.com](http://www.englishclub.com)
- [www.bbc.co.uk/learning/subjects/english.shtml](http://www.bbc.co.uk/learning/subjects/english.shtml)
- <http://a4esl.org>
- [www.english-to-go.com](http://www.english-to-go.com)
- [www.usingenglish.com](http://www.usingenglish.com)
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