

ADAPTACIÓN A MACROTIPO
High School English
1° Medio
VOLUME I

Autores

Martyn Hobbs

Julia Starr Keddle

Editorial

Richmond

Centro de Cartografía Táctil
Universidad Tecnológica Metropolitana

Dieciocho 414

Teléfono: (562) 2787-7392

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VOLUME I

UNIT 1: DAYS GONE BY

Page

Lesson 1

- Going places4
- Reading4
- Language in use13
- Listening17
- CLIL/Science19
- Speaking23
- Pronunciation24
- Reading26
- Writing35
- Review41

Lesson 2

- Crime Watch45

- Reading45
 - Language in use51
- Listening57
- CLIL/Language and Communication60
- Speaking66
- Reading69
 - Language in use75
- Writing (a story)78
- Review82
- Final Review88
- Project95

EXERCISE BOOK

Lesson 1

- Going places101
- Reading101
 - Language in use106

- Listening109
- Speaking114
 - Pronunciation121
- Reading122
- Writing129

Lesson 2

- Crime Watch131
- Reading131
 - Language in use136
- Listening140
- Speaking145
- Reading148
 - Language in use155
- Writing158
- Test Yourself160
- Project165

UNIT 2: THE PEOPLE AROUND US

Lesson 1

- We go together172
- Reading172
 - Language in use179
 - Pronunciation182
- Listening183
- CLIL/Personal Development186
- Speaking190
- Reading193
- Writing202
- Review208

Lesson 2

- Nice Work214
- Reading214

Language in use	224
• Listening	229
• CLIL/Maths	233
• Speaking	238
• Reading	242
Pronunciation	247
• Writing	250
• Review	255
• Final Review	260
• Project	268

EXERCISE BOOK

Lesson 1

• We go together	278
• Reading	278
Language in use	283
Pronunciation	286
• Listening	288

- Speaking291
- Reading295
- Writing305

Lesson 2

- Nice Work307
- Reading307
- Language in use311
- Listening315
- Speaking320
- Reading324
- Pronunciation331
- Writing332
- Test Yourself334
- Project339

VOLUME II

UNIT 3: THE BEAUTY THAT SURROUNDS US

Page

Lesson 1

- Out and about346
- Reading.....346
 - Language in use355
- Listening357
- CLIL/Social Studies363
- Speaking368
- Reading372
- Language in use378
- Writing382
- Review388

Lesson 2

- Science Stuff391
- Reading391
 - Language in use399
- Listening403
- CLIL/P.E.408
- Speaking413
- Reading418
 - Language in use423
- Writing (an article)427
- Review431
- Final Review436
- Project444

EXERCISE BOOK

Lesson 1

- Out and About449
- Reading449

Language in use	454
• Listening	456
• Pronunciation	458
• Speaking.....	460
• Reading	463
Language in use	468
• Writing a report.....	471

Lesson 2

• Science Stuff	473
• Reading.....	473
• Language in use	478
• Listening	481
• Speaking	485
• Reading	490
• Language in use	495
• Writing.....	498
• Test Yourself	500
• Project	503

UNIT 4: GREAT MOMENTS

Lesson 1

- The Big Screen509
- Language in use516
- Listening521
- CLIL/Arts.....525
- Speaking527
- Reading530
- Writing537
- Review542

Lesson 2

- Teen Success!549
- Reading549
- Language in use559
- CLIL/Technology567

- Speaking571
- Reading576
- Pronunciation583
- Writing585
- Review590
- Final Review596
- Project606

EXERCISE BOOK

Lesson 1

- The Big Screen612
- Reading612
- Listening622
- Speaking627
- Reading631
- Writing636
- Reading289
- Writing294

Lesson 2

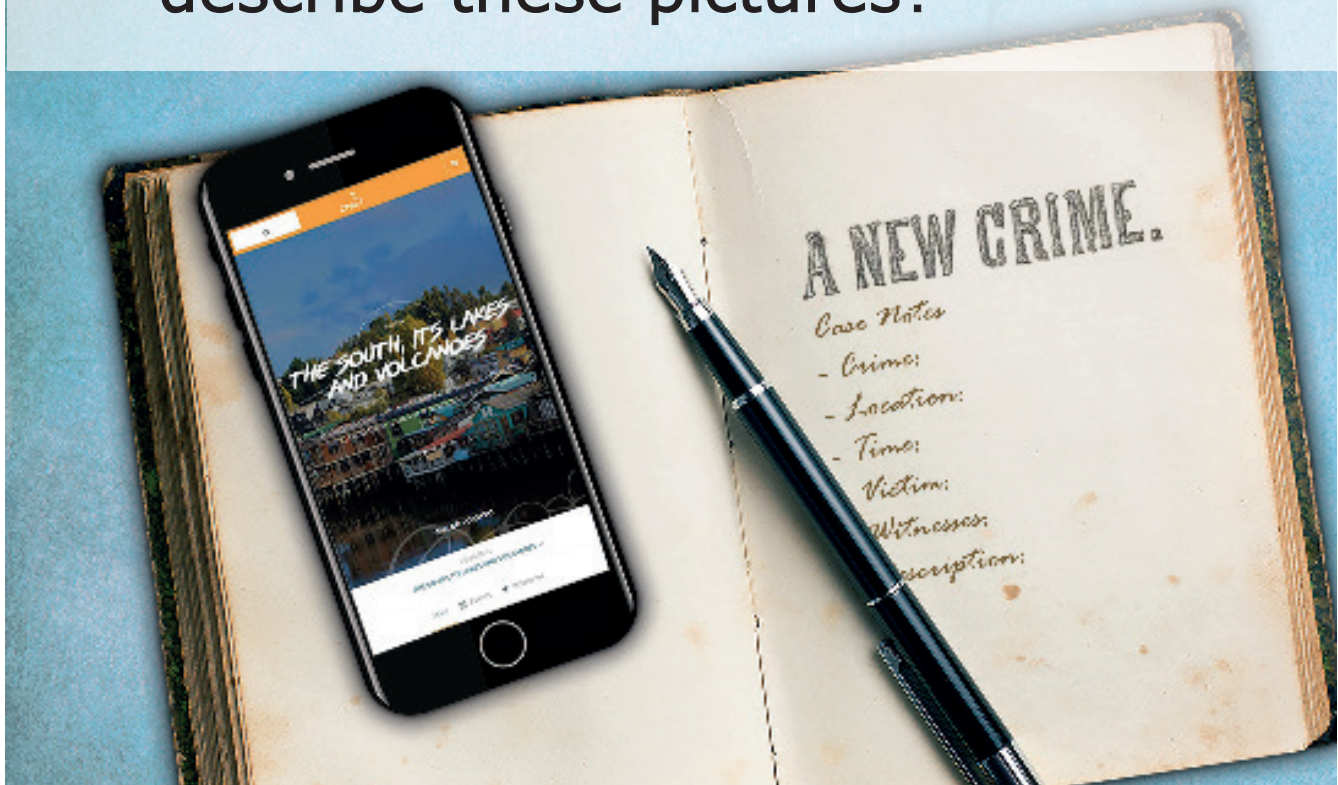
- Teen Success!638
- Reading638
- Language in use643
- Listening647
- Speaking652
- Reading656
- Pronunciation662
- Writing663
- Test Yourself665
- Project670
- Mock Test I673
- Mock Test II684
- Irregular verb list698

UNIT 1

DAYS GONE BY

Look and discuss

- a. What ideas come to your mind when looking the following landscapes?
- b. What action words would you use to describe these pictures?





Valle de la Luna



Conguillio National Park

UNIT GOALS

- Describe actions that happened in the past.
- Work with large numbers.
- Practise the final /-tion/ sound.
- Describe objects in detail.
- Design your own poster to raise security awareness while going on holidays.
- Show interest in independent learning as part of a personal and shared project.



LESSON 1

GOING PLACES

Reading

- I.** Look at the title of the article and pictures A-C. Then, discuss.
- a.** What do you think the article is about?
 - b.** What does each picture show?







A VOYAGE INTO THE PAST

Egyptians built incredible pyramids.

These pyramids are similar to ancient pyramids in Mexico. So, did the Ancient Egyptians build pyramids in Mexico, too?

Most people said this was impossible – how could they sail thousands of kilometers across the ocean in light reed boats? The Norwegian explorer, Thor Heyerdahl, wanted to prove it was possible! Did he succeed?

- 1.** First, Thor studied paintings of boats found in Egyptian pyramids. Then, African boat builders built a 15-metre-long

reed boat in Egypt and drove it on a lorry to the port of Safi, Morocco. He named the boat Ra, after the Egyptian Sun God.

- 2.** Thor chose seven men from seven countries, including an Egyptian, a Mexican, and an American, and sailed under a United Nations (UN) flag. They started their journey across the Atlantic Ocean on 25th May, 1969.

- 3.** It was a dangerous journey. They didn't have satellite navigation in those days. During the journey, the boat filled with water, and there were terrible storms. But they travelled 4,284 kilometers in 54 days.



Unfortunately, only a week from Barbados, Ra broke in half, and the crew couldn't complete the journey.

- 4.** The first expedition taught them a lot, and Thor didn't want to give up. So he asked Bolivian boat builders to build a new boat. One year later, in May 1970, he started a second journey in Ra II, a 12-metre-long boat.

- 5.** During the journey, they discovered a modern problem—oil pollution, as well as plastic containers and bags. They took samples of the oil and, after the trip, they presented a report to the UN.

6. Finally, in July 1970, Ra II reached Barbados after a 57-day journey of 5,260 kilometers. This proved that people could sail across the Atlantic Ocean in a simple boat. It also showed that people from different countries could work together too.

Editorial Creation

II. Match the headings a-f with paragraphs 1- 6.

a. ___ Did Ra cross the Atlantic Ocean?

b. ___ Building the boat.

c. ___ Choosing the crew.

d. ___ Ecological problems.

e. ___ What did the journey of Ra II prove?

f. ___ The second journey.



III. Decide if the sentences are true (T) or false (F). Correct the false sentences in your notebook.

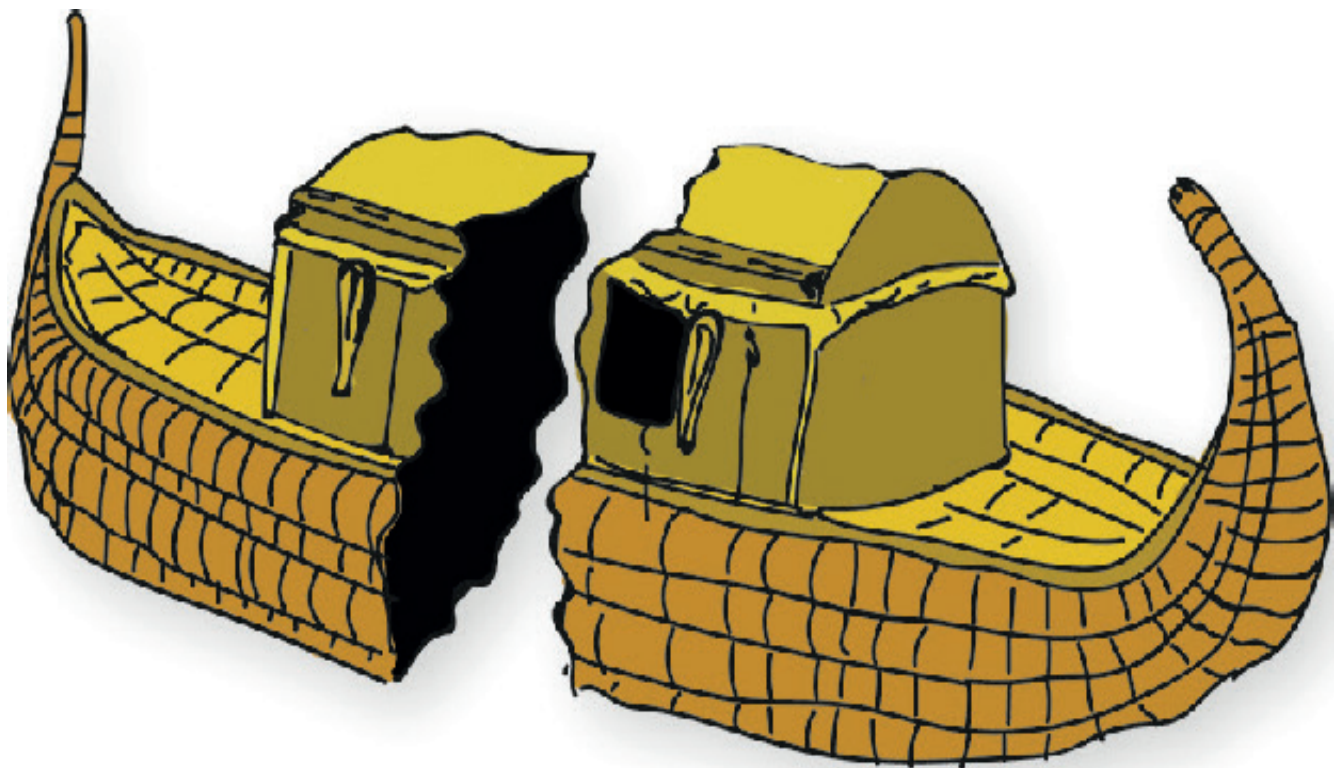
e.g. The first boat was 12 meters long.
F: It was 15 meters long.

- a.** Thor had a crew of people from Mexico, Egypt, and the United States.
- b.** The first journey lasted for 54 days.
- c.** The second journey lasted for 197 days.
- d.** Both boats, Ra and Ra II, reached Barbados.
- e.** There was pollution in the Atlantic Ocean in 1970.

IV. Discuss

- a. What is the main source of ocean pollution? How can it be prevented?
- b. What are the advantages and disadvantages of working with people from different countries? Why?

Checkpoint





- V.** In groups, create a comic strip representing Thor's voyage.
- a.** Create a frame for each paragraph (1-6) of the article.
 - b.** Choose what to draw in each frame.
 - c.** Write a small caption in each frame explaining the events.
 - d.** With another group, find the differences and similarities between your comics.

Language in use

Past Simple Review

- We use the past simple to talk about finished actions and situations in the past.

e.g. The Ancient Egyptians built incredible pyramids.

- We use didn't (did not) with the base form to make the negative form of the past simple.

e.g. They didn't have satellite navigation in those days.

- We use did with the base form to ask questions.

e.g. Did the Ancient Egyptians build in Mexico, too?



1. Write 5 questions in the past to ask your classmate, in your notebook. Use the following words or your own ideas to create your questions.

e.g. Did you play football in the park last week?

Verbs

buy - do - eat - go - have -
listen to - meet - play - read - see -
send - visit - watch.

Time Expressions

in July - in 2017 - last night - last summer - last week - last weekend - last year - on Saturday night - this morning - yesterday morning.

2. Ask and answer your questions from Activity 1. If your classmate says 'yes', keep the conversation going with follow-up questions.

- Did you go to a party on Saturday night?

- No, I didn't. Did you watch TV yesterday morning?

- Yes, I did.

- What did you watch?



3. Play Storytellers.


a. Create an imaginative story using past time expressions.

b. Each member must create three different events or actions of the story.


e.g Once upon a time, there was a dragon named Pristina. She was a beautiful dragon, but she couldn't fly...

c. Finally, read the story to the class.

Listening 

1. Listen  3 to the first part of Sofía's story. Identify:

- a.** Sofía's destination.
- b.** the month she was there.
- c.** when she had to fly back home.
- d.** the way she found out about the volcano.

2. Listen  4 to the rest of Sofia's story and answer the questions in your notebook.



- a. What was the situation at the airport? Why?
- b. Why was the boat journey awful?
- c. What was the problem on the journey to Paris?
- d. How long does a flight take between Tunis and London? How long did their journey take?

3. Listen again  4 and check your answers.

Reflect

4. Discuss.

- a. Do you prefer active or relaxing holidays? Why?

- b.** Do you have a nightmare journey story? What happened?

CLIL
Science

1. Discuss.

- a.** What is the impact of humans on the environment? Give examples.
- b.** How can we prevent pollution in our cities/country?

2. Read the article and answer:

Which of these tips could help prevent pollution in our cities/country? How?



10 RULES TO KEEP IN MIND IN ORDER TO PRACTISE SUSTAINABLE TOURISM

- 1.** Choose services that guarantee quality and respect for the environment.
- 2.** Conserve natural resources.
- 3.** Try to minimize generated waste.
- 4.** When you dispose of waste, do it as cleanly as possible. Always recycle.
- 5.** When you visit a natural space, do not leave any rubbish behind.
- 6.** Discover how to make the least possible impact on sensitive places such as reefs or jungles.

- 7.** Help the local economy by buying gifts or souvenirs in small shops.
- 8.** Do not disturb the flora and fauna; especially in the case of protected species.
- 9.** Respect the traditions, culture, gastronomy, and attractions of local people.
- 10.** Contribute to the development of responsible and sustainable tourism during your trip.


*Adapted from 10 Rules to Keep in Mind
in Order to Practice Sustainable
Tourism.*




Checkpoint

- 3.** Work as a class and follow these steps.
 - a.** Choose a tourist site in Chile.
 - b.** Identify four possible problematic touristic actions. Write four convincing rules to prevent each problematic action.
 - c.** Then, present your rules to the class (it can be a power point presentation, etc.). Make sure to add pictures and a slogan.
 - d.** Discuss and comment on the rules. As a class, vote for the most convincing or realistic proposal. Check out some places in internet.

Speaking

- 1.** Listen  6 to David's conversation and answer the questions in your notebook.
 - a.** Where does David want to go?
 - b.** What bus does he need to take?
 - c.** Who does he plan to meet?

- 2.** Now, listen  7 to David's conversation on the bus and answer the questions in your notebook.
 - a.** What type of ticket does David buy?
 - b.** How much is it?
 - c.** Where is Leon?

- 3.** Check your answers as a class.



Pronunciation /-tion/

4. Listen  and repeat the words below:

- a. station.
- b. vacation.
- c. destination.
- d. pollution.
- e. attraction.
- f. solution.

5. Now, create your own sentences using the words above. Then, say them out loud.

e.g. There was a lot of pollution on the way to our destination.



Your Turn to Speak

6. Role play the dialogue below with a classmate. Then, swap roles.

Passenger:

- Ask if the bus goes to your destination.
- Ask for a ticket.
- Answer.
- Pay and take your ticket.

Bus driver:

- Answer.
- Ask if the travel er wants a single or return.
- Say the price.



Reading

- 1.** Look at the pictures and discuss.
 - a.** What natural features can you identify?
 - b.** Where do you think they are located?
 - c.** Would you like to visit them? Why?/
Why not?

- 2.** Read the article and check your previous answers.

BREATHTAKING WORLD

Some of the most touristic places in the world include breathtaking natural landscapes. Let's check them out!

Mountains

The highest places on Earth are mountains. Mount Everest in the Himalayas is the highest at 8,482 meters above sea level. Experienced climbers reach the top in weeks. Mont Blanc, the highest mountain in Europe, is a baby compared to Mount Everest at 4,807 meters above sea level. But not all mountains are on land. The Mid-Ocean Ridge system is the longest mountain range in the world at 56,000 km long, but it's underwater!



Deserts

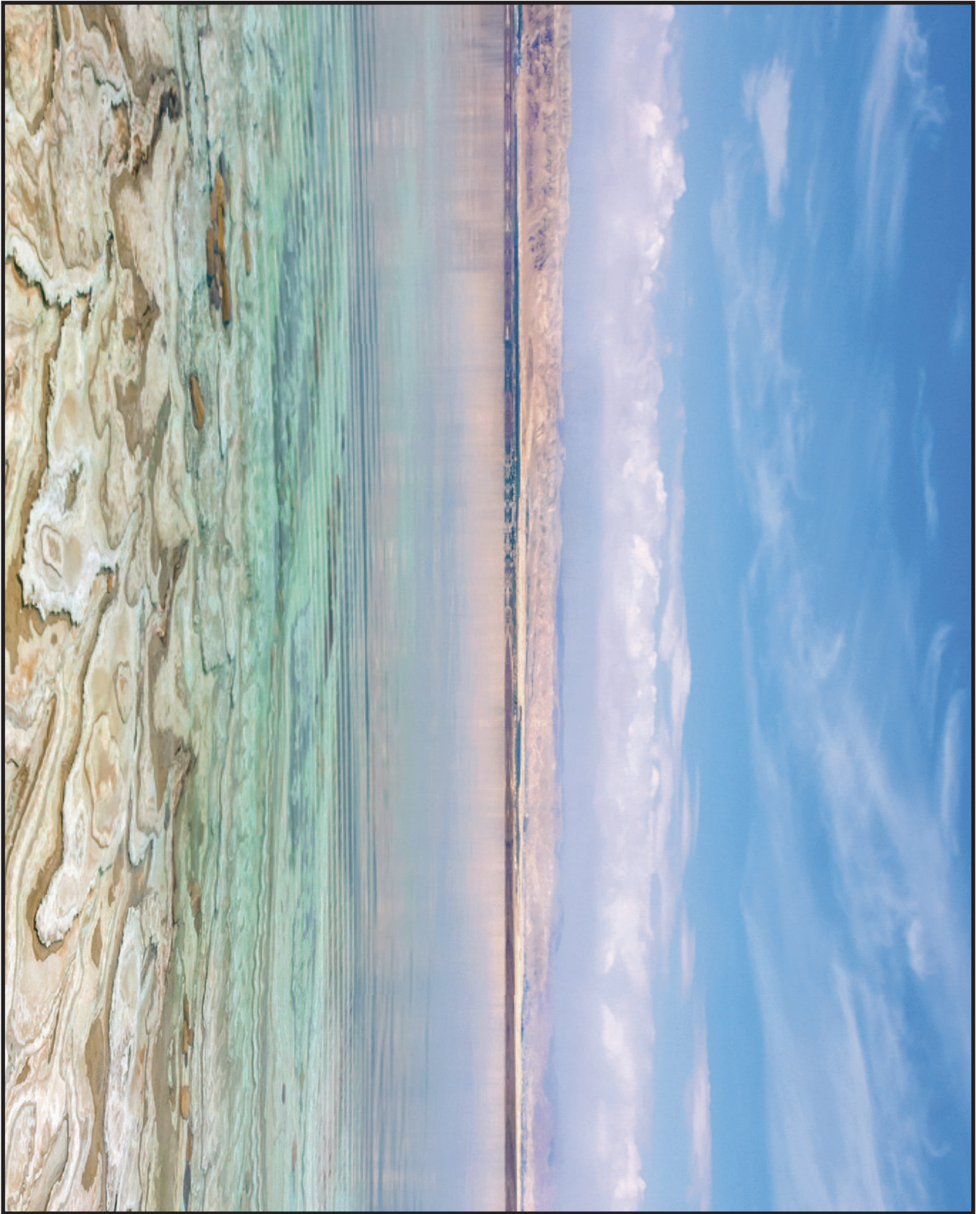
Did you know that a desert is any place where it hardly ever rains? So the world's largest desert is actually Antarctica! It covers 14 million km² – that's more than ten times the size of Chile! It's also the world's coldest continent! The largest hot desert in the world is the Sahara in North Africa. It's over 9 million km². The hottest temperature on Earth was recorded there at 58°C. However, it's not the driest place in the world – that's the Atacama Desert, in Chile.



Water

Look at the Earth from space, and you will see more sea than land. The largest ocean is the Pacific – it covers nearly a third of the globe and holds about half of its water. It is also home to the Mariana Trench, which is the deepest place on Earth. It's 10,918 meters deep – the height of 36 Costanera Centre Buildings! Some places on land are lower than sea level too. The lowest point is the Dead Sea, at 400 meters below sea level. It's so salty that you can float on your back and check your mobile phone at the same time!

Editorial Creation



3. Find the facts in the article related to these distances and areas. Then, write them in your notebook.

e.g. 4,807 m – Mont Blanc is 4,807 meters high.

a. 400 m

b. 8,482 m

c. 10,918

d. 56,000 km

e. 9 million km^2

f. 14 million km^2

4. Read the following rules. Then, write the numbers from Activity 3 in your notebook. Compare your answers with a classmate.



- When saying a large number, always begin with the largest number first and use singular number labels:

e.g. Four million, six hundred thousand, four hundred and seventy-nine
(4,600,479)

- We use and to join hundreds and tens, not millions and thousands:

e.g. Forty-one thousand, five hundred and twelve (41,512)



Checkpoint

5. In groups, make an infographic.

Writing

A Holiday Blog

1. Look at the picture and discuss.



- a. What's happening in the picture?
- b. Do you like this type of activity?
Why?/Why not?



2. Scan Anna's blog. What is the purpose of the words in bold?

I. We use **by** to introduce the author of a piece of writing.

II. We use sequencing words and expressions so the reader knows the order of events. They are usually followed by a comma.

III. We use **Finally** for the last action.

I. Camping Trip

by Anna Milton

II. Day 1. We arrived at our campsite at 10:00 am after a 14-hour coach trip. First, we checked in at the campsite reception. Then, we put up our tents.

After that, we were all very tired and hungry. We had lunch and then we went to sleep for two hours. In the afternoon, we explored the campsite. The facilities on the campsite were good. There was a shop, a kitchen and a dining hall. There was also a great swimming pool, and the views of the mountains were amazing!

Day 3. Our last day! We got up early because we had a lot to do. First, we had breakfast. Then we started packing. It took me a long time to find all my things! After that, we took the tents down. Our tent was really dirty on the bottom, so we needed to wash it before we put it away.



III. Finally, we put everything into the back of the minibus and drove away. The journey home was O.K., but it took 20 hours instead of 14!

Editorial Creation

3. Read the blog again. Complete Day 2 with the four sequencing words from the text in your notebook.

Day 2. This morning we got up early. We had breakfast and we started making plans for the day. Five of us decided to go for a bike ride.

- a.** ..., we looked at the map and decided where to go.
- b.** ... we made our packed lunches and got our rucksacks ready.
- c.** ..., we went to the campsite shop and hired our bikes and helmets.
- d.** ..., we were ready to leave.



You're Turn to Write

4. Now, plan a two-day trip to a place you would like to visit. Make notes about the itinerary and the details.

For example:

- morning – take bus to local town for sightseeing/visit National Park/go shopping.
- afternoon – swim in pool/go for long walk in forest.
- evening – make a fire/cook dinner/party.

Review

- 1.** Imagine that you went on a four-day trip around a Chilean city or town. In pairs:
 - a.** Discuss the points from the chart. For each day, you must choose different experiences. Be imaginative!
 - b.** Then, complete the chart with your answers.
 - c.** Using the chart, practice describing each day.



e.g. First, we arrived at Balmaceda airport. Then, we travelled by taxi to Coyhaique. The day was rainy and, when the sun came out, we could see a rainbow! Finally, we arrived at the hotel to rest.

Chart

Day	1	2	3	4
Starting point				
Finishing point				
Transport				
Things that you saw				
Things that you did				
Extra notes				

2. You are going to interview another pair about their trip. Write the questions you want to ask them in your notebook.

e.g. Where did you start your journey?

3. Work in groups. Divide into Pair A and Pair B.

Pair A

a. Interview Pair B about their journey.

b. Make notes of their answers.

c. Find out as much as you can about their journey.

d. Show interest and ask follow-up questions.



Pair B

- Answer the questions.

4. Swap roles and repeat the activity.

5. Check your work with your teacher.

Think Back

6. Think about the lesson and answer.

a. What did you learn in this lesson?
How did you learn it?

b. What was the easiest or most difficult
for you to learn in this lesson?

c. What can you do to improve your
learning?

LESSON 2

CRIME WATCH

Reading

1. Scan the news article. Look for the words used to describe the stolen objects (use a dictionary to find the meaning of words you do not know).
2. Using a dictionary, find the opposite word for the adjectives used in the news article and write them in your notebook. Then, write sentences using the adjectives.

e.g. light–heavy

I carried a light rucksack yesterday.

I lifted a heavy box in the morning.



NEIGHBOURS COME TOGETHER TO TALK ABOUT RECENT CRIME WAVE IN THE CITY

A sudden increase in criminal activity in the city has neighbours worried about their safety. These are some cases which occurred over the weekend:

I. While a family was watching the football finale, a robber broke into the house and took an expensive, small, bright item. Then, she opened a window and escaped without being noticed. The police are monitoring e-commerce websites in search of the item.

II. A couple broke into the house of a famous artist on Saturday night while the artist was having a party with her friends. The robbers broke into the artist's private studio and stole a new, long, metal item. The artist has offered a reward for anyone who has a tip.

III. A man seized the opportunity to take an unusual, wide, modern item from a removal van when the removers were busy watching a video on their phones. The couple noticed the item was missing when they moved into their new house. Unfortunately, the robber left no evidence.



IV. On Friday evening, an organized criminal band broke into a billionaire's mansion. To do this, they created a distraction outside the mansion. When the guards went to see what was happening, the band entered the building from a back door. They quickly went into the billionaire's storage room to retrieve a beautiful, light, broken item. They escaped without problems.

Editorial Creation

V. Check the vocabulary words and sentences from Activity 2 as a class.

VI. Discuss.

- a.** Is there anyone else to blame besides the robbers for these crimes? Who?
- b.** What conclusions can you draw from the four cases in the news article?
- c.** How can these situations be prevented?



Checkpoint

VII. Guess the object.

- a.** Find pictures of different objects in magazines or newspapers.
- b.** Make a collage of these pictures in groups.
- c.** Choose an object and write a short description of it in your notebook.
- d.** Finally, read your description to a classmate so they can guess the object you chose!

Language in use

Past Continuous and Past Simple Review.

- We use the past continuous to talk about an action that was in progress in the past. We use the past simple to talk about an action that finished in the past.

e.g. The burglar was climbing through the window when the police officer saw him.

- We often use the past continuous and the past simple together. We connect the actions with when and while.

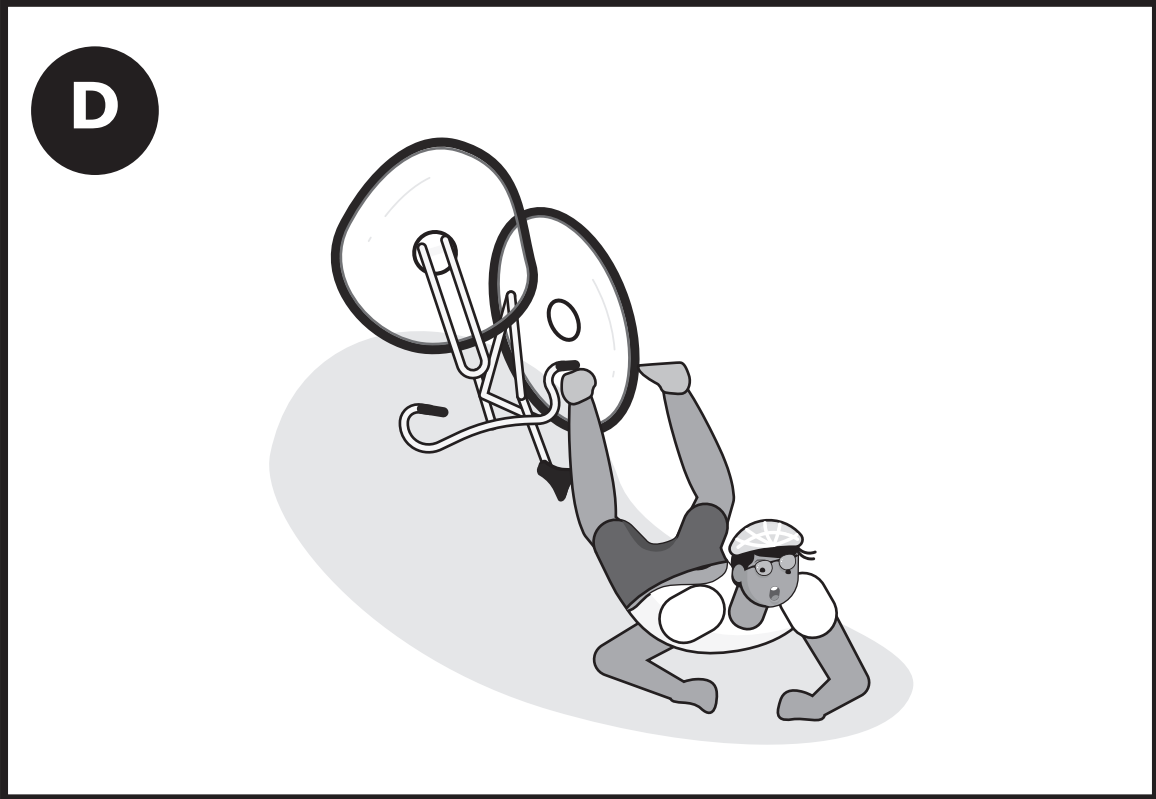


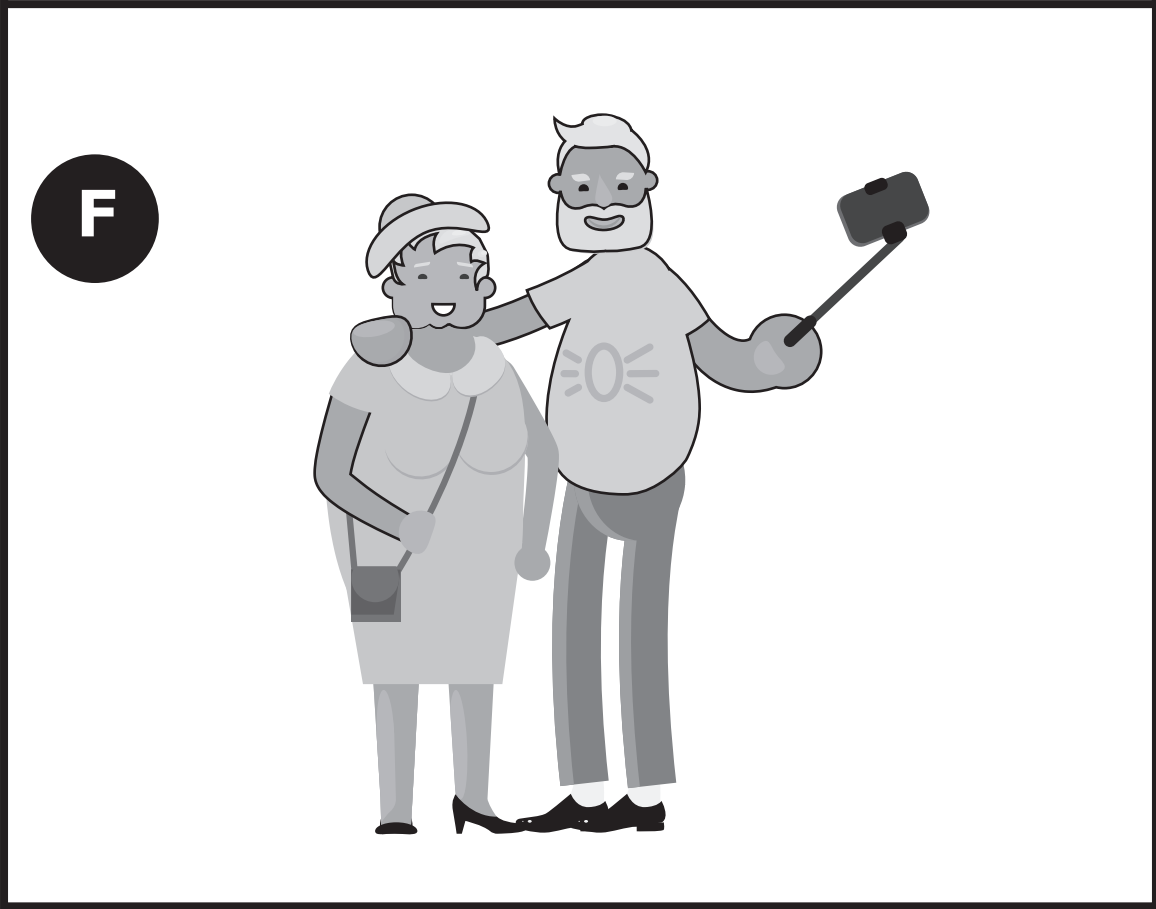
e.g. The thief took my bag while I was reading a magazine.

- 1.** Read the news article on page 46 again. Identify examples that include the past continuous and past simple and write them down in your notebook.
- 2.** Look at pictures A-H. Choose two and write a scenario for each picture using both the past continuous and past simple, in your notebook.

e.g. The couple was visiting the park when the boy bent down on one knee and proposed!









3. Compare your scenarios with your class.


Listening

- 1.** Read the news article and make notes in your notebook.
 - Name and location of store.
 - Time of robbery.
 - Information about suspects.

High Street Robbery

Yesterday afternoon, robbers took valuable jewellery from Jasmine`s Jewels in 5th Avenue. The robbery happened at four o`clock in the afternoon while people were shopping. The two masked robbers jumped into a car and drove away.



2. Listen  to the police interview and identify the people.


e.g. Maggie is in front of the shop.

a. Ethan: _____

b. Natalie: _____

c. James: _____

d. Billy: _____

3. Listen  to the rest of the interviews. For each interview write down, in your notebook, the important information that the people give.

4. Check your answers as a class.

Reflect

5. Discuss.

- a. Do you usually pay attention to your surroundings when you walk on the street? Why?/Why not?
- b. Would you consider yourself a good witness? Explain.



CLIL
Language & Communitacion

- 1.** Read the story and answer.
 - a.** When did the crime happen?
 - b.** What did the thief steal?
 - c.** What were Karen and Colin doing when the crime happened?

AN EXPENSIVE CUP OF COFFEE

On Tuesday afternoon at 2:30 pm, my husband Colin and I went to the bank. We took out some money for our holidays and I put the money in my bag. We were going back home when we saw a coffee shop we used to visit, so we decided to go in. Huge mistake! A thief was following us! While we were waiting in line to buy coffee, the pickpocket took the money out of my bag. Luckily, the police have arrested a suspect.



2. Think about possible questions the police asked the suspect. Write them in your notebook.

e.g. What were you doing on Tuesday around 2:30 pm?
What were you wearing?

3. Play Alibi. Follow the rules below.

ALIBI RULES

Stage 1

- Play in groups of four: two police officers, one suspect and his/her friend.
- Prepare the game in pairs: police officers together, suspect and friend together.

Stage 2

- The police officers interview the suspect and friend separately.
- When you finish, go back to your original pairs (police officers together, suspect and friend together).



- Police officers: Find differences between the stories. If you find more than four, the suspect is guilty!
- Suspect and friend: Compare the questions the police officers asked you, and your answers. Do you think they will find you guilty?

4. Report back to the class.

Ana and Javier were very good! We think Ana is innocent.

Meli and Pato gave 8 different answers. Pato is definitely guilty!



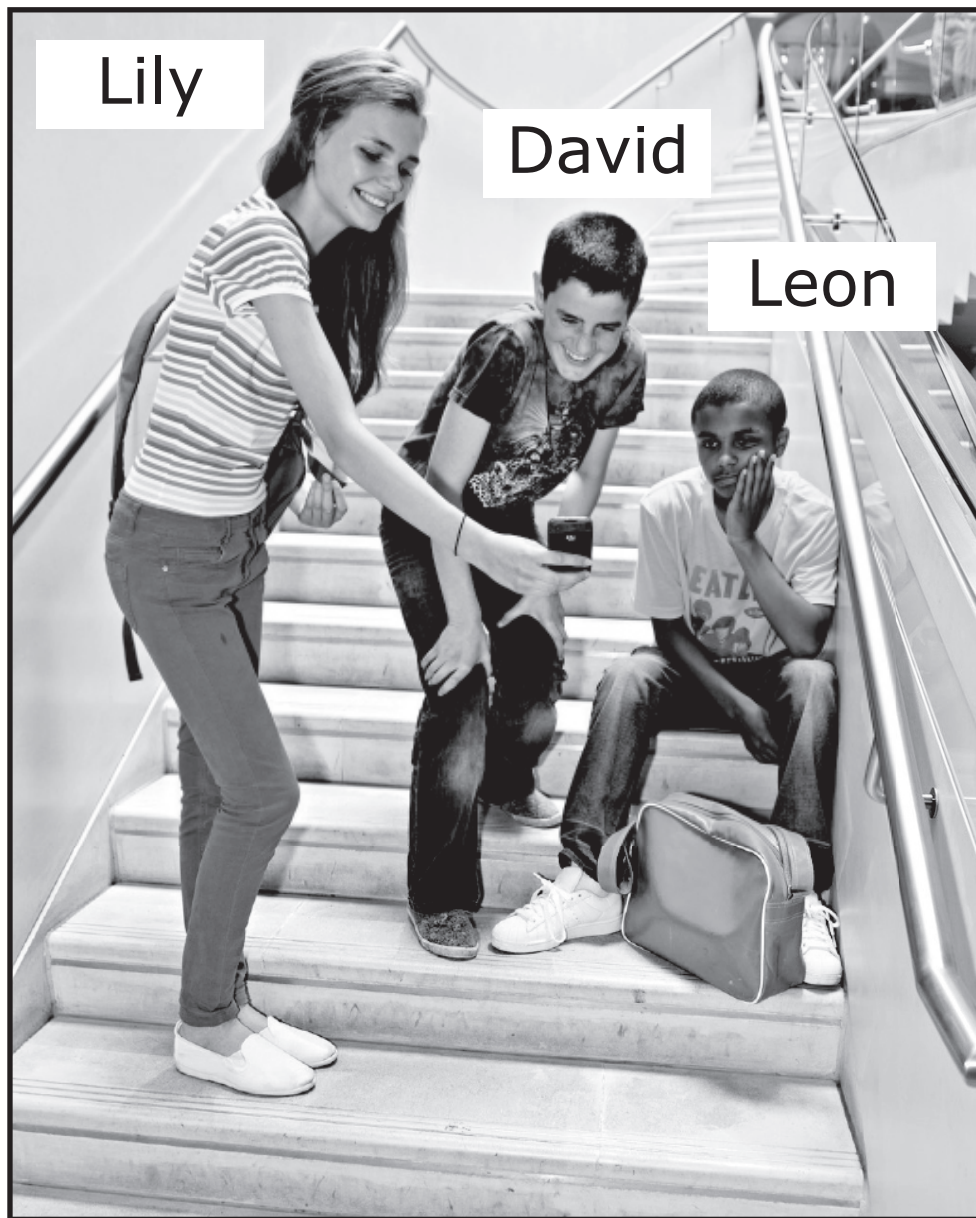
Checkpoint

5. Make a diagram of the steps you took to prepare for the interview. Then, compare it with your classmate.





Speaking

1. Look at the picture and discuss.




- a. What are they doing?
- b. How do Lily and David feel?
- c. How does Leon feel?

2. Listen  to their conversation and check your answers.

3. Listen  to their conversation again and answer in your notebook.
- a. What was David doing when Leon texted him?
 - b. What animals did David see?
 - c. What did Lily do on Saturday afternoon?
 - d. Did she have a good time?
 - e. What happened to Leon on Saturday?
 - f. What did Leon do on Sunday?



4. Listen  to the conversation again and identify the activities that are mentioned. Write the letters in your notebook.

You're Turn to Speak

5. Think about an interesting weekend or holiday. Make some notes, in your notebook, about different things you did.
- e.g.** We stayed at a nice cabin near the beach./I went swimming every day.
6. Imagine that it's the first day of school after the weekend or holiday.

Talk about the things you did with a classmate.

-Hey, how was your weekend?

-Awesome, I went to the skate park.

How about you?

Reading

- 1.** Skim the text below. Look for words you do not know in a dictionary.
- 2.** Read the following story. Then, create a diagram of the relationship between the characters in your notebook.



A RETRIEVED REFORMATION

Jimmy Valentine used to work at the shoe-shop in prison. He always denied the charges against him: breaking **safes** open. He only served 10 months of his 4-year sentence because of his criminal connections. When he got out, he went to his house to **retrieve** the bag that had his beloved custom-made **tools** for opening safes. A few weeks after, several safes had been broken into. Ben Price, an important detective, began to work on this case. He concluded that Valentine was the **culprit**.

A few months later, Jimmy arrived in a small town named Elmore. A young lady

walked across the street and entered a bank. He looked into her eyes and fell in love immediately. She blushed, and looked away. He asked a boy about her. Her name was Annabel Adams and she was the bank owner's daughter. Jimmy then decided to open a shoe-shop in Elmore. It was a pleasant town to live in and the people were friendly. He changed his name to Ralph D. Spencer.

Mr. Ralph Spencer made many friends. He was also romantically successful: he met Annabel Adams. At the end of a year everyone in Elmore liked him. His shoe-shop was doing very well. He and Annabel were going to be married. Mr. Adams, the town banker, liked Spencer.



One day, Jimmy wrote a letter to a friend telling him he would give him his tools. He no longer wanted the life he used to lead as he was happy with his new one. He had not opened a safe in a year. On this same night, Ben Price arrived quietly in Elmore. The next morning, Mr. Adams, Jimmy, Annabel, and her sister and nieces went to the bank together. Jimmy brought along his bag, since he was meeting his friend later that day. The Elmore bank had a new safe. It was as large as a small room. Everyone wanted to see it. The door was only controlled by a clock; otherwise, the safe could not be opened.

While they were busy, Ben Price entered the bank. Suddenly, there was

a cry. One of the girls had locked herself inside the safe. The banker tried to open the door but could not. Annabel looked at Ralph, **begging** for help. Even though she did not know about his past, she expected him to do something. He looked at her with a strange soft smile and asked her for the flower she was wearing. Confused, she put the flower in his hand. He put the flower in a safe place, removed his coat and, with this act, Ralph D. Spencer “disappeared” and Jimmy Valentine took his place. He placed his bag on the table. In ten minutes –faster than he had ever done it before– he had the door open. Jimmy put on his coat, picked up the flower and



walked toward the door. There, a big man stood in his way. "Hello, Ben!" said Jimmy. "You're here at last, aren't you? Let's go. I don't care, now".

"I guess you're wrong about this, Mr. Spencer", he said. "I don't believe I know you, do I?" Then, Ben Price turned away and walked slowly down the street.

Adapted from A Retrieved Reformation
(1903)

3. Read the short story again and discuss: What makes the protagonist change his ways?

4. Discuss.

- a.** Do you agree with what Ben Price did? Why?/Why not?
- b.** Do you think a good action can “erase” a person’s bad actions? Justify your answer.

Language in use

Used to

- We use used to to talk about past habits and old routines. We use it when...
 - The state or action lasted for some time or happened repeatedly.
 - The state or action doesn’t happen now.
 - It happened a long time ago.



e.g. I **used to** walk to school, but now I cycle.

He **used to** go to that restaurant a lot.

Did you **use to** swim every day?

I didn't **use to** like cheese, but now I love it.

1. Look at the story A Retrieved Reformation again and find examples of used to. Write them down in your notebook.

2. Creates a question with used to. Then, a classmate answers the question.

e.g. What did you use to hate doing in middle school?

Oh, I used to hate dancing in Physical Education!

a. Write your answers in your notebook.

b. Finally, alternate turns asking and answering questions.



Writing

A Story

- 1.** Read the story Kidnap!
 - I.** The first paragraph sets the scene for the story.
 - II.** The second and third paragraph describe subsequent events.
 - III.** The final paragraph describes how the story ends.

KIDNAP!

- I.** Last Saturday, Ravi was the only one at home. Smiling happily, he made himself some toast and jam. Five minutes later, he sat down on the sofa to eat it.

- II.** Suddenly, he heard a loud noise coming from the street outside, so he opened the blinds. He couldn't believe his eyes! A man was grabbing a girl and pulling her into a car. She was kicking and screaming, but no one was helping her. Ravi quickly phoned the police. Then he ran downstairs. When he got there, he noticed something strange. All his neighbours were in the street, but they didn't look worried or frightened. They were laughing and looked happy.
- III.** Ravi pushed his way to the front of the crowd, and in the end, he understood what was happening.



There were no kidnappers in his street. They were actors making a film. Just then he heard the police car arrive. Feeling very embarrassed, he went over to explain his mistake.

Editorial Creation

2. Discuss.

Did you like the story? Why?/Why not?

Your Turn to Write

3. Write your own crime story. Read the questions below and make notes, in your notebook, about:

a. The events:

What happened?

What was happening when...?

What used to happen?

b. The people:

Who were they?

What were they doing?

c. The places:

Where were they?

d. The ending:

What happened in the end?

How did the people feel?

4. Now, write your crime story.



Review

1. Discuss

- a. Do you think there are cases when it is acceptable to break the law? Which ones? Why?
- b. Is sending a person to prison an effective punishment? Why?/Why not?

2. Read the following cases. Identify the cause of imprisonment in each case, in your notebook.

I. Wrongly Convicted?

Anthony Jerome Jackson was sentenced to spend the rest of his life in prison for stealing a wallet

from a hotel room. Two previous sentences plus the stolen wallet case were enough to put him in jail forever because of the “three-strike law” (that puts criminals in prison for life without parole if one of the three offenses was serious). Jackson says he didn’t understand the charges against him. “You would think I kill[ed] someone with that kind of sentence”, he commented.

II. Gail Atwater was driving home with her two children when they realised a toy was missing. They turned around, retracing their route to see if they could find it on the road. Gail was driving slowly



and, although it is required by law to wear a seatbelt, she told her children they could unbuckle. Then, she saw a police car and knew she could be fined. When the officer approached her, he began yelling at her. She asked him to lower his voice because he was scaring her children. Then, he said she was going to be arrested. The officer took her, and she was booked into jail. She was released later that day. She sued the city for damages but lost the trial.

Adapted from How Misdemeanors Turn Innocent People into Criminals and Man Gets Life Sentence for Burglary

3. Discuss.

- a.** Were these people wrongfully convicted? Explain your answer.
- b.** Do you think the sentences they received were too severe? Provide at least two arguments.

4. In groups, choose one of the cases above and have a trial.

- a.** Divide into two teams: For and Against.
- b.** Write at least four arguments for your stance, in your notebook.



e.g. Anthony's sentence is fair because he committed repeated crimes. Gail put her children in danger. That is why the officer arrested her.

c. Present your arguments in front of the class: the "for" group presents first followed by the group "against".

d. As a class, decide which group presented better arguments and decide whether to keep the sentence or change it.

Think Back

5. Think about the lesson and answer.

- a.** Did you like the lesson? Why?/Why not?
- b.** What would you change from the lesson?
- c.** Explain what you learnt to a classmate.



FINAL REVIEW

1. Discuss.

a. Is there a specific profile for participants on TV game shows? Provide examples.

b. Name some TV contests or games where people win money.

2. Read the text. Make notes of the instructions of the game in your notebook.

WHO WANTS TO BE BILINGUAL?

This is a contest game based on the Who Wants to Be a Millionaire? TV programme.

In Who Wants to Be Bilingual? you have the chance to participate individually or with a group of classmates.

First, you will need one person to be the presenter of the game. Their job is to read out the questions of the contest, accept wildcards, and announce the participants' performance. The presenter should always ask "Is that your final



answer?" to verify each answer. This phrase should be asked each time an answer is given.

As a participant, you have three wildcards to help you in the game. You can only use these wildcards once.

- **50/50:** This wildcard discards two alternatives.
- **Switch:** This wildcard allows you to change questions. Be careful! Your new question may be more difficult.
- **30 seconds:** This wildcard gives you an additional 30 seconds to think about an answer.

You need to answer 20 questions to win the game! Each question has four

alternatives with only one correct answer.
Have fun!

Editorial Creation

3. Play the Who Wants to Be Bilingual? game.

a. Create 20 questions which include elements from Lessons 1 and 2, such as structures and vocabulary.

e.g. Which question is correct?

b. Create four alternatives for each question.

e.g. Which question is correct?

A: Did you used to cry a lot as a child?

B: Do you used to cry a lot as a child?



C: Did you use to cry a lot as a child?

D: Do you use to cry a lot as a child?

- c.** Create cards for the presenter to use. Include one question and its four alternatives on each card (do not forget to create the wildcards too).

Which question is correct?

A. Did you used to cry a lot as a child?

B. Do you used to cry a lot as a child?

C. Did you use to cry a lot as a child?

D. Do you use to cry a lot as a child?

- d.** Have a practise round with your group to ensure there are no mistakes on the cards you created. Also, give the presenter feedback about voice volume and pronunciation.

- e.** Then, the presenter asks your questions to another group (and the rest of the team receives a presenter from a different group to answer their questions).

- f.** The group that gets the most points wins!



My 3Ws

Answer the following questions in your notebook.

What?

Describe what you learnt in this unit.

So what?

Explain why what you learnt was important/useful

Now what?

Reflect on the next steps in your learning process.

Project

CREATE A SECURITY CAMPAIGN

Preparation.

- 1.** Read the following poster about home security tips. Then, choose the two most important tips.
 - 2.** Discuss your choices and explain your reasoning.
- e.g.** I think locking all the doors is important because it prevents people from going inside the house.



Home Security Tips

When going on holidays, the last thing you want is to come home to find that someone broke in and stole your belongings. Read the following methods and steps to prevent break-ins.

Methods of House Break-Ins

- I.** Entering through the roof, false ceiling or ventilation openings.
- II.** Forcing entry through doors, windows or other entrances.
- III.** Entering the premises on the pretext of being a police officer or someone important, using the phone for an emergency, etc. This is especially true when someone else

is left taking care of your home.

- IV.** Waiting for the victim to enter or exit the premises (they might actually know you are going on holidays soon).
- V.** Cutting or forcing locks.

You're Turn

- 3.** Create a poster to help people protect their homes while they are on holidays. Make sure it is attractive. Include the following:
 - a.** a catchy title.
 - b.** one method of house break-ins.
 - c.** two security tips.
 - d.** two objects that help to keep houses safe.



- e. three comments by specialists about your home protection tips.

Preventive Steps

- Always lock all doors, windows, and gates when leaving your home unattended.
- Do not hide keys under the doormat, flowerpot or any spot outside your home.
- Inform your neighbours or concierge that you will be away from home for a few days.
- If someone takes care of your home, ask them to identify anyone who claims to be a police officer or public servant. Call the organization to verify the information.

- Keep large sums of money in banks and expensive jewellery in safe deposit boxes.
- Keep your mobile phone within reach and be available just in case.
- If possible, install a security alarm system or enlist to have a neighbourhood alarm program. Let them know you will be away from home.
- Cancel all deliveries such as newspapers, packages, etc., when you are away from home for long periods of time.

Adapted from Home invasions and measures to prevent them



- 4.** Prepare your presentation. Follow these steps to make a great presentation.
 - a.** Define who will present each piece of information. Divide the work evenly.
 - b.** Use engaging language so the audience is not bored.
 - c.** Organize key information.

Security tips for your holidays.

 - Main ideas of specialist's comments.
 - Poster organization.
 - How the poster helps people.
 - Poster design.

- 5.** Present your poster and ideas in front of your classmates. As a class, vote for the most helpful poster.

EXERCISE BOOK

LESSON 1 GOING PLACES

Reading

- 1.** Skim the article. Then, complete the sentences with the correct word from the text.
 - a.** A _____ is a person in the army.
 - b.** A _____ is a bag that you carry on your back.
 - c.** A _____ is a running machine.
 - d.** A _____ is an organization that helps people.

It's no surprise that Mike Buss is



called 'the Running Man'. On 24th September 2010, the ex-soldier completed a marathon (42 km) in 4 hours and 49 minutes. In doing so, Mike set a new world record. It was his 100th marathon in 100 consecutive days. Did he wear lightweight running gear for this last marathon? No, he didn't. He wore a pair of boots and he carried a 18 kg rucksack.

This wasn't Mike's first world record. In the same year, he broke the world record for running the longest distance on a treadmill in seven days; 832 km. During that time, he slept two hours per

day and took short breaks to eat and drink. How much weight did he lose? Only 3 kg!



So why does he do it? Many people run marathons to raise money for charity and Mike is no different. He decided to start running when he left the army and every year he raises tens of



thousands of pounds for charities that help British soldiers and their families.

Editorial Creation

2. Read the article again and decide if the sentences are True (T) or False (F). Correct the false sentences.

a. When Mike ran 100 marathons, he didn't run at weekends.

Correction: _____

b. In his last marathon, Mike's rucksack was heavy.

Correction: _____

c. Mike has more than one world record.

Correction: _____

d. Mike stopped every two hours when he was on a treadmill.

Correction: _____

e. Mike runs marathons to help other people.

Correction: _____

3. Discuss.

a. Would you participate in an event to help others? Why?/Why not?



- b.** Do you think organizations such as firefighters should receive an income instead of relying on fundraising campaigns? Why?/Why not?

Language in Use: Past Simple Review

- 1.** Rewrite the sentences by making them negative. Do not change the tense.

e.g. Abigail **went** to the park last weekend.

Abigail **didn't go** to the park last weekend.

a. Seba **travelled** to La Serena by car.

b. Laura **rode** a bike to school.

- c. I **saw** Francisco Saavedra on TV yesterday.
- d. Alexa's journey **took** 18 months.
- e. Nicole **posted** on Instagram from the South Pole.

2. Play the Find Who game.

Find someone who

e.g. ... got up late today.

Question: Daniela, did you get up late today?

Yes, I did!/No, I didn't.



Find someone who:

- a.** ... had juice for breakfast.
- b.** ... travelled to another country last year.
- c.** ... didn't have a shower this morning.
- d.** ... spent more than an hour playing video games yesterday.
- e.** ... was sick this month.
- f.** ... listened to the radio yesterday.
- g.** ... posted something on social media.
- h.** ... broke a bone last year.
- i.** ... went to the beach in February.
- j.** _____

3. Now, share your answers with a classmate.

e.g. Daniela got up late today./Sergio wasn't sick this month./Javiera didn't break a bone last year.

Listening


1. Discuss.

- a.** How do you get to school?
- b.** How important do you think it is to use public transportation? Why?

2. Listen  to the Josh's conversation.



Write down the different ways of transport mentioned in your notebook.

3. Listen  again and circle the correct answers.

a. Josh's mum tells her story because Josh...

A. loves hearing it.

B. wants to go to Salamanca.

C. needs help with his homework.

b. She explains that she studied ...

A. Spanish in Wales.

B. English in Spain.

C. French in England.

c. They planned to get to Salamanca via...

A. Paris.

B. Manchester.

C. Madrid.

d. His mum missed the train to Waterloo because of ...

A. a train crash.

B. a signal failure.

C. a problem with her phone.



e. The next day, she caught ...

A. a flight to Madrid.

B. a train to Paris.

C. a coach to Salamanca.

f. Josh's mum ...

A. never arrived to Salamanca.

B. arrived in Salamanca.

C. met her friends when she arrived
before her friends in Salamanca.

4. Now, write a short description about
the worst journey of your life. Then,
read it to a classmate.

5. Discuss.

- a.** Would you travel alone to another country? Why?/Why not?

- b.** What are the differences in the travel habits between younger and older tourists? Why?



Speaking

Travelling Around

On the bus:

- Does this bus go to...?
- A single/return, please.
- How long does it take?
- Can you tell me when we get there?

At the station:

- Have you got a student card?
- Is there a student discount?
- Are you under 16?
- What time is the next bus?

-Can I have a return to ..., please?

-Which stop does it leave from?

1. Read the dialogue and complete the summary of the conversation.

Clerk: Can I help you?

Camila: Yes, a ticket to Melipilla, please.

Clerk: Single or return?

Camila: Return, please.



Clerk: That's 3,800 pesos.

Camila: Is there a student discount?

Clerk: Yes, there is. Have you got your student card?

Camila: Yes, I have. Here it is.

Clerk: That's great. That's 3,000 pesos then.

Camila: It's 10:05 now. What time is the next train?

Clerk: There's one at 10:20 from

platform 5.

Camila: Thanks. How long does the journey take?

Clerk: It's about an hour, I think. Let's see. Yes, the 10:20 arrives in Melipilla at 11:17.

Camila: Thanks. Bye.

Camila buys a

a. _____ ticket to

b. _____. The ticket

normally costs

c. _____, but Camila pays

d. _____ because she's a




e. _____ and she's got a

f. _____. Camila's train
leaves from

g. _____ in

h. _____ minutes.

2. Listen  to four people asking questions. Use one of the following expressions and write an appropriate response in each case.

On the bus:

- Does this bus go to...?
- A single/return, please.
- How long does it take?
- Can you tell me when we get there?

At the station:

- Have you got a student card?
- Is there a student discount?
 - Are you under 16?
- What time is the next bus?
- Can I have a return to ..., please?
- Which stop does it leave from?



a.

b.

c.

d.

Pronunciation/ -tion

3. Listen  and repeat the poem.

Sometimes you need to get attention
through communication.

Sometimes you need an invitation for
accommodation.

And sometimes you need competition in
moderation!

4. In groups, make your own poem.



Reading

- 1.** Look at the bold words in the texts. Look up the meaning of the words you do not know in a dictionary.
- 2.** Read the brochure information of two European countries. Then, complete the with Poland (P), Italy (I).

Poland shares a border with seven countries and has a coastline on the Baltic Sea. The longest **river** is the Vistula, and thousands of small **streams** flow into it. Poland has got about 9,300 **lakes**, almost a world record! In the south, there are 70 mountains over 2,000 meters high, and



lots of hills. 29% of its Surface is covered in forest – some are the oldest **forests** in Europe. 60% of the land is farmland, and it's the largest producer of potatoes in Europe.

It's also got a desert—one of only five **deserts** in Europe.



Italy has 7,600 km of coastline, surrounded by sea on three sides, and two big **islands**. Its **beaches** are popular because of its sunny summers. It's very

mountainous with two active **volcanoes**, one on a small island, and one near a large city. Its main **mountain ranges** are the Alps in the north and the Apennines, which run down the middle of the country. Its highest mountain is on the border with France. A quarter of the country consists of plains.

The Po Valley has a huge plain where vegetables, olives and fruits are grown. It's got 1,500 lakes altogether, with five large lakes in the north.

Editorial Creation



Information Poland - Italy

a. Number of lakes:

Poland _____

Italy _____

b. Names of famous places:

Poland _____

Italy _____

c. Agricultural production:

Poland _____

Italy _____

d. Around 25% of the land is...:

Poland _____

Italy _____

3. Read and write the numbers.

a. Thirty-eight thousand and seventy-nine

b. Five hundred and fourteen

c. Five thousand, three hundred and thirty-five

d. Seven thousand, seven hundred and eighteen

e. Fifty-seven thousand, seven hundred and fourteen



f. Thirty-nine thousand, a hundred and thirty-eight

g. Five hundred thousand, seven hundred and ninety-one

4. Discuss.

- a.** The news often shows the harm some tourists cause when travelling. Why is it important for countries to create laws to protect nature?
- b.** What are the possible consequences of not protecting nature?

Writing

- 1.** Write a blog entry of a two-day trip to a place you would like to visit.
 - a.** Use the details and notes you wrote.
 - b.** Remember to include sequencing words and expressions (First, Then, After that, Finally).

- 2.** Check and correct your blog entry.
 - a.** Check you have included the important information for each day (what you did, when you did it, etc.).
 - b.** In pairs, swap your blog entries and check each other's work considering the plan above.



c. Write what you think about your classmate's work below.

PEER EVALUATION

LESSON 2

CRIME WATCH

Reading

- 1.** Read the piece of news and answer the questions.
 - a.** Where did the burglary happen?
 - b.** When was the band discovered?
 - c.** How did the criminal band enter the building?
 - d.** Why did the criminal band escape?



_ A robbery was reported early this morning at the Museum of National History.

_The security cameras showed that, when the guards were changing shifts, a criminal band broke into the museum through the emergency exit door. _ No one noticed them for at least 10 minutes. _ While they were stealing the last item, the alarm went off, so they ran away from the scene.

Editorial Creation

2. Read the piece of news again.
Number each sentence in the order
the events happened.

3. Read the descriptions of the stolen
items a-d and match them to the
correct picture 1-4.

a. An ugly, narrow, long item

b. A small, bright, light item

c. An unusual, old, short item

d. A large, common, heavy item



1



2



3



4



4. Create an ending for the piece of news. Write about the consequences of the robbery and whether the burglars were caught or not.



Language in use

Past Continuous and Past Simple Review

1. Correct the mistakes. There is one mistake in each sentence.

a. While I reading, my dog bit my leg.

b. Valentina was dancing when break time end.

c. Maxi finished his homework earlier because his mum cooking dinner and needed help.

2. Create sentences using the past continuous and past simple. Be sure to include when and while.

e.g. I/swim in the sea/I/see a shark
I was swimming in the sea when I saw a shark./I saw a shark while I was swimming in the sea.

a. Claire/work in her office/she/hear the accident



b. my granddad/sleep/the film/end

3. Write your answers: What were you doing when...

e.g. the holidays ended?

I was coming back from the beach when the holidays ended.

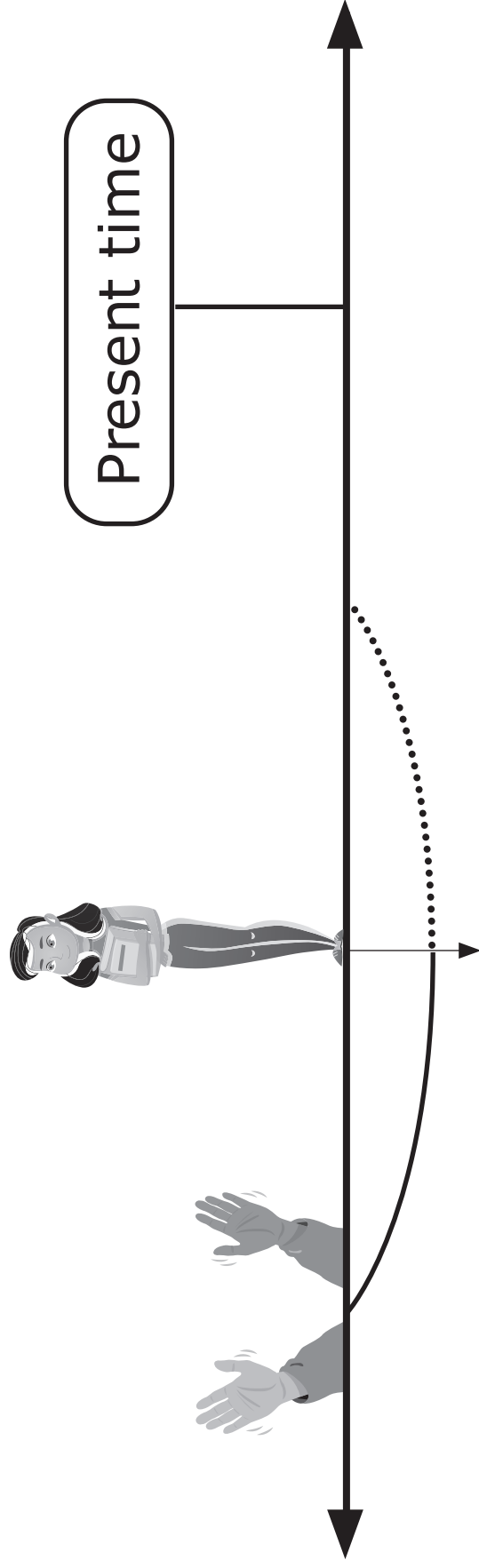
a. the teacher came into the classroom?

b. the new year started?

c. you went to bed last night?

d. Write one original sentence. Then, illustrate it on a timeline. Focus on the difference between the past continuous and past simple forms.

e.g. Two friends were saying hello when a girl interrupted them.





Listening

1. Match verbs 1-5 with definitions A-E.

Use a dictionary if necessary.

1. stroll

2. point at

3. chase

4. sprint

5. distract


A. run as fast as you can.

B. to walk slowly for pleasure.

C. to take someone's attention away from something.

D. to show where something is with your finger.

E. to run after someone in order to catch them.

2. Listen  13 to a conversation about Sophie's trip to Barcelona. Circle the correct answers.

a. Sophie sat down in the park to...

A. have lunch.

B. chat with some people.

C. have a rest.

b. A friendly man...


A. gave them a map.

B. showed them places to visit.

C. talked about the Gothic Quarter.



- c.** While Sophie wasn't looking, a man...
- A.** stole her map.
 - B.** stole her bag.
 - C.** stole money out of her bag.
- d.** They chased the man...
- A.** but lost him in the Gothic Quarter
 - B.** and went to his house in the Gothic Quarter.
 - C.** and caught him in a narrow street near the park.
- e.** The friendly man in the park...
- A.** was working with the thief.
 - B.** was trying to steal Sophie's bag himself.
 - C.** chased the thief as well.

3. Listen  13 to the conversation again and complete the.

Two places in Barcelona:

Two types of weather:

Two strangers:



Two stolen objects:

4. Discuss.

- a.** Why do you think crimes like the one described in the audio are so common?
- b.** What do you think about people who steal? Why do you think they steal? Explain.

Speaking

Talking about your weekend or holiday

Asking questions.

- How was your weekend?
- What did you do?
- How about you?

Talking about what you did.

- I went swimming.
- I had a great time.
- It was quite boring.



Responding.

- That sounds fun!
- What was it like?
- Great!/How awful!

1. Complete the dialogue.

e.g.

You: (Ask about Josefa's holiday.) How was your holiday, Josefa?

Josefa: I had a great time in El Quisco. We relaxed on the beach and went swimming.

You: (React positively and ask about other things she did.)

a. _____

Josefa: We visited the forest near the station and played hide and seek. Guess what? While I was playing there, my skin got all itchy... I realised I'm allergic to eucalyptus!

You: (Be sympathetic)

b. _____

Josefa: Anyway, how about you? How was your holiday?

You: (Respond negatively)

c.

2. Discuss: Do you think it is necessary to spend a lot of money to have a good holiday? Why?/Why not?



Reading

- 1.** Skim the text. What type of story is it?
- 2.** Read the text and answer in pairs.
 - a.** What was Monica doing when the woman came in?
 - b.** What did the woman want?
 - c.** What did Monica find when she entered the house?
 - d.** How do you think the story ends?

MONICA AND THE HOUSE OF DOGS

Monica Li was feeling bored. She used to have lots of cases to solve, but now nothing. She was thinking about her lunch when an old woman entered her

office in a raincoat, carrying a broken umbrella.

'Are you that detective girl?' she asked.

'Yes, I am. How can I help you?'

'My name's Abigail Clarke. I'm very upset! They're keeping dogs in the house next door.

I used to be able to sleep, but they are so noisy that I can't anymore! Help me, please'.

Monica sighed. This was no job for a Number 1 detective, but it was better



than nothing. 'Where do you live, Abigail?'

Monica left the office with her lunch, phone, and jacket. An hour later, she was standing outside an ugly house on the edge of town.

It was dark and rainy. A white shape jumped at the window and barked.

'That's my friend Lucy's dog, Jake', thought Monica.

'What's he doing here?'

She knocked at the door. No one replied. She tried the handle – and the door opened. She felt as nervous as she used to when she was a rookie, but went in anyway. There was a table with a pile of notes. Each one said:

‘Do you want your dog?

Meet me at_____. And don’t forget the money!’

She was welcomed by Jake in the next room. There were many other dogs in there too!

She saw a big wardrobe in the corner and found a suitcase full of money in it.



This was serious!

Monica was reaching for her phone when she heard voices. She was frightened, so she got into the wardrobe and closed the door. All the dogs started barking when two men entered the room.

‘These stupid dogs are always hungry’, said one of the men.


‘Let them stay hungry, Sammy! Their owners can feed them – after they pay us!’

'Why's that white dog staring at the wardrobe?'

'I don't know, Sammy. Look inside!'

Editorial Creation

to be continued...

3. Listen  15 to the end of the story and discuss with a classmate.

a. Was your prediction correct?

b. Did you like the end of the story?

Explain your answer.




4. Discuss.

- a.** Why did the criminals use the dogs to get money? What type of crime are they committing?
- b.** Is detective work important in investigations? Justify your answer.

Language in Use: used to

1. Discuss.

- a. Do you know of any famous YouTubers? Mention one.
- b. What did they use to do before becoming a YouTuber?

2. Listen  to the biographies of two famous YouTubers. Complete the sentences with the missing information.

- a. Markiplier used to play.
-



b. He used to study at university.

c. Jenna Marbles used to study at university.

d. She used to work at a tanning.

3. Write what the children used to do with their families.

4. Put the sentences in the correct order.

a. used/to/in/My/bank/a/grandma/
work

b. criminals/didn't/Chilean/be/famous/
to/use/so

c. ?/use/class/in/Did/participate/you/
to

5. Write two things you used to do as a child.

a. _____

b. _____



6. Share your answers for Activity 5 with the class.

Writing

A Story

1. Write your own crime story.
 - a. Use your notes and the plan below.
 - First paragraph** – Set the scene for your story.
 - Next paragraphs** – Describe subsequent events.
 - Final paragraph** – Describe how the story ends.
 - b. Remember to use the past continuous for background descriptions and used to for past

habits.

- 2.** Check and correct your story.
 - a.** Check that the past time expressions and information in the paragraphs are correct.
 - b.** In pairs, swap your stories and check each other's work considering the plan above.
 - c.** Write what you think about your classmate's work below.

Peer evaluation



TEST Yourself

1. Write the following numbers in words.

a. 3,721

b. 89,307

c. 123,321

d. 2,872,902

2. Complete the sentences using the adjectives you learned in Lesson 1.

a. The thief escaped through

_____ a street.

- b.** I'm so happy! The flight tickets were so ! _____ I only spent 50% of what I expected to pay. And even though I hate flying it is a _____ flight so everything is fine.
- c.** The man attacked the robber with a _____ rock that broke his head.
- d.** The sun is _____ enough to leave you blind if you look at it for too long.
- e.** My mum getting home early is _____, but not impossible.



f. We used to visit a museum that had a _____ sculpture that was nearly 3 meters tall!

3. Circle the correct form of the verb.

a. The telephone **was ringing/rang** when I was **taking/took** a bath.

b. While I **was walking/walked** down the street, I **was seeing/saw** an old man.

c. When a robber **was coming/came** into the house, we **were sleeping/slept**.

d. The cat **was eating/ate** when the rat **was escaping/escaped**.

e. When the lights **were going/went off**, my sisters and I **were watching/watched** a film.

4. Complete the sentences. Use **used to** or **didn't use to** and the following words:

eat meat - have a computer - like sport
- live in Concepción - speak Spanish -
travel by bus.



a. Pablo _____ but now he swims every week.

b. I _____ but now I'm a vegetarian.

c. You _____ but you know a lot of words now.

d. My grandma _____ but now she drives everywhere.

e. They _____ but they moved to New York last year.

f. We _____ but we've got a laptop now.

Project

1. Complete the assessment of your project.

Group evaluation

Project name: _____

Group members: _____

-Are there any aspects of the project that did not work or that could be improved?

e.g. Some aspects of it were not as creative as others.



-Is there anything that could have been done in a different way?

e.g. With more organisation, we could have had more time to do it.

-Is there anything that worked well that you particularly liked?

e.g. We had a lot of fun planning the activity.

Self-evaluation

-I learned that...

e.g. Team communication is very important.

-I had difficulties with...

e.g. Trying to agree on a design we all liked.



-I will overcome these difficulties by...

e.g. Learning to accept and value the opinion of others.

Reflect

2. Discuss.

- a.** How can your project benefit people outside your school?
- b.** Do you think it's possible to implement your project in your city?
How would you do it?

UNIT 2

THE PEOPLE AROUND US

Look and discuss

- a. What does friendship mean to you?
- b. Do you think it is interesting to see the passing of time through pictures? Why?/Why not?
- c. Do you think friendships change over the years? How so?



UNIT GOALS

- Describe actions in the past that continue in the present.
- Request and give information about the duration of an activity.
- Use the connectors although and both... and
- Practise the initial /tr/ and /dr/ sounds and sentence stress.
- Write a biography and an informal letter.
- Create a disability awareness campaign.
- Use information technologies responsibly.



LESSON 1

WE GO TOGETHER

Reading

- 1.** Scan the text and answer. Who are Lana and Noah?

- 2.** Read the text and write, in your notebook:
 - a.** when Lana and Noah met.
 - b.** how old they are.
 - c.** two reasons why they are such good friends.
 - d.** what each other thinks about their relationship.

- 3.** Read the text again and answer:
What is the function of the connectors in bold?
- 4.** Read the following rules. Then, write a sentence using each connector, in your notebook.

We use **both** ... and when two people/objects share something in common.

e.g. I don't have one best friend! **Both** Tamara and Ramiro are my best friends.

We use **although** to contrast surprising or unexpected information in a sentence.



e.g. Although it was raining, we went to the beach.

5. Share your sentences from Activity 4 with a classmate. Then, give them feedback.

TO ALL THE FRIENDS I'VE LOVED BEFORE

Lana Condor and Noah Centineo are inseparable. They make us think they have known each other forever but, in fact, they only met just before auditioning for the trendy 2018 film *To All the Boys I've Loved Before!*

They became friends behind the scenes. After they started working together, they both realised how caring the other one was. Besides this, they share many other things in common.

Although they have only known each other for a short time, their connection is really strong.

Noah has mentioned many times that their friendship is so strong because their perspectives on life are alike. Both Lana and Noah have previously admitted to being romantics. They have also been able to maintain their friendship because they believe in communication.



These sweet twenty-somethings have never spoken badly of one another. Lana has been extremely supportive of Noah's work. She believes her co-star will become a huge star someday because people love him. Similarly, the young actor has worshipped Lana's dramatic as well as comedic talent for a long time.

Their chemistry is powerful because they treasure having the other one around. Although they share a special and unique bond, they are both dating other people. They make each other feel younger and stronger when they are together. Both Lana and Noah believe they are siblings.

*Adapted from Why Lana Condor and
Noah Centineo Swore Not To Date
Each Other*

6. Discuss.

- a. Is it possible to develop a strong bond with someone in a short amount of time? Why? Give two reasons.
- b. Have you ever had this type of bond with a friend? How did it form?



Checkpoint

7. Create your own Instagram post describing one of your friendships. Use the following example as a model.



This is Valentina and me when we were 7! I never thought I would have such a good friend. We met in second grade. Although at first I thought she was very serious, we started talking and it turns out she was really funny. Both Vale and I love basketball. Actually, our team won the championship last year! I hope she and I can be friends forever.

8. Correct it in groups and, if you want, post it online!

Language in use

Present Perfect: ever & never

- We use the present perfect to talk about experiences in our lives. The exact time or date is not important. We form the present perfect with have/has + the past participle of the verb.

e.g. I have visited Villarrica Lake.

My family has been extremely supportive of my work.

- We often use **ever** and **never** with the present perfect.



e.g. Have you **ever** slept over a friend's house?

I have **never** seen Cloak & Dagger.

1. Look back at the text To All the Friends I've Loved Before. Find three sentences in the present perfect and write them in your notebook.

2. Read the actions. Re-write them using the present perfect according to your own experiences, in your notebook.

e.g. visit Spain – I have **never** visited Spain.

go mountain biking - eat fish - climb a tree - meet my friend's family -

stay over a friend's house - write a story
- lie to a friend - understand maths -
cheat on a test.

3. Use the previous actions to ask and answer questions. Ask follow-up questions.

Have you ever bought a gift for a friend?

Yes, I have. I bought one last weekend. How about you?

No, I haven't.



4. Work with a different classmate. Tell him/her what your first classmate has and hasn't done.

e.g. Cristina has bought a present. She bought one last weekend.

Pronunciation

Sentence Stress


5. Listen  and repeat the sentences.

a. Have you ever ridden a horse?

b. Has she ever played the piano?

c. They've never flown in a plane.


Listening


1. Listen  and copy the following table in your notebook. Then, listen to the first part of a band interview and complete the table.

The Sun Twins Biodata

Names	Josh	Ricky
Age		
Nationality		
Instrument		
The song they write		
Where they met		
When they met		



- 2.** Listen  to the second part of the interview. Complete the sentences in your notebook.
- a.** The Sun Twins have played...gigs in the USA.
 - b.** The Sun Twins have recorded... albums.
 - c.** The Glastonbury Festival was a disaster because...
 - d.** Their happiest time was when they...
 - e.** Josh says that they practise at...
 - f.** They said they've never ... but they have ... a few times.

3. Listen  again and check your answers as a class.
4. Ask and answer questions about your favourite bands or singers.

Who's your favourite singer?

It's Dua Lipa. Have you ever heard of her?

Reflect

5. Discuss.

- a. How can you nurture a friendship to make it strong and meaningful?
- b. Is it possible to mix friendship with business? Justify your answer.



CLIL

Personal Development

1. Discuss.

- a.** Have you ever written a poem? If so, what was it about?
- b.** Is self-love a basic need or something selfish? Why?

2. Read the following characteristics of **haiku** poems and answer: Have you ever read one before?

A **Haiku** is a type of poem that contains three lines and 17 syllables. Each line has a different number of syllables:

Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

- 3.** Read the following haiku poems and answer: What do you think the message is in each poem?

Self-love Haiku

I went seeking love
kept looking outside myself
found it here inside.

Haiku for self-esteem

Absolutely not,
because I deserve better.
Not now. Not ever.



Self-love Haiku

This is who I am
I will not apologize
because I'm perfect

*Retrieved from Hello Poetry, Poem
Hunter, and Power Poetry*

4. Read the **haiku** poems again and answer: What do you think the authors experienced in the past? Write your ideas in your notebook. Then, compare with a classmate.

5. Discuss.

a. In what ways are the poems different?

- b.** Is it positive to always put others first? Why?/Why not?
- c.** What makes you feel complete? Is your answer different from your classmates'? How so?




Checkpoint

- 6.** Write a **haiku** about one of the following topics. Then, share with the class.
- a.** Relationships.
 - b.** Self-esteem.
 - c.** Perseverance.
 - d.** Hopes for the future.
 - e.** Letting go of the past.
 - f.** Growing up.



Speaking

- 1.** Listen  to Leon's bad day.
Write one excuse he gives for each situation, in your notebook.
e.g. A: Leon forgot his mobile phone so he couldn't text Lily.
- 2.** Compare your answers for Activity 1 with a classmate.
- 3.** Read the following situations. Write an excuse for each situation in your notebook.

- e.g.** I'm sorry. I'm afraid I've lost your notebook.
- a.** You didn't go to your friend's party.
 - b.** You arrived late at school.
 - c.** You said something mean about a friend.
 - d.** You borrowed your friend's notebook, and you can't find it anywhere.
 - e.** You forgot your friend's birthday.
 - f.** You ruined your friend's pencil case.



Your Turn to Speak

- 4.** Discuss some common mistakes you've made at school. Write the most frequent ones in your notebook.



5. Work with a classmate. Imagine they made one of the mistakes you wrote down for Activity 4 and let them apologise. Then, accept their apology. After you finish, switch roles.

e.g. Hey Mica, you are really late to class.

I'm so sorry. I had to help my grandma today.

Oh, it's all right!

6. Present the dialogue from Activity 5 to your class. Identify your areas of improvement, in your notebook.

Reading

1. Discuss.

- a. How are friends different from family?
- b. What is the best thing someone can do for a friend?

2. Scan the following text. Identify the characters of the legend and write them in your notebook.

3. Read the first part of the legend Damon and Pythias. Then, answer the questions in your notebook.



- a.** What is the legend about?
- b.** Who were Damon and Pythias?
- c.** What did Dionysius think Pythias would do?
- d.** What does Damon offer to do?

DAMON AND PYTHIAS

The city of Syracuse was once ruled by a clever but very cruel man called Dionysius. It is said that he was harsh and cruel because he could not trust his people, and because the Syracusans hated him. One day, he suspected a certain Greek called Pythias would betray him and his anger was so terrible that he arrested Pythias and sentenced him to death.

Pythias begged to be allowed to go say farewell to his family and to leave his affairs in order, with the condition that he would return on time for his sentence to be enforced. Dionysius laughed at his request, saying that once he was safely out of Syracuse, he would never return. Pythias replied that he had a friend, named Damon, who would stay as guarantee that he would return on time. Damon came forward and swore that he would suffer death himself if Pythias did not return as promised. Dionysius consented to let Pythias go.



4. Check your answers for Activity 3 as a class.

5. Discuss.

a. What do you think about Pythias?

- b.** Do you believe what Damon did was right? Justify your answer.
- c.** Would you do the same for a friend?
- 6.** Read the second part of the legend. Then, decide if the sentences are true or false. Correct the false sentences in your notebook.
- a.** Damon was worried that Pythias would leave him to die.
- b.** Pythias returned just before the deadline.
- c.** When Pythias returned, the first thing he did was hug Dionysius.
- d.** Dionysius pardoned them and let them go.



Time went on. The day established for Pythias' return drew nearer and nearer, but he still had not returned. The Syracusans told Damon that he would have to die for his faithless friend. However, Damon showed no anxiety. At last, the day and hour upon which Pythias was condemned to die came. But a few minutes before the fatal time, Pythias rushed in and hugged his friend. He then came forward to take Damon's place. Dionysius was so struck by the behaviour of the two men that he pardoned Pythias. He also begged the men to be a third in their friendship.

*Adapted from Golden Deeds: Stories
from History*

7. Read the legend again. Then, close your book and summarise the story in your notebook using the words below. Read your summary to a classmate.

Friend - journey - tyrant - forgive -
trust - pardon - death - time.

8. Discuss.

- a.** What is the main theme of the legend?
- b.** What title would you give this legend? Why?
- c.** What do you think Dionysius thought about Damon and Pythias' friendship?



d. Do you think the author left the ending open on purpose? Justify your answer.



Checkpoint

9. Create an ending for the legend and role-play it.

a. Imagine the answer Damon and Pythias gave to Dionysius when he asked to be their friend.

b. Brainstorm ideas on whether they said yes or no and justify each idea.

c. Write down the final scene of the legend and assign roles.

d. Practice the scene and then role-play it for the class.

- e.** Evaluate each ending based on what you have read, characterization, main theme of the legend, etc. Then, choose the best one as a class!



Writing

A Biography

- 1.** Answer the questions in your notebook.
 - a.** Have you ever read a biography?
Who was it about?
 - b.** What information is important to include in a biography?
- 2.** Read the following biography, identify the key information from each paragraph, and write it in your notebook.

- I.** The title is the name of the person.
- II.** The first and second paragraphs include the person's background information.
- III.** The third paragraph includes information about the person's current activities and interests.
- IV.** The final paragraph serves as a way of giving a brief opinion about the person.



I.

ALEX ARMIJO

by Camilo Rodríguez G.

II. Alex was born on 20 November in the Los Lagos Region. He lived with his grandma and his younger sister, Ana. Alex is very active, so he has tried various sports in his life. His dream was to become a professional football player, so he has worked hard to make it come true.

In 5th grade, Alex met his all-time best friend, Camilo. They joined a football team together at school. Later, Alex enrolled in the Colo-Colo football academy because he was an exceptional player. He has lived in Santiago ever since. In 8th grade, his

dog Toby died, so he invented a special gesture to commemorate Toby. Whenever he scores a goal, he remembers his dog during the match and dedicates the goal to him.

III. In addition to his football career, Alex is an environmentally friendly person. In 9th grade, his team started a project to clean the beaches in the fifth region once a month. He says he has learnt a lot about eco-friendliness.

Alex is in 10th grade now. I love and admire him because he is preparing to continue with his football career, and his



love for our planet is enormous. I'm proud to be his friend.

Editorial Creation

Your Turn to Write

3. Write a friend's biography. Answer the questions in your notebook to help you write the biography.

Use adjectives to describe the person's traits.

Remember to use the Present Perfect for activities that continue in the present time.

- a.** When was he/she born?
- b.** Where was he/she born?
- c.** Who are the people close to him/her?
- d.** What did he/she like as a child?
- e.** What are his/her dreams for the future?
- f.** What does he/she do in his/her free time?



Review

1. Discuss

- a.** Do you know of any campaigns at schools? Name two.
- b.** Is it important to have friends at school? Give two reasons for your answer.

2. Read the UN campaign for friendship from 2019. Then, answer the questions in your notebook.

- a.** What problem is the campaign trying to address?
- b.** Why is friendship used for this campaign?

INTERNATIONAL DAY OF FRIENDSHIP

30 JULY

Our world faces many challenges, crises and forces of division that undermine peace, security, development and social harmony among the world's peoples. To confront these crises and challenges, their causes must be addressed by promoting and defending a shared spirit of human solidarity that takes many forms — the simplest of which is friendship.



Through friendship we can contribute to the fundamental shifts that are urgently needed to achieve lasting stability, create a safety net that will protect us all, and generate passion for a better world where all are united for the greater good.

Worldwide, some 150 million students, half of all students 13 to 15 years of age, have reported experiencing peer-to-peer violence in and around schools. For the observance of International Day of Friendship, UNICEF has released an exclusive BTS video that calls on young people to brighten someone's day with kindness (either in real life or on the internet, and sharing it for others to see), as part of UNICEF's campaign to #ENDviolence in and around schools.

*Adapted from International Day of
Friendship
30 July UN website*



3. Watch the BTS “Love myself, share love” video for this campaign. Make notes in your notebook of:

a. examples of violence shown in the video.

b. the emotions shown in the video.

c. the message the video is trying to convey.

4. Compare your answers as a class and discuss: Are campaigns like this important? Give your opinion.

Think Back

- 5.** Think about the lesson and answer.
- a.** What did you learn in this lesson?/
How did you learn it?
 - b.** What was the easiest or most
difficult for you to learn in this
lesson?
 - c.** What can you do to improve your
learning?



LESSON 2 NICE WORK

Reading

- 1.** Read the job advert and discuss.
 - a.** What do you think a caretaker is?
 - b.** Would you live on an island? Why?/
Why not?

**NOW HIRING FOR
THE BEST JOB IN THE WORLD!**

Have you got a spirit of adventure?
Would you like your job to be like

a dream holiday? We need an Island Caretaker for Hamilton Island, Australia, in the world-famous Great Barrier Reef. It's a unique opportunity!



*Best Jobs Ever: "Recruiting the best people since 2009".
Editorial Creation*



2. Read the information about the job posting and make notes, in your notebook, about:

- Length of employment.
- Experience.
- Salary.
- Accommodation.

Being a caretaker is not an exciting job. You are normally responsible for a building, maybe a school, or an apartment block. But in Australia, there is an opportunity to become the caretaker of a beautiful tropical island for six months. What are the requirements? The applicant must

have written weekly blogs for at least a year and have experience taking photos and filming videos for over 2 years (any experience will do, even videos uploaded to social media). The pay? Well, it is about 95 million Chilean pesos for 6 months! The caretaker will live in a comfortable three bedroom house with a swimming pool. Don't wait too long to apply. The last time this job became vacant, there were about 35,000 job applicants from all over the world.

Editorial Creation

- 3.** Read the job posting and information again. Then, discuss.



a. Is this the best job in the world?
Why?/Why not?

b. Would you apply for this job? Give two reasons for your answer.

4. Read the following description. Then, write other **compound nouns** in your notebook.

Compound nouns consist of two words put together. Some can be written as one word, while others are two separate words.

e.g. care + taker = caretaker

wheel + chair = wheelchair

bus + driver = bus driver

theme + park = theme park

- 5.** Look at the words in the box from Activity 7 and answer the questions.
- a.** Do you know any of these jobs?
Describe two.
 - b.** Which jobs are compound nouns?
How did you know?
- 6.** Make a list of the jobs in your notebook. Look up the jobs you do not know in a dictionary.
- 7.** Match the jobs from the box with their definitions A-F, in your notebook.
- e.g.** A: Firefighter



accountant- actor/actress-
businessperson- cook- dentist-
doctor- farmer- firefighter
journalist- lifeguard- nurse-
photographer- pilot- salesperson-
scientist- teacher- technician- tour
guide- translator- veterinarian-
waiter/waitress.

A. My job can be dangerous. I stop fires and rescue people and drive a large vehicle.

- B.** I look after sick people and do surgeries. I work in a hospital and wear special clothes.
- C.** I keep records of money and finance. I'm good at maths.
- D.** My job is to help people visit unfamiliar areas during special trips.
- E.** I work maintaining the safety of swimmers at beaches or pools.
- F.** I work flying airplanes and taking people to different destinations.



8. Now, choose a job that was not defined in Activity 7 and write a three-line description for it in your notebook. Then, read your description to a classmate so they can guess the job.

Checkpoint

9. Play the Memory Train game in teams.

a. Define the order of the players in the game (e.g. Player 1, Player 2, etc.)

b. Look at the jobs in Activity 7 again. You have 5 minutes to try to memorise them.

c. Close your book when the teacher tells you.

- d.** Starting with Player 1, name one of the jobs.
- e.** Then, Player 2 repeats the job Player 1 said and says a different job.
- f.** If a player makes a mistake, you have to start again. You have 3 minutes to try to say them all.
- g.** The team that says the most number of jobs in a single streak wins!

Player 1: teacher.

Player 2: teacher, nurse.

Player 3: teacher, nurse, farmer...



Language in use

Present Perfect: How long, for & since

- We use the present perfect with **for** and **since** to talk about activities or situations that started in the past and continue in the present.

e.g. We've worked at this company **for** 8 years.

Pablo hasn't played football **since** September.

- We use How long to ask questions.

e.g. How long have you played the drums?

- 1.** Complete the sentences with the correct form of the verbs, in your notebook. Use **for** and **since**.

Verbs: be - live - not do -
not drink - own - use

e.g. Emily and Kate have been friends **since** 1970.



a. Jake... in Los Angeles... three months.

b. Brian... any exercise... ten years.

c. Lauren... her car... 2016.

d. Bern and Theo... any water... two days.

2. Use the prompts to write questions with **How long**, in your notebook.

e.g. How long have you lived in your current home?

Prompts: be awake today - study English - have your school bag - know your best friend - be in this class - have your mobile phone - live in your current home

3. Ask and answer the questions from Activity 3. Use for and since when answering the questions.

-How long have you had your school bag?

-I've had it for about six months. What about you?

-I've had my bag since Christmas.




4. Now, create your own questions. Ask and answer the questions with your classmate.


Listening **What's the job?**

1. Look at the pictures above and answer: Can you guess the jobs? How did you know?

e.g. I think the third one is a firefighter because he's holding a hose.



2. Listen  to the introduction of the TV programme What's the Job? Make notes of the rules in your notebook.

3. Listen  to the second part of the programme and decide if the sentences are true or false. Correct the false sentences in your notebook.

a. Ben works indoors.

b. He doesn't work in an office.

c. He uses special equipment in his job.


d. He has to use a computer.

e. He doesn't have to wear special clothes.

f. He has to work with other people.

- g.** His job is stressful.
- h.** It's a dangerous job.

4. Based on the answers in Activity 3, guess the job of the mystery guest.

5. Listen  28 to the last part of the programme and check your answer.

6. Now, imagine you are the interviewer on What's the Job? Write six more questions in your notebook.

e.g. Do you need any qualifications?/Do you work with children?



7. Play What's the Job?

a. One student chooses a job and the others ask questions.

b. Ask for repetition or clarification of the questions if necessary.

e.g. Do you work with food?

I'm sorry, could you repeat the question please?

c. Remember to follow the rules!

Do you wear a uniform to work?

No, I don't.


Do you have to drive fast cars?

Yes, I do.


**CLIL
MATHS**

- 1.** Search for the following words in a dictionary. Write their definitions in your notebook.

Workforce- survey- income –
workplace- average

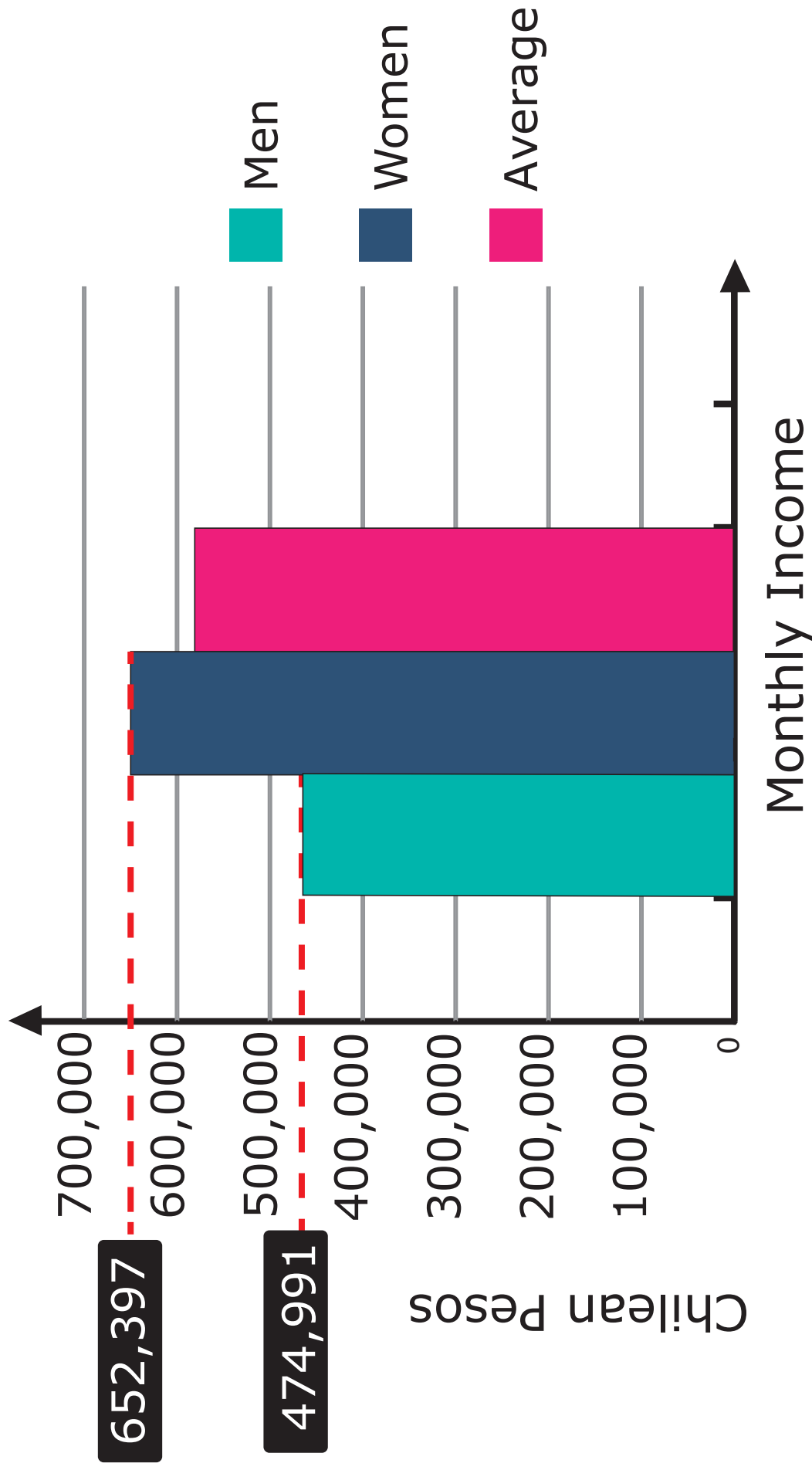
- 2.** Listen  30 to a news report and answer the questions in your notebook.
 - a.** What is the news report about?
 - b.** When was the study carried out?
 - c.** What does the study state about men and women?



- 3.** Listen  to the news report again and make notes of the figures mentioned, in your notebook.

- 4.** Look at the following graph in the next page. Based on your notes from Activity 3, is the graph correct? If not, correct the information in your notebook. Then, check as a class.

Men and Women's Salaries in 2018



Retrieved from Encuesta Suplementaria de Ingresos (INE, 2018)



5. Discuss.

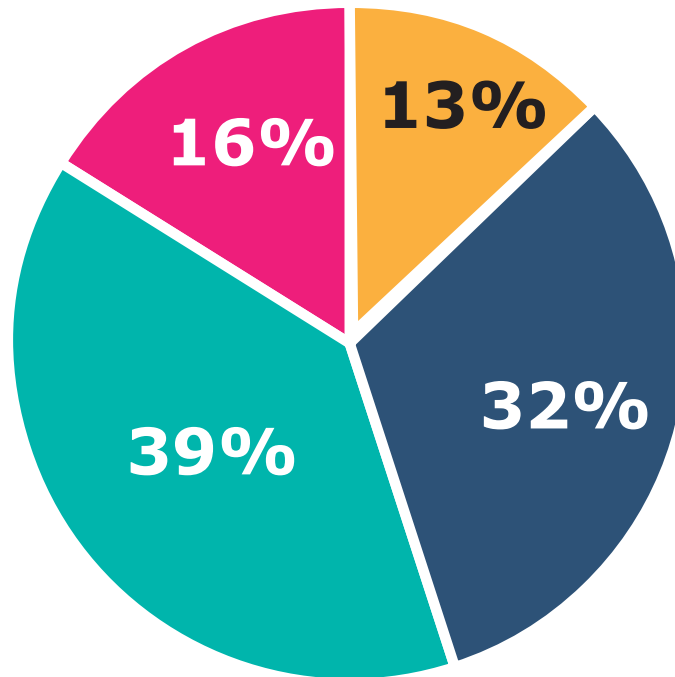
- a.** Why do you think women earn less money than men?
- b.** Do you think men and women have the same opportunities to choose a study programme/career? Why?



Checkpoint

- 6.** Create and record your own news report.
 - a.** Plan your news report using the information from the graph.
 - b.** Record your news report and show it to the class.

Monthly Income in Chile in 2018




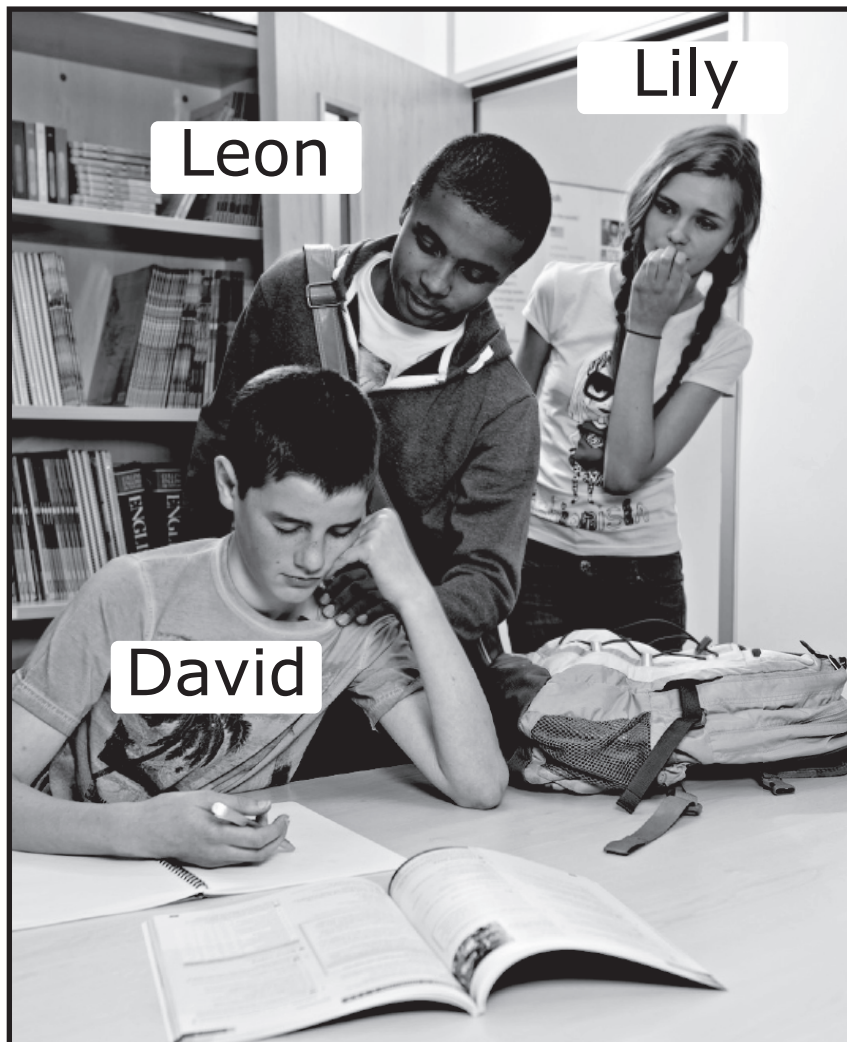
- \$300,000 or less
- \$300,000 - \$600,000
- \$600,000 - \$1,000,000
- \$1,000,000 or more

Retrieved from Encuesta Suplementaria de Ingresos (INE, 2018)



Speaking

1. Listen  31 to the conversation between Leon, David, and Lily and answer the questions in your notebook.




- a.** What is David's problem?
- b.** What advice do Lily and Leon give him?
- c.** Why do you think David cannot sleep?



- 2.** Listen to the next part of the conversation and identify the speaker (David, Lily, or Leon) in each case in your notebook. Who ...
- a.** says he/she is hungry at night?
 - b.** says British people have dinner early?
 - c.** tells David to talk to his host family?
 - d.** tells David to take extra food to his room?



3. Listen  33 to David and Lily's conversation (the next day) and answer in your notebook: Why does David feel better?

4. Read the problems below and write a piece of advice for each one in your notebook.

e.g. your best friend is angry with you
I think you should go for a coffee with your friend.

-You haven't studied for a test.

-You borrowed a friend's videogame and now you can't find it.

- Your cat is missing.
- You can't wake up in the morning.
- You've had an argument with your parents.
- You want to get fit.

Your Turn to Speak

5. Choose one of the problems from Activity 4. Then, take turns offering advice. Give your classmate feedback on their response.

- Hey Claudia. Are you OK?
- No, I'm not. My cat is missing.
- Why don't we put up some posters on the street?



Reading

1. Read the following text.

THE COOLEST JOBS EVER

I. Would you like to be an extra in a film? Extras are the people in the background. They are the shoppers in the street or the diners in a restaurant.

Think you can do it? You don't need acting skills, you just need to have the **traits** asked for: getting up early and arriving on time. Sometimes you get to wear great costumes or even **dress** as a monster. The downside is that you

mustn't talk to the actors and actresses, take their photos or ask for autographs.

The best part? Seeing how the film is made!

II. Tasting chocolate sounds like a **dream** job, and it is, not to mention it's well-paid too. You don't need qualifications either, only a very good sense of taste or smell. For this job, you must have good hygiene, especially when you visit a chocolate factory. Jane Cameron has been a chocolate taster for three years and she'd never change jobs. She says, 'You have to watch the calories and you need very strong teeth!'



The best part? **Trying** lots of chocolate!

III. This has to be the most enjoyable job in the world! You slide down waterslides, check the height and speed of the water, and make sure that they're safe. You never stay dry! Waterslide testers travel around the world to visit different theme parks. James Powell, a waterslide tester, has travelled 43,000 km since 2010 and has tested waterslides in Egypt, Mexico, Greece, and Jamaica.

The best part? You don't have to queue for the slides!

2. Read the article again and answer in your notebook. In which job...

- a.** Do you travel the world?
- b.** Do you see actors and actresses?
- c.** Is hygiene very important?
- d.** Do you visit theme parks?
- e.** Is a sense of smell important?
- f.** Can you dress up in costumes?

3. Discuss.

- a.** Why do you think these jobs are the coolest? What makes them better than other jobs?



b. Do you know anyone who has a cool job? Describe their job.


c. Have you ever wanted a cool job? What would your job be like?

Pronunciation

/tr/ and /dr/ initial sounds

4. Look at the article again. Say the words in **bold** out loud: Is there a difference between their initial sounds?
5. In pairs, make a list of six /tr/ and /dr/ words. Then, give it to another pair. Say the words out loud: What do the initial sounds sound like?



6. Listen  35 to the tongue-twisters and repeat them out loud. Compete to see who can say the tongue-twisters the fastest.

- a.** Try transporting trimmed triangular tree trunks.
- b.** I dreamed of a droid dressed as a druid.



“Checkpoint”.

7. Play I have lied.

- a.** Write one false sentence and two true sentences about yourself in your notebook.

e.g. 1. I have ridden a bicycle.

2. I have eaten sushi.

3. I have flown a kite.

b. Tell your sentences to a classmate and listen to theirs. Ask and answer questions related to the sentences to discover which one is false.

-When was the last time you rode a bike?

-Last week?

-Where were you going?

c. Find another classmate once you have discover your classmate's false sentence!



Writing

An Informal Letter

- 1.** Answer the questions in your notebook.
 - a.** Have you ever written a note or letter? What was it about?
 - b.** Do you think people will eventually stop writing letters? Why?/Why not?
- 2.** Read the following letter and identify the key information.
 - I.** Write your address in the top right-

corner and the date to the left.

- II.** Begin the letter Hi or Dear, followed by a greeting paragraph.
- III.** The next paragraphs include updated information about you.
- IV.** The final paragraph includes questions for the other person to answer in a future letter.
- V.** Finish the letter with a friendly closing, followed by a comma and your name.



I.572 Bilbao street

April 17

II.Hi Alicia,

Wow, how long has it been since we last saw each other? I think maybe it's been 2 years. It's so cool that you got the chance to move to the school you wanted to! Let me tell you what's up with me.

III. I changed school recently, and my new school's called Seabrooke Academy. Since we're high school students, the school provides us with loads of opportunities to get in touch with universities all over the country.

What else? Oh, next week, we'll attend a university fair. I've never been to one before! The fair will have different stands from each university, where you can talk to students about the programmes they offer. I'm not sure yet which one I want to take, but I'd like to be a scientist, maybe even a doctor! You know I've been interested in biology since I was very young.

IV. What about you? What have you been up to? Has your school hosted any university fairs? What would you like to study at university? Let me know!

V. Best wishes, Mel

Editorial Creation



Your Turn to Write

3. Write a letter to a friend.

- a.** Imagine a situation where a good friend of yours has moved away to live in another country (it could also be one of your classmates).
- b.** Make notes of important information about yourself you would like to tell him/her.
- c.** Remember to use the vocabulary and structures seen in this lesson.

Review

1. Read the Curriculum Vitae, identify the jobs Martina could apply for.

Martina Carrasco

Address: Main Street #24, Edinburgh.

Telephone: +4479876543XX

Email: mcarrasco@world.net

Date of birth: 24 March 2000

Profile

I am interested in tourism and travelling. I am a very organised and self-motivated person. I am good at writing and I have excellent communication skills.



Education

2019 - Present University of Edinburgh. Degree in English Literature and Linguistics.

2005 - 2018 Santa Fe School.

Professional experience

2020 - Present Academic Writing tutor

I have worked mentoring new students for a year. I have assisted the professor in lectures and I have checked students' tests and written assignments.

2021 - **Present** English Social Media Tutor

I have given students guidance and solved their doubts in relation to Social Media. I have also held extra mentoring sessions.

Interest

Travelling. Languages. Writing about current events on social media.

Additional skills

English - Certified Upper Intermediate level

Computer skills - User level



2. Read the CV again. Choose one of the jobs you identified. Write the reasons why you think that it is the best job for her in your notebook.

3. Compare your information with a classmate's. Did you choose the same job?

4. Discuss.

a. What is the main function of a CV?

b. Why do you think it is important to give a short personal description in a CV?

c. Do you think it is necessary to include a picture in a CV? Why?/
Why not?

Think Back

5. Think about the lesson and answer.

- a.** Did you like the lesson? Why?/Why not?
- b.** What would you change from the lesson?
- c.** Explain what you learnt to a classmate.



FINAL REVIEW

- 1.** Look at pictures A-D and discuss.
 - a.** Have you ever done any of these activities? Which ones?
 - b.** From the ones you haven't done, which one would you like to do? Why?





- 2.** Now, look at the questionnaire and answer the questions in your notebook.
- a.** Have you ever been to another country in South America?
 - b.** Have you ever eaten Mexican food?
 - c.** Have you ever seen a double rainbow?
 - d.** Have you ever read a Harry Potter book?
 - e.** Have you ever drunk vegetable juice?
 - f.** Have you ever flown a kite?
 - g.** Have you ever ridden a bike?
 - h.** Have you ever watched a film in English?
 - i.** Have you ever made a cake?



3. Compare your answers with the rest of the class and answer: Who has done the most?

4. Play Find Someone Who Has.

a. Write 5 ideas to make your own questionnaire. Look back at Activity 2 to help you.

e.g. Met a famous person or celebrity

b. Copy the following template in your notebook and add the statements you created to your questionnaire.

Find someone who has: met a famous person or celebrity

Name: Suzy

c. Go around the class and ask questions to fill in your questionnaire. When someone says 'yes,' write their name in your table.

e.g. Juan, have you ever met a famous person? No, I haven't.

Suzy, have you ever met a famous person? Yes, I have.

d. When you have written a name for all your questions, sit down.



e. Choose one student from your questionnaire and write 3 additional questions, in your notebook, to find out more information about their experience.

e.g. Have you ever met a famous person? Suzy

i. Who did you meet?

ii. Where did you meet him/her?

iii. What did you do when you met him/her?

Suzy, who did you meet?

I met Paloma Mami last year.

f. Now, find the student and ask them your additional questions.

My3Ws

Answer the questions in your notebook.

What?

Describe what you learnt in this unit.

So what?

Explain why what you learnt was important/useful.

Now what?

Reflect on the next steps in your learning process.



Project

Create a Disability Awareness Campaign

Preparation

1. Discuss.

- a.** What kinds of discrimination do people with disabilities face?
- b.** What problems do people with disabilities face in Chile?

2. Read the following article.

DISABILITY IN CHILE: A PAINFUL STRUGGLE

People with disabilities face challenges every day. At the school level, there have been many cases of discrimination. The most well-known case was that of Catalina in 2019, a girl with minor cerebral palsy, who failed a dictation test because she couldn't write with her hand due to her condition. There was also the case of Julián, a boy with Down Syndrome whose family reported that his school wouldn't let him advance to first grade because they did not admit children with special needs. Both are cases of discrimination. However, what has been worse are the comments



on social media supporting these types of discrimination, saying that parents should place their children in schools for students with special needs, which is really painful.



We are far from a society that is fully integrated for everyone and the conclusion is always the same: people

with disabilities are seen as less able and must be segregated.

Your Turn

3. Create a Disability Awareness Campaign.

a. Research different organisations and foundations which support disabilities in Chile. Here are some examples:

- Fundación Descúbreme.
- Fundación Teletón.
- CIDEVI.
- Down21 Chile.



b. Create an information sheet for the organisation you chose, in your notebook. Include:

- the name of organisation/foundation.
- how long they have existed.
- who benefits from their work.
- the mission.

e. g. Fundación Luz was founded in 1924. Their mission is to educate and train the blind and visually impaired community, taking full advantage of their potential so that they can become active members of society.

FUNDACIÓN

LUZ : : : founded in 1924.



Mission: To educate and train the blind and visually impaired community, taking full advantage of their potential so that they can become active members of society.



*Visit SENADIS for more information
about disabilities in Chile [www.
senadis.gob.cl/](http://www.senadis.gob.cl/)*



In Chile, laws are great in terms of integration for people with disabilities. In 2018, the new Labour Inclusion Law was implemented to encourage job integration, where companies with over 100 workers must have at least 1% of their workforce

composed of people with disabilities. The Ministry of Labour gave the law a positive evaluation in its first year, stating that 92% of companies complied with the requirement. However, only 12,000 people with disabilities were hired, which is still below the dream figure of 27,500 the government expected.

Moreover, based on the information provided by the Labour Office in 2019, the Descúbreme Foundation revealed that people hired through this law earn 18% less than the average income.

It is important to remember that laws are not enough to talk about integration in different social spheres. It is necessary to



transform the social and cultural practises in our daily lives and the way we interact with people with disabilities.

Adapted from La dolorosa lucha por la inclusión escolar and Ad Portas al Segundo Año de la Ley de Inclusión Laboral

- c.** Create a poster with the information of the organisation. Add pictures and a nice design if possible.

- d.** Present your poster to the class and explain the importance of the organisation/foundation.

- e.** Give feedback about the posters.
- f.** Finally, paste your posters around the corridors of your school.
- g.** Create a 5-question survey to assess the impact of your campaign after a week.
- e.g.** Have you seen the poster about...?/
Has it changed your perception about...?
- h.** Ask your questions to students from other classes: Was your campaign successful?



EXERCISE BOOK

LESSON 1 WE GO TOGETHER

Reading

- 1.** Scan the article and underline the sentences that use the connectors although and both... and.
- 2.** Read the article and identify the main idea in each paragraph.

SURPRISING FACTS ABOUT TO ALL THE BOYS I'VE LOVED BEFORE

- 1.** Although Hollywood has tried to make films that are respectful of characters' origins and race, the executives did not want Lara Jean Song-Covey to be portrayed by an Asian-American actress. However, the author of the book, Jenny Han, fought to keep the integrity of Lara's character.
- 2.** Lara's lock screen in the film shows a picture of her and Peter napping on a sofa. This photo is from real life, as both Lana and Noah enjoyed



being around each other. They usually napped in the green room on set during breaks.

*Adapted from 47 Things
You Didn't Know About
To All The Boys I've Loved Before*

3. Connect the following sentences using **although**.

e.g. She lives in a small house.

She is rich.

Although she is rich, she lives in a small house.

a. My grandmother is very old. She goes swimming every day.

b. We lost the championship. Our team played well.

4. Answer the questions using **both ... and**.

e.g. Your sister plays volleyball.

Do you play as well?

Yes, **both** my sister **and** I play volleyball.

a. You've met his father. Have you met his mother?

b. The city suffers from air pollution. Does it suffer from water pollution?



5. Now, create four sentences using **although** and **both ... and** in your notebook. Then, swap your sentences with a classmate. Check your classmate's work.

6. Discuss.

- a.** Is it possible to have a lot of chemistry with someone without developing romantic feelings for that person? Share your ideas.

- b.** Is it important that series/films cast actors who come from the same cultural background as their character? Why?/Why not?

Language in use

Present Perfect: ever & never

1. Complete with the present perfect form of the verbs in brackets.

Giorgio, 13

Giorgio **a.** _____

(study) English at his school before.

He **b.** _____

(live) in two different houses.

He **c.** _____

(be) to four countries.

Giorgio **d.** _____

(read) many young adult books.



Valentina, 14

Vale **a.** _____

(practise) sports like taekwondo and basketball.

She **b.** _____

(visit) many museums.

She **c.** _____

(have) five pets in her life.

Valentina **d.** _____

(meet) Shawn Mendes before.

2. Write questions with the present perfect and ever using the prompts. Then, write answers that are true for you.

e.g. you/abroad/been/ ?

Have you ever been abroad?

Yes, I went to Argentina last year.

a. you and your best friend/have/an
argument/ ?

b. your parents/study/another
language/ ?

c. it/snow/in your country in summer/?



Pronunciation

Sentence Stress

In sentences we usually stress the words that carry the most important information. Pronouns, articles, prepositions and auxiliary verbs are often unstressed.

3. Read the sentences out loud.

Underline the words you think will be stressed.

a. I've never been to Paris.

b. Have you ever seen a play?

c. I've visited three countries.

d. We've bought a new dog.

e. Joe's run a marathon.

f. They've never seen Star Wars.

g. Grace has been on the radio.

h. I've never eaten squid.

4. Listen  and check.




Listening

a. Do you have any hidden talents?
Explain.

b. Have you ever auditioned for anything? If not, would you like to enter a talent show? What talent would you show?


c. Would you compete against a friend in a talent show? Why?/Why not?

2. Listen  to an audition at a talent show and complete.

Name of act: _____

Number of people: _____

Type of song: _____

4. Listen  to the audition again and decide if the sentences are True (T) or False (F). Correct the false sentences in your notebook.

a. Mario is younger than Melissa.

b. It's the first time Melissa has performed in front of an audience.

c. Mario and Melissa didn't plan to go on a talent show.



- d.** They met on the first day of primary school.
- e.** At first, they didn't enjoy listening to the same music.
- f.** Mario has never had singing lessons.

5. Discuss.

- a.** What makes someone a good friend?
- b.** Has a friend ever let you down?
What happened? If not, have you ever let a friend down?

Speaking

Apologising and Accepting Apologies

Apologising:

- I'm (really/so) sorry.
- I'm sorry but I've forgotten...
- Sorry I'm late.
- I'm afraid I've broken...

Responding:

- Oh no!
- Oh dear!
- What's happened?
- How did that happen?



Accepting apologies:

- It's all right./It's OK.
- Don't worry.
- Don't feel bad about it.
- It's not a problem.

1. Complete the dialogue using the previous expressions.

Elisa: I can't run the half marathon next month.

You: (Respond).

a. _____

Elisa: I've broken my foot.

You: (Find out what happened).

b. _____

Elisa: I was walking and checking my phone at the same time. I didn't see the hole and tripped. Do you think your parents could give me a lift to Tobias's birthday party tonight?

You: (Apologise and say that your parents do not own a car).

c. _____


Elisa: OK.

You: (Make a stronger apology and offer an alternative solution).

d. _____

Elisa: That'd be great, thank you!



2. Listen  to three people apologising for something that happened. Write the most appropriate response for each situation.

e.g. I'm sorry but I've forgotten your pencil.

Don't worry!

a. _____

b. _____

c. _____

3. Check your answers as a class.
4. Role-play the situations presented in Activity 2. Provide feedback to your classmate in relation to the answer given and the intonation used.

Reading

1. Discuss.

- a. Do you know what a moral is? If so, explain.
- b. Do you know any stories that have a moral or give advice? Which ones?



2. Scan the fable and identify:

a. The animals in the text:

b. What the hare needs:

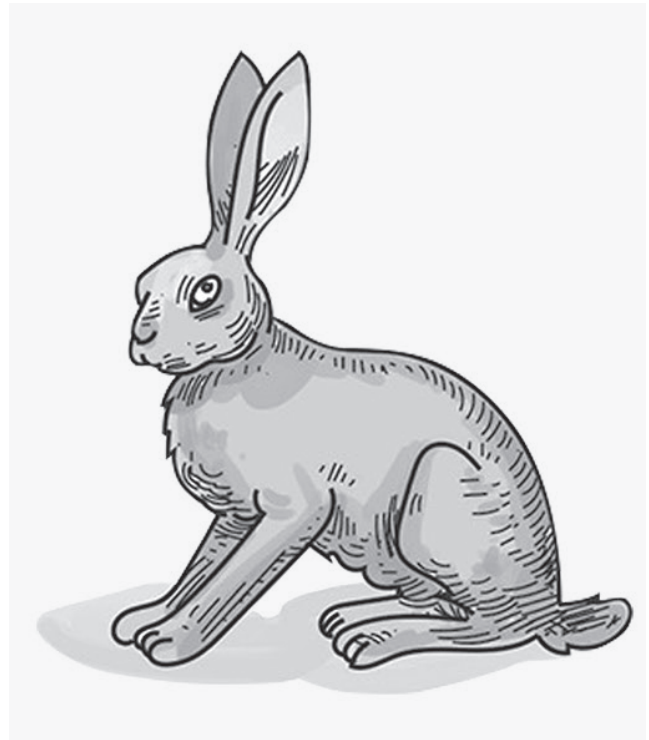
c. Who helps her:

d. What happens in the end:

THE HARE WITH MANY FRIENDS

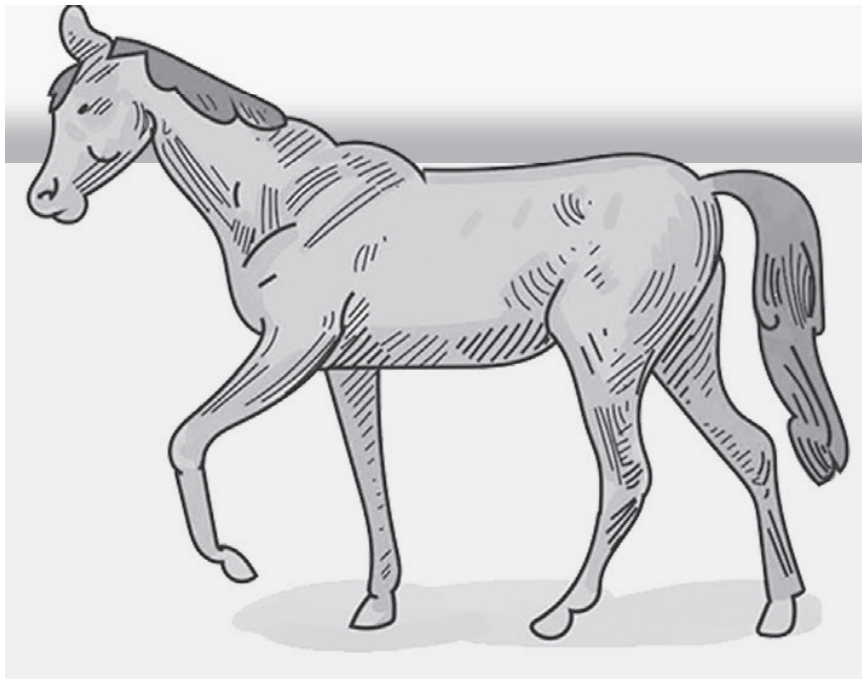
A Hare was very popular with the other beasts.

They all claimed to be her friend. But one day she heard the hounds approaching and hoped to escape hem with the help of her many friends.





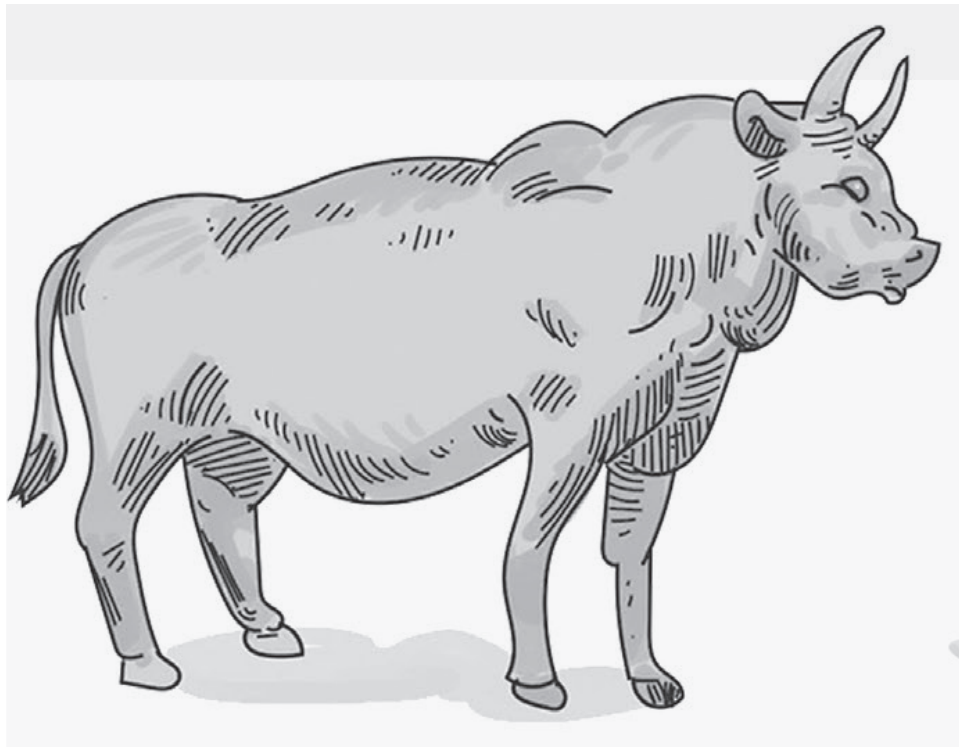
So, she went to the horse, and asked him to carry her away from the hounds on his back. But he declined and said: "I have got important work to do for my master. I'm sure that all of your other friends will come to your assistance".



She then approached the bull, and

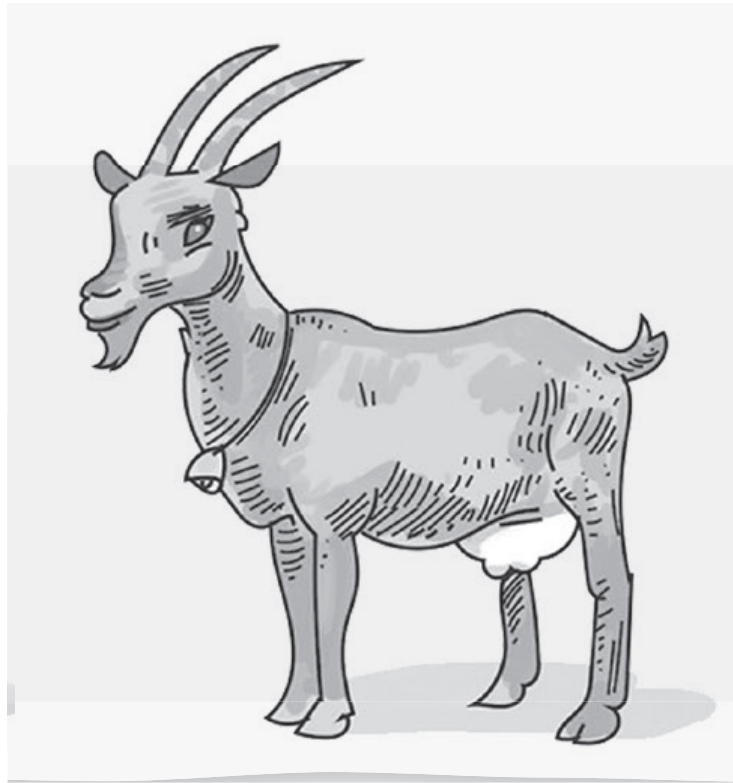
hoped that he would repel the hounds with his horns.

The bull replied: "I am very sorry, but I have an appointment with a lady; but I feel sure that our friend the goat will do what you want".



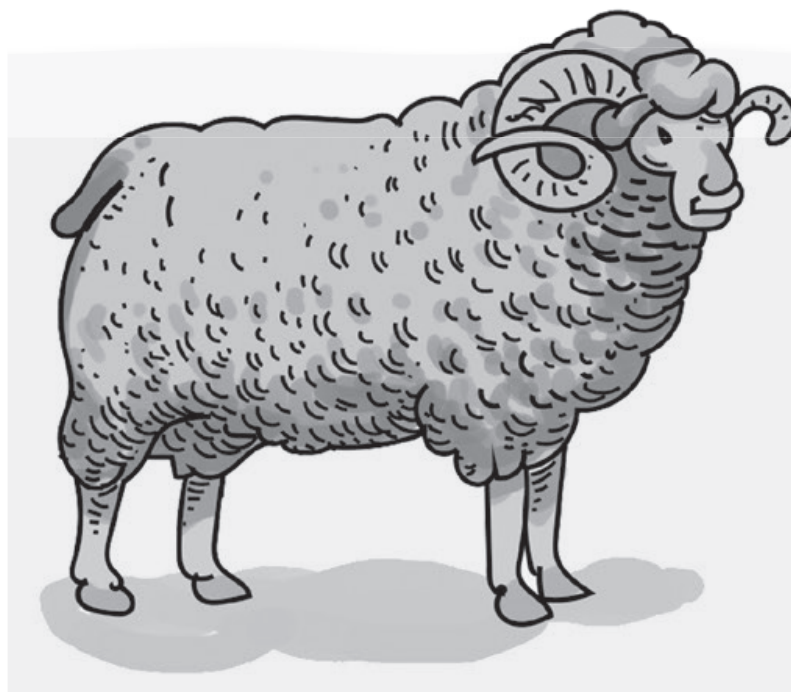


The goat, however, feared that his back might do her some harm. "The ram will help you for sure", he said.



So she went to the ram and told him

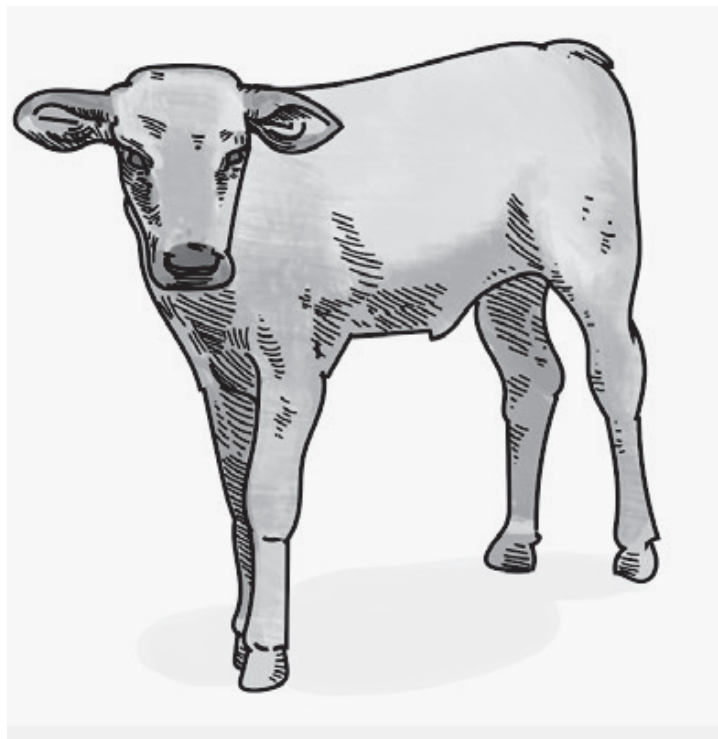
the case. The ram replied: "Another time, my dear friend. I do not like to interfere in this case, as hounds have been known to eat sheep as well as hares".



As a last hope, the Hare then turned to



the calf. The calf said, "I'm sorry, but I cannot help you. The elders have declined this task, and I do not wish to take the responsibility upon myself".



By this time the hounds were quite near, and the Hare took to her heels and luckily escaped.

He that has many friends, has no friends.

Adapted from The Hare with Many Friends (Joseph Jacobs)



3. Read the fable and answer the questions.

a. Do you believe the Hare had many true friends? Why?/Why not?

b. What do the hounds represent in the story?

c. What is the meaning of the moral of this story?

4. Read the fable again. Then, check your answers as a class.

5. Discuss.

a. What is real friendship to you?

b. Why do you think some people believe they have no friends?

c. Why is it important to have friends?

Writing

A Biography

1. Write your friend's biography.



Remember to write a title and use the present perfect for his/her experiences.

2. Check and correct your biography.

- a.** Check that you used the correct tenses and wrote the information in the correct order.
- b.** In pairs, swap your biographies and check each other's work considering the plan above.
- c.** Write what you think about your classmate's work below.

LESSON 2

NICE WORK

Reading

1. Read the following article. **Underline** the compound nouns.

THE WORK IN THE UK

Did you know that a quarter of British and American 14-19 year olds do all sorts of part-time jobs? Their jobs range from selling things in shops like bookstores, serving customers in cafes or restaurants



to working at riding stables, farms, and even taking dogs for a walk.

In the UK, there are a lot of laws about teenage work, 13-15 years olds aren't allowed to work in a factory, and they can only work from 7 am to 7 pm. During term time, they can only work for 2 hours a day, and 12 hours a week in total (so that they can do their schoolwork properly). On Saturdays, they're allowed to work for 5 hours, but they can't work more than 2 hours on Sundays. During the holidays, they can work 25 hours a week. What do you think? Should teenagers work?

Editorial Creation

2. Read the article again and answer the questions. Then, discuss.

a. What do the laws in Chile state about teenage work?

b. How are they different from the laws stated in the article above?

3. Match words from A with words from B to make compound nouns. Write them in the space provided.



A: bed, bus, guide, White, bank,
computer.

B: board, game, ticket, robber, room,
book.

a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

4. Discuss.

- a. Should teenagers work? Give two reasons for your answer.
- b. What solution could authorities present to encourage teenagers to focus exclusively on their studies?

Language in use

Present Perfect - How long, for & since

1. Write **for** or **since**.

- a. _____ September.
- b. _____ Two minutes.
- c. _____ A decade.



- d. _____ Monday.
- e. _____ 1998.
- f. _____ Ten months.
- g. _____ A long time.
- h. _____ Christmas.
- i. _____ 7 o'clock this morning.
- j. _____ 5 years.

2. Use the prompts to make questions with **How long**. Then, answer the questions.

a. you/be/at this school

Q: _____

A: _____

b. you/live/in this city

Q: _____

A: _____

c. you/have/the shoes that you're wearing

Q: _____

A: _____

d. you and the person next to you/
know/each other

Q: _____

A: _____



3. Play a game.

- a. Create six questions to find out about your classmates' life experiences. Use the verbs in the box to help you.

Verbs: eat- climb- hold- play- ride-
run- see- smell- taste- touch- visit-
walk

Questions

e.g. Have you ever climbed Cerro San Cristobal?

Yes/No: Yes

More information: climbed it two years ago.

- b.** Now interview a classmate and record their answers. When the answer is 'yes', write own more information about their experience.

Listening

- 1.** Read the advert and write the words in **bold** next to their definitions a-f.



CLIMB TO THE SUMMIT OF THE SYDNEY HARBOUR BRIDGE...

... and experience panoramic views of Australia's largest city. Climbs take place with an expert **guide** throughout the day from **dawn** to **sunset**.

All **safety equipment** is provided and climbers receive a photo as a **souvenir** of their trip.


Editorial Creation


- a.** _____
Early in the morning when light first appears.
- b.** _____
The top of something, e.g. a mountain.
- c.** _____
An object to remind you of a holiday or a special experience.
- d.** _____
Things you use to keep you safe.
- e.** _____
In the evening when the sun disappears from the sky.



f. _____

A person who shows you what to do
/where to go.

2. Listen  29 to an interview with Joel.
What is his job?

3. Listen  29 again and answer the
questions in your notebook.

a. Where is Joel from?

b. How long has he been in Australia?

c. Why is this Joel's dream job?

d. How high is the bridge?

e. Why doesn't Jan want to climb the
bridge?

4. Write about a family member's job.
What are his/her duties?

5. Discuss.

a. What would be your dream job?
Describe it.

b. What do you consider an extreme
job? Provide examples.



Speaking

Understanding Problems and Giving Advice

Asking how someone is

- Are you OK?
- What's up?
- What's wrong?

Offering advice

- You should .../
- You could...
- You shouldn't...
- Why don't you...?

Expressing doubt

- I'm not sure that's a good idea.
- The trouble is,...

Accepting advice

- Thanks. That's a good idea.
- Thank you. I'll try that.
- Great idea!

1. Read and complete the dialogue using the previous expressions.

Chris: Hi, Jorge. _____?

Jorge: Not really. I've lost my mobile.

Chris: Oh, no. Where do you think it is?

Jorge: I've been shopping so I think it's in one of the shops.



Chris: _____ go back
and look for it.

Jorge: _____, I've been
in loads of shops. I can't remember all of
them.

Chris: _____ phone
your number?


Jorge: _____.

Chris: Yes, it is. If someone answers it,
_____ which shop
they're in. Then you could go and get it.

Jorge: _____! But ...
I haven't got a phone.

Chris: You can use mine. Your number's
in my contacts list.

Jorge: _____, Chris.
That's great.

2. Listen  34 to three people and
respond appropriately. Use the
previous expression to help you.

a. _____

b. _____

c. _____



Reading

- 1.** Skim through the website posts and circle the correct answer. Who is the website for?
 - A.** Young children.
 - B.** Teenagers.
 - C.** Adults.

- 2.** Read the website posts. Match questions I-III with answers A-C.

UK For You Questions

I. I've got a part-time job in a café with a friend of mine, but she earns more money than I do because she is 11 months older. It isn't fair. We do the same things: clearing tables, washing and drying the dishes, sweeping the floor, etc. In fact, I think I'm a harder worker than she is. What should I do?
– Olivia

Answer: _____

II. I'm a member of a swimming club and I train five times a week. Two



sessions are before school, from 5:30-7:00! I'm always really tired on those days and I keep falling asleep in class. My marks are getting worse. I just don't know what to do. – Sadie

Answer: _____

III. I'm 15 and I love going out at the weekend, but places like the cinema or the ice rink are expensive. I get pocket money, but it isn't enough. You have to be 16 to work in a shop and I can't work with animals because I'm allergic to them. Have you got any tips? - Alex

Answer: _____

Answers

A. The truth is, there isn't much you can do. Your employer is allowed to decide their rates of pay and until you're 18, they can vary depending on age. You could look for a better-paid job.

B. People your age are allowed to babysit or do gardening jobs. Make a leaflet about yourself and what you want to do. Then, deliver it to the people in your neighborhood. Don't forget to include your contact details and rates of pay.



C. To get a job or go to university, you need to study hard and pass your exams. Your free-time activities shouldn't affect your education or drain all your energy. You should talk to your trainer. You shouldn't stop completely but, are you allowed to take a break?

Editorial Creation

3. Read the question section from again and answer the questions. Write Jason (J), Sadie (S) or Olivia (O).

Who...

- a.** gets up early? _____
- b.** keeps a place clean? _____
- c.** isn't old enough to be a shop assistant? _____
- d.** has a problem with pets? _____
- e.** is unhappy with his/her rate of pay? _____
- f.** does a tiring activity? _____
- g.** works harder than his/her friend? _____
- h.** should stop doing something for a while? _____

4. Answer the questions. Then, compare your answers with a classmate.



a. Do you agree with the advice given by the website? Why?/Why not?

b. The cases on this website come from teens in the UK. Do you believe the situations would be different for teens in Chile? How so?

c. Do you know of a similar example to one of the cases on the website? How is it similar?

Pronunciation

/tr/ and /dr/ initial sounds

5. Underline the words in the website from exercise 2 that begin with /tr/ or /dr/. Say them out loud to your classmate.

6. Use the following words to create sentences. Then say them out loud to the class as fast as you can.

e.g. The dragon dreams of trumpets and drums.



Words: trunk- trumpet- trap- tricky-
tremor- track- trait- trainer- dry- deam-
drum- drama- drink- draw- dragon-
drone.

Writing

An Informal Letter

1. Write your letter.

- Include your address and date on the upper part of your letter.
- Begin your letter with Dear and include a greeting in the first paragraph.

- Include updated information about yourself in the next paragraphs.
- Ask questions to your reader in the final paragraph and include a friendly closing.
- Remember to use the structures and vocabulary seen in this lesson as well as informal expressions.

2. Check and correct your letter.

- a.** Check that you have used the correct expressions and structures.
- b.** In pairs, swap your letters and check each other's work considering the plan above.
- c.** Write what you think about your classmate's work below.



TEST Yourself

1. Write the job based on the description.
You have the first letter to help you.

a. This person looks after animals.

V _____

b. This person assists you in fires and
car accidents. F _____

c. This person gathers information and
makes hypotheses. S _____

d. This person rewrites documents from
one language to another. T _____

2. Use the prompts to make present
perfect questions with ever.

Then, ask a classmate the questions and write down their answers. Provide full answers and use *never* when necessary.

a. you/travel to another country?

Q: _____ ?

A: _____ ?

b. you and your friends/meet a famous person?

Q: _____ ?

A: _____ ?



c. your family/have a holiday in the mountains?

Q: _____ ?

A: _____ ?

d. you/sleep in a tent?

Q: _____ ?

A: _____ ?

3. Complete the sentences with **for, **since** or **how long**.**

a. I've lived in this town _____
2012.

b. _____ has Sophie played tennis? Linea para contestar she was three years old.

c. _____ have you known Sheila? I've known her _____ six months.

d. They've been away _____ two weeks.

4. Use the compound words to create sentences using although and **both... and**.



Words: makeup, airport, earthquake, football, salesperson, schoolwork, firework, hamburger, ice cream, light house, midnight, newsletter, rainbow, sunglasses, teammate, solar system.

e.g. Although she is not a salesperson, she has worked both in coffee shops and selling beauty products.

a. _____

b. _____

c. _____

d. _____

Project

1. Complete the assessment of your project in your notebook.

Group evaluation

Project name:

Group members:

- a. Are there any aspects of the project that did not work or that could be improved?

e.g. It was difficult to create the information sheet at first.



b. Is there anything that could have been done in a different way?

e.g. The campaign was too short. I would make it longer.

c. Is there anything that worked well that you particularly liked?

e.g. It was great to learn about the everyday issues people with disabilities face.

Self-evaluation

a. I learned that...

e.g. Team communication is very important.

b. I had difficulties with...

e.g. Communicating my thoughts correctly.

c. I will overcome these difficulties by...

e.g. Working on ways to improve my communication skills.

2. Discuss.

a. Why is it important to include people with disabilities?

b. Do you believe it is necessary to have a national awareness campaign? Why?/Why not?