

ADAPTACIÓN MACROTIPO
Ingles
7° Básico

VOLUME I

Activity Book

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UNIT 1

MUSIC AND LEISURE

LESSON 1

Music in my life

VOCABULARY IN CONTEXT

1. In pairs, look at the pictures and fill in the blanks with the words below.

upright

modern



loose

live

overused

electric

a.



The African band members wear
loose outfits.

b.



Kylie is composing music with her _____ piano and her laptop.

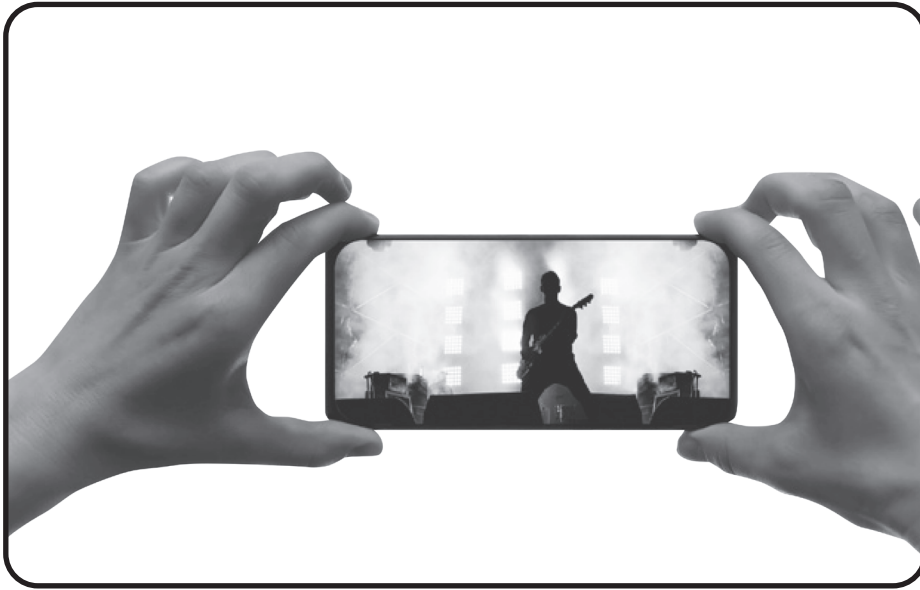
c.



The musician practices long hours with his _____ bass.

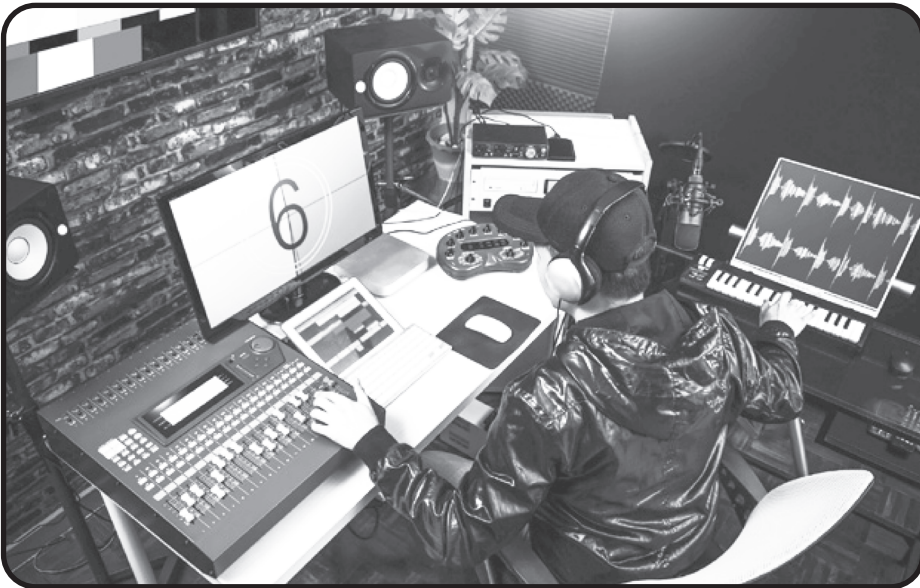


d.



I like watching _____
concerts on my smartphone.

e.



My uncle Joe is a DJ. He has a
_____ home studio.

f.



These music sheets are _____.



2. Why are these words in two columns? Analyze in pairs and match the halves. Then select two words and write sentences.

a. acoustic

i. soft

b. easy

ii. shallow

c. deep

iii. fast

d. hard

iv. difficult

e. slow

v. electric



To learn more vocabulary, visit:
<https://bit.ly/2KhNqrN>



READING

1. In pairs, identify the objects in the pictures. Discuss how they may be connected to the text in activity 2.

kick drum

steel marbles

bass guitar

cymbal

a.



b.

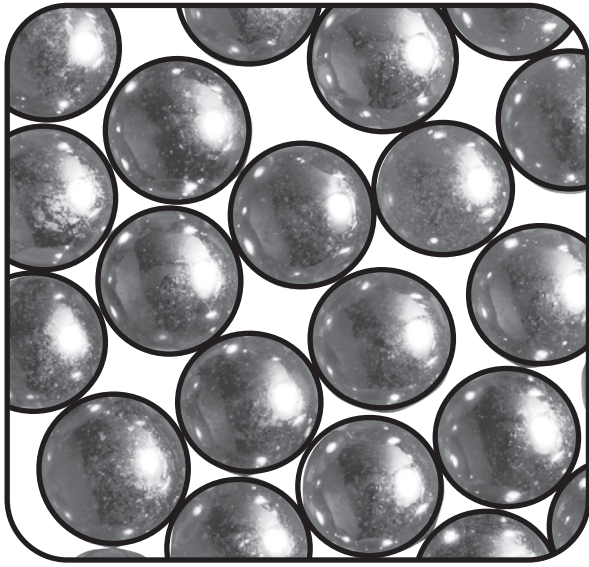


c.



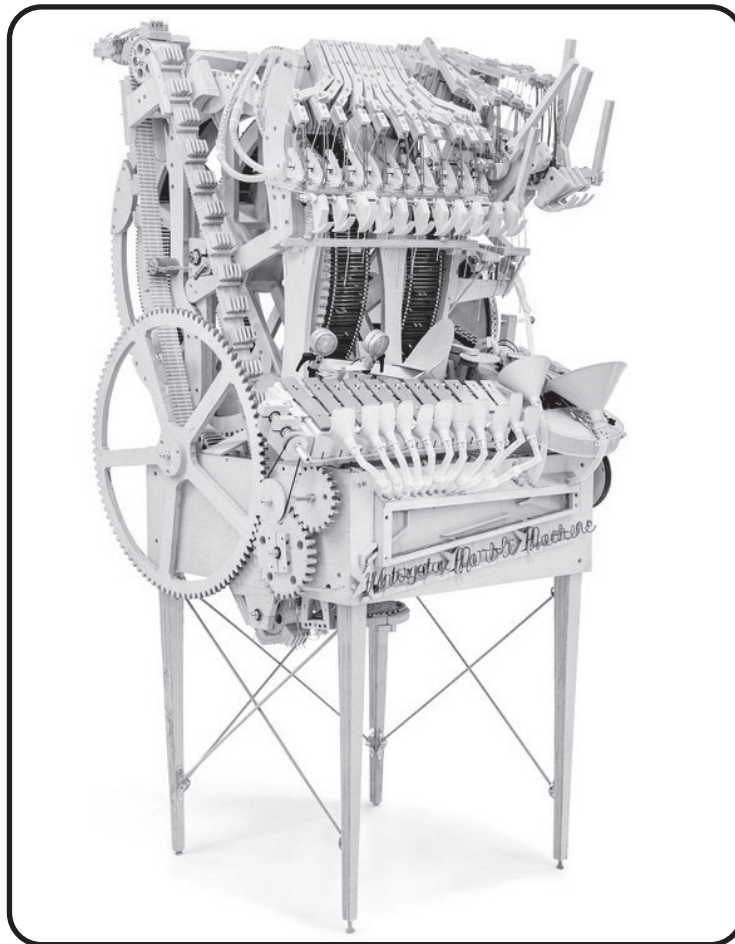


d.



2. In pairs, read the text carefully and check your predictions in activity 1.

The amazing Marble Machine



The Marble Machine is an enormous music box. It uses 2 000 cascading steel marbles to **make music**. A manual lever **gives** it power. The machine is approximately 2 meters tall and can **play** twenty-two different songs.



The marbles **move** around a circuit through the machine. They **begin** to **roll down** funnels, pulleys, and tubes into different keys on a vibraphone. But there are other musical instruments in the machine: a kick drum, a cymbal, and a bass guitar.

Between 2014 and 2015, Martin Molin **invented** and **constructed** this work of art by hand. He is the leader of the new Swedish “folktronica” rock band Wintergatan.

“Marble machines always make music. But I **wanted** to make a programmable

marble machine to control the sounds”, Molin says.

Don't **expect** Molin to **tour** with this amazing musical instrument. It is disassembled at the moment. But he is **planning** to **build** similar machines that are easy to transport.

Adapted from: Lewis, D. (2016, March 7). This machine makes music with marbles. Retrieved from <https://bit.ly/3kIg1bo>



3. Read the article again and check (✓) the incorrect information. In pairs, justify your answers.

a._____ The Marble Machine uses marbles made of glass.

b._____ The machine can play twelve songs.

c._____ It doesn't contain other musical instruments.

d._____ Its creator is Martin Molin, the leader of a band.

e._____ He built this musical instrument in two months.

4. Read the article once more and complete the chart.

Name of instrument	
Use	
Characteristics	
Pieces	
Creator	



5. Do you like this instrument? Why? Why not? Discuss in group.

6. In group, research various sources and complete the diagram.

Types of musical instruments

Stringed

Wind

Percussion

Keyboard

Electronic



LET'S REFLECT

- What **helped** you understand the text when you didn't **know** a word?

- Can you connect this text to your own life? Why?

LANGUAGE IN USE

► **Activity c Page 30**

In pairs, circle the correct option. Then create a new sentence following the same pattern of adjectives.

a. Our music teacher has a _____
_____ piano.

i. modern big German

ii. big modern German

iii. German big modern



b. That is a/an _____
_____ flute.

- i.** wooden brown old
- ii.** brown old wooden
- iii.** old brown wooden

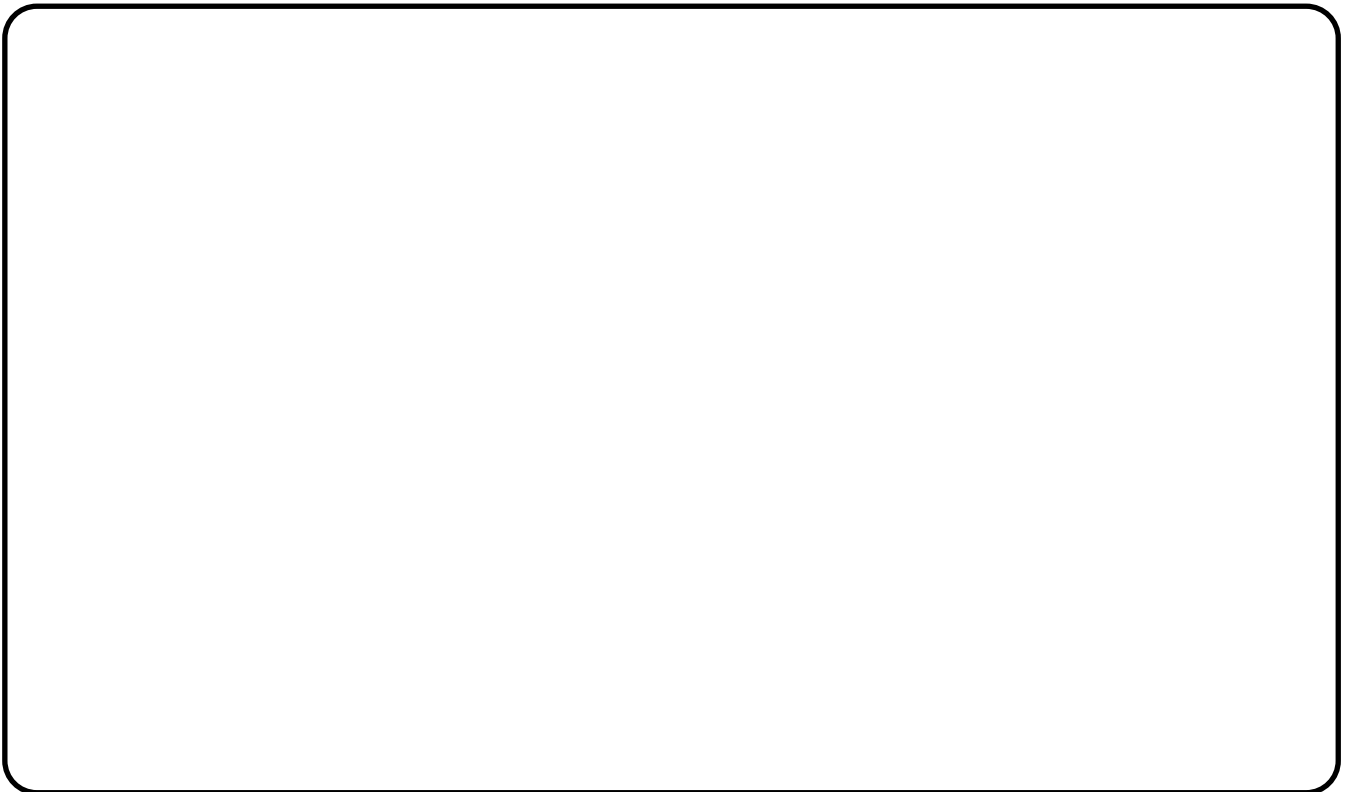
c. My brother is playing his _____
_____ drums.

- i.** new blue beautiful
- ii.** beautiful new blue
- iii.** blue beautiful new

READING

▶ **Activity 3 Page 33**

In group, design an unusual musical instrument. Write three sentences to describe it in detail, using the correct order of adjectives.





a.

b.

c.

LET'S REFLECT

- Have you understood how to describe objects?

- Is there anything difficult in these tasks? What?



WRITING

► Modeling

1. You are going to write a description of your favorite instrument. Before writing it, read this description of the guitar and discuss the questions with your partner.

The guitar

The guitar is a stringed instrument. It makes music from the vibrations of strings. These vibrations happen when the hands, fingers, or a pick pull at the

strings. It also has metal wires on the fingerboard. They help play the notes.

The guitar is one of the most popular instruments in the world.

a. How many ideas are mentioned in the description? What are they about?

b. How are the objects described?



► Organizing ideas

2. Choose your favorite musical instrument and complete the chart.

Name of instrument:

Type of instrument:

How the pieces interconnect:

Characteristics:



► Drafting

3. Use the information in the table and the **USEFUL EXPRESSIONS** in the box to write your own description. You should write around eight sentences.

1.

2.

3.

4.

5.

6.



7.

8.

USEFUL EXPRESSIONS

- The... is a... instrument.
- It makes music from...
- Also, it has...
- For example,...
- Then...

► Revising and Editing

4. In pairs, revise your description. You can use the following questions as a guide.

a. Do our descriptions follow the same structure of the text in **activity 1**?

b. Have we used the expressions suggested on **page 32**?

c. Have we written the adjectives and nouns in the correct order (see section Language in Use on **page 29** in the Student's Book)?



d. Is our spelling correct?

5. Go back to your first draft on **page 30 - 32**. Edit it using the symbols in the **EDITOR'S MARKS** box.

EDITOR'S MARKS

Capital letter / Lowercase

Punctuation

Add a word

ss Check spelling

Change place



To check vocabulary and spelling, visit:
<https://bit.ly/3mxyF7i>



7. Share your work in small groups.

► **Publishing**

8. Publish your work in a class magazine or display it on a visible place in your classroom.

If possible, also post it on a blog, or email it to your teacher and classmates.

LET'S REFLECT

- How have the drafting and revision tasks helped you in the writing process?

- What was challenging in this writing task?



LISTENING

1. Discuss in pairs these questions.

a. What type of music do you like the most?

b. Who are its iconic artists?

2.  **8** Listen to an interview with a music artist.

a. Read the statements and write T (true) or F (false). Justify the false statements.

i. ____ Henry Smiles is more than twenty years old and is English.

ii. ____ He likes cooking and dancing.

iii. ____ He doesn't like to be unpunctual.

iv. ____ Megan says he is famous for his great outfits.

v. ____ He never gets nervous before a concert.

b. Talk about what you admire and don't like in a music artist.



LISTENING

► Activity 3 Page 44



5 Listen to the song again and identify the rhyming couplets. Write them in the space provided.

a. _____

b. _____

c. _____

d. _____

e. _____



To compose your own music, visit:

<https://bit.ly/3pKwvTX>



LANGUAGE IN USE

► Activity c Page 48

Fill in the blanks to express possession.

a.



_____ little sister is two
years old. _____ name is
Hannah.

b.



The new elementary school student
_____ acoustic guitar is old.

c.



Henry Smiles lives in London, England.
_____ house is big and modern.



d.



Henry _____ parents live near him. _____ house is big and old.




To continue practicing how to express possession, visit:

<https://bit.ly/3nD7eJm>

SPEAKING

► **Preparing to speak**

1.  9 In pairs, listen and repeat the questions. Explain when you would use them.

a. Where do you live?


b. What do you do when you are not touring?

c. Who do you admire in the music world?



d. What are you doing at the moment?

► Modeling

2.  Listen and read this interview.
Check your answers in activity 1.

Interviewer: Where do you live?

Musician: I live in Sydney.

Interviewer: What do you do when you are not touring?

Musician: I usually **stay** at home with my family.

Interviewer: Who do you admire in the music world?

Musician: I **look up to** Tyler Shift. I like her voice and her lyrics.

Interviewer: What are you doing at the moment?

Musician: I'm writing the songs for a new album.



► Practicing

3. In groups, choose your favorite music artist. Follow the model in activity 2 and create an interview. Then **act it out.**

CULTURAL SPOT

1. Read the text. What other important reasons can you add to the list? Discuss in pairs.

The importance of music to world cultures

People from different cultures have enjoyed music throughout history. There are a few essential facts to understand why music is important to world cultures.





1. Music helps us celebrate.

People play music in every type of celebration. It is a way to **have fun** and express joy or excitement.

2. Music is a form of expression and communication.

Through music, many people express how they are **feeling** without fear. Also, listeners can **relate** and **find** comfort in music.

3. Music is an art form and allows us to dance.

Those who are creative **put** art out into the world and share it with others. This form of art **invites** people in every culture to dance and express themselves with movement. Although most people like different types of music, each culture can **agree** that music makes it easy to **unite** and relate to others who are different.

Adapted from: Weakley, L. (2017, January 11). 7 reasons why music is important to world cultures. Retrieved from <https://bit.ly/2IL1zSK>



To learn about composers and their countries, visit: <https://bit.ly/392Xapg>

LESSON 2

Leisure and fun

VOCABULARY IN CONTEXT

1. In pairs, research various sources to solve the crossword puzzle about traditional sports. Then talk about the traditional sport of Chile.

Down

1. In Hawaii, this sport is a way of life.

2. It is the most popular sport in India.

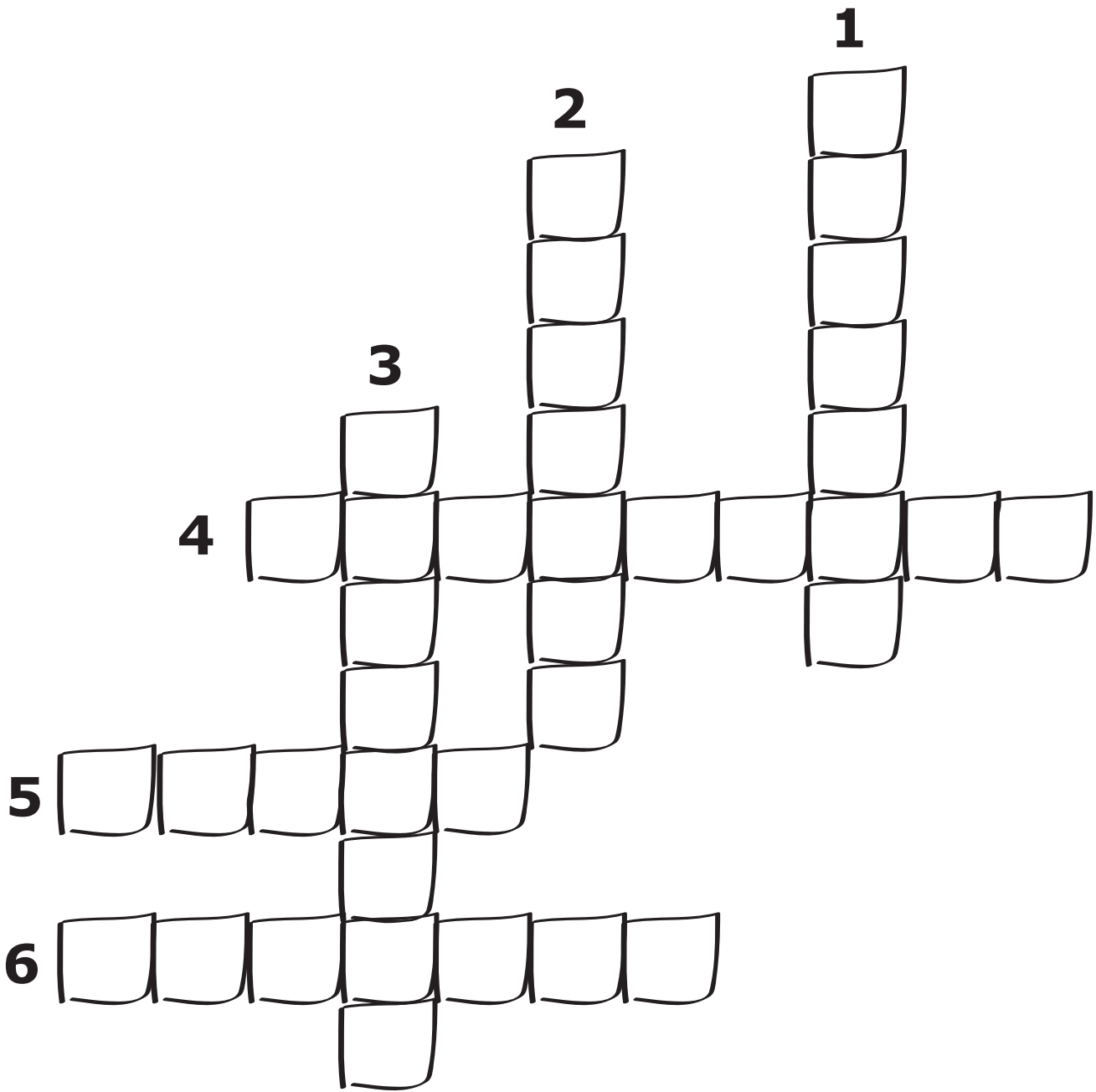
3. It is one of the most popular team sports in Germany, France, and Spain.

Across

4. It is the national sport of South Korea.

5. In South Africa, it is a very popular team sport.

6. It **originated** in Scotland in the early 16th century.



To know more about national sports,
visit: <https://bit.ly/3fYNYUo>

2. In group, write examples for each category. Then choose two activities and give your opinion, explaining your ideas.

a. Four balls sports: _____,
_____, _____,
and _____.

b. Two water sports: _____,
and _____.

c. Three extreme sports: _____,
_____, and _____.



d. Three activities at the park:
_____, _____, and
_____.

e. Two martial arts: _____,
and _____.

READING

1. In pairs, read the title of the text in activity 2. Complete the **K** and **W** columns of the chart.

K (what I know about the topic)	W (what I want to know about the topic)	L (what I learned about the topic)



2. In pairs, read a blog post carefully and check your ideas in activity 1.



e- Sports

There is a new type of sport that is extremely popular



Many children and adults **enjoy** “e-Sports.” They have fun getting competitive with their computer gaming.

What are e-Sports?

It is the short name for electronic sports. Just like football players play together, e-Sports players play computer games against each other in huge tournaments worldwide.

For big tournaments with well-known players, thousands of fans from all over the world watch the action online. Competitors are professionals and **earn** a lot of money



for doing it. An average player can make around U\$74,300 in one year. They also play in teams rather than on their own.

Now, the players are very skilled and popular. As a result, computer gaming is today an organized, competitive, and professional sport. However, some people think that sports should **involve** being more physically active. Others think that the skill involved **means** it can be **considered** a sport.

What does the future look like?

There is no doubt that exciting changes are happening. Technology will improve, and e-Sports will keep on growing.

Could it be bigger than football one day? Only time will tell.

*Adapted from: What are e-Sports?
(2017, April 6).*

Retrieved from <https://bbc.in/3knikjZ>



3. Complete the **L** column of the chart in activity 1. Share your ideas with your partner.

4. Reread the blog post and discuss in pairs these questions. Write the answers.

a. What does “e-Sports” mean?

b. How do e-Sports players compete?

c. What are they like?

d. Why do some people disagree with e-Sports?

e. How will e-Sports continue growing?



5. In groups, use various sources and do some research about the pros and cons of e-Sports. Then complete the T-chart.

E-SPORTS	
Pros	Cons


6. In groups, talk about what you think of e-Sports.

LET'S REFLECT

- How has your previous knowledge about the topic helped you understand the text?

- Do you think that what you wanted to know about the topic helped you with comprehension when reading the text?

7. Go over the text on page 13 again and underline the expressions of quantity. Classify them into the correct category. Then add more examples of your own.



EXPRESSING QUANTITY	
Numbers	Quantifiers

LANGUAGE IN USE

► **Activity b Page 83**

Fill in the blanks with the correct quantifier. Use a lot of, many, several, some, and a few only once.

a. There are _____ requirements to enter the volleyball team.

b. Our coach has _____ football helmets to lend us. As a result, we have to **take** our own equipment.



c. Every day, I **spend** _____ hours training for the finals. It is so much effort!

d. Only _____ tennis players **become** really famous around the world.

e. How _____ winter sports do you know?

8. Look at the pictures and write sentences expressing quantity.

a.





b.



C.





d.





To continue practicing quantifiers,
visit: <https://bit.ly/2ITRraw>

WRITING

► **Modeling**

1. You are going to write a short personal experience about a sporting activity. Before you do it, read this personal experience.

Playing soccer is one of the best things in my life. It makes me feel happy and healthy. I practice it twice a week at school. I sometimes play soccer at the sports center with my friends, and I usually watch soccer games on TV. My favorite team is



Manchester City. I love playing as an attacking midfielder and shooting penalties.

When I am in the field, I always feel free. I have a lot of fun with it!

2. In pairs, analyze the experience in activity 1. Use the following questions as a guide.

a. What ideas are mentioned in the paragraph?

b. How are these ideas organized?

► Organizing ideas

3. Choose an experience in your life and complete the diagram. You may use some of the **USEFUL EXPRESSIONS** in the box.

USEFUL EXPRESSIONS

- Playing ... is one of the best things in my life.
- I practice it ...
- I sometimes ...
- I always feel ...



(Catchy 1st sentence to capture the reader's attention)

(Detail #1)

(Detail #2)

(Detail #3)

(Conclusion)



► Drafting

4. Use the information in the previous step to write a paragraph (around 10 sentences).

► Revising and editing

5. Revise your paragraph with your partner and answer the questions.

a. Do our paragraphs follow a similar structure as the text in activity 1?

b. Have we included all the ideas in the diagram in activity 2?



6. Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box.

EDITOR'S MARKS

Capital letter / Lowercase

Punctuation

Add a word

Check spelling

Change place

► Writing

7. In group, write the final version of your personal experience. Then share it in small groups.



► Publishing

8. If possible, upload your work in the school online magazine or on a class blog. If not, print it or copy it on a separate sheet of paper and share it with your class.



For more writing practice, visit: <https://bit.ly/2KsPmmo>

LET'S REFLECT

- How has the diagram helped you organize your ideas?

- In what ways has your partner helped you revise your work?

- How has your final version improved?



LISTENING

1. Work in pairs: You are going to listen to Paul giving some advice. Look at the pictures and anticipate what he will say.

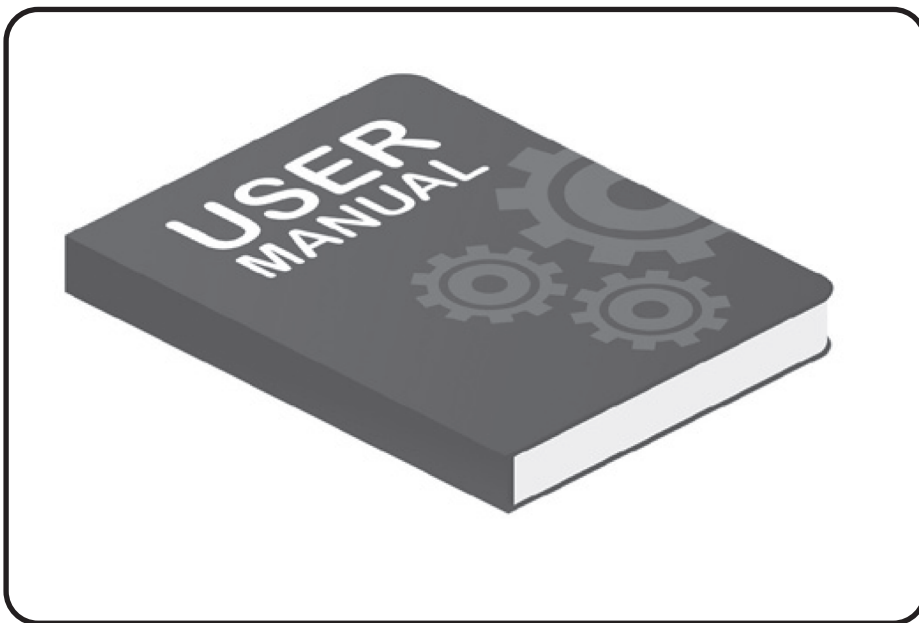
a.



b.



c.






2. In pairs, write questions you want the recording to answer.

a. _____?

b. _____?

c. _____?

3.  21 Listen to the recording carefully.

a. Check your ideas in activity 1.

b. In pairs, number the steps in order.

i. _____ Run short distances for a few weeks.

ii. _____ Have a week of rest, good food, and short, slow-paced runs before the main event.

iii. _____ Get the outfit, a lot of training, enthusiasm, and a willingness to try really hard.



iv._____ Keep your target in your head: the finish line.

v._____ **Increase** the distance over several weeks until you reach 21.1 km.

c. Answer the questions in activity 2.

4. Work in groups: Select a sport and provide a few tips to practice it.



For more listening practice, visit:
<https://bit.ly/3kXRdfH>

LANGUAGE IN USE

Activity b Page 110

In pairs, fill in the blanks with the correct sequence connector. Then use them to describe what you did yesterday.

_____, I **woke up** and had breakfast. _____, I went to school by bus.


_____, I arrived at school and studied. _____, I went back home and did my homework.



_____ , I took a shower and went to bed.

SPEAKING

► Preparing to speak

1.  22 In pairs, listen and pay attention to the pronunciation of the underlined letters. Then listen again and repeat the words. Is the letter "s" pronounced in the same way in your language?

steps

bikes


shorts

caps

weeks

helmets

► Modeling

2.  23 Listen and read the steps to start playing chess.


There are simple basic steps to play chess. First, **set up** the chessboard. Second, learn to move the pieces. Then **discover** the special rules. Next, learn who makes the first move and how to **win**. After that, study the basic strategies. Finally, practice playing a lot of games and have fun!



► Practicing

3. In pairs, choose a leisure activity and describe its basic rules. Then create a multimedia presentation and show it to the class.

SUBJECT CONNECTION

1.  Listen and read the poem. Discuss in pairs the meaning of the title.

Taking one for the team

By Sara Holbrook

We practiced together,

sweat and **stained**.

We **pummeled** each other

and **laughed** off pain.

Teams may disagree,

may **tease**,

may **blame**.

Teams may **bicker** and **whine**,

but **get down** for the game.



You had my back.

We **fought** the fight.

And though our score
was less last night,
we're walking tall.

Our team **came through**
and stuck together like Crazy Glue.

'm proud to say
I **lost** with you.

Crazy Glue (n.): the brand of an instant
glue that is fast-acting.

Taken from: Holbrook, S. (2010). Weird? (Me, Too!): Let's Be Friends. Retrieved from <https://bit.ly/2HzsL6A>

LET'S REFLECT

- What does "I'm proud to say lost with you" mean?

- How can you connect this text to your own life?



UNIT 2

WHAT ARE WE DOING?

LESSON 1

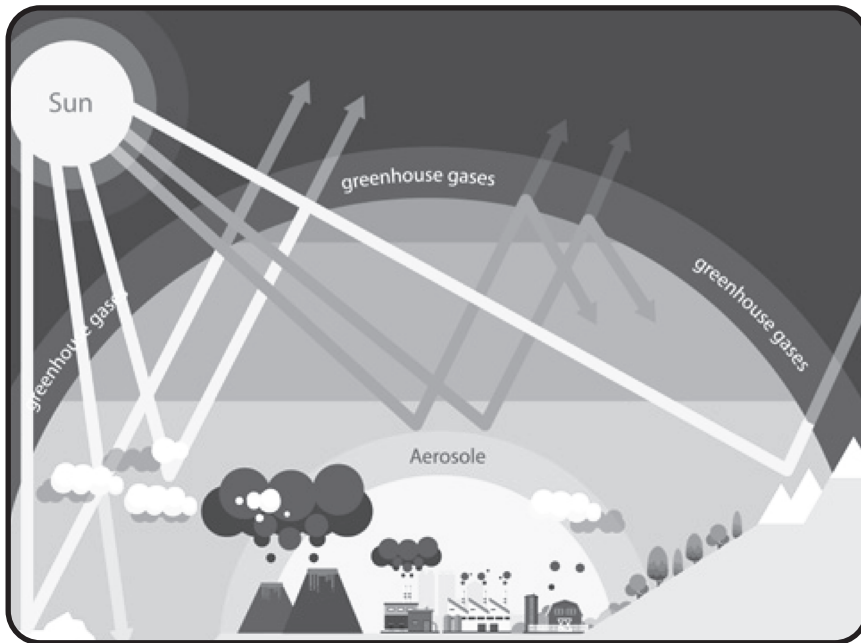
VOCABULARY IN CONTEXT

1. In pairs, look at the pictures and solve the word search puzzle. All the words go across from left to right or down from top to bottom.

a.

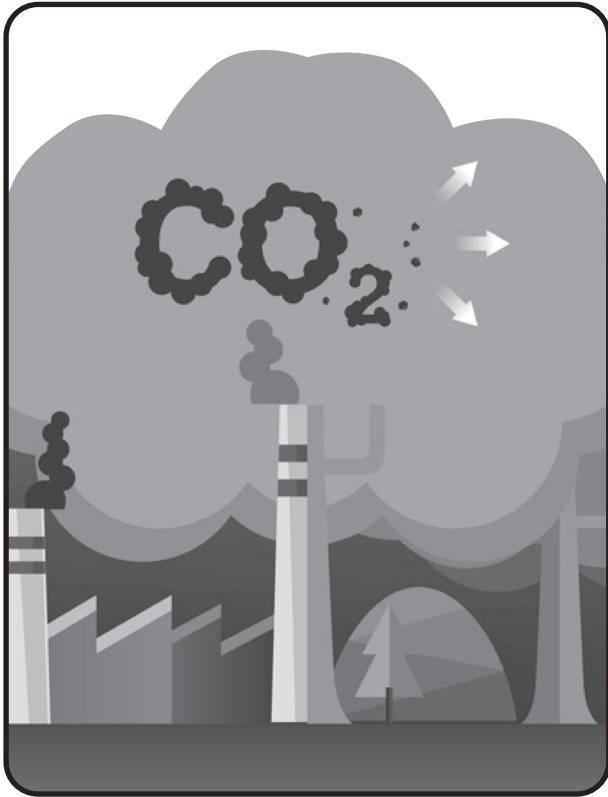


b.

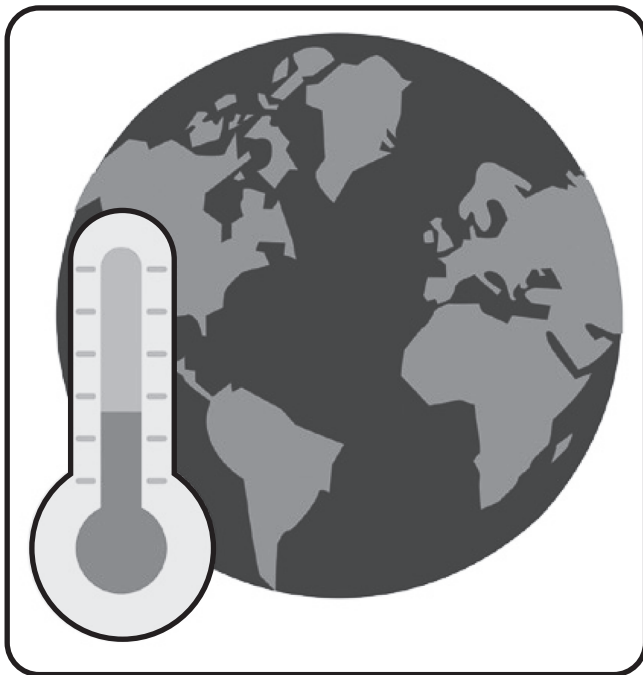




c.



d.



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



2. Match the concepts in activity 1 to their definitions. Write the correct letter.


i._____ A transparent gas that is **emitted** or **absorbed** by all living things. It is naturally present in the earth's atmosphere.

ii._____ A rise in the earth's temperature caused by an increase in greenhouse gases. It can **lead** to climate change.

iii._____ Without it, life on earth wouldn't exist, but human pollution **intensifies** it.

iv. _____ It is an increase in the elevation of the world's oceans. This is because of the rise in its temperature and the melting of glaciers and polar ice.

3. In pairs, choose one environmental issue connected to your region and talk about it.

 To learn more about climate change, visit: <https://go.nasa.gov/3o8L5To>



READING

1. In pairs, look at the text in activity 2 and answer these questions.

a. What type of text is it?

b. Who is it directed to?

c. What is it about?

2. Read the text carefully and check your answers in activity 1.

7 ways to save the earth from CLIMATE CHANGE

Most scientists **believe** that climate change is happening. It is causing rising seas, stronger storms, and shifting habitats for wildlife and people. Read on to **learn** how you can help.



1. Used goods are good

Reduce and reuse as much as possible. Factories emit carbon dioxide when they make new products.

So instead of buying new stuff, **fix** your appliances and clothes.

2. Close the door

If you see a store with its door open in the summer, it will let 2.2 tons of carbon dioxide escape over one summer. That's about as much as a car on a 5,000-mile

road trip. So, ask an adult to help you email or talk to an employee about closing that open door.

3. Hot and cold

Wear a warm sweater instead of turning up the heat. Open your windows and **turn on** a fan instead of using the air conditioner.





4. Air dried

If you hang up your washed clothes, you save energy by not using the dryer.



5. Eat your veggie

Livestock such as cows produce heat-trapping gas emissions. If you eat more plants, you help reduce the need for so much livestock.

6. Walk it out

Walk or bike as much as you can. If you ride your bike or walk just one mile a day for a year, you'll save 330 pounds of carbon dioxide. That's the same as planting four trees!





7. Calculate your impact

Use an online carbon footprint calculator to see how much carbon dioxide your actions **release**. If you know how you're impacting the planet, you'll be ready to help.



Adapted from: Just for kids: What's climate change? And what can I do? (2018, June 7). Retrieved from <https://bit.ly/3sCFXdv>



Visit an online carbon footprint calculator here: <https://bit.ly/3oBCbxS>

3. In pairs, reread the infographic and write T (true) or F (false). Justify the false answers.

a. _____ Factories absorb carbon dioxide when they make new products.

b. _____ A car produces 2.2 tons of carbon dioxide on a 5 000-mile trip.



c._____ Cows are the cause of some of the earth's gas emissions.

d._____ Saving 330 pounds of carbon dioxide equals planting fourteen trees.

e._____ There is no way to see how much carbon dioxide people's actions release every day.

4. Read the text once more and complete the diagram.

CAUSES

1. If you see a store with its door open in the summer,

2. _____

3. _____



4. If you bike or walk just one mile a day for a year,

CONSEQUENCES

1. _____

2. you'll help reduce the need for livestock.

3. you save energy by not using the drier.

4. _____

5. How do you help the earth from climate change? Discuss in groups.

6. In groups, research and write down more ideas to help our environment.



LET'S REFLECT

- Do you believe we can save the earth by following the advice in the infographic?

7. Match the halves.

- a.** If greenhouse gases **trap** heat,
- b.** If earth's temperature increases,
- c.** If glaciers and polar ice melt,
- i.** climates change.
- ii.** sea levels rise and threaten coastal areas.
- iii.** the planet's temperature increases.



LANGUAGE IN USE

Activity e Page 176

Fill in the blanks with the correct form of the verbs between parentheses. Consider the future consequences.

a. If we _____ (not reduce) carbon emissions, our planet _____ (become) much warmer.

b. We _____ (help) prevent increases in global warming if we _____ (stop) cutting down trees.

c. If people _____ (use) public transport more often, our cities _____ (not be) so polluted.

d. Our civilization _____ (not continue) by the year 2050, if people _____ (not stop) climate change now.



8. In pairs, look at the pictures and describe the situations. Write causes and consequences.

a.



b.





To learn more about conditional sentences, visit:

<https://bit.ly/3qtUaqM>



LET'S REFLECT

- Do you think environmental problems will be solved one day? How?

WRITING

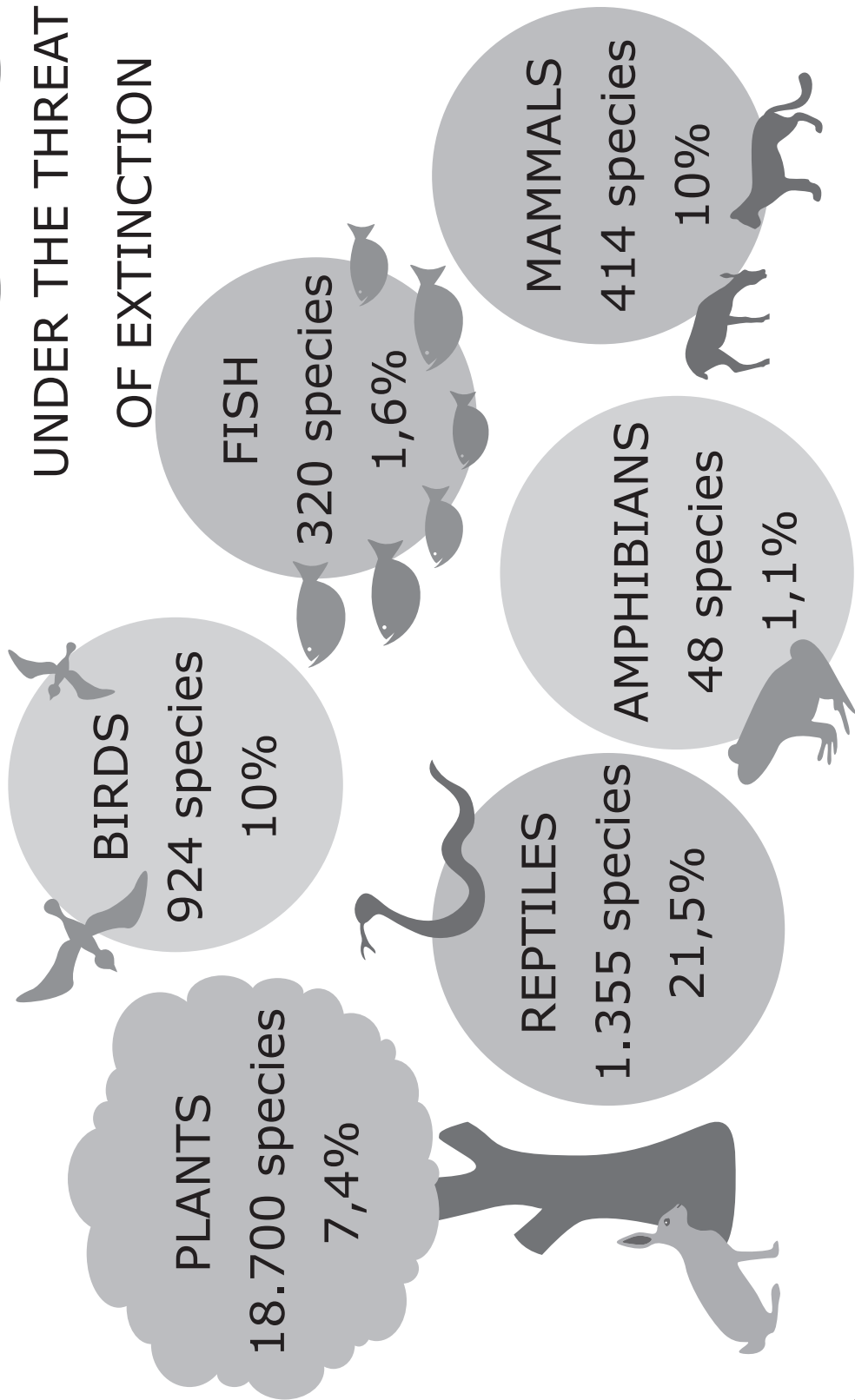
► Modeling

1. In pairs, read this infographic. Discuss what information it gives and how it is organized.

BIODIVERSITY LOSS

ANIMALS AND PLANTS DESTRUCTION

environmental infographics





► Organizing ideas


2. Choose an environmental issue and complete the diagram with your own ideas.

(title)

(1st detail)

(2nd detail)

(3rd detail)

 You can create your infographic with the templates in this website: <https://bit.ly/3aragvq>

► **Revising and editing**

4. Revise your draft with your partner and answer the questions below.

a. Do our drafts have a similar structure as the text in activity 1?

b. Have we included all the ideas in the diagram in activity 2?



5. Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.

EDITOR'S MARKS

Capital letter / Lowercase

Punctuation

Add a word

Check spelling

Change place

► Writing

6. Write the final version of your infographic. Then share it in small groups.



Publishing

7. Publish your work in a class magazine or display it on a visible place in your classroom. If possible, also post it on a blog about environmental issues.

LET'S REFLECT

- In what way did the model text in activity 1 help you write your infographic?

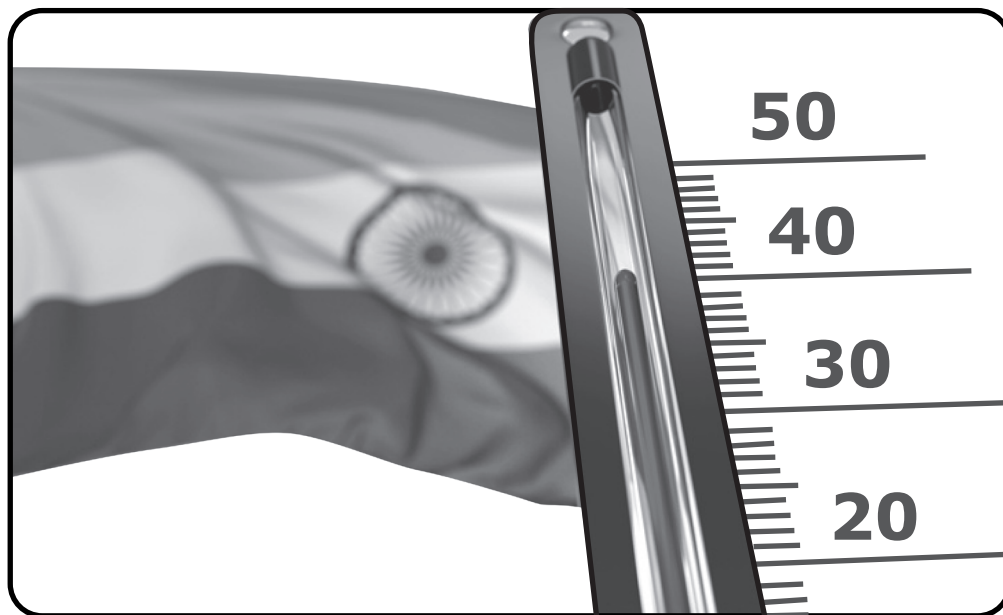
- What new information did you learn?

- Is it easier for you to comprehend new information in an infographic? Why?



LISTENING

1. In pairs, look at the picture and anticipate what the recording will be about. Then write down your predictions.



2.  Listen to some radio news.

a. Check your predictions in activity 1.

b. Answer these questions.


i. What environmental issue is described in the news?



ii. How many people have died in India?

iii. What problem has affected most states?

iv. What do meteorologists predict?

 Look at the progression of global warming from 1880 to 2020 here:
<https://bit.ly/200YIaN>

c. Check (✓) the words you **hear**.

() quietly () dangerously

() happily () unfortunately

() quickly () beautifully

() clearly () suddenly



LANGUAGE IN USE

Activity d Page 197


In pairs, select three words from the previous activity and use them to create sentences.

LET'S REFLECT

- Do you think we could have the same problem of heatwaves in Chile? Why?
-
-

SPEAKING

► Preparing to speak

1.  35 Listen and repeat these words. Pay attention to the final sound (plurals).

chemicals

gases




eruptions

volcanoes

storms

fires

► Modeling

2.  36 Listen and read the presentation. Pay attention to intonation and pronunciation.

Air pollution is the contamination of the air. Unwanted chemicals, gases, and particles **enter** the atmosphere, **harm** animals, and **damage** the earth. Some

air pollution sources come from nature (volcanoes, dust storms, and forest fires). Others come from human activity.

Air pollution has many negative effects on the environment and can make people sick. It can **cause** lung cancer, respiratory infections, and heart disease. According to the World Health Organization, 2.4 million people die each year from air pollution.

► Practicing

3. In groups, select an environmental issue that **worries** you. Follow the model in activity 2 and create a short presentation. Then tell it to the class.



CULTURAL SPOT

1. Read the report. How is this environmental problem affecting Chile? Discuss in groups.

Canada warming faster than the rest of the world

In many parts of the country, changes are already evident and permanent. The average temperature has increased by 1.7°C since 1948. The North, the Prairies, and northern British Columbia are suffering this temperature increase the most. Unfortunately, they will continue to warm fast.

What are the effects?

They include more extreme weather. Hotter temperatures will cause more heatwaves and a higher risk of wildfires and droughts. Oceans will become more acidic and less oxygenated.

This could harm marine life. In a few decades, parts of the Arctic Ocean may have summers without ice. A rise in sea levels will produce coastal flooding. And more intense rainfall will cause problems in urban centers.



What are the causes?

The most important factor is the loss of snow and sea ice. Because of that, the land is absorbing more solar radiation so that the surface is getting warmer. If we reduce carbon emissions drastically to near zero, we will limit the amount of warming.


Adapted from: Canada warming twice as fast as the rest of the world, report says.

(2019, April 3). Retrieved from <https://bbc.in/3sRntG6>

LESSON 2

Being prepared

VOCABULARY IN CONTEXT

1.  45 In pairs, look at the pictures of natural disasters and **unscramble** the words. Then listen and check your answers.



a.



radnoto

b.



ohtudrg

c.



ddanselli

d.



masnitu

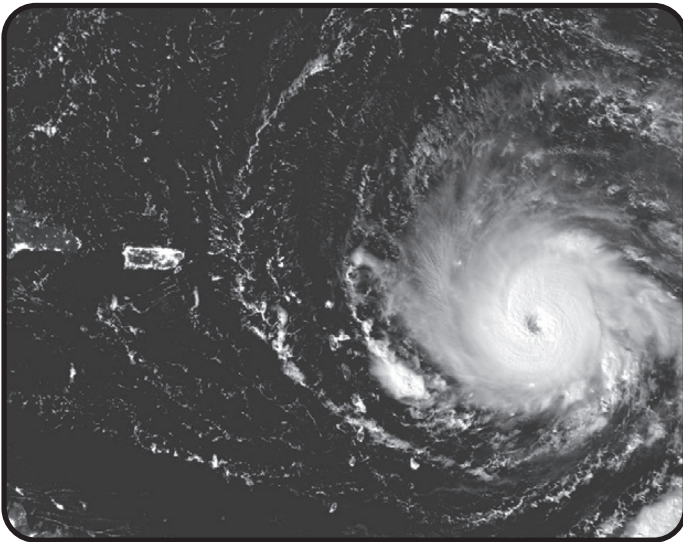


e.



liswiferd

f.



cunahreir

2. In pairs, talk about the natural disasters that are common in your region. Then share a personal experience you remember.

 To learn more about natural disasters, visit: <https://on.natgeo.com/3qbpQlv>

LET'S REFLECT

- Which of these natural disasters do you think is the most dangerous? Why?



READING

1. In pairs, look at the pictures and discuss how they are connected to the text in activity 2.

a.



b.



c.





2. Read the extract of a novel and check your ideas in activity 1.

Jacob **picked up** his dog. As he opened the outside door, the dog jumped out of his arms, **rushed** onto the street, and began to **howl**. Other dogs were **barking** in the distance.

The sky **lightened** from black to smoky gray, and the streetlights began to **lower**. The dog's movement became desperate.

The ground started to move from side to side. The street went up and down and rolled like the ocean during a storm.

It was as if a giant sleeping below the cobblestones was getting up. Buildings began moving in and out, and the street ascended like an angry sea.

Jacob took a step forward and **fell**. He heard a wagon **turned over**, and boxes fell to the ground. He tried to make sense of what was happening. This is an earthquake, he **realized**. It'll be over in a few seconds. Jacob remembered several earthquakes and how the ground seemed to roll.

Bricks were raining all over the street, and Jacob's ears filled with a roar as loud as thunder. I've got to get under something!



Jacob thought. First, he rushed toward an open building with his arms over his head. Next, he **stumbled** but **forced** himself upright. After that, Jacob got the desperate dog against his legs and saw its mouth moving up and down. Finally, a great cracking noise came from behind him. He saw the front wall of the building **collapse** in a pile.

All along the street, buildings shook and rolled. Blocks of bricks hit the ground and **broke** into pieces. Window glass **smashed**. Carts turned over, **destroying** the sides of the street, and desperate horses tried to free themselves.

Jacob could feel his heart beating inside his chest. He **pressed** himself against the side of a heavy wagon for protection. Beside it, Jacob got tight to the dog and watched the cobblestones vibrate, and buildings collapse. The ground **shook** with such violence that Jacob thought the world was coming to an end.

Adapted from: Karwoski, G. (2004).

Quake! Disaster in San Francisco, 1906.

Brick (n.): a rectangular unit of building material.



Cobblestone (n.): a rounded stone used in paving a street.

Roar (n.): a deep cry of a wild animal.

Smoky (adj.): of a dull or brownish gray; cloudy.

Thunder (n.): the sound that follows a flash of lightning.

Wagon (n.): a vehicle drawn by horses for transporting goods.

3. In pairs, read the extract again and answer these questions.

a. What is the protagonist's name?

b. Who is the protagonist with?

c. What signs of a coming earthquake does he identify?



d. How does he feel when the earthquake begins?

e. How does he feel after it finishes?

4. In pairs, read the extract again and circle the correct alternative.

a. The dog was **nervous** / **terrified**.

b. The sky looked **foggy** / **clear**.

c. The streets rolled like the **waves** / **wind** in a storm.

d. Jacob heard a **soothing** / **thundering** sound of bricks.

e. His heart was moving **quickly** / **quietly** in his chest.



5. Read the extract once more and focus on the description of the earthquake. Visualize it in your mind and then illustrate it below.

A large, empty rounded rectangle with a black border, intended for the student to draw an illustration of the earthquake described in the text.

6. How do you think the story continued? Discuss in groups and explain your reasons.

7. What do you know about the 27F earthquake? Talk about it using your family's experience and memories. Discuss in groups.

LET'S REFLECT

- What connection can you make between the text and your own life? And between the text and the world?

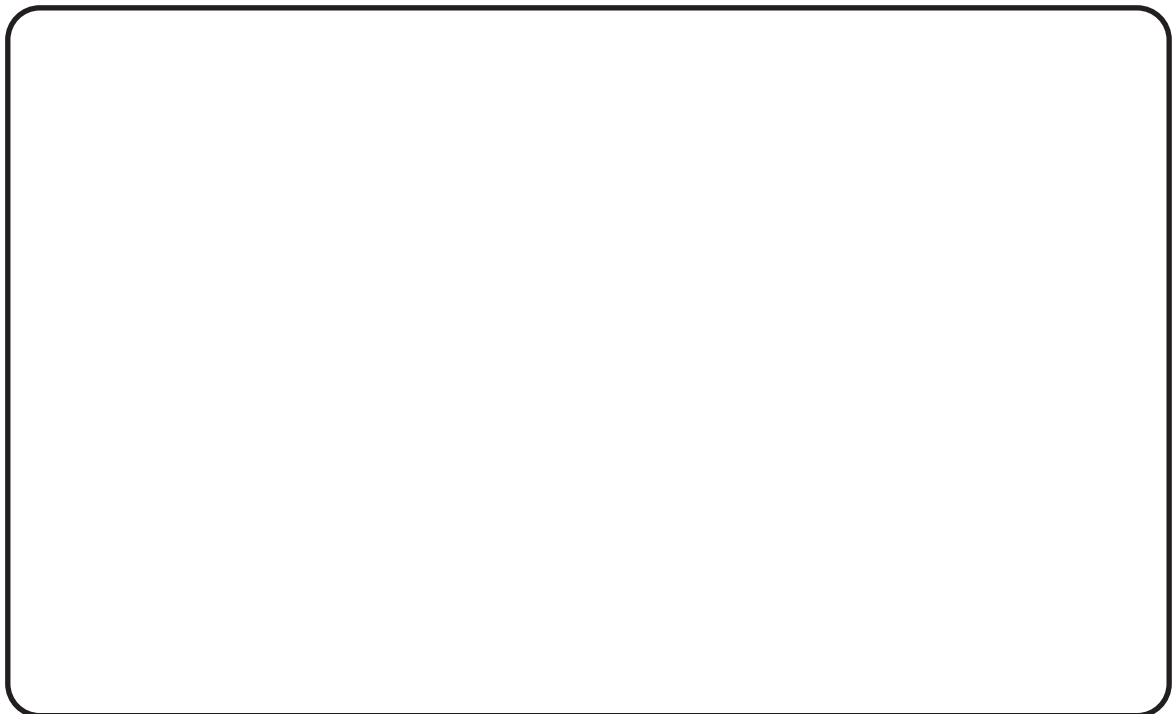


- How did the text make you feel?

- What did you do to understand unfamiliar words?

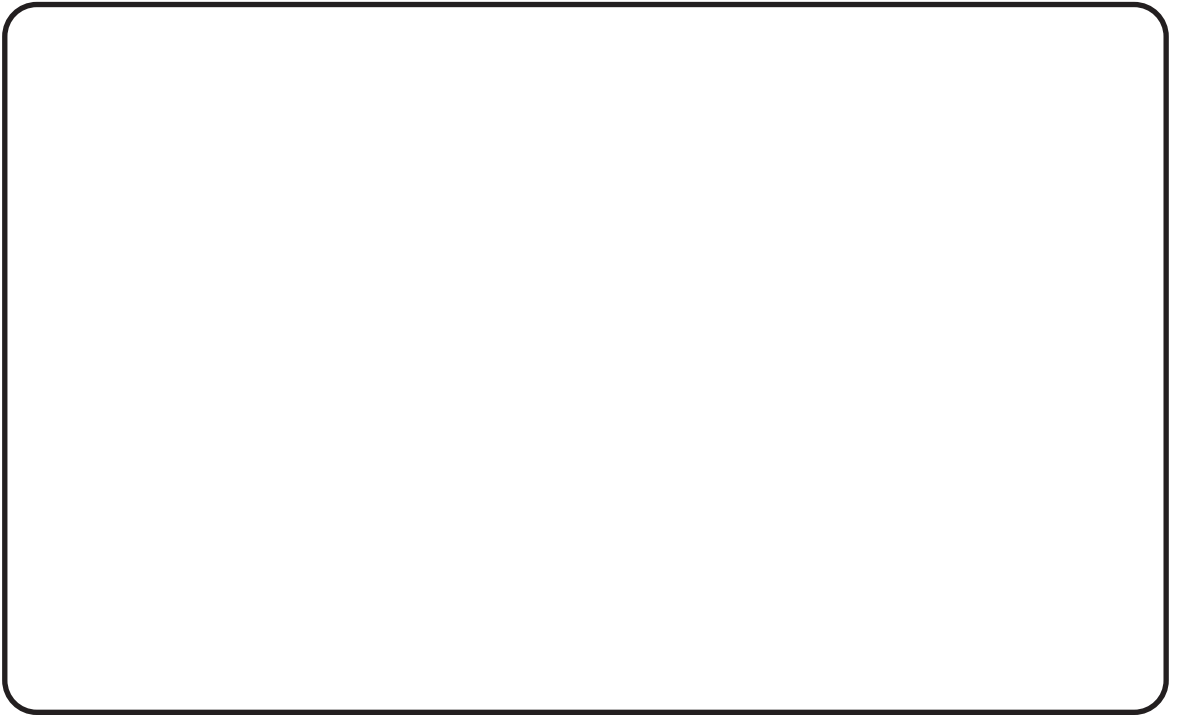
8. In groups, underline all the sequence connectors in the text on page 29. Use them to summarize the events and complete the diagram below.

a.

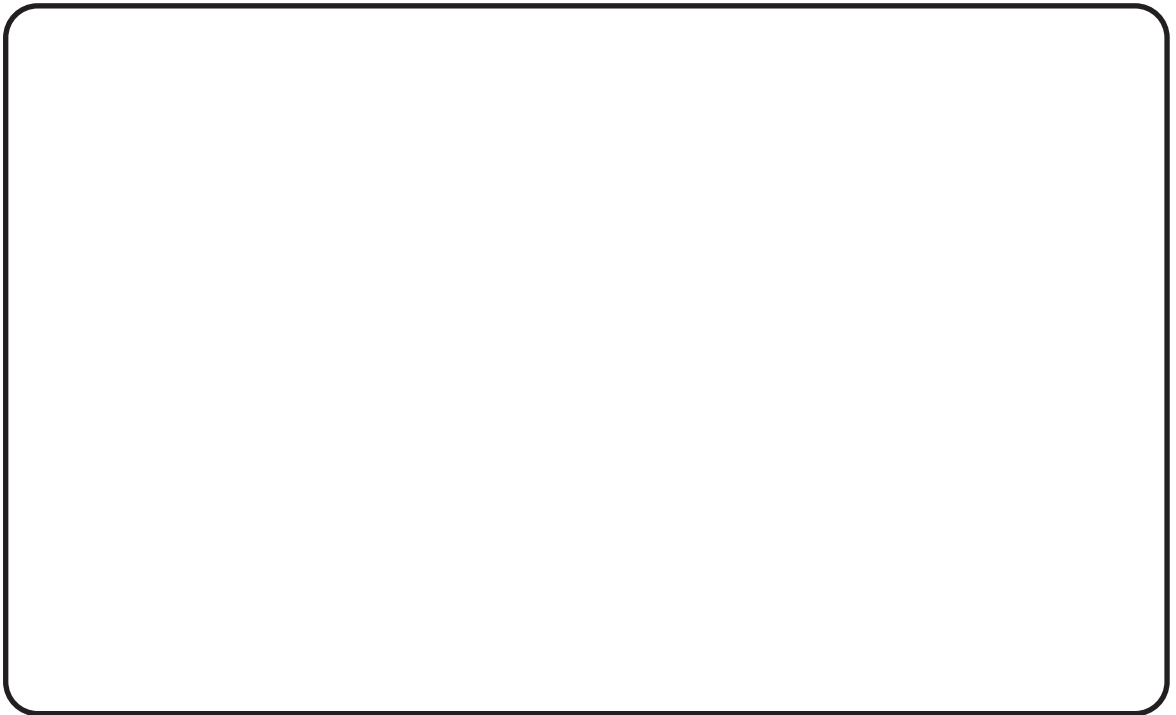




b.



c.



d.

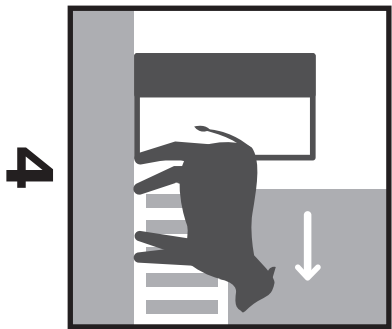
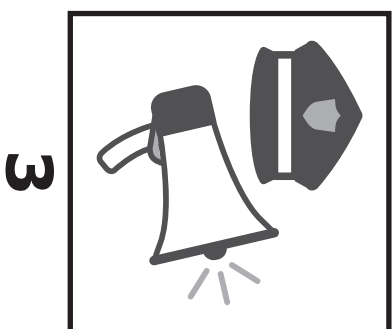
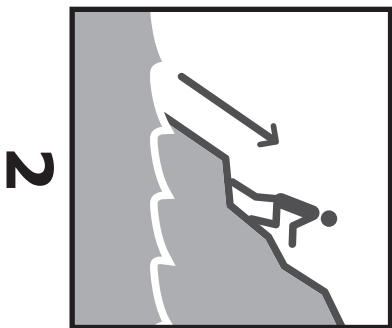
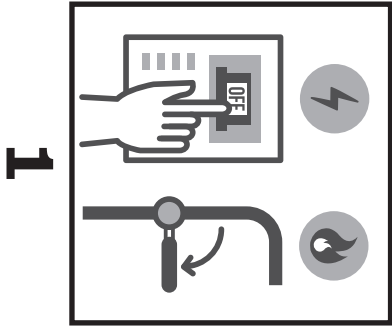
**LANGUAGE IN USE****Activity d Page 231**

In pairs, look at the picture of flood safety tips and complete the instructions.



FLOOD SAFETY TIPS

DURING THE FLOOD



a. _____, disconnect _____.

b. _____, _____

a higher ground.

c. _____, follow _____.

d. _____, _____ a safer place.



To learn more about sequence connectors, visit: <https://bit.ly/370sDqd>



9. In groups, identify the natural disasters. Then write some safety tips using sequence connectors.

a.



b.





C.



WRITING

► **Modeling**

1. You are going to design a leaflet with safety tips about a natural disaster. Before creating it, read this one and discuss the questions with your partner.

**WHAT TO DO DURING A
VOLCANIC ERUPTION?**

- First, put your emergency plan into action.



- Second, if indoor, close all the windows and doors. If outdoor, seek shelter, avoiding low lying areas.
- Next, wear long-sleeved shirts and long pants.
- Then use goggles to protect your eyes and dust masks.
- Finally, stay out of volcano areas.
 - a.** What elements does the leaflet contain?
 - b.** How are the tips organized?

► Organizing ideas

2. Choose a natural disaster and complete the chart with your own ideas.

Catchy title:

Steps before:



Steps during:

Steps after:

► Drafting

3. Use the information in the previous step to write your first draft.



► **Revising and editing**

4. Revise your paragraph with your partner and answer the questions below.

a. Does our list of tips follow a similar structure as the text in activity 1?

b. Have we included all the ideas in the diagram in activity 2?

5. Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.

EDITOR'S MARKS

Capital letter / Lowercase

Punctuation

Add a word

Check spelling

Change place

► Publishing

7. Display your work in a visible place in your classroom or the schoolyard. If possible, also publish it in an online magazine.

LET'S REFLECT

- What kind of errors did your draft contain?



LISTENING

1. In pairs, look at the pictures and write the names of the natural disasters. Write down two ideas you think you will hear about them in the recording.

a.

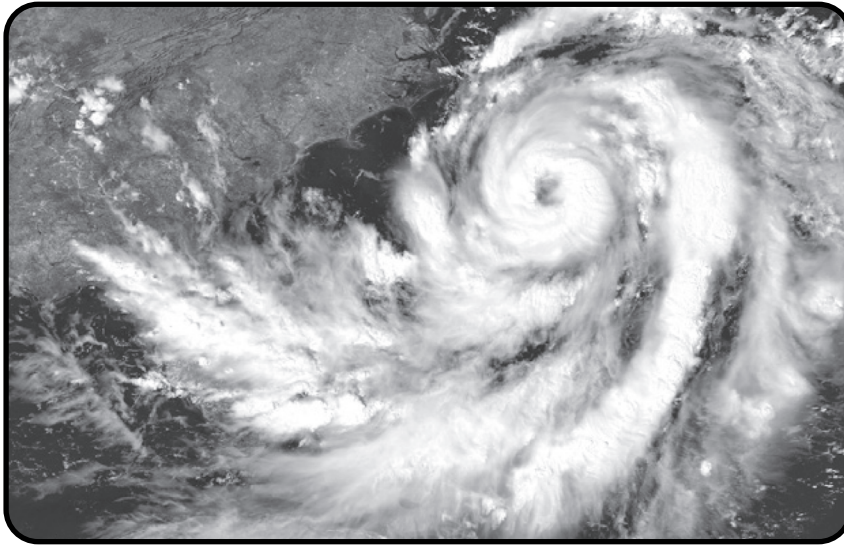


b.





C.



2.  46 Listen to the recording.

a. Check your predictions in activity 1.

b. Write the questions for these answers.

i. _____
_____?

'Hurricanes' in the Atlantic Ocean,
'typhoons' in the Pacific Ocean, and
'tropical cyclones' in the Indian Ocean.



ii.

_____?

They are storms with strong winds and begin over land.

iii.

_____?

The water evaporates from the warm sea, and it condenses in the atmosphere. Then hot wet air rises.

3. How is climate change connected to hurricanes? Discuss in groups.

LANGUAGE IN USE

Activity d Page 260

Work in groups: Finish the sentences with your own ideas.

a. If drought continues in my town,

_____.

b. People will lose their homes if _____


_____.



c. If we are caught in the middle of a wildfire _____
_____.

SPEAKING

Preparing to speak


1.  Listen and repeat these expressions. Pay attention to pronunciation and intonation.

What was it like?

Well... it was absolutely scary!

Wow! What will you do if...?

► Modeling

2.  48 Listen and read the dialogue. Then practice saying it with your partner.

Diego: Have you ever been in a tornado?

Chloe: Yes, I have. Last year, in Texas... I was at school, in an English class.

As soon as we heard the sirens, we had to go to the gym for shelter.



Diego: What was it like?

Chloe: Well... it was absolutely scary! I heard a loud sound, and there was lightning, too. After the tornado everything was in ruins.

Diego: Wow! What will you do if you are in a tornado again?

Chloe: I'll try to go to the lowest floor and be calm, of course.

► Practicing

3. In pairs, select a natural disaster in your country and prepare a conversation. Describe an experience and express some conditions. Then act it out in front of the class.

SUBJECT CONNECTION

1. In groups, read the text carefully. Then answer the questions below, and share your ideas.



a. What is the average global temperature over the fourteen decades?

b. How much did the global temperature increase from 1880s to 2010s? Express it in per cent.

c. What do you think will be the average global temperature in the 2020s? Express it in °C.

Changes in the earth's temperature

How hot did the world get?

In 1880, scientists began collecting the data from weather stations around the world, on ships, and by satellites. At that time, their records showed that



the first decade of the 21st century was the warmest. The average global annual temperature continued to be around 13.7 °C from the 1880s to the 1910s.

However, in 1980, the world began to get hotter, at a rate of about 0.2 °C per decade. The annual global temperature from 2000 to 2009 was 0.61 °C, higher than the average temperature from 1951 to 1980. If this rate continues, the world will warm by 2 °C in the next century.

What are the consequences of higher temperatures?

If the global temperature gets to 2 °C, more than 70% of the earth's coastlines will see a sea-level rise of 2 cm. This will cause an increase in coastal flooding, beach erosion, and other impacts on humans and ecological systems. Higher temperatures will intensify most natural disasters such as storms, heatwaves, floods, and droughts.



Decade - C°	
1880s - 13,73°C	1890s - 13,75°C
1900s - 13,74°C	1910s - 13,72°C
1920s - 13,83°C	1930s - 13,96°C
1940s - 14,04°C	1950s - 13,98°C
1960s - 13,99°C	1970s - 14°C
1980s - 14,18°C	1990s - 14,31°C
2000s - 14,51°C	2010s - 14,63°C

Adapted from: Osborn, L. (n.d.). History of Changes in the Earth's Temperature. Retrieved from <https://bit.ly/3wZw62t>