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Get to know your book!

Read about the titles. They will help you follow and enjoy your book.

- **Reading**
  In this section you will read a variety of texts that will build your vocabulary and reading comprehension in English.

- **Listening**
  In this section you will listen to authentic audio samples that will improve your understanding of spoken English.

- **Speaking**
  In this section you will put into practice what you have learned by speaking with your classmates.

- **Writing**
  In this section you will put into practice what you have learned by developing written tasks.

- **Pronunciation**
  In this section you will practise different sounds that are important for understanding and communicating in English.

- **Self Evaluation**
  This section helps you review and remember the most important points in the lesson.

- **Practice**
  In this section you will practise the main grammar point using a variety of exercises.

- **Language in Use**
  This section helps you review and remember the most important points in the lesson.

- **Learning Tip**
  This section offers tips and advice to develop and improve your learning skills. Read carefully, they are very useful!

- **American/British**
  This box shows you the differences between American and British English.

- **Check This Out!**
  This box gives you some extra information about the topics you are reading or listening to. This information helps you complement your knowledge. Read!
Living in Harmony

CD

Pre-Listening

• questions below as a class.

2 1

How is the family a

What types of values does the show

In what ways?

4

Look at the pictures and listen

In pairs, discuss:

Making Changes

• to put all of your skills—Reading, Writing,

building your English skills.

unit. By totaling your score, you can see

In this section you will find activities to

In this section asks you to reflect on

fundamental values that help us live

harmoniously within society and the

world around us.

Review

In this section you will find activities to

help you review what you learned in each

unit. By totaling your score, you can see

where totaling you need more practice.

Just follow the suggestions for review in

the box at the bottom of the page.

Worksheets

These pages provide a number of

exercises and word games to continue

building your English skills.

Project

This is a hands-on project that allows you

to put all of your skills—Reading, Writing,

Speaking, and Listening—into practice.

Speak Out!

This section provides useful language to

help you improve your conversational

skills.

Step it Up!

This section presents an extra activity

to challenge your English skills.

Living in Harmony

This section asks you to reflect on

fundamental values that help us live

harmoniously within society and the

world around us.

My Progress

You will take a test at the end of each unit,

which will help you measure how much you

have improved your English!

CD

This indicates an audio track.
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1 Which students do you identify with?

I’m bad at learning languages. I’ll never improve.

Daniel

I don’t want to speak because I’m scared of making mistakes.

Cris

I need to study more grammar.

Eva

I need to translate every word.

Manu

2 Talk to your partner for one minute then share with the class.
   a Where do we find English words in our everyday lives here in Chile?
   b Where have you seen English?
   c Where have you heard English?
   d Do you listen to music or watch video clips in English?
   e Do you ever chat with people in other countries online?

3 a Look how easy it is to learn English!

   Simple alphabet: The girl and the dog.

   Easy plurals: One car – two cars. There are very few exceptions.

   Short words: Most basic words are short, for example: run, work, big, go, man.

   Longer words are often shortened: fridge: refrigerator; PC: personal computer.

   Call everybody ‘you’: You can say ‘Do you speak English?’ to your friend or to your teacher or to a group of people.

   b Write down two more easy aspects of learning English. Then think about what you find difficult. Share your ideas with your partner.
Listening

It's the second day of school. Carla and Patricia are friends but are in different classes. They haven't seen each other since December. They meet in the middle of the hall.

a) Listen to the main ideas of the conversation. Share with the class.

b) Listen again and complete the ideas.

i) Carla is afraid of ________________.
ii) Carla feels ____________ of other students.
iii) Patricia has started ________________.
iv) Patricia does this ________________.
v) Patricia says it helps her ________________.

c) Share your answer with your partner then listen again to check.

Speaking

a) Work in groups to put the questions in order:

i) you / do / speaking / in / Why / important / and / think / writing / English / is / ?
ii) help / does / learning / How / access / English / us / information / ?
iii) communicate / Does / in / it / other / help / us / people / with / countries / ?
iv) get / Does / help / it / us / jobs / better / ?
v) careers / What / people / or / require / jobs / speak / who / English / ?
vi) kind / would / information / of / What / read / you / like / listen / to / or / to / ?

b) Add some new ideas to the table

<table>
<thead>
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<th>We find English: ex: internet</th>
<th>English can help us: ex: understand…</th>
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<th>English is important because: ex: improves our CV</th>
<th>What we would like to do to improve our English: ex: learn how to… listen to…</th>
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Unit 1

People and Our Beliefs

Reading and Understanding
• stories
• articles
• legends

Listening and Understanding
• a monologue
• a song
• a myth

Speaking
• describe people
• retell a story
• have a debate

Writing
• describe a creature
• summaries
• a story

Living in Harmony
Respecting and valuing the ideas and cultures of all people equally.
First Impressions and Stereotypes

Vocabulary

1. Look at the pictures and, in pairs, describe what they are wearing. Use the words to help you.

   - ring  headband  hoodie  t-shirt  trousers
   - necklace  earrings  leggings  belt  tie  boots  shirt

   Francisco  Camila  Javier  Sol

2. Listen and check your answers.

3. Classify the clothes by adding three more to each list.
   - Tops:
   - Bottoms:
   - Jewellery: ring, ...
   - Accessories:
   - Footwear:

Speaking

4. Interview your partner. Ask and answer the following questions:
   a. What clothes do you usually wear?
   b. Do you like colourful clothes? What colours do you prefer?
   c. Do you ever wear baggy or tight-fitting jeans or trousers? When?
   d. What do you usually wear when you go out?
   e. Have you ever worn second-hand clothes or clothes made with natural fibres?
   f. What type of clothes do your friends wear?
Often when we try to define our identity we get trapped in stereotypes. First impressions can be dangerous because you can be categorized as a particular type of person which has nothing to do with you. Stereotypes are beliefs about people based on their membership in a particular group. They can be positive, negative, or neutral. Stereotypes based on gender, ethnicity, or occupation are common in many societies.

The tendency is to believe that if you come from a tropical climate then you wear multi-coloured clothes, and you are often extroverted and love singing and dancing in the street. It is also said that people from the cold countries are very reserved and don’t show their emotions easily. These people usually wear extra warm coats, scarves, gloves, ear-muffs and all kinds of hats to keep the cold out, especially in winter. So, can we say they are old-fashioned and boring because they are not wearing shorts which are the latest fashion?

In some countries, people wear traditional dress in a stylish modern way, like the women in India who wear saris with sunglasses and the many new styles of turban that men and women are wearing in countries where
people wrap their heads. Some people prefer natural fibres and others prefer more industrial fabrics. Does this mean they have a defined personality type?

What about young people? In this age of communication, youngsters all around the world follow their own trends and you will find a teenager with spiked dyed hair as well as piercings, chatting on the Internet with a friend on the other side of the globe who is wearing baggy clothes and has a shaggy haircut. However, both are probably wearing trainers on their feet and share the same musical preferences. Whatever their appearance, tall or short, slim or broad or wearing vintage clothes, will this image tell us about someone’s behaviour?

We tend to form stereotypes simply because our brains like to put information in order. It is easier to remember things or people if we put them into categories. This developmental theory however should not make us label people just because they remind us of something or someone. We need to get to know the other person before we form an opinion of them. Have you ever formed an opinion about somebody that was completely wrong?


**Writing**

11 Consider stereotypes as constructions of society and not as truths. Use the vocabulary from the text and activities you have done to describe a stereotype you are familiar with. Choose from one of the following groups:

- a person who works in the entertainment area
- a person from a different continent
- a person from an ethnic group
- a person from an urban tribe
- a person from a big city
- a person from a rural area

In your description, mention...
- their main physical appearance
- their personality characteristics
- what they are ‘supposed’ to be or do
- why you think the stereotype exists
- how we can fight against this stereotype

**Speaking**

10 In pairs, answer the question ‘Have you ever formed an opinion about somebody that was completely wrong?’ Tell each other about it.

**Vocabulary**

Find words in the text that describe hair, clothes, and people. Use a dictionary if you don’t understand some of the words. Complete the box.

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<th>clothes</th>
<th>people</th>
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**Learning Tip**

How do you remember new vocabulary words?
Put the words in categories. Activity 9 is an example of a way you can record new vocabulary in your notebook.
Pre- Listening

12 Look at the 2 photographs. Where do you think they come from? Why?

While Listening

13 Listen. List the differences between the description and the photo.

   i  ...................   iii  ...................
   ii  ...................   iv  ...................

Post Listening

14 Work in pairs. Describe the other photo in detail. Try to use at least 4 new words. Use the Speak Out on page 13 to help you.

   e.g., He has short black hair.

Pre- Reading

15 What do you know about England? What's the capital city? Have you met an English person? What is a national dish? Do you think they're extroverted people? What is Cambridge?

While Reading

16 a Quickly read this email from Pablo to his friend Mark. He has just arrived in London to study English in Cambridge.

   b Answer the following questions.

   • What idea did Pablo have of British people?
   • Why did he have that idea? Was he right?

Post Reading

17 Work with your partner and discuss the following questions.

In what ways was Pablo wrong about the British people? With a partner, discuss why his trip to London changed his perception of British people and culture. How will that experience affect the way he thinks about other foreign cultures?

Self Evaluation

How do I get the main idea of a text? ____________

Can I distinguish between fact and fiction? How? ____________
Pre-Listening

1 Read the proverb. How do you think culture affects people’s lives? In groups of 4, discuss the meaning of the proverb. Make a list of ideas and share them with the other groups.

“A man is but the product of his thoughts. What he thinks, he becomes.”

-Mahatma Gandhi

While Listening

a Listen to a person talking about the importance of knowing other cultures. As you listen, underline the phrases you hear from the list below.

- We may think there are differences between others and us.
- …the culture of other countries.
- … other cultures are more interesting than my own culture.
- …core values, beliefs and social attitudes that are typical to each particular race or ethnicity.
- Every time I travel…
- …things about other cultures.
- …I went to the USA as a child.
- …we could begin to notice these similarities.
- …Brits are very different people.
- …tried to learn about other cultures.
- …I think this is happening.

b Compare your answers with your partner. Are they the same?

c Now listen again and check your answers.
Post Listening

3 Work in groups of 4 to 6. Discuss the pictures and decide what nationality you think the people might belong to. Discuss as a group what you know about these countries or cultures. How do you know these facts? Ask your group if they know any other interesting information to share. Then complete the chart and research the last column.

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<th>We want to know about the country</th>
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Speaking

4 a Read the Check This Out Box. What is your immediate reaction to the information?
b Divide your group into two sides:
   For = Americans should be called ‘Americans’
   Against = Americans shouldn’t be called ‘Americans’
c Brainstorm ideas with your partners. Think about these questions:

   For
   Why should people from the USA be called Americans?
   Why shouldn’t people be offended by the English word ‘Americans’?

   Against
   What is the origin of the people being called ‘Americans’?
   Why shouldn’t people from the USA be called Americans?
   Who might be offended?
   What could the adjective and noun be changed to?

d Create your argument. Write a few sentences you want to start with and then think of an example to support your ideas.

   e.g., We think people from the USA should(n’t) be called Americans because...

e Take turns to discuss your argument. Make sure that everyone in your group has a chance to speak.
f Conclude by deciding which side was more convincing.

CHECK THIS OUT!

Even though America is a continent, we refer to people from the USA as Americans.

 Dictionary definition:
   a mer·i·can (adjective)  to the United States or its inhabitants. (noun) someone born in or living in the United States, especially a citizen of that country.

   Richmond Compact Dictionary
Pre-Listening

5 Can you answer the questions? Read and check.
   a What do singer-songwriters do?
   b When did they first become popular?
   c What are their songs often about?
   d What instruments do they typically play?

Singer-songwriter

A singer-songwriter composes the melodies, writes the lyrics and performs their own songs. The first popular singer-songwriters appeared in the 1960s and 1970s. They included Bob Dylan, Paul Simon, Joni Mitchell and Leonard Cohen.

Singer-songwriters usually write about their own experiences and often tell stories through their songs. Many singer-songwriters use either a guitar or piano to perform. Sufjan Stevens, however, is a multi-instrumentalist. This song is from the album Illinois. Sufjan originally hoped to make a CD for each of the American states. He hasn’t finished yet! You can hear parts of the song ‘Chicago’ in the film Little Miss Sunshine.

While Listening

6 Listen to the song and answer the questions.
   a What two places did the singer go to?
      e.g., Chicago …
   b How did he travel?
   c Who did he travel with?
   d Where did they sleep?

Post Listening

7 Which adjectives would you use to describe the song? Use the remaining adjectives to describe other songs you know.

   e.g., I think it’s a very…………………………………song.
     It’s got a……………………………………………feel.

original different laid-back commercial rebellious conventional

Self Evaluation

What strategy do I use to find specific information when listening?

Do I use what I already know to try and understand a listening activity? How?
Pre-Reading

1 In pairs, discuss the following questions:
   a. What can myths and legends tell us about culture?
   b. What is the difference between a myth and a legend?
   c. What does urban legend mean?

While Reading

2 Read the three stories quickly and match them with the titles. You don’t need to use one of the titles.
   Check your answer with a partner:
   A Hungry Beast / Keep Your Promise, Receive Your Wish / Vampire Slayer / The Ghost Who Hitchhikes

3 Look up the words in bold in the dictionary. Write sentences with each word. They can relate to the text or to your own life.

Post Reading

4 Answer the following questions.
   a. How did Marta Infante die?
   b. What are the two versions of Romualdito’s origin? Which do you believe?
   c. Why do you think the chupacabra drinks the blood of farm animals?

Title ______________________________

This urban legend caused goose bumps and terror in the habitants of Las Condes, in Santiago, as it has been said that a beautiful young blonde girl appears at night along Kennedy Avenue between Americo Vespucio and Gerónimo Alderete, dressed in a long, white leather coat. It is alleged that she would try to hitch a ride with married couples to the nearest supermarket. Once in the car, when the conductor accelerated, she would become distressed and ask him to ‘please slow down’ and then slowly disappear from sight.

There are many witnesses who have sworn to have seen her hitchhiking and two taxi drivers who have alleged to have actually picked her up. They both confirm that she sat in the back seat and became upset when the car started moving faster. Many witnesses have also filled out reports at the police station in Las Tranqueras certifying that they have seen her.

But where does this legend come from? An investigation was carried out and it was discovered that in August 1978 a woman by the name of Marta Infante had died on the corner of Kennedy Avenue and Gerónimo Alderete in a car accident. This woman is believed to be ‘La Rubia de Kennedy’.

Title ______________________________

San Francisco Borja Street, in Santiago, has existed since the beginning of this century. It has experienced many changes but there is one wall that has remained untouched, a wall full of animitas. These animitas are common in the Chilean culture but what is special about this wall is that there is one plaque for a male called Romualdito which is full of flowers and thank you notes.
There are two versions of who Romualdito was. Some say that he was an 11 year-old boy who was robbed and killed and others say that he was a 40 year-old man who had just been released from the hospital across the road and had been run over. However, it doesn’t matter what is believed as people started visiting him and asking him favours and, by miracle, these favours would be granted.

A lady who cleans the plaques on the wall is a firm believer in Romualdito and says that he will grant your wishes as long as you keep the promise you made to him. Juan Gonzalez, another devotee of Romualdito usually visits him every Monday for six months when a wish is granted.

A lady who cleans the plaques on the wall is a firm believer in Romualdito and says that he will grant your wishes as long as you keep the promise you made to him. Juan Gonzalez, another devotee of Romualdito usually visits him every Monday for six months when a wish is granted.

Title _________________

The name Chupacabra comes from the beast’s reported habit of attacking and drinking the blood of farm animals, especially goats, similar to what a vampire does.

Physical descriptions of the creature vary. The first person to see it said it had a ‘reptilian body, oval head, bulging red eyes, fanged teeth and a long, darting tongue’. In other reports, its height was approximately 1 to 1.2m high, and it stood and hopped like a kangaroo. It also made hissing sounds and had a terrible odour. Another description mentioned a heavy creature, like a small bear, with spikes from the neck to the tail.

Where did the myth originate? The world first heard of this new vampire beast from a lady in Puerto Rico in 1995. She reported that eight of her sheep died with bite marks and no blood left in their bodies. Other events in the country followed and finally, a comedian spoke about the chupacabras.

From Maine, in the north of the USA right down to Chile in South America, including Argentina, Bolivia, Colombia, Honduras, El Salvador, Nicaragua, Panama, Peru, Brazil and Mexico, this modern myth is spreading. In Chile it was first seen in Calama, where 500 sheep were killed. It has also been sighted in cities such as Concepción and Puerto Montt.


LEARNING TIP

- How do you learn new vocabulary words?
- Try to think of synonyms and put them together.

Vocabulary

5. Find synonyms in the text for the following words:

- claimed
- conductor
- not changed
- descriptions
- come from
- seen

Writing

6. Read the following summary of La Rubia de Kennedy. Fill in the blanks with so, and, when, or but.

The legend is that a mysterious blonde woman in a white leather coat would appear on Kennedy Avenue in Las Condes neighborhood. She tried to get cars to pick her up. One night, a driver picked her up ______ she got distressed _____ the driver accelerated ______ she asked him to go slower, ______ then, very slowly, she would disappear. The legend originates from the story of a girl who died in the area.

7. Write a summary for the other two urban legends. Include:

- The main points
- A short description of the main character
- Appropriate transitions to link the ideas (so, and, but)
We use If... sentences to describe situations we think are possible in the present or future, as well as to describe general truths.

If you see a horror film, you will be scared.
If you drive slowly, you won’t arrive on time.
If you want it, I can lend it to you.
If you cook food with peanuts, I will have an allergic reaction.

**Practice**

8. Complete the sentence using the correct form of the verbs from the box and your own words. Include will or won’t where necessary.

<table>
<thead>
<tr>
<th>drink</th>
<th>see</th>
<th>have</th>
<th>get</th>
<th>be able to</th>
</tr>
</thead>
</table>

a. If I watch a scary movie, ________________.
b. ________________, I can’t sleep at night.
c. If I read a suspense book, ________________.
d. If I don’t go to bed early, ________________.
e. ________________, I will run as fast as I can.

**While Listening**

10. Listen to a conversation where Sonia and Richard are talking about a school project on spooky stories.

While you listen, complete these sentences.

a. I will finish the project if you ________________.
b. If you have a story about the Yeti, can I ________________?
c. I have the film. If you want it, I can ________________ to you.
d. If you watch it, you ________________ time to write your summary by tomorrow.
e. If you want to see it, I ________________ and get it.

**Post Listening**

Complete the sentences so they are true for you.

12. a. If I have a project due next week, ________________
b. If my friend needs help on an assignment, ________________
c. I’ll only be late for class if ________________

**Writing**

13. Describe a very strange creature.

Work in groups of three. Write a description of a creature using a minimum of 5 new words from the vocabulary in the text above. Include if... sentences in your description. Use the description on page 19 as a guide. Consider:

a. physical aspects.
b. where it lives.
c. what it eats.
d. what it does.
Make a survey of your class. Find out how many students like horror films, how many they watch in a month, which genres are the most popular, etc. Ask at least 5 questions. Organize the results in graphs and present it to the class.

To talk about facts use neutral language. It has… You can see… There is / are… It is enormous and hairy, too. It is similar to Dracula.

a Look at the pictures below and take turns describing what you know about each character with a partner. Include the following information.

• What the character looks like.
• How and where you think the character originated.
• If they come from a film or TV show, tell what you know about it, including the type of story and what it is based on.

b Share results with the rest of the class.

I can write a summary of a text I’ve read using ...
I can never / sometimes / always correct myself when I am speaking.
Pre-Listening

1 Do you know any of the myths and legends in the pictures?

2 Work with your partner. Discuss what you think the difference is between a myth and a legend. Try to match the following Chilean myths and legends with their description.

   a) Desierto Florido
   b) La Calchona
   c) Portillo
   d) Alicanto
   e) Pincoya
   f) El Trauco
   g) Las Tres Pascualas

   i) _____ A dwarf who impregnates women.
   ii) _____ Flowers in the desert.
   iii) _____ An enchanted lake.
   iv) _____ A mermaid.
   v) _____ A witch.
   vi) _____ A bird that brings good luck to miners.
   vii) _____ Three sisters who loved the same young man.

While Listening

3 Listen to the story and identify which myth or legend it refers to.
Listen again while you read the text. Complete the gaps with the correct words or phrases from the box.

The Far North: The Origin of the Flowering Desert.

During Spanish rule, there was a beautiful, young woman who lived in a small village near the Limarí River. All the young men were in love with the lovely Añañuca, but none of them (a) __________ to win her love. One day, a handsome, young miner came through town, (b) __________ gold. When he saw Añañuca, he fell in love with her too, and this time she loved him back. One night, the miner had a disturbing dream, in which a mountain spirit (c) __________ him the precise location of the gold that he was (d) __________. He revived his search for the gold, promising Añañuca that he would (e) __________ soon. Añañuca waited for him day after day, but her miner never again (f) __________. Añañuca’s heart was broken and, inconsolable, she eventually died from (g) __________. Her funeral was on a rainy day and all the villagers (h) __________ for her.

The next day, the sun warmed the valley and beautiful, red flowers grew from the (i) __________ where the young woman had died. The legend says that Añañuca became a flower as a gesture of love, so that she could always (j) __________ close to him and (k) __________ her love everywhere.

Today, you can still see the Añañuca flowers (l) __________ in the area that is now known as the Atacama Desert, creating spectacular fields of wildflowers. This amazing phenomenon is known as desierto florido, or desert in bloom.

Adapted from Pérez, F. (2012). Mitos y leyendas de Chile. Santiago: Zig-Zag

To further describe a person, place or thing, we can add a small phrase, or clause, to the noun.

The young woman who lived in a village.

‘who lived in a village’ is a defining relative clause. It tells us which woman we are talking about.

The clause is often introduced by words such as, who, which, that, but also when, where, and whose.

We can use who or that to talk about people.

We can use which or that to talk about things.
Speaking

6 In pairs, make notes to create a summary using the vocabulary from the box in activity 4. Try to tell the story in your own words.

The Flowering Desert

Who: Añañuca, miner

What: ______________________________________

When: ______________________________________

Where: _____________________________________

Why: _______________________________________

Writing

7 Write a story about a myth or legend with 60 words or more. You can choose one from this lesson or invent your own story. Include some of the following words or phrases to connect your ideas. Use the description in the text on page 21, or the model on page 19 activity 6 to help you.

one day / night | during | the next day | when | soon | today | later | finally | in the end

Introduction: Who? Where? When?

Development... What happened?

During... The next day/week

When... but soon...

After that...

Conclusion: Finally...

Practice

8 Complete the following sentences using who, that, which, or where.

e.g., A miner is a person who looks for gold and other minerals.

a The Atacama Desert is a place ________

b A funeral is an activity _______________

c Grief is a feeling ___________________

9 Listen to some of the sounds: like bird, ear, bed, tree.

a Put the following words, spelled with ea, under the correct column: please, search, spread, appear.

<table>
<thead>
<tr>
<th>bird</th>
<th>ear</th>
<th>bed</th>
<th>tree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Identify the same sounds in the following words and place them under the correct sound:

were seek wept near learn me red clear

c Work with a partner and add 3 more words to each column. Use a dictionary to help you.

Pronunciation

The combination of vowels e and a can be pronounced in many different ways.

Self Evaluation

After reading a text I can organize the information to speak about it by using ...

I understand how to organize ideas to write a story or event by ...
Work with your partner and complete the sentences with information that makes sense. All sentences are related to the unit.

a) __________________ have dyed their hair of different colour __________________ all over their body.

b) __________________ appears at night and it’s always full of ____________________.

c) The _____________ is a mysterious ________________ that ____________________.

d) __________________ often tell stories in their _________________.

Finish the following sentences with your own ideas.

a) Stereotypes are______________________________.

b) Clothes ________________________________.

c) Places ________________________________.

d) A songwriter is ________________________________.

e) A creature ________________________________.

Complete the following situations accordingly.

a) Ana will pass the test if she ________________________________.

b) If ice melts, it ________________________________.

c) If you always eat too much, you ________________________________.

d) Ice will float if ________________________________.

Work with your partner and write a phrase with if... to complete the sentence.

a) ________________________________ we will have a wonderful time.

b) ________________________________ I wear uniform.

c) ________________________________ we can accept all styles.

d) ________________________________ I will try to visit Desierto Florido.

Using the words in the box below, identify the part of speech and create original sentences.

- mysterious
- dyed
- appears
- baggy
- different

Finish the following sentences with your own ideas.

a) ____________________________.

b) Clothes ________________________________.

c) Places ________________________________.

d) A songwriter is ________________________________.

e) A creature ________________________________.

Write sentences with the following words.

- goose bumps
- run over
- culture
- legends

a) ________________________________

b) ________________________________

c) ________________________________

d) ________________________________
1. Choose 2 words from the list and complete the information below.

   stereotype - trend - dressing style - culture
   - different - creature - legend - Chupacabras - Pincoya

   a. Word 1: ____________________________________________
   b. Write a definition: ________________________________
   c. Brainstorm ideas or words related: __________________
   d. Write a sentence including the word: ________________
   e. Draw a picture to help you remember it: ______________

   a. Word 2: ____________________________________________
   b. Write a definition: ________________________________
   c. Brainstorm ideas or words related: __________________
   d. Write a sentence including the word: ________________
   e. Draw a picture to help you remember it: ______________

2. Work with your partner and find ideas or words related to the words given along the unit.

   a. Appearance: ______________________________________
   b. Fashion: _________________________________________
   c. Married couple: ____________________________________
   d. Animal: __________________________________________
   e. Wild flowers: ______________________________________

3. Write about three things that you did or happened to you in the last week and you consider important.

   During this last week ...
   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________

4. Answer the following questions with your own information.

   a. What kind of clothes did you wear when you were a child?
   ________________________________________
   b. What hair style did you have last year?
   ________________________________________
   c. What people did you see that were different while you were on vacation?
   ________________________________________
   d. What creature were you most afraid of when you were a child? Why?
   ________________________________________

5. Finish the sentences with your own ideas.

   a. A classmate who ________________________________
   b. A noise that ________________________________
   c. A place where ________________________________
   d. The jacket that ________________________________
   e. The year when ________________________________
6 Work with your partner and answer the following questions.
   a What food do you know that makes people sleepy?
   ______________________________________
   b What friends do you have who like talking a lot?
   ______________________________________
   c What person do you know who dresses differently?
   ______________________________________
   d What place do you know where you can go and have unusual experiences?
   ______________________________________

7 Use the following words to create If... sentences.
   a First impression / wrong: ______________________
   ______________________________________
   b Clothes / unique style: ______________________
   ______________________________________
   c Culture / different: ______________________
   ______________________________________
   d San Borja street / animitas: ______________________
   ______________________________________

8 Work with your partner: Ask and answer the questions using If...
   a What will you do if you get a bad grade in the following English test?
   ______________________________________
   b If I like the movie will you lend it to me?
   ______________________________________
   c Where do you go if you want to be alone?
   ______________________________________
   d If you meet a person from another country, what will you talk about?
   ______________________________________
   e Who do you talk to if you have a problem?
   ______________________________________

9 Complete these sentences with: who, that, which, where and your own ideas.
   a A teacher is someone ______________________
   ______________________________________
   b A pet is an animal ______________________
   ______________________________________
   c It often rains in the spring, ______________________
   ______________________________________
   d Going to the cinema is an activity________________
   ______________________________________
   e My family are going to Miami, ______________________
   ______________________________________

10 Complete David's email using the correct form of the verbs in brackets.

Dear Peter,
I got your email about the concert yesterday. Of course I *want (want) to go! I really b... (like) that band. In fact, I c... (listen) to their latest CD last night. Lots of my mates from school d... (plan) to go to the concert too. I e... (not/have got) a ticket yet! I hope I can get one.
What f... (you/think) of this idea? Let’s meet outside your school and g... (go) to buy the tickets together – if there h... (be) any tickets left! We need to meet at 2.30 p.m. because the ticket office i... (close) at 3.00 p.m. Don’t be late: it j... (take) fifteen minutes to walk there.
I must get back to my homework and finish my Maths before we go.
See you,
David
Unit 1

Describe a Character

1. Look at the pictures. Do you recognize any of them? Discuss the following in pairs or small groups.
   - What are some myths or legends that are not mentioned in the unit?
   - Do you know of any myths or legends from different cultures? Research famous stories from Africa and Asia.

2. Work in groups of 4 or 5. Use your imagination and discuss your ideas about a character with your group. Together decide which box you want your original character to come from. Choose A or B from activity 3.
   - Prepare the description based on the requirements in box 3 according to which you select. Refer to the text on page 19 for a sample of a descriptive text.
   - Draw a picture of your character.

3. Make sure you include at least one of the following items in your presentation. Put a check ✓ beside the item.

   A PERSON FROM MODERN URBAN TRIBE
   - adjectives and vocabulary from the unit related to appearance and personality
   - their likes and dislikes, ex. hobbies, clothes, etc.
   - typical behaviours or tendencies
   - ideals or aims of the members
   - phrases using who, which, where, whose, and that

   B CREATURE FROM A MYTH FROM ANOTHER CULTURE
   - adjectives from the unit to describe appearance and personality
   - what the creature does, where and when it is active, ex. routines
   - the origin – answer ‘why’, ‘how’, etc.
   - phrases using who, which, where, whose, and that

4. Select a speaker or speaker(s) from your group and give your presentation.

5. Now that everybody has presented, it’s your chance to vote.
   Who told...
   - the most creative story?
   - the nicest story?
   - the scariest story?
   - the saddest?
Reading

1. Read the text about British culture and answer the questions.

The British culture is very diverse. The UK is a multicultural society in which people from different ethnic, religious and cultural backgrounds live together. In parks all over the United Kingdom you can see people, young and old, wearing different clothes, listening to different music and enjoying themselves in different ways: from playing cricket to skateboarding. If you ask many people who live outside the UK what they associate with Britain, they normally mention the same things: music (The Beatles), pubs (a pint of beer), food (fish and chips), London taxis, the red buses and telephone booths, the Royal Family and, of course, the BBC, with its multicultural programmes.

a. How does the writer describe British society?

b. In what ways do the people show they are different?

c. What do people who don’t live in the UK think of when you mention it?

d. What kind of programmes does the BBC make?

Listening

2. Listen and check ✓ the correct sentence.

a. I’ve known Paula for ten years. ___
   I know Paula for ten years. ___

b. I don’t think that he’s been to Argentina yet. ___
   I don’t think that his being to Argentina yet ___

c. I started playing computer games at 10 o’clock. ___
   I start playing computer games at 10 o’clock. ___

d. Were you studying at home last night? ___
   Where you studying at home last night? ___

Writing

3. Finish the sentences with your own words.

a. If it rains tomorrow, ________________________________.

b. Reggaeton is ________________________________.

c. I often ________________________________.

d. A story that is incredible can also be described as ________________________________.

e. Last night I ________________________________ because ________________________________.

4. In your notebook, describe in 50/60 words the best character (real or fictional) you heard or read about in this unit.
   - Refer to the text on page 19 for a sample of a descriptive text.
   - Remember to consider: physical aspect, where it lives, what it eats, what it does.

Keep practising | Let’s review | Good job! | Brilliant!
---|---|---|---
0-5 | 6-10 | 11-15 | 16-20
2 UNIT

The Arts and Their Influence

Reading and Understanding
• a newspaper article
• book summaries
• magazine articles
• book extract

Listening and Understanding
• an interview
• reports
• a conversation

Speaking
• discuss different types of literature
• an interview
• talk about preferences
• find out information

Writing
• a text message
• write about social networking influences in the arts and culture

Living in Harmony
Valuing and discussing the diversity of cultural expressions and the value of local artists.
Music is Here to Stay

Pre-Listening

1. a Here is a list of some musical genres. Can you think of some others?
   - hip-hop, opera, indie rock, classical, reggaeton, folk, blues, pop, bachata

   b. Listen and put a √ next to the music you hear.

2. a Complete the quiz questions using the question words below.
   How | How many | Where | What | Which
   Why | Who | Whose | When

   i. ___________ did Los Prisioneros break up?
      a. They went broke.       b. One member died.       c. Jorge González went solo.

   ii. ___________ is the real first name of Daddy Yankee?
       a. Ricardo       b. Ronaldo       c. Ramon

   iii. ___________ wrote the song La Joya del Pacífico?
        a. Víctor Jara       b. Lucho Barrios       c. Víctor Acosta

   iv. ___________ was the legendary psychedelic band, Aquaturbia, formed?
        a. 1955       b. 1968       c. 1979

   v. ___________ studio albums had the alternative rock band, Los Bunkers, released in 2012?
      a. eight       b. six       c. three

   vi. ___________ are the members of Calle 13 related to each other?
        a. cousins       b. half brothers       c. step brothers

   vii. ___________ father was a famous bolero singer?
        a. Jorge Drexler       b. Americo       c. Kevin Johansen

   viii. ___________ female artist has a reputation for writing songs about her ex boyfriends?
         a. Adele       b. Shakira       c. Taylor Swift

   ix. ___________ did DJ Mendez start his career?
        a. Germany       b. Sweden       c. Argentina

While Listening

3. a In pairs, discuss and answer the questions.

   i. ___________ did Los Prisioneros break up?
      a. They went broke.       b. One member died.       c. Jorge González went solo.

   ii. ___________ is the real first name of Daddy Yankee?
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   ix. ___________ did DJ Mendez start his career?
        a. Germany       b. Sweden       c. Argentina

Post Listening

4. a In groups of 3 or 4, answer the questions.

   a. What music / song / album do you like listening to...
      • when you’re happy?
      • when you’re sad?
      • when you’re at a party?
      • when you’re in a car?

   b. What does music make you feel?

   c. What would you do if there was no music?

   d. Which was the last song you heard or downloaded?
Pre-Reading

5 Match the music festival to the type of music.
   a Lollapalooza i Latin American
   b Creamfields ii indie
   c Primavera Fauna iii pop
   d Crush Power Music iv electronic

6 In pairs, answer the questions.
   a Look at the photos. What can you see?
   b Look at the title. Is WOMAD a real word or an invented one? What do you think it stands for?
   c What do you predict the text is about?

While Reading

7 Answer the questions using your own words.
   a What's the aim of WOMAD?
   b What can you do at WOMAD apart from listening to music?
   c Why is WOMAD important for Cáceres?

8 Read the text again. Choose the correct option. Only ONE answer is possible.
   a WOMAD was originally the idea of...
      i a theatre group from Algeria.
      ii a musical group from Zimbabwe.
      iii one man.
      iv a dance group.
   b At WOMAD...
      i people speak an international language.
      ii people speak many different languages.
      iii people learn new languages like Wolof.
      iv people don’t understand one another.

The wonderful World of WOMAD

WOMAD stands for World of Music, Arts and Dance. The objective of WOMAD is to bring together and celebrate different forms of music, art and dance from countries and cultures all over the world. Peter Gabriel had the inspiration for WOMAD in 1980 and the first festival took place in 1982. Since then, WOMAD festivals have been held in many countries and thousands of people have danced to music from Algeria to Zimbabwe.

The festivals are always wonderful, unique occasions that introduce lots of talented artists to international spectators. They also offer many different audiences the opportunity to experience other cultures through music. At these festivals, music is the universal language. The events encourage people from different places to get on with one another and, as a result, help overcome the more negative aspects of our world, like racism or xenophobia.
WOMAD festivals usually last for a weekend and are active and diverse musical events, featuring simultaneous live performances on two or more stages. They also include participatory workshops, as well as music and dance sessions hosted by many of the visiting artists. Visitors to the festival can try on traditional clothes from different countries, try out some new dance steps and even play handmade instruments like the kora and djembe from Senegal. Some WOMAD festivals feature a ‘Taste the World’ tent. Here visitors can attend cookery sessions and watch artists prepare traditional dishes from their countries. WOMAD has something for everybody, and children are not forgotten with workshops and activities provided specially for them.

There are WOMAD festivals all around the world and WOMAD has been held in Spain at different locations including Las Palmas de Gran Canaria and Cáceres. The combination of WOMAD, with its focus on multicultural exchange and communication across cultures, and the historic setting of Cáceres has been very successful. WOMAD in Cáceres has become one of the most exciting festivals in Spain. And thanks to WOMAD, the city has been awarded several prizes for its promotion of international solidarity and tolerance. Perhaps the association with WOMAD will even help Cáceres in its bid to be named the 2016 European City of Culture.


Post Reading

Write an article about a festival you know about or have been to. You can use the article about The wonderful world of WOMAD as a guide. Use the spider map to organize your ideas.

STEP IT UP!

In groups of four, invent or research about musical festivals. Include:
- Its objective
- The name of the festival
- Artists
- How many days
- Location

Share with the class.
Order the words to form questions.

**Practice**

**11** e.g., you / studying / are / music / Why / ?

*Why are you studying music?*

| a  | WOMAD / is / Where / held / ?
| b  | at / What / WOMAD / happens / festival / a / ?
| c  | Do / perform / the / bands / live / ?
| d  | go / with / you / How often / to / concerts / do / your / friends / ?
| e  | of / fond / Are / you / jazz / ?
| f  | is / teaching / to / Who / play / the / you / guitar / ?

**12** Complete the questions based on the answers.

*e.g., Do you enjoy going to concerts?*

Yes, I love concerts and festivals.

| a  | ... is your favourite festival? It’s the largest festival in Chile.
| b  | ... is it? It’s in Viña del Mar.
| c  | ... is Viña from here? It’s about ….. kms.
| d  | ... is the festival? It’s always in February.
| e  | ... was the most famous artist in 2013? I think Miguel Bosé.
| f  | ... artists take part? Many, because there are different genres.

**Speaking**

**13** Interview a famous musical group.

a In groups of 3 or 4, take turns playing the role of interviewers and then members of a musical group.

b The interviewer asks the questions, use the questions you have practised in the pronunciation activity to prepare the interview. The members of a musical group can answer with real or invented information.

**Self Evaluation**

Some strategies to review basic grammar concepts are ____________________________

Some key phrases dealing with music are ____________________________
Lesson 2
Urban Art

Pre-Listening

1. Do you recognize the mural in the picture? Where is it located? With your partner, discuss the different types of street art. What do you think the artists’ motivations are?

Interview: Inti Castro’s Graffiti Legacy in Chile’s Port City
A conversation with Chile’s most popular street artist, Inti Castro.

If you were to see Inti Castro on the street in Valparaiso, you would think he was just an average Chilean guy. He dresses casually, has dreadlocks, and enjoys visiting with people in the neighbourhood of his hometown. However, Inti is, in fact, a well-known street artist who never had any intention of becoming famous, nor even an artist when he first began doing graffiti.

INTRODUCTION: Responsible for many beautiful works of art painted on sky-high buildings around the world, Inti often includes images of clowns, political slants, and symbols of religious idols in his works. The enormous mural in the city of Valparaiso features two of Inti’s popular trademarks: an open-mouthed character with a clown-like face, and three bullets on a necklace hung around its neck. The legs and feet of the figure span across three separate buildings, with the upper half of the body disconnected from the rest.

There are also many signs of the indigenous Latin American culture in the brightly-coloured mural, along with symbols that are important to Inti. It tells the story of how his country continues to struggle with poverty.

2. Read the introduction and circle the correct answer. Why do you think Inti works as a graffiti artist?
   a. He wants to feel important.
   b. He wants to help the Chilean society.
   c. He is inspired by indigenous culture.

3. Listen to an interview with Inti Castro and take notes on his ideas related to the following topics.
   - His first experiments with graffiti
   - Political and social commentary
   - Chile vs. Europe
   - Changes in street art

4. Look at the picture of the graffiti. Using your words, explain what you think the artist tried to reflect. What comment do you think the images are making about society?
Post Listening

5 In pairs, discuss how graffiti can help a community understand its identity.
   a How does street art give a voice to people who feel silenced in other areas of their lives?
   b Look at the two pictures. How are the styles different? What do you think motivated each artist to create the piece?

Vocabulary

6 The hyphen (-) symbol is often used to form compound words. Identify the hyphenated adjectives from the text and complete the gaps below.
   e.g., well-known artists

   a ___________ - ___________ buildings
   b ___________ - ___________ character
   c ___________ - ___________ face
   d ___________ - ___________ murals

7 Write a text message to your friend. Tell him/her about some graffiti or interesting art you’ve seen recently and what you were doing when you saw it. Write about 80 words.

Pronunciation

8 The word stress in multiple-word adjectives or compound words is usually placed within the second word and the intonation goes from high to low.
   e.g., well-KNOWN.

   a Listen to the words and repeat. Underline the stress.

   well-known | brightly-coloured | open-mouthed | sky-high | good-looking | old-fashioned | up-to-date

   b Now listen again and repeat with the noun.

   a well-known artist / a brightly-coloured mural / an open-mouthed clown / a sky-high building /
   a good-looking boy / an old-fashioned lady / an up-to-date CV
Speaking

Have you ever been to the theatre or ballet? What art forms do you prefer?

Look at the pictures. What activities do you see? In pairs, talk about the activities you like and don’t like doing.

Talk about other activities in your life.
- A project you started doing
- The music you enjoy dancing to
- Food you like eating
- A book you loved reading
- A film you hated watching
- A play you are thinking of seeing
- Something you haven’t finished doing
- An activity you spend time doing
- A country you are interested in visiting

e.g., What music do you enjoy listening to?
I love listening to Chilean rock and I really hate opera.

SPEAK OUT!

Use these expressions to talk about your likes and dislikes.
- I love listening to music.
- I really hate watching romantic comedies.
- I don’t enjoy walking the dog.
- I can’t stand making my bed.
- What do you like doing on Sundays?
- I like playing video games very much.
- What about you?

Practice

Complete the sentences with your personal information using the words in the box.

**listen | eat | think | play | read | work**

a. I love ______________________
b. I hate ______________________
c. I enjoy ______________________
d. I like ______________________
e. I don’t like ______________________

Self Evaluation

Some phrases I can use to express my preference about art are

To identify new vocabulary and its meaning, I
Pre-Reading

1. Complete the story quiz.
   a. Lewis Carroll was
      i. a singer.
      ii. a writer.
      iii. a footballer.
   b. He is famous for a story called Alice in...
      i. Wonderworld.
      ii. Wonderland.
      iii. Wonderful.

2. Read the book extract. In pairs, discuss:

   What do you think Alice thinks about books? What do you think makes books interesting for Alice? Do you agree or disagree with Alice? Why?

   Alice was beginning to get very tired of sitting by her sister on the bank and of having nothing to do: once or twice she had peeped into the book her sister was reading, but it had no pictures or conversations in it, 'What is the use of a book,' thought Alice, 'without pictures or conversations?'

While Reading

3. Skim the text to check your answers from question 1.

Alice’s Journey through Time

Nearly one hundred and fifty years ago people were reading Alice in Wonderland, by Lewis Carroll. It tells the story of a girl called Alice who falls down a rabbit hole into a fantasy world that is populated by strange and magical creatures. When Alice in Wonderland was first published in 1865 it was an instant success, and even Queen Victoria became a fan. Since then, over one hundred editions of the book have been published and it has sold hundreds of millions of copies in countless languages.

But the success of Alice in Wonderland was not just limited to books. Walt Disney created a comic of the story in the 1950s and later made an animated film. The story also became a TV series and was made into numerous films around the world. The most recent film adaptation was in 2010. Johnny Depp starred in Tim Burton’s film version, which used a combination of live action and 3D animation. The film was extremely successful with critics and with the public.

However, the story of Alice in Wonderland doesn’t stop there. Throughout its life new media have taken the story and presented it in different ways. Originally a book, Alice in Wonderland has appeared in the theatre, in comics, cartoons, films and in 3D. The latest and perhaps most revolutionary innovation is the electronic book Alice for the iPad. In this version, when they touch or shake their iPad, readers can make Alice grow or shrink, throw darts at the Queen, make the Mad Hatter even madder or swing the rabbit’s pocket watch. Reading a good story has never been so much fun!
Read the text again and answer the questions.

a. When did Alice in Wonderland become successful?
b. Can you buy the book in other languages? How many?
c. Was the most recent film adaptation an animated film?
d. What role does technology play in the newest book adaptation?

Post Reading

In your notebook, write a paragraph giving your opinion on the following questions: Are books without pictures or conversations boring? Do pictures always make books better or is it more fun to imagine your version? Include the expressions like, hate, enjoy and love in your paragraph.

Classify the parts of speech of these words from the text. Do you know their meanings? If not, use a dictionary to find the definitions.

countless ________________________
starred ________________________
shrink ________________________
darts ________________________
swing ________________________

Pre-Listening

Discuss these questions with a partner:

• Have you ever read Alice in Wonderland or seen the film?
• If you have, what did you think of it? Would you prefer to read the book or watch the film?
• Do you think it is important to read a book before seeing the movie version? Is one more important than the other?

STEP IT UP!

Make a list of other book/film genres (comedy, thriller, etc.) that you like. Share your lists in groups of 5 and decide which genre is the favourite. Is it the same for the whole class?

While Listening

Do you prefer reading books or watching films? Listen to the conversation between Roberto and Monica and put it in the correct order:

a. _____ Monica: What do you prefer to read: comics or books?
b. _____ Roberto: That’s true. Books are longer, often too long.
c. _____ Monica: Yes, but it’s not really a waste of time. You just have to hope the next book you read is better!
d. _____ Roberto: Maybe you’re right, but I still prefer comics.
e. _____ Monica: Why? Some people say that comics are for lazy people.
f. _____ Roberto: Yeah, but sometimes the ending of a book is really disappointing. I hate that. You feel like you’ve wasted a lot of time...
g. _____ Monica: I don’t mind a long book if it’s good. When you get to the end of a good book you feel you would like it to go on...
h. _____ Roberto: I’m not lazy! Sometimes books are complicated and have too many characters. Comics are easier to understand.
i. _____ Monica: They are also shorter than books!
j. _____ Roberto: Oh comics, definitely!
Post Listening

9 Choose the correct adjective in each question.
   a What's the most exciting / excited book you've ever read or film you've seen?
   b What types of books or films are you interesting / interested in?
   c Have you ever been disappointing / disappointed by the ending of a book or film?
   d Do you always finish a book or film even if it's depressing / depressed?
   e If you feel boring / bored at home, do you pick up a book or do you turn on the TV?

Vocabulary

10 Match the underlined adjectives to what they describe.
   a I was frightened by the monster.
   b Horror films are frightening.
   i How someone is feeling.
   ii The effect someone or something has on other people.

Speaking

11 In pairs, discuss the statements below. Check (✓) the statements you agree with and cross (✗) the ones you don’t agree with. Defend your opinion to your partner.
   a Films are more entertaining than books.
   b Books are cheaper than DVDs.
   c Romantic novels are less interesting than adventure stories.
   d The Twilight books/films are as good as Harry Potter.
   e The most exciting film I've ever seen is The Hunger Games.
   f The longest book I've read is Don Quijote of La Mancha.

12 Use the conversation in activity 8 as a model. Create a similar dialogue with a partner. Use your own experiences as inspiration and create a complete conversation. Then role-play it.
   e.g. A: Have you seen the new Tarantino movie?
       B: No, his movies are too violent, I prefer romantic comedies.
       A: Really? I have always thought that violent movies are more entertaining.
       B: I like to watch movies that are more emotional and comforting.

Pre-Reading

13 Look at the pictures on page 41. Do you recognize any of them? What book or film are they from? Can you guess what they are about if you don’t know them? Have you read the books or seen the film? What genre are they?
While Reading

1. Read the summaries. Based on the following phrases, make a guess about what happens in the book.
   a. His investigation leads him to a theatre group with a very surprising final act.
   b. ...the Count has a terrible and bloody secret.
   c. ...the Dashwood sisters have very different ideas on love and marriage.

A Trip to the Stars
It is the year 2285. A spaceship has mysteriously disappeared. Your spaceship is sent to investigate. During your journey through the galaxy you will learn a lot of interesting things and meet some interesting aliens. Can you find your way back to Earth again? In this fun and exciting puzzle book you participate in the story and you make the decisions. Can you uncover the mystery?

Cold Feet
The city of Rosca is preparing for a presidential visit when the body of a young man is found near the American consulate. He is very well dressed, but there is something missing. Why isn’t he wearing any shoes? It is Rymer’s job to discover the man’s identity. His investigation leads him to a theatre group with a very surprising final act.

Dracula
Jonathan Harker travels to Transylvania to visit his client, Count Dracula. While there, he discovers that the Count has a terrible and bloody secret. When Dracula moves to England, Jonathan’s friends and family are in danger of becoming his victims. Can they destroy the evil Count before he wins control of their lives? They begin a desperate chase across Europe in their mission to end the vampire’s reign.

Sense and Sensibility
This is the story of two sisters: one with good sense and the other with romantic sensibility. Together with their mother they must make a life for themselves after the death of their father. They are obliged to leave their home and have very little money to live on. Marriage offers the best prospect of security, but the Dashwood sisters have very different ideas on love and marriage.

Post Reading

5. In pairs, discuss these questions. Explain your answers.
   a. Which of these books would you like to read in school? Why?
   b. Which book does not interest you? Why not?

Self Evaluation

The description words that I find most useful are _____________________________.

If I don’t understand a book in English, I can _____________________________.

Social Networking Across Cultures

Speaking
1. Discuss these questions in a group. How much do you already know?
   a. What are two examples of social networking?
   b. Which are your favourites? Why?
   c. Before social networks, do you know what other forms of communication people used the most?
   d. Can you name at least two advantages of Twitter and Facebook in our culture?
   e. Can you think of any disadvantages?

Vocabulary
2. a. Use a dictionary or the Internet to look up the words and phrases below.
   
   search | site | post | tag | viral risks | snoop | mob mentality

   b. With a partner, identify how the definitions of the words are applied to social networks and digital media. Write 2 sentences for each word or phrase, using both the standard definition and the way the words are used on the Internet.

   e.g., I had to search all over my house to find my keys.
       I searched the name of my favorite singer and I found a lot of websites.

Writing
3. Write a paragraph about your generation’s relationship with social media. Think about how social interactions are changing. Do you think the changes are positive? Use all of the words and concepts below in your paragraph.

   maliciousness | bonds | other cultures | relationships | workplace
Pre-Listening

4 a In pairs, discuss how social networking influences and helps teenagers express themselves.
b Predict the words you think you will hear and put a ✓.

- _____ internet
- _____ to talk about life
- _____ literature
- _____ blog
- _____ twitter
- _____ emotions
- _____ instant messaging
- _____ display photos
- _____ pastimes
- _____ parents
- _____ viral
- _____ be more careful
- _____ upset
- _____ Facebook

5 (Listen to a teenager talking about social networking and ✓ the words you hear. How many were right?

While Listening

6 (Listen carefully again and complete these sentences with the words you hear:

a It’s a place to ________________, to talk about life.
b Blogs are also an ideal place to ________________ songs.
c but many parents are ________________ and worried.
d and are ________________ them to be more careful.
e She does not ________________ on them!

Post Listening

7 Do a survey of your classmates. Find people who use social media in each of the ways described below. Then, present your results to the class in a graph and explain. Give your opinion about it.

Who in your class...
...has his or her own blog? ________________________________
...discovers new music exclusively on the Internet? ________________________________
...is cautious about posting too much personal information? ________________________________
...is friends with a parent on a social network? ________________________________
...snoops on a sibling or relative? ________________________________
8. a. Read the poem. What is it about?

I have too many things happening this year.
Too much homework and a lot of problems with my peers.
When I surf on the net my problems disappear.
I can get lost, time flies, my mind becomes clear.
I can listen to many songs and read a lot of books.
I can even learn many recipes because I love to cook.
My parents say I spend too much time chatting with my friend Brook.
But I told them to try it and they’ll get hooked.

b. In pairs, discuss the poem. Do you identify with the speaker? Explain why or why not.

c. Notice the quantifier words that go before each word in **bold**. Why do we use *many* in some cases and *much* in others? Go to the Grammar Reference on page 181 to check. Explain the rule to a partner.

9. Work in pairs. Ask and answer the questions.

a. What’s more important in your life: the internet, TV, music, literature or phone conversations? Why?

b. How much time do you spend on each every week?

c. Do you keep a diary? Why or why not?

d. Do you tell your online friends all of your problems? Why or why not?

e. How can living your life online become unhealthy?

10. Write a paragraph about a cultural movement you have learned about on the Internet. Use the diagram to help you plan.

Some ideas are:

- A new style of music
- A fashion trend
- A genre of film
- An artistic movement
- A social practice

Subject

Where did it start?
Where did you hear about it?
Why is it innovative?

Self Evaluation

Predicting ideas and vocabulary helps me _______________________________________________________

Many new words related to Internet are similar in Spanish and English, so I can _______________________________________________________

LIVING IN HARMONY

Social media makes everything easier, including misinterpretation. We should always be careful of how much we share on the Internet as well as aware of who exactly can see our specific posts. Always consider your audience online so you can avoid misunderstandings and, most importantly, remember that behind every post and ‘like’ is a living, breathing person with feelings and opinions just like you, and they deserve to be valued and respected.
1 Look at the chart below. Make sentences comparing Johanna and Pedro.

<table>
<thead>
<tr>
<th>Name</th>
<th>Pedro</th>
<th>Johanna</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Height</td>
<td>1.68 m</td>
<td>1.65 m</td>
</tr>
<tr>
<td>Languages</td>
<td>Native Spanish</td>
<td>Native English and a little bit of Spanish</td>
</tr>
<tr>
<td>Place they live</td>
<td>Concepción</td>
<td>Santiago</td>
</tr>
<tr>
<td>Eyes</td>
<td>Black</td>
<td>Hazel</td>
</tr>
</tbody>
</table>

2 Complete the sentences below using your own ideas.

a Why _________________________?

b What _________________________?

c When _________________________?

d Where _________________________?

e How much _________________________?

f How many _________________________?

3 Make the sentences true for you.

a When I was 5 years old, I spent my afternoons _________________________

b In elementary school I was very good at _________________________

c I hate _________________________

d _________________________ is one of my favourite weekend activities.

e _________________________ is something I want to do in the future.

4 Match the columns to form compound adjectives.

a old- _________________________

b easy- _________________________

c brand- _________________________

d well- _________________________

e part- _________________________

f short- _________________________

g good- _________________________

i ___ going

ii ___ time

iii ___ fashioned

iv ___ sleeved

v ___ behaved

vi ___ new

vii ___ looking

5 Write a description of your best friend. Use as many phrases as possible from above.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
1 Finish the following sentences with an appropriate word or phrase.
   a My little brother keeps on _____________!
   b I really enjoy ________________________.
   c She loves ____________________________.
   d ____________ to different places during summer holidays is what I enjoy the most.
   e Stop ________________ like that! You will wake up the baby.
   f She likes starting projects but she rarely likes ________________________.
   g ________________ is what a writer does for a living.

2 Complete the sentence with your own ideas.
   a I think the painting is ________________
   b Graffiti is ________________________
   c It’s important to read __________________
   d In my city _________________________
   e My culture _________________________
   f The most interesting __________________

3 Create sentences based on the words in the box.
   interesting | comfortable | tall | warm | difficult | easy
   a North / South of Chile ________________
   b English / Chinese ____________________
   c Building / my city ____________________
   d Maths / Biology ______________________
   e Life / in the past _____________________

4 Complete the concept map with ideas about art from the unit. Present and explain your mind map to the class.

5 Complete the paragraph with but, and, or so.

My sister is a musical prodigy, ______(a) she only listens to Top 40 radio. That type of music is repetitive ______(b) simple, not like the type of music she plays on her violin. She says that she always plays classical music, ______(c) when she is relaxing she wants something simple. This makes sense, ______(d) I will never understand how someone who can play such complicated, ______(e) also subtle rhythms would want to listen to generic pop music. She says I am judgemental ______(f) small-minded, ______(g) I try not to make fun of her. Maybe I should remember that art ______(h) expression are different for every person, ______(i) there is no way to judge someone else’s tastes.
6. Complete the following dialogue, then role-play it with your partner. Think about activities you like doing and places you like going to.

Francisca: I _______________ to _______________ last night.
Sebastian: What _______________
Francisca: I _______________
Sebastian: Really? _______________
Francisca: It _______________, I suggest you_____________
Sebastian: You know, I never_____________
but I prefer_____________
and my favourite _______________ because _______________
Francisca: Well, _______________
but_____________

7. Classify the following nouns under the correct question phrase. Write 2 questions once you are finished.

<table>
<thead>
<tr>
<th>students</th>
<th>artists</th>
<th>water</th>
<th>coffee</th>
<th>exams</th>
<th>marks</th>
<th>time</th>
<th>books</th>
<th>money</th>
<th>homework</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How much…?</th>
<th>How many…?</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>a</td>
</tr>
<tr>
<td>b</td>
<td>b</td>
</tr>
<tr>
<td>c</td>
<td>c</td>
</tr>
<tr>
<td>d</td>
<td>d</td>
</tr>
<tr>
<td>e</td>
<td>e</td>
</tr>
</tbody>
</table>

8. Find and correct the error in the sentence.

a. Every day Loreto went to work by bus. Yesterday, she gets up early and decided to go by car.

b. Last week, Mr. Gonzalez bought a new flat near his office. Every day, he arrives at the office at 9 o’clock. He usually has lunch there too, but yesterday he goes to the restaurant across the street.

c. Mary likes going to the cinema very much. Last weekend, she invited her friend Nina to go and watch Violeta Se Fue a Los Cielos. They arrive at the cinema around 8:30 and the film starts at 8:45.

d. Once a week, John played tennis. But last week, he stays at home and he played PlayStation 2 with his son.

9. Look through Unit 2 and find at least 5 words or phrases related to:

**ART**

a__________  
b__________  
c__________  
d__________  
e__________

**MUSIC**

a__________  
b__________  
c__________  
d__________  
e__________

**LITERATURE**

a__________  
b__________  
c__________  
d__________  
e__________
Express Yourself with Graffiti

1. Look at the following graffiti made in Santiago.

2. Think about the motivation of the artists. Is it the same in each piece? Does the neighborhood change the context?

3. Group Work
   a. Form groups of 3 or 4 students.
   b. Prepare a presentation of no more than 5 minutes about a piece of art that represents your group.
   c. Before you start working: define with the rest of the class what criteria you will use to evaluate your presentation and the piece of art you created or chose.
   d. Your presentation must include a 100-word summary including:
      • a drawing or image that represents your group’s ideas.
      • a title for your drawing.
      • three or four ideas that describe your drawing or image using comparisons.
      • name of place where you would post/paint your drawing.
      • how your drawing reflects your feelings and experiences.

4. While the other groups are presenting you must use the agreed criteria to evaluate them.
   b. When everyone has presented, it’s your chance to vote for the most creative and attractive drawing according to your evaluation. Good luck!

SPEAK OUT!

We use these expressions to talk about art:
It’s interesting!
It’s very colourful!
The colours are rather dull.
The message is not clear to me.
I wonder what it means?
Listening

1. Listen to Sean Beaville, a British ESL teacher, talking about literature. Put the ideas in the correct order.

   a. _____He says that literature educates you, makes you happy, makes you sad and inspires you.
   b. _____Literature is one thing that makes him very happy.
   c. _____When he was small he liked books of all kinds.
   d. _____According to him literature helps us understand other cultures.
   e. _____He says that literature can change your life.

Writing

2. Write questions using the following question words.

   a. How long: ____________________________
      ____________________________
   b. How many: __________________________
      __________________________
   c. Which: _____________________________
      _____________________________
   d. Why: _____________________________
      _____________________________
   e. Whose: ____________________________
      ____________________________

Reading

3. Anamaría Merino Tijoux was born in France in 1977. Her parents were Chilean exiles living in the city of Lille. She returned to Chile in 1993 and dove head-first into the hip hop music scene in the capital. In 1997, she became well-known through her collaborations on Los Tetas’ first album. Since then, she has released 4 solo albums and has played concerts all over the world. Her artistic point of view is unique; she speaks two languages and grew up in a culture far-removed from her own. Her parents experience as exiles informs her socially conscious lyrics as well as her challenge to find where she belongs. The search for identity is a common theme in hip hop, which is traditionally the music of the voiceless, and Tijoux has indeed found her place, being named the best “New Female Emcee Rocking Mics Everywhere” by MTV in 2012. A young mother with an international, social perspective, Tijoux is the perfect example of the 21st century youth that is pushing the world in new and creative directions.

Finish the ideas about Anamaría Merino Tijoux. Use complete sentences.

   a. Anamaría Merino Tijoux is _______________________________________________________
   b. She is influenced by ____________________________________________________________
   c. Her beginnings _________________________________________________________________
   d. She was recognised by MTV for _________________________________________________
   e. She represents ________________________________________________________________

Keep practising
Let’s review
Good job!
Brilliant!

0-5 6-10 11-15 16-20
3 UNIT

What’s On?

Reading and Understanding
• summaries
• a magazine article
• stories
• an advertisement

Listening and Understanding
• conversations
• stories
• a report

Speaking
• give your opinion and encourage others
• retell a story
• summarize information

Writing
• describe a product
• a story
• a formal letter

Living in Harmony
Learning to reflect on what we see and read before we decide it is true or false.
Are Reality Shows Real?

Pre-Reading

1. In pairs discuss the following questions.
   - What was the first reality show you watched?
   - What reality show is the most popular of all time in Chile? What do you think of it?

2. Listed below are a few key words for talking about reality shows. One word in each group does not belong. Which one? Explain why.
   - e.g., Member doesn’t belong because it means only one person, while both team and tribe are groups of people.
   - a member, a team, a tribe
   - a contestant, a participant, an audience
   - a task, a range, a chore
   - eliminate, vote off, join
   - divide, perform, showcase

While Reading

3. Read the beginning of the article.
   - a What are the main characteristics of reality shows?
   - b Can you think of any more characteristics?

   TOP REALITY TV SHOWS OF ALL TIME

   Reality TV is a category of television programming which supports unscripted content and true events. This genre covers a wide range of formats based on competitions, game shows, talent showcasing etc. In the early 2000’s reality shows gained a lot of popularity with TV audiences when production companies started introducing new programmes.

4. Form groups of three (student A, B and C). Each of you is going to read about 3 different reality shows. Take notes and answer:
   - a What is the objective of the show?
   - b How are participants eliminated?

STUDENT A

a Contestants are taken to an unknown location, usually an isolated island, and divided into tribes. They are made to compete with each other individually or in tribes for money and elimination. The show follows a system of successive eliminations where contestants eliminate other members of the show until one remains who is titled the winner.

b As a singing competition, it has elements of mass auditioning and a judging panel in search of a new star. The contestants are selected during the auditions and showcase their musical talent along the show’s duration. The main element is the audience who decides which contestant can continue further and finally win.

c A group of people live together in a house for a period of three months where they are constantly filmed. The contestants cannot have contact with the outside world and do household chores along with the tasks assigned by Big Brother, an amplified voice. A contestant is eliminated every week by the others until only one remains.
a A sports dare reality show where contestants compete against each other in a range of activities for a grand prize.

b The show pairs professional dancers with celebrities and each pair has to compete by performing different dance styles every week. The pair with the lowest score given by the judges and audience vote is eliminated on a weekly basis.

c Teams of two people race around the world to compete with other people. The teams travel to multiple countries in various modes of transportation where they perform tasks and challenges related to the culture of the country. Teams are eliminated progressively until three are left. The team that arrives first in the grand finale wins the prize.


The number one reality show is...
The Real World: One of the longest running MTV shows, it is credited with launching the modern reality TV genre. It deals with subjects relevant to its main audience: young adults. Issues like prejudice, sexuality, AIDS, and substance abuse are covered on the show.

Post Reading

5 a Using your notes, share the information with your group.

b Now try to guess the name of each show. Have you seen any of these? What are the negative or positive aspects of this kind of programme? Why do you think people follow these programs?

6 Look at the two sentences. Practice saying them while stressing different words. How does the meaning change when the description words are emphasised?

a Those people are very talented.

b Those people are ridiculous.
Choose the best option in each sentence.

a. Everyone on the team made / was made to eat insects.
b. Their costumes designed / are designed by famous designers.
c. The audience participated / was participated in the activity.
d. One team member eliminates / is eliminated at the end of every show.
e. The show filmed / was filmed near Ovalle.

The contestants are voted off.
The contestants are taken to an unknown location.

We use the passive voice when we want to give greater importance to the action and its object than to the agent who performs the action.

Practice

Don’t tell your partners the title of the show. Use the diagram below to give a complete description Can they guess which show it is?

Speaking

What...
- channel is it on?
- is the format?

Who...
- is the host?
- is the audience?

Is...
- the show popular?
- there a winner?
- the show still on the air?
Imagine that your best friend is a reality television addict. Write him or her a letter explaining the dangers of spending one’s life watching reality shows instead of living it. Use the vocabulary from activity 10 to support your arguments.
Look at the image. What is the name of the programme? Discuss the questions below as a class.

- How is the family a satire?
- What types of values does the show critique?
- Do you think the social criticism of the US applies to Chile, too? In what ways?
- Are the characters stereotypes? Explain why.
- If you were writing a similar show, what stereotypes would you critique in Chilean society?

Match the words with their meanings.

- mallet: a big hammer made of wood
- spice rack: a place to keep spices that are used in the kitchen
- to sneak up: to go close to someone quietly so they don’t see you
- David: a famous sculpture by Michaelangelo
- the press: the people who work in the media (tv, newspaper, magazine, etc.)
- spices: powders with a strong taste or smell to use in cooking
- to change mind: to change opinion about something

Listen to an episode where Marge blames a TV show for her daughter Maggie being violent. In pairs, discuss:

a. What happened to the cartoon programme after Marge started a movement against it?

b. What can you infer about Marge’s opinion of the sculpture David?

c. Do you think her actions were correct?

Look at the pictures and listen to the script again. Put the pictures in chronological order. Listen to the phrases to check your answers.
Post Listening

5 Work with a partner: Retell the story of Itchy, Scratchy, and Marge using the pictures from activity 4.
   e.g., Marge was cooking soup in the kitchen.

6 a Look at the images below. Put them in order and tell your story

   A
   B

C
D

i ______
ii ______
iii ______
iv ______

b Now compare your story with your partner. Is it the same?

Pronunciation

7 Mark the stress in the sentences. Practice them with a partner.
   What happens to the verb to be in these sentences?
   e.g., Marge was cooking soup.

   He was working in his workshop.
   They were doing boring things.
   The family weren’t watching the programme.
   He wasn’t looking.
   The movement was protesting other things.

CHECK THIS OUT!

Did you know that The Simpsons has been on TV for twenty years? In September 2013, it began its 25th season! The Simpsons has won awards such as Emmy awards and even Environmental Media awards. Can you think of any other series in Chile or Latin America that have been successful?

8 Complete these sentences so that they make sense.
   a I was studying all night so...
   b We were talking about the test when...
   c They were playing football when suddenly...
   d Arturo fell and ... while he was...
Vocabulary

Complete the email with the words in the box.

I am writing / Yours faithfully, / Dear Sir, / I look forward to hearing from you / We would like

_________________(a).
_________________(b) because my classmates and I do not like the policy about shoes and the school uniform. Trainers are prohibited and we have to wear the uniform black shoes instead, which are ugly, uncomfortable, and even unsafe.

The other day, I was walking to school in the uncomfortable uniform shoes when I fell and hurt my knee because the shoes were so slippery. These shoes are dangerous!

_________________(c) the policy to be amended so that trainers can be permitted and the uniform shoes can be optional. I really think this is the best solution for everyone.

_________________(d).

________________(e).

Carolina María Valenzuela Goméz

Writing

Write an email to an authority about something you would like to change. Choose from one of the following issues. Use the vocabulary from activity 9 to make your email formal.

unfair policy (For example, no music in the classroom)

- a broken toilet/window, etc.
- b immoral content on the Internet or TV
- c political issue

Self Evaluation

While listening, I can recognize the main points by

To talk about TV shows, some key phrases I can use are
Pre-Reading

1. What do you already know about advertising? Answer the questions.
   a. What kinds of products are advertised to children and young people?
   b. Where are they advertised? On TV, on the radio, in magazines, etc.?
   c. What do you think about advertising on TV?
   d. Is advertising allowed in your school?

While Reading

2. Read the text quickly. What products are advertised in schools?

3. Read the text again and answer the questions using your own words.
   a. Where can teachers obtain commercially produced teaching materials?
   b. Give two examples of inaccurate information found in worksheets.
   c. What do schools agree to do in order to receive equipment from Channel One?
   d. Why are schools attractive to companies and advertisers?

4. Choose the correct option. Only ONE answer is possible.
   a. In Maths lessons, students…
      i. learn how to cook a pizza.
      ii. discuss healthy and unhealthy foods.
      iii. cut up pizzas to learn about fractions.
   b. Twenty percent of Channel One broadcasting is dedicated to…
      i. advertising.
      ii. the news.
      iii. sports.

Advertising in schools

Teachers and parents are increasingly worried that commercially produced teaching materials advertise products to children during school hours. These materials, which can be downloaded from manufacturers’ websites or sent directly to schools, contain lessons featuring well-known products and personalities from television advertisements.

A recent survey by the Children’s Food Campaign found that curriculum packs produced by food companies often contained many misleading statements. Worksheets suggested that crisps were healthier than apples, but without mentioning the fat
and salt crisps contain, and claimed that sugary foods were a good source of carbohydrates. Soft drinks, breakfast cereals, junk foods, dairy products and even toys all featured heavily in the activities and materials found in teaching packs. For example, in Maths classes, students learnt about fractions by dividing pizzas into portions without discussing whether or not pizza is a healthy food.

One of the clearest examples of advertising in schools is Channel One, an American television channel. The TV station lends schools televisions and audio-visual equipment and, in return, schools promise to broadcast its twelve-minute daily programmes. It sounds like a good arrangement for schools, but researchers at the Center for Commercial-free Public Education point out that by supplying schools with satellite dishes and TV sets, Channel One can advertise to over eight million school students. What’s more, the content of the programmes the channel produces is open to criticism too. Investigators found that only twenty per cent of the material broadcast by Channel One is dedicated to news coverage. The rest is devoted to advertising, sports or the weather. While Channel One is playing, teachers cannot change the channel, turn the sound down or turn the television off.

Why would the food and drinks industry want to produce teaching materials? Why is Channel One so attractive to advertisers? The reason is that schools offer firms a fantastic opportunity to reach an audience of millions of students who are potential consumers of their products. Of course, manufacturers and advertisers would argue that they are not advertising, but educating. However, more and more teachers and parents believe that schools should teach young people about the power of advertising rather than present them with products to purchase.

Practice

Look at the example sentences and underline the word(s) that indicate the tense.

*e.g., Coke is consumed by a billion people a day.*

**present simple**

a. Coke was first sold in 1886.

b. Television advertising was being used throughout the 1960s.

c. Young consumers could be targeted using popular musicians.

d. The commercial has recently been shown on TV.

In your notebook, rewrite the sentences below in the passive.

*e.g., Advertising agencies are planning hundreds of campaigns right now.*

**Hundreds of campaigns are being planned right now.**

a. Large companies hire young sports stars like Rafael Nadal.

b. The internet will change the future of advertising.

c. The director has already made the decision.

d. The crew were filming the new advert in the park.

e. Companies should not target very young children with unhealthy products.

Pre-Listening

10 Are there soft drinks that are made in Chile? Which are they?

Which soft drink do you like the most? Why?

What slogans do you remember that advertise soft drinks?

Which do you like the best? Why?

While Listening

Listen to the history of Coke and circle the correct answer.

a. Coke was invented by...
   i. Doctor Julia Pemberton.
   ii. Doctor John Pemberton.
   iii. Doctor John Pharmacist.

b. Coke is consumed by over...
   i. one million people a day.
   ii. one billion people a year.
   iii. one billion people a day.

c. Coke first sponsored a TV programme...
   i. in 1850.
   ii. in 1955.
   iii. in 1950.

d. There was a period of political uncertainty...
   i. in the seventies.
   ii. in the 17th century.
   iii. in the eighties.

e. A new Coke was introduced in the...
   i. early eighties.
   ii. mid-eighties.
   iii. late eighties.
Pronunciation

a Do you hear /s/ or /z/ in the following words?

- teachers
- parents
- knows
- advertise
- was
- is
- has
- purchase
- present
- misleading
- used
- broadcast
- criticism

b Listen again and put them in the right column.

<table>
<thead>
<tr>
<th>/s/</th>
<th>/z/</th>
</tr>
</thead>
<tbody>
<tr>
<td>parents</td>
<td>used</td>
</tr>
<tr>
<td></td>
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</tbody>
</table>

Say the sentences aloud with the correct pronunciation of ’s’.

d Listen to check if you got it right.

Speaking

Does advertising influence what you buy? In groups of 4 or 6, have a debate. One side will argue that advertising always influences people and the other will argue that advertising does not affect them. Use phrases from the Speak Out box on page 59 to support your ideas. Follow the structure below.

<table>
<thead>
<tr>
<th>For</th>
<th>Against</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction with main points</td>
<td>Introduction with main points</td>
</tr>
<tr>
<td>Specific arguments with details</td>
<td>Specific arguments with details</td>
</tr>
</tbody>
</table>

Which side was more convincing?

Self Evaluation

Instead of just saying ’I agree’ or ’I disagree’, I can say ____________________________

If I read the first sentence of each paragraph in a long text, I ____________________________

Post Listening

a Now it’s your turn to describe a product. Look at the example in the box and use it as a model. Choose a product and write 5 sentences about it. Don’t write the name of the product.

b Read your description to your partner. Can they guess what product it is?

It is advertised all over the world. This product can be found in supermarkets, stadiums, schools, offices, etc. Some people are addicted to it. It can be drunk from a bottle or a can.
LEARNING TIP
If you need to identify the order of events in a story listen for time words or phrases (when, yesterday, soon after, before, next) and pay special attention to the verb tenses (past, present or future) in their different forms.

Pre-Listening
1 Have you ever been shocked by something? Tell your partner about it.
2 Look at the illustrations. What are the main events of the story?

While Listening
3 Listen and choose the correct picture in each pair.
4 Listen again and complete these sentences with Mrs Brady’s ideas.
   a. It was 7 o’clock because...
   b. and a car came...
   c. the young lad was going too fast and...
   d. Luckily, he...

Post Listening
5 Match the words to the definitions.

<table>
<thead>
<tr>
<th>Word</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>crash</td>
<td>when a vehicle stops suddenly and slides</td>
</tr>
<tr>
<td>lad</td>
<td>a safety device in a car</td>
</tr>
<tr>
<td>a bend in the road</td>
<td>an accident</td>
</tr>
<tr>
<td>licence</td>
<td>not awake</td>
</tr>
<tr>
<td>skid</td>
<td>a document that gives you the right to drive</td>
</tr>
<tr>
<td>unconscious</td>
<td>a young man</td>
</tr>
<tr>
<td>seatbelt</td>
<td>a curve</td>
</tr>
</tbody>
</table>

Pronunciation
6 Read the following expressions. With a partner, practice saying them with and without enthusiasm. Identify the words that are stressed to express enthusiasm.
   a. Wow, that’s incredible!
   b. So what did she do?
Pre-Listening

7 How can you show interest when you listen? Remember the pronunciation activity on page 62.

While Listening

8 Listen to a girl and a boy talking. How does the boy show interest?

9 Listen again. Mark the expressions that you hear:
   • Really?
   • What happened?
   • What, the dangerous one?
   • Wow, that’s incredible!
   • Screaming?
   • Go on.
   • No, what?
   • Yeah.
   • Oh no!
   • So what did she do?
   • What do you mean?
   • What a story!

Post Listening

10 a Look at the expressions in activity 9. List examples of the following:
   Asking for information
   Echoing
   Encouraging the speaker to continue
   Using adjectives and exclamations
   Asking for clarification
   e.g., What happened?

   b Add one more option to each column.

11 a Work with your partner and finish the story the girl started in activity 8.

   b Role play the story with using the expressions from activity 9a.

LANGUAGE IN USE

Here are some ways to talk about events in the past in order:

The boy had just passed his driving test so he wasn’t an experienced driver.
I had seen the movie before, but I went with my boyfriend again.
We had finished our homework when we realized we had done it all wrong!

Practice

12 Complete the dialogue.

Carlos: What (a)_____________ you
(b)_____________ (do) yesterday after you had finished work?

Javier: I went home and (c)_____________ (watch) The Simpsons. I thought that I (d)_____________ (see) all the episodes, but I was wrong.

Carlos: Which one (e)_____________ you _________ (watch/negative) before?

Javier: The one where Homer (f)_____________ (escape) from a fat farm.

Carlos: Is that the one where Marge had brown hair because she (g)_____________ (burn) her hair with an iron?
Pre-Reading

13 Who and what can you see in the picture? Where is the situation taking place? What do you think has just happened?

While Reading

14 Read the text to check if you guessed correctly.

Bruno had a really lucky escape yesterday. I had gone into the supermarket to buy some biscuits and had left him tied to a lamppost outside. The next thing I knew, I could hear him barking furiously. He had seen a huge dog and escaped. As soon as I realized what had happened, I left the biscuits in the shop and ran out to catch him, but he had already gone. Then I saw him running towards the park and I went after him. All of a sudden, he ran straight across the main road! It was terrible! As he was running across the road, a scooter appeared. When the rider saw Bruno he turned violently to avoid hitting Bruno, but unfortunately, he fell off the scooter. Luckily, I grabbed Bruno in time and nobody got hurt. The boy was very nice about the whole thing. In fact, he invited me to get coffee next week!

Post Reading

15 Work with a partner. Without reading the story again, put the main events in order. Only check once you have finished.

   a Bruno escaped and ran after the other dog.
   b Carolina went into the supermarket.
   c Bruno saw another dog and started barking.
   d Carolina caught Bruno.
   e They went to have a coffee together.
   f Carolina tied Bruno to a lamppost outside the supermarket.
   g She apologized to the boy.
   h Carolina ran out of the shop to catch Bruno.
   i She saw Bruno running towards the park and crossing the main road.
   j The boy saw the dog, turned and fell off his scooter.

16 Now, try to re-tell the story in your own words together with your partner. Use phrases like when, yesterday, and connecting words to help your story flow.

Self Evaluation

To understand a sequence when listening, I should pay attention to ________________________________.
To write a short story, I should organize my ideas by ________________________________.
1 Write a story about an incident that happened to you or to someone you know. Include the vocabulary in the box. Make sure your story has an interesting start, a climax and a resolution at the end.

Write a story about an incident that happened to you or to someone you know. Include the vocabulary in the box. Make sure your story has an interesting start, a climax and a resolution at the end.

| sneak up | crash | change mind | unconscious | despise | deserve |

2 Write sentences about yourself. What were you doing yesterday at...?

a 6am __________________________

b 8am __________________________

c 2pm __________________________

d 6pm __________________________

e 10pm __________________________

3 Put the story in order. Fill in the blanks with your own ideas to complete the story.

Last year I went to the zoo.

The tigers were walking around in circles looking very hungry.

I was climbing out of the cage as fast as I could.

My friends were laughing at first, but…

4 Choose from the words in the box to match the definitions. There are two extra words.

tribe task perform audience spices broadcast advertising crash seatbelt licence

a ___________ a job or assignment.

d ___________ used to add flavour to food.

e ___________ a group of people.

f ___________ to transmit a TV or radio program.

b ___________ a legal document that gives you the right to do something.

e ___________ a device used for safety in a car, airplane, or bus.

g ___________ the industry that produces information directed to the public.

h ___________ to do something in front of people in a theatre or on television.
1. Read the sentences with a partner. In which sentence the message is more effective? Explain why in the line underneath.

a. Football is played everywhere. / People in every country play football.

b. He lost some money at the casino. / Money was lost at the casino

c. The army recognizes that mistakes were made. / The army recognizes that generals and soldiers made mistakes.

d. A letter was sent to parents. / Parents of the students received a letter.

2. Find the word that does not fit with the others.

a. crash, skid, seatbelt
b. contestant, winner, applicant
c. audience, fan, performer
d. unconscious, exhausted, stubborn
e. licence, certificate, paperwork

3. Use the information below to write passive sentences.

a. English – speak
   English is spoken in most European countries.

b. Books – write – famous writers

c. Michael Jackson - Cool songs – sing

d. Teachers – tell – stories

4. Find the vocabulary words in the puzzle. Fill in the blanks with to discover the words.

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a. I had to turn fast because I didn’t see the _______ in the road.

b. I drive slowly because my _______ is expired.

c. My grandather always tells me stories about when he was a _______.

d. I stopped fast on my bike and it made me _______ into another car.

e. There was a big _______ in the center of town. All the roads are closed.

f. My little sister always insists that I put on my _______ in the car.
Create a story using the vocabulary words in the box.

| crash | lad | a bend in the road | licence | skid | unconscious | seatbelt |

Yesterday

Then,

When

Finally,

Circle the correct options to complete the rules.

We use Yours sincerely and Yours faithfully to close formal / informal letters. We use Yours sincerely when we open a letter with / without the name of the person we are writing to, e.g. Dear Miss Gladstone.

We close a letter with Yours faithfully / Yours sincerely when we open it with Dear Sir or Madam.

Complete the table with the words and expressions in the box. Use the expressions to write a formal letter to a TV station complaining about the quality of its programming.

Best wishes,      Dear Ms Hennessy,    Dear Sir or Madam,    Dear Vicky,    did not    didn’t    Hi Sally,      I found our meeting most interesting…    It was great to see you…    Let me know…    I look forward to hearing from you.    Love from,    Please do not hesitate to contact me again.    See you soon.    Thanks for…    To whom it may concern…

<table>
<thead>
<tr>
<th>Formal letters</th>
<th>Informal letters</th>
</tr>
</thead>
<tbody>
<tr>
<td>Opening a letter</td>
<td></td>
</tr>
<tr>
<td>Within the letter</td>
<td></td>
</tr>
<tr>
<td>Closing a letter</td>
<td></td>
</tr>
</tbody>
</table>
Are You For or Against Advertising to Children?

1. Look at the advert. Who is it aimed at? Can you think of any Chilean adverts aimed at children on TV or radio? On what programmes have you seen/heard them? Do you think they are adequate? What are the children’s reactions when they see them? Do you think they are useful?

2. Decide what position you are going to take on the issue. Are you for or against it?  
   e.g., I think advertising on TV is too much.  
   In my opinion, advertising on TV is informative.

3. With your team, brainstorm arguments to support your point of view and make notes.  
   e.g., Advertising stops you from enjoying TV programmes.  
   Films are interrupted every few minutes or so!

4. Take turns to give your opinions. Be confident and direct.  
   • I think…  
   • In my opinion…  
   • In my view…  
   • As far as I’m concerned…

5. Discuss what other people say, agree or disagree with them, and prepare counter-arguments.  
   • Do you think so?  
   • I’m not sure (about that).  
   • Sorry, but I don’t agree.

6. You can agree to disagree in opinion at the end of the debate with some of the statements but you must find counter-arguments also.

7. Role - play your debate to the rest of the class.

8. Write a formal email to the advertising board confirming your position on topic: advertising to children. Write between 80 – 100 words.
Listening

1. Complete the sentences with the phrases you hear. You will hear the recording twice.
   a. At 10pm last night, Susana _______ _____________ her TV when her sister came over and they started chatting.
   b. Her sister insisted that the blogs can _______ ______________ by anyone with a computer.
   c. Then, they spoke about reality shows that sometimes _______ ______________ in exotic places and they mentioned Man vs. Wild.
   d. Later, they _______ _____________ dinner when their dad showed up.
   e. She had tried to call him before dinner to invite him, but his mobile phone _______ ______________.

Reading

2. Billboards, as you know, are large posters used to advertise products. They can be seen near main roads and motorways, and covering buildings or construction sites. This type of advertisement differs from others in terms of slogans and images. Slogans have to be short and humorous, so that people can read them quickly. The pictures have to be distinctive, so that people notice and remember them.

   Answer the questions in your own words:
   a. What are billboards?
   b. Where can billboards be found?
   c. What are slogans like on billboards?
   d. Why is billboard advertising different?
   e. What are the images like on billboards?

Writing

3. Write a story about a past event. (70 words). Use the story on page 64 as a model.

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

Keep practising | Let’s review | Good job! | Brilliant!
---|---|---|---
0-5 | 6-10 | 12-16 | 17-20
Keeping up with Technology

Reading and Understanding
- articles
- informative article
- online security tips

Listening and Understanding
- a news report
- advice and tips

Speaking
- discuss future possibilities
- compare uses of new technology
- pronounce words with silent letters

Writing
- text messages
- an opinion essay

Living in Harmony
Discussing our responsibility in the use of technology and reflecting on our personal role in a changing society.
LESSON 1

Effects of Social Media

1 How do you communicate? What forms of communication do you normally use? Why? Which form of communication listed below you think is the best/worst? Why?

- notes
- postcards
- birthday cards
- blogs
- e-cards
- emails
- face-to-face
- instant messaging
- MMS
- SMS

2 What are the advantages and disadvantages of text language? Work in groups and make a list.

3 Can you understand the text messages?

a Hi Sara, hru? Wanna come 2 the cinema 2nite? cud meet @ Burger Bar b4. Txt bck. Luv, A

b Pete, Maths xam 2moro. Can u help me, plz? Come around this eve. Thx

c Jen, I can’t go 2 ur party Sat. av 2 go shoppin w/ mum. CUL8R. xxx

4 In pairs, discuss what’s the best way to...

a arrange a time to meet a friend?
- break up with a girlfriend or boyfriend?
- discuss personal problems?
- look for a summer job?
- gossip about someone you know?
- meet new people?
- share photos and videos?

5 Which verb is the odd one out? Why?

a speak, talk, whisper
- shout, scream, talk
- cry, laugh, smile
- argue, discuss, talk about
- present, introduce, say goodbye

6 Write two text messages in English about a future plan to a friend or family member. Give them to your partner to read.
Pre-Reading

Social networks are the new meeting place of the digital age. How do you participate in a social network? Do you spend more time communicating online or face to face? Why? Discuss with your partners. Make a list of advantages and disadvantages of social networks.

While Reading

Read and answer the questions according to the information in the text. Use your own words.

- What advantages does traditional communication have over texting and emailing?
- What negative effects is new technology having on our lifestyles?

Read the following statements and choose the correct option according to the text. Only ONE option is possible.

a) Those that are against a master’s degree in social networking…
   i feel there is too much reliance on technology.
   ii say texting can sometimes help people to communicate effectively.
   iii feel these courses are to blame for ineffective communication.

b) Texting and similar forms of communication…
   i will never replace traditional ways of communicating.
   ii will one day replace traditional forms of communicating.
   iii should be used as well as traditional communication.

Is Technology Destroying Conversation?

An English university is offering a master’s degree in social networking sites such as Facebook, Twitter and Bebo, and how to set up blogs and podcasts.

Critics of the course believe that young people feel naked without their gadgets and already spend too much time using social networking sites. They say that this reliance on technology has nothing to do with the art of conversation and is actually doing away with it. Studies have shown that due to our busy, individualistic lifestyles, seventy per cent of people prefer to text than to write a letter or take part in a face-to-face discussion, which is leading to a more insular society.

Texting does not convey what normal conversation does. We cannot easily notice if a person is feeling happy, angry, romantic or sarcastic in an email. We need to hear rhythm and intonation; we need to see someone’s face, too, as body language gives us priceless clues as to somebody’s mood. By sitting on a bus, listening to an MP3 player and texting, how can we interact with the world around us? How can we get a decent job or meet our future mates if we don’t develop our conversation skills? In offices, people now send emails to colleagues.

LEARNING TIP

One way to remember phrasal verbs is to write sentences using them in different grammar tenses in the context of every day life.

e.g., take part in – I took part in a theatre play last year
    I have taken part in a football game.
sitting on the other side of the room, when it would take less time to get up and go to speak to them. Three hundred teenagers in Italy tried to survive without their mobiles for two weeks. Some reported a loss in confidence, a lack of appetite and nearly half felt isolated from the 'real world'.

However, texting is less intrusive and time-consuming than a normal conversation, and uses new, more concise language which is constantly changing. The rules of grammar, spelling and punctuation are being wiped out, and we need to adapt accordingly. It would be a disaster if exchanging dialogue with someone face-to-face were to disappear. Perhaps there is room for both types of communication in the world?


Post Reading

10  a  Write down two reasons for using online communication in your life and two where you prefer face to face communication.

  b  Is reality in Chile the same as in Britain? Find two differences, and share your answers with the rest of the class.

Vocabulary

11  Match the definitions with the highlighted phrasal verbs in the text. Try to guess the meaning by looking at the complete sentence. Use a dictionary to help you if necessary.

12  Fill in the sentences with the correct phrasal verb from exercise 11.

13  Work in groups. Discuss the questions as a class afterward.

• If people continue to use social networking as their preferred form of communication, what are the potential negative consequences to society?

  e.g. People may lack proper social skills when face to face with others.
Practice

14 Complete the sentences with the words in the table.

might not | don’t | might | have to

a People nowadays________take much part in face to face communication.
b You________realise how someone is feeling through text-messaging.
c Text messages________cause misunderstandings in communication.
d We________adapt to the changes of language if we want to communicate successfully.

Pre-Listening

15 Work in groups of 4. Answer these questions.

a Do you ever watch videos online? Where? When?
b Have you ever uploaded a video to a website? Which one?
c Did people watch your video? If so, what do you think attracted them to it. If not, why do you think it wasn’t a hit?

Self Evaluation

If you make tentative plans, what phrases would you use to tell a friend that you cannot commit 100%?

To understand a text when I read it for the first time I pay attention to...
**Vocabulary**

1. Complete the text with the words on the table. If necessary, use your dictionary to look up any words that you do not know.

   - **download**
   - **batteries**
   - **handheld**
   - **message**
   - **headphones**
   - **touch**
   - **keyboard**
   - **rechargeable**

   A tablet computer is a small (a)__________ computer with a flat (b)__________ screen. The most popular are iPads and Androids, which allow users to access the web, (c)__________ applications, view photos and videos, play games and read eBooks, newspapers, and anything on the Internet. You can also plug in (d)__________ and listen to music. All tablets have (e)____________________, with an average life of about ten hours in standby mode so it isn’t necessary to switch off the power button. Tablets do not usually have a (f)__________; if you want to write a (g)__________, you tap letters and symbols on the screen. You don’t need to set up the tablet when you first open the box – just turn it on.

**Pre-Listening**

2. a Work with a partner. Describe some technological objects to your partner.
   - What do they look like? When and how do you use them?

   b Compare and contrast the uses of the different objects you’ve described. Use these questions.
   - How useful are these objects for you?
   - Why would you use them?
   - Can you use them to communicate? When?
   - Which are the advantages and disadvantages of using these objects?

**While Listening**

3. Listen to this news report about the relationship that young people have with new technology. What purpose(s) do technological devices serve to young people?

4. Listen again. Choose the correct option.

   a. Teenagers are called ‘the thumb generation’ because...
      - i. they don’t use their fingers very much.
      - ii. they always hang out in pairs.
      - iii. they use a lot of handheld devices.

   b. The research was commissioned by...
      - i. a television channel.
      - ii. a newspaper.
      - iii. a youth organization.

   c. While teenagers are watching television, they often...
      - i. make phone calls.
      - ii. eat junk food.
      - iii. do several other things.

   d. Teenagers sometimes send text messages to...
      - i. more than one person at a time.
      - ii. a person who is with them.
      - iii. a person they don’t know.

**Post Listening**

5. a Go to the tapescript in the back of the book and find 8 cognates. These words can help you to understand a text.
   - e.g., generation

   b Choose three of these words and write sentences that are true to you.
Pre-Reading

8 In pairs, answer the following questions: Do you have a mobile phone? When do you use it? Do you leave it on all the time? Why/Why not? What do you use it for?

While Reading

9 Read the essay. What does the writer think about mobile phones?

Mobile phones are one of the best inventions in recent times. Many people use their mobile phones every day and I think that (a) ____________

First of all, mobiles allow us to communicate with other people no matter where we are. Parents can call their children at any time, which is very useful. What is more, (b) ____________ such as car crashes or natural disasters to save people’s lives. In addition, they can be used by people (c) ____________

Secondly, mobile phones are cheap to buy. (d) ____________ We can send short messages which are cheaper than calling.

We can check our email with them, too. Most mobile phones also allow you to surf the net and get the latest news. (e) ____________

In conclusion, (f) ____________ and they have become an important part of people’s lives. As with any other piece of technology, we should use mobiles in a sensible way, so that we do not annoy other people.

Practice

6 Complete with the correct form of be able to.

e.g., (+) Teenagers are able to conduct as many as five activities at the same time as they are watching TV.

a (-) I ________________ use my mobile phone in the underground.

b (?) ____________ you ____________ help me with my homework later?

c (+) When I save my allowance for three months, I ________________ buy a new laptop computer.

7 Complete the following sentences with appropriate phrases. Use can, can’t, could, or couldn’t or a form of be able to.

a When I bought my new phone I ____________

b My mother has a new digital camera so now ________________

c After you send this message you ____________

d If you are interviewed, you ________________

e The thumb generation ________________

10 Use the phrases to complete the text in exercise 9. • mobile phones can be used in emergencies, • Besides, we can use even the cheapest mobile phones for many different tasks. • in the near future everybody will be using one. • who live in isolated areas as well. • I would say that mobile phones are very useful gadgets • You can take photographs and send them to a friend, too.
Post Reading

1. Write these phrases and linkers from the text under the correct category.

   also | and | as well | besides | first of all | I think | I would say

   in addition | in conclusion | secondly | too | what is more

To make additions | To give reasons and conclusions | To give opinions

Writing

12. Look at the essay title. What’s your opinion?

   Playing Video Games is Better than Watching TV.

13. Work in pairs. Choose a side of the argument below to defend. Brainstorm ideas for (+) your opinion and against (-) the opposing opinion.

   Reason 1
   Why + | Why -

   Reason 2
   Why + | Why -

LEARNING TIP

When writing a persuasive essay, it’s important to argue why your position is correct, but also why the opposing position is wrong.

In this case, if you are supporting the idea that watching TV is better than playing Video Games, you need discuss the benefits of TV and also the negative aspects of Video Games.

14. Use your ideas from activity 13. Put them into the outline below.

   Playing Video Games is Better than Watching TV

   Paragraph 1: your opinion
   Opinion: I (don’t) think...
   In my opinion,...
   I believe...

   Main: First of all,...
   Firstly,...
   Supporting examples:

   Paragraph 2: your first reason
   Main: Secondly,...
   Supporting examples:

   Paragraph 3: your second reason
   Main: Thirdly,...
   Supporting examples:

   Paragraph 4: your conclusion
   Conclusion and comment:
   To sum up,...
   In conclusion,...

15. Write your essay based on your outline. Write at least 4 sentences for the intro and 5 sentences in the supporting paragraphs.

Self Evaluation

If I brainstorm words and ideas that I know related to a topic before listening, I ________________

By practising new vocabulary in sentences when speaking, I ________________

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LESSON 3
Addicted to Technology

Pre-Reading

1. Change the statements into questions. Then, go around the classroom and write down the names of people who answer yes. You need to ask at least 8 different people. Keep track of the questions that receive the most answers. After, compare as a class and discuss the most common online habits of the class.

   e.g., Do you check your email every morning before you do anything else?

<table>
<thead>
<tr>
<th>Find somebody who:</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>a checks his/her email or social network sites before doing anything else in the morning.</td>
<td></td>
</tr>
<tr>
<td>b has friends or family who think he/she spends too much time online.</td>
<td></td>
</tr>
<tr>
<td>c usually gets angry if a website is slow.</td>
<td></td>
</tr>
<tr>
<td>d doesn't like to stay away from the internet for more than a day.</td>
<td></td>
</tr>
<tr>
<td>e has lots of online only friends.</td>
<td></td>
</tr>
<tr>
<td>f wastes time on the internet when he/she should be doing other things such as homework.</td>
<td></td>
</tr>
</tbody>
</table>

2. Look at the words in the text that are in bold. Draw the table below in your notebook and complete it with rest of the words. Work with a partner, and use a dictionary if necessary.

   e.g., browsing — Browse is a verb that means search.

<table>
<thead>
<tr>
<th>Word</th>
<th>Part of speech</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>browse</td>
<td>verb</td>
<td>search, look through</td>
</tr>
</tbody>
</table>

3. Make a list of the signs that indicate webaholism mentioned in the text.

   e.g., Check emails constantly

Webaholism: a new addiction

Do you feel anxious to constantly be connected to the Internet? Do you spend hours browsing web pages without noticing? Do you sleep for less than five hours because you prefer to surf the net? If you answer yes to these questions, then you might be suffering from webaholism: an addiction to the Internet.

Twenty years ago, no one could have predicted that consulting the Internet would become addictive. There is, however, evidence which suggests that people can develop a compulsive need to be online, to check emails constantly, to update blogs daily or to visit social network sites when they should be studying. Normal behaviour, you might say, but Internet...
addiction is a serious condition and might be more common than you think. A recent telephone survey from the Stanford School of Medicine found that one in eight people interviewed could be experiencing problems related to the misuse of the Internet. Spending more hours online means that users are overtired, leading to problems at work or school. But perhaps the social implications of webaholism are even more serious. People share feelings and experiences with online friends they have never met because they feel more confident, but avoid meeting real friends. Webaholism is not only a problem for computer users. Newer technology gadgets make it easier for everyone to access the Internet wherever they are. Take the case of smart phones. ComScore, an online marketing research company, found that smart-phone users regularly use the Internet to send email, check football scores and look up facts. Interestingly, it seems that iPhone users are more likely to go online than others. Of course, not all of us have a smart phone, but as these new devices become more accessible, the situation may worsen in the near future. It has also been suggested that seventy-one percent of office workers abuse the Internet during working hours.

What can be done to prevent Internet addiction? Experts are warning parents that the more time their children spend online, the faster they can develop compulsive behaviour. The best advice is to make sensible use of computers and the Internet. They make our lives easier in many ways; however, we should use them with moderation. We must make sure that when the time comes to turn the computer off, we go out into the real world.

Obligation and Prohibition

- *e.g.,* We don’t have to misuse the Internet; it is not good for our health.
- I’ll have to learn how to use my new smart phone when I buy it.
- a. We use must, need to, and have to to talk about obligation.
- b. We use mustn’t to talk about prohibition.
- c. We use don’t have to and don’t need to, or needn’t to talk about no obligation.

Remember that, to talk about obligation or no obligation in the past or future, we use have to.

Post Reading

5. With a partner, make a list of the advantages and disadvantages of using technology. Then, role-play a dialogue as parent and child. The parent should defend the simpler times before technology and the child should argue for the opposite. Write your dialogue out and perform it for the class.

Language in Use

Practice

6. In groups, match the following sentences to the rules in the Language in Use box above (a, b, and c). Explain your reasoning and then discuss as a class.

- a. I need to buy a new computer; my old one is too slow.
- b. That smart phone is too expensive; I mustn’t spend too much money.
- c. These days you don’t have to spend a lot for a smart phone.
- d. The software must be installed before you can use it.
- e. The instruction manual needn’t be included because you can get it online.

While Listening

8. Listen to a man speaking about his mother and answer the questions.

- a. How did the speaker’s mother start using the Internet?
- b. What does she love to do on the internet?
- c. What does she need to be careful about?

Post Listening

9. Read the following statement and decide whether you agree or disagree. After you have taken a position, discuss your ideas with your partner.

*It is impossible for old people to learn how to use new technologies.*
Pre-Reading


While Reading

Tips for Online Shopping

12. Read the text about Internet security. Complete the text by deciding which part of the text (i-viii) belongs in each gap (a-h).

Tip 1
Make sure you are using a secure server and browser with industry security standards before you enter credit card information online. First look at the address in the address bar and check that it starts with ‘https’. Then look at the bottom of the Internet window and (a)_______.

Tip 2
Use known companies. Anyone can open an (b)_______ and be gone tomorrow. Here are some things to research (c)_______ with a company you don’t know. (d)_______ for the company compares with the information from the domain register. Check to see if (e)_______.

Tip 3
When online shopping, we all hope that we (f)_______ but sometimes there are problems. Check the return policy before you order so you will (g)_______.

Tip 4
Keep information about your order. Also (h)_______, such as return policies, company information, specific product information, and warranty information. Trust your instincts. If it sounds too good to be true, it probably is.

i  print out other information you may need  v  know what to expect
ii make sure there is a closed padlock  vi  Check to see that the contact information
iii there have been many complaints  vii  get what we ask for
iv online store in minutes  viii before doing business

Post Reading

13. Work with a partner. Discuss the positive and negative aspects of online shopping. Write down your ideas in a table with 2 columns, one for advantages and the other for disadvantages. Share the ideas as a class afterward.

Self Evaluation

Identifying key words in a text (page 78 for example) helps me ____________________________

How would you express to a friend that you want him to stop doing something?
Pre-Listening

Read the sentences below and circle one of the options based on your predictions for the future.

a. Cars will / won’t be using other forms of fuel.
b. Houses will / won’t produce all the energy they need.
c. The way we eat will / won’t change.
d. We will / won’t have to visit the doctor’s surgery when we are ill.
e. We will / won’t travel to distant places.
f. Technology will / won’t be very important to us.

While Listening

a. Listen to the text and check your answers.
b. Listen again. Complete the gaps in the phrases with the compound nouns.

| contact lenses | sightseeing tours | traffic jam | microchips | air conditioning | blood pressure |

a. On a typical evening you will drive through a **traffic jam** in your hydrogen-powered car.
b. As you walk in, your movement will activate a sensor and the lights and ____________ will come on.
c. You will then watch TV using a pair of special ________________ which stream images directly from the Internet.
d. A ________________ under your skin will allow your doctor to check your ________________ and other body functions.
e. There will still be beach holidays, ________________ and shopping trips abroad.

Listen again and answer the questions.

a. How will you get into your house? ______________________________________________________________________
b. Where will you get the energy you need for your home from? ______________________________________________________________________
c. What alternative way of watching TV is suggested? ______________________________________________________________________
d. How can you meet people at work without leaving your home? ______________________________________________________________________
e. What different types of holidays are mentioned in the text? ______________________________________________________________________
Post Listening

4 Find compound nouns in the text. Then, match them with their meanings below.

a) long line of vehicles on a road that cannot move. **traffic jam**

b) a system that makes the air in buildings colder. **air conditioning**

c) small pieces of plastic you put in your eyes to see clearly. **glasses**

d) a very small part of a computer. **microchip**

e) the force with which blood travels around your body. **blood pressure**

f) short trips to visit famous or interesting places. **sightseeing**

5 Choose three compound nouns and write sentences that are true to you.

a) __________________________________________

b) __________________________________________

c) __________________________________________

Vocabulary

6 Make compound nouns to label the pictures.

- alarm light
- burglar alarm
- lip balm
- pedestrian crossing
- pen holder
- school bag
- sun screen
- traffic light
- wind screen
- youth group

7 a How you think technology will change the way we live in 2025? Brainstorm some ideas considering the following aspects:

- housing
- transportation
- energy
- communication
- eating habits
- media
- education

   e.g., Energy will come from sources like wind turbines and solar power.

   b Get together in groups and compare your ideas. Make a small poster to share with the rest of the class.
Pre-Reading

8 Read and discuss the following questions.

- Do you think mind reading is a scientific issue or is it just intuition?
- If the development of technology in the future allows people to read somebody else's mind, what are the potential risks or benefits?

Mind reading is closer to reality than you may think. Scientists in the field of bioinformatics are researching how to link your brain to devices, such as a computer or a smart phone. They have designed headsets with advanced sensors to read electrical brain activity that can recognize facial expressions, excitement and concentration levels, and the simple thoughts of a person. You will only need to think about calling someone, in order to contact them. Or you can control the cursor on a computer screen just by thinking about where you want to move it. You won’t need to take any physical actions to do these things.

According to experts, we will begin to see early signs of this technology in the gaming and entertainment industry within only a few years. Moreover, doctors could use the technology to test brain patterns, which could help in rehabilitation from strokes and maybe even understand brain disorders, such as autism.


While Reading

9 Read the text and answer the following questions.

a Which are the advancements being made in the field of bioinformatics?

b In what way will you be able to communicate with somebody in the future?

c How can this technology be useful in the medical field?

Post Reading

10 Write about what effects you believe new technology will have on the future. Write a short, 3-paragraph essay following this model.

Technology has quickly become an important part of our lives. Having access to social networks creates connections between people in ways that were never before possible. Even though this can be fun, we have to learn to act conscientiously and use our technology wisely.

LIVING IN HARMONY

Self Evaluation

I can identify if a text relates to the past, present, or future by

A good way to remember some key compound adjectives is
1. Read the following sentences and check if the **phrasal verbs** are used correctly. If not, write down a new sentence using them appropriately.

   **a** Blogs are good way **to get up** your thoughts.
   **b** New technologies are **doing away with** traditional forms of communication.
   **c** Mobile phones can **take part in** drivers causing accidents.
   **d** I had to help my father to **set up** his Facebook account.

2. Rearrange the words to make sentences in order to complete the dialogue.

   **e.g.** connection / fast / is / my / Internet / very
   *My Internet connection is very fast.*

   **A:** buy / latest / smartphone / want / I / to / the
   **B:** sister / really? / my / it / has

   **A:** work / how / it / ? / does
   **B:** system / too / is / slow / told / the / me / she

   **A:** wait / the / model / next / out / comes / maybe / I / should / until

3. Write sentences with **may**, **might**, or **could** and your own ideas.

   **a** What are you doing on Saturday evening?
   I’m not sure. ___________________ ___________________

   **b** Where are you going on holiday next summer?
   I haven’t decided yet. ___________________ ___________________

   **c** What are you going to buy your mum for her birthday?
   I don’t know yet. ___________________ ___________________

4. a Match the words to their meanings.

   i. **take part in**            a small machine  
   ii. **handheld**               rise  
   iii. **get up**                 participate  
   iv. **rechargeable**          something small  
      enough to be held in your hand  
   v. **gadget**                  someone that acts on good judgement  
   vi. **sensible**               something able to be recharged

   b Write down six sentences using the previous words.

5. Write a short text about one of the following topics. Include at least four words from the box. Use the essay structure on page 71 to make your argument more persuasive and cohesive.

   - Children spend too much time on Facebook.
   - Social networks are bad for society.
   - People might live on the moon one day.
1 Identify the compound nouns in the sentences. Why are they used incorrectly?

a. The sound of the alarm clock let the students know school was over.

b. Sightseeing tours show tourists the most unknown and surprising aspects of a city.

c. I got into a traffic jam yesterday; my car is destroyed.

d. The traffic lights lit up the park at night so the children could play.

e. I just made cookies with chocolate microchips.

2 Complete the following dialogue.

A: What do you think cities ________________
______________________________?

B: I think air pollution ____________________
______________________________

A: So, how do you imagine the future?
______________________________

B: Well, people ____________________
and cities ____________________

A: Wow! Life will ____________________
______________________________

3 Write sentences with *may / might / could*

a. It’s possible that she loves me. 
   *She might love me.*

b. It’s possible that I’ll buy a digital radio.

---

c. It’s possible that my mobile phone is broken.

---

d. It’s possible that he’ll want to borrow my tablet.

---

e. It’s possible that my parents will buy me a games console.

---

4 Re-write the sentences in exercise 3 in the negative.

a. ____________________

b. ____________________

c. ____________________

d. ____________________
5 Circle the correct option to complete the sentence.

Juan: I really want to learn English. But it’s too late now. You (a) have to / don’t have to start young to learn a language.

Doris: That’s not true! You (b) have to / don’t have to be young. I started learning English when I was 16 and speak it fluently now.

Juan: So what do I (c) have to / must do?

Doris: To start, buy a book and study it at home. You also (d) have to / don’t have to pay attention to your teacher in class.

Juan: I don’t like my teacher at school.

Doris: You (e) have to / don’t have to like your teacher necessarily. You have to pay attention!

Juan: I don’t know. I mean, I want to learn English. I (f) have to / don’t have to learn it for my future job.

Doris: Well, I think you (g) have to / don’t have to work hard. But it’s fun, too!

6 Complete the following sentences using verbs that express a possibility or things that you are or aren’t able to do.

a. Children ___________________________

b. Technology ___________________________

c. The football team ___________________________

d. It ___________________________

e. In the future ___________________________

f. Nowadays ___________________________

7 Match the following words with the correct meaning.

a. adapt
b. gadget
c. criticism
d. interact
e. warning

___ to communicate with
___ something that makes you understand there is a possible danger
___ to change something to suit different conditions
___ a small device with a particular purpose
___ giving your opinion about something or someone

8 Using all the words from exercise 7, create a dialogue that talks about technology.

____________________________________________________________________________________________________________________

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____________________________________________________________________________________________________________________
Invent a Gadget

1. Work in pairs. Name the electronic devices in the photos. What can you use them for?
   a. Read the following statements, discuss with your partner and decide which of the objects can be characterised according to the statements.
   - It’s educational.
   - You can listen to music on it.
   - You can watch movies on it.
   - It’s a good way to stay in contact.
   - You can play games on it.
   - It’s small and easy to carry.
   - You can tell the time with it.
   - It’s useful in emergencies.
   - You can take photos with it.
   - You can save information on it.

2. In groups of 3 or 4, design a new and innovative gadget or robot. This could be a type of mobile phone, a computer, or any device that can do a function that will make life easier or better in some way. Decide on the rubrics that will be used to evaluate the project and the time limit as a class before starting.

3. Assign roles among the group. Give each team member a specific role, such as designing the gadget, writing a description or thinking of the marketing slogan.

4. a. Draw a picture of this gadget.
   b. Write a description of it.
      - Describe the functions and how to use it.
      - Say why this gadget could be a benefit to society / people.
      - Check the organization of the description.
      - Try to use technology terms.

5. a. Now present your gadget to your class.
   b. Evaluate your classmates’ presentations according to the chosen rubrics and criteria.

---

Rubrics

On Page 193
Social media refers to blogs, forums, networks, wikis, and many other online sites and services. The main idea behind social media is that people around the world can easily and instantly share information and ideas through social interaction.

However, some people dislike social media. These opponents believe that blogs, emails, and text messages, etc. create an information overload. In other words, there is too much information to read and understand. There is a constant fight for people's attention.

In today's world, social media has become an important part of society, mostly because of cheap Internet, cell phones that let users surf the Internet and send emails, and a wide range of other services to share information. Even if we take into account the negative aspects, it's not likely to disappear.

a. In what way can we communicate internationally?

b. What do you understand by information overload?

c. Social media has become an important part of society. Do you agree or disagree with this statement? Why?

d. According to the author, will this tendency continue?

e. What title would you give to this paragraph?

points /7.5

Listening

2. Listen to Max talking about what might happen in the future. Answer the questions based on his ideas.

a. Why will there be fewer accidents in the future?

b. What kinds of jobs will robots be able to do?

c. What is a possible negative consequence about robots in the future?

d. What are the most extreme predictions?

points /6

Writing

3. Write a paragraph about technology using each of the following words.

download headphones batteries handheld message touch keyboard rechargeable

points /6.5
Part Time or Full Time?

Reading and Understanding
• articles
• a resume / curriculum vitae

Listening and Understanding
• an interview
• a job interview

Speaking
• discuss pros and cons
• describe unusual careers
• talk about jobs
• pronounce stress and rhythm

Writing
• about unusual jobs
• a curriculum vitae

Living in Harmony
Practising good work ethics and rigour while being responsible and perseverant.
LESSON 1
Future Jobs?

Pre-Listening

1. Look at the newspaper add and fill in the table with the advantages and disadvantages of each job.

<table>
<thead>
<tr>
<th>Job</th>
<th>Advantages</th>
<th>Disadvantages</th>
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<tbody>
<tr>
<td>newspaper deliveries</td>
<td></td>
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<tr>
<td>shop work</td>
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<td>babysitting</td>
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<tr>
<td>washing cars</td>
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<td></td>
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<tr>
<td>waiting tables</td>
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</table>

Need some extra cash?

If you’ve got some spare time at the weekends or you don’t mind getting up early during the week, there is lots of work out there waiting for you! Take on one of these jobs and make some money of your own!

- Newspaper deliveries – weekdays or weekends, start 7 a.m.
- Shop work – stacking shelves, afternoons or evenings
- Babysitting – weekends and some evenings
- Washing cars – Saturdays and Sundays
- Waiting tables – wait tables in fast food restaurants and cafés, weekends

2. Look at the following pictures and discuss them. Make predictions about the text you are going to hear and write them down on your notebook.

While Listening

3. Listen to a person describing the pros and cons of students’ jobs and write down 2 pros and 2 cons. Compare with a classmate. Listen again and check.

Post Listening

4. Listen again and answer the following questions.

a. Why are students getting part-time jobs during the week?

b. Which skills can you learn while you work?

c. What can happen with students who overwork during the week?

5. Look at the following statements and decide if you agree with them or not. Write down your ideas and discuss them with your partner.

a. All teenagers should work while they are studying.

b. If you start working while you are at school you will become more independant.

c. A job will help you to manage your finances.
Pre-Reading

6 In pairs discuss the following questions.
   a What are your favourite subjects at school?
   b What type of jobs are compatible with your favorite school subject?
   c Are you going to university or to a technical college? Which one?
   d If you have decided to work, what company do you have in mind?
   e Have you talked to your parents about your decisions? Do they agree with your choice?

While Reading

7 Read the text and put the missing phrases into the paragraphs according to the context.
   a technical assistance
   b better employability
   c educational institutions
   d good insertion
   e profit margin
   f connections with companies
   g dependable and competent

8 Answer the following questions.
   a Why are electricians and mechanics good choices if you want to work in the mining area?

   ____________________________
   ____________________________

   b How has computer science become more important?

   ____________________________
   ____________________________

   c Why do you think renewable energy and conflict mediation are becoming high demand programmes?

   ____________________________
   ____________________________

Shorter, less expensive, (i)______________ and projection are just some of the reasons why technical careers are becoming choices in high demand for high school graduates and working people in Chile.

Mario is only 25 and already owns a computer recycling company that has reported sales of over 50 million pesos. He can pay salaries, still leaving a generous (ii)______________ to reinvest. Mario has worked since he was 17 in jobs related to computer science. He knows, from experience, that big companies recruit technicians who have specific competences and skills in programming.

In fact, just like Mario, around 56% of high school graduates enrol in 2½-year-long technical programmes. Less than 10 years ago, there were around 2,000 technical programmes offered by (iii)______________. Today, there are almost 4,000. The advantages and interest in these programmes are justified: they are less expensive to pursue, take less time to study, and are job-study compatible. Also, at most of the institutions where these programmes are taught, they have (iv)______________ making finding a job easier.
COMPUTER SCIENCE: THE SAFE AREA
Among the safest technical areas with regards to finding employment are those related to IT (information technology). Almost every company works with computerised networks and none of these, as Mario assures, could work without a technician, who specialises in providing (v)___________________.

ELECTRICITY AND MECHANICS: THE BEST PAID
Companies are recruiting people who can fix and programme engines. These programmes allow graduates to earn a salary close to 700,000 pesos and, after 5 years, they can earn up to 1,300,000 pesos. These fields also have a (vi)__________________ in mining in general. There’s an increasing incorporation of automatised mechanisms in this area and technicians play a paramount role in carrying out maintenance tasks as these companies cannot afford stopping their productive processes.

WHAT’S NEXT?
Be alert because other areas such as those related to renewable energy and conflict mediation are becoming high demand too. Have in mind that graduating from a technical programme does not necessarily mean earning 1,000,000 pesos right away. As long as graduates are able to keep a network of contacts and are viewed as (vii)___________________ candidates, their prospects improve.

Adapted from Pino M., P (2012, August 25). Las carreras técnicas con más futuro y mejores ingresos. La Segunda, pp. 4-5.

STEP IT UP!
Think of a job that may be in high demand in the future. Write down three responsibilities this job has and share them with the class.

Match the following words with their synonyms. Go back to the text again for references and look for the keywords that will help you understand the vocabulary. Use a dictionary when necessary.

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<thead>
<tr>
<th>a</th>
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<td>well-suited</td>
<td>possibility</td>
<td>reliable</td>
<td>vital</td>
<td>introduction</td>
<td>areas</td>
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</tbody>
</table>

Find three words in the text that you don’t understand. Look for them in a dictionary and write a synonym for each.

i  _______________________________
ii  _______________________________
iii _______________________________

Choose 5 words from this activity and the previous one and write sentences about your dream job.

Match the following words with their synonyms. Go back to the text again for references and look for the keywords that will help you understand the vocabulary. Use a dictionary when necessary.

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</tbody>
</table>

Find three words in the text that you don’t understand. Look for them in a dictionary and write a synonym for each.

i  _______________________________
ii  _______________________________
iii _______________________________

Choose 5 words from this activity and the previous one and write sentences about your dream job.
Practice

Choose the correct option to complete these statements. Add one more example of a sentence your friends say and write the reported version of it.

a  ‘I am going to study in order to become an electrician.’
   i He said he was going to study in order to become an electrician.
   ii He said I was going to study in order to become an electrician.

b  ‘My boss told me I should take a day off.’
   i His boss told me he should take a day off.
   ii His boss told him he should take a day off.

c  ‘I have a job interview tomorrow and I’m very nervous!’
   i She said she has a job interview tomorrow and that she is very nervous.
   ii She said she had a job interview tomorrow and that she is very nervous.

LANGUAGe In USE

He said he never works on Sunday.
She told me that she was 18 years old.

We use this type of construction to report what another person has said without saying the exact words. In order to do this, we use the verbs say and tell.

Speaking

a Would you be able to work part-time while studying? Work in pairs to interview each other using the questions below. Write your partner’s answers using reported speech. Refer to the Language in Use chart or the Grammar Reference on page 189 if you have any doubts.

   e.g., Do you get out of bed in the morning without being told?
   My partner said that he/she got out of bed because he/she set the alarm.

   a Do you take care of your appearance and have good hygiene?
   b Do you think you make good choices?
   c Do you usually take responsibility for your actions?
   d Do you get along with other teens and with adults?
   e Do you think you handle criticism well?
   f Do you have good time management skills?

Is your partner eligible for a job? Why / Why not?

Self Evaluation

Which are the pros and cons of having a part-time job?

How would you tell your friend that your mother said ‘Clean your room!’?
Today’s teens spend more than 7 and 1/2 hours a day consuming media. These include watching TV, listening to music, surfing the Web, social networking, and playing video games. Teens today are known as the “digital natives” and are part of the first generation to be so closely identified with technology.

When it comes to talking about video games, almost everyone would like to voice their opinion. The palette of choices nowadays is almost infinite and that’s why design plays a very important role when choosing the “right one”. Design is what makes the difference between software you have to use and software you want to use.

Emilio is a user interface designer. His job is to figure out how software and users interact with each other. When you submit a form, what happens? How are users notified of errors? Does the form go to a new page, or submit while staying on the current page? Pretty cool, huh?

Emilio lives in Santiago and works at a Canadian company called Behaviour, which is the largest independent game development studio in Canada, specialising in the production of 2D and 3D action/adventure games for Xbox3, Wii, PlayStation 3, PlayStation Portable and Nintendo DS.

Post Listening

Choose the correct question. Write a sentence for each to explain why the answer you chose is correct and the other option is incorrect.

a. ‘What language do you speak at work?’
   i. She asked if he spoke language at work.
   ii. She asked what language he spoke at work.

b. ‘Do you get to play video games at work?’
   i. She asked him if he got to play video games at work.
   ii. She asked him what do you get to play video games at work.

c. ‘What do you like about your work?’
   i. She asked him what liked about his work
   ii. She asked him what he liked about his work

Rewrite some of Emilio’s questions reporting the information. Use the following example as a model:

e.g., ‘What do you do?’
The reporter asked Emilio what he does.

a. ‘Is Behaviour a Chilean company?’

b. ‘What are your future plans?’

c. ‘Do you use English outside work?’

Rewrite some of Emilio’s questions reporting the information. Use the following example as a model:

e.g., ‘What do you do?’
The reporter asked Emilio what he does.

a. ‘Is Behaviour a Chilean company?’

b. ‘What are your future plans?’

c. ‘Do you use English outside work?’

Pronunciation

Role-play the 2 dialogues. Which words are stressed? Why?

A: Yolanda will be back on Friday.
B: No, she won’t. She will be back on Thursday.
A: I hear Derek passed his French exam.
B: French? No, he passed his Maths exam.

Vocabulary

Look at the best paying jobs in Chile and place them in the categories below.

Electric Operations Manager
Professor
Business Administrator
Legal Services Manager
Consultant
Exploration Manager
Field Engineer
Business Analyst
Development Manager
Mining Engineer
Electrical Engineering Manager

Legal x1
Energy x2
Mining x1
Teaching x1
Information
Technology x2
Banking x2
Engineering x2
UNUSUAL CAREERS

Read the following paragraphs about very unusual jobs. Which job would you be willing to work in? Why? Share your decision with your partner.

**Snake Milker**

You’ve heard the phrase: ‘What doesn’t kill you makes you stronger.’ In this case, what doesn’t kill you may prove to be a life-saving substance. Snake venom is a bodily poison and at the same time, the primary ingredient in serums that cure snakebites. In areas where poisonous snakes are common, animal care specialists employed to extract venom by “milking” the reptile’s fangs are crucial.


**Laughter Therapist**

If laughter truly is the best medicine, then a psychologist and Laughter Leader/Joyologist is the doctor for you. Built on the philosophy that giggles, chuckles and belly laughs is good for us, laughter therapists work with clients to help incorporate a smile into patients’ daily lives. Regular doses of laughter are proven to alleviate stress, boost the body’s immune system, and reduce the signs of aging.


Think of 2 unusual jobs you know or have read about and write a description of each. If you don’t know any, then make up the information. Use the following diagram to help you:

**Speaking**

To talk about job and professions we use the following language. Practise the dialogue in pairs.

A: What do you do for a living? What is your occupation?
B: I’m a mechanic.
A: A mechanic? That must be a lot of work.
B: It is. I fix cars every day.
A: How interesting. How many cars can you fix a day?
B: I can fix about 5 cars every day, depending on how complicated the problem is.

Talk about jobs and profession using the following expressions in the conversation.

**Self Evaluation**

How would you describe the perfect job?

What are the differences of studying at a technical college vs. studying at the university?
Pre-Reading

Match the following words to a definition or related idea. Can you predict the content of the text by looking at these words?

- **profile**: an occasion when someone does not understand something correctly.
- **success**: the achieving of the results wanted or hoped for.
- **figure out**: to finally understand something or someone, or find the solution to a problem.
- **requirement**: something that you must do or something you need.
- **relationship**: the way in which two things or people are connected.
- **misunderstanding**: a short description of someone’s life, work, character, etc.
- **satisfying**: making you feel happy and satisfied.

There are many different personality profile tests around and if you take one, they will always help you to reflect on who you are. It is important to keep in mind that these tests should not be used to standardise ourselves or other people, or to make people feel it’s not possible to change; they can be useful to try to understand important preferences for interaction. Here are the answers to some frequently asked questions:

**How important is a personality evaluation in a job choice?**

If you are thinking of professional success then personality is an important factor to consider. Frequently, people choose a job because they want to do “something” while they figure out what to do. The problem is that they may find themselves trapped in a job or developing a career they didn’t like in the first place. People who are successful in their careers are highly motivated and find their jobs energizing. Their job is not a chore; it’s a challenge.

**Can employers, who use personality tests, stereotype applicants at some point?**

Yes, they could. However, competent and intelligent employers use personality tests as one of the many steps of the selection process. They also use it to filter when they have too many applicants. If you knew all the requirements for the job you would be more successful.

**Can personality affect your new relationships?**

Yes, it certainly can. You need to identify the personality of your supervisor/boss, realise how they understand what you say and how they react to what you do. If you did that you would probably avoid many misunderstandings that happen due to misinterpretations of your actions or intentions.

**Can your personality help you to be more successful in a new job?**

Yes. Sure. Whenever you decide to change your job, you have an opportunity to start your work life differently, finding something that fits you better. The first step is to understand yourself and find out what makes you really happy. If you went job-hunting in these conditions you would find more satisfactory jobs as you would look for a job that matches your competences, preferences and talents.

---

While Reading

2 Based on the information in the reading, match the personality traits to the job that best suits them. Below, write explanations for your choices.

a caring                   magazine editor
b patient                  veterinarian
c funny                    teacher
d demanding               ski instructor

Post Reading

3 Read the Learning Tip. Do you use any of these strategies to improve your reading? If you don’t, practice them now.

a Highlight at least five chunks in the text.
b Time your reading of the text for the first time. Then re-read the text twice. Time yourself again. Was there a difference?
c Read a paragraph aloud to your partner. Was it clear? Did it have the right stress? Listen to your partner now doing the same.
d What are your personal strategies in order to improve your reading?

3 Read the Learning Tip. Do you use any of these strategies to improve your reading? If you don’t, practice them now.

a Highlight at least five chunks in the text.
b Time your reading of the text for the first time. Then re-read the text twice. Time yourself again. Was there a difference?
c Read a paragraph aloud to your partner. Was it clear? Did it have the right stress? Listen to your partner now doing the same.
d What are your personal strategies in order to improve your reading?

LANGUAGE IN USE

If you knew all the requirements for the job, you would be more successful.

We use ‘if sentences’ to describe situations that are imaginary or unreal.

LEARNING TIP

These are some fluency strategies you can use to become a more proficient and self-confident reader.

• Phrasing: the ability to read several words together before pausing, as opposed to word-by-word reading.
  e.g., Reading chunks of information.

• Rereading: When students repeat their reading, their amount of word recognition errors decreases, their reading speed increases, and their oral reading expression improves.
  e.g., Reading pattern-oriented books or texts.

Practice

4 Match the columns to make ‘if sentences’.

a My boss would fire me...
b If I had talent for music...
c I would quit my job...
d If I had to take a personality test...
e If I found myself trapped in a job I didn’t like...
f I would be very dissapointed..

___ I would be a rockstar.
___ I would stop doing it.
___ if I came late to work again.
___ I would try to be as honest as possible.
___ if I couldn’t find a job.
___ if I had to work overtime every day.

5 Now complete the following ‘if sentences’ using your own words.

a If I went job-hunting ____________
b If I had my own company ___________
c I would be a millionaire ____________
d If I had problems at work ___________
e I would tell my colleague off ___________
Pre-Listening

6 If you had a good job, how would you keep it? Discuss with your partner and write down the three most important ideas.

a  

b  

c  

While Listening

7 Listen to a person giving advice on how to keep your job and check the words and phrases you hear. Listen again and check.

a ...consistently  
b ...mission statement  
c ...good attitude  
d ...take initiative  
e ...challenge yourself  
f ...a good relationship with others  
g ...appreciate  
h ...neat and organised  
i ...thankful  
j ...gossip  
k ...rumours  
l ...derogatory terms  
m ...work without supervision  
n ...a good and professional relationship.

8 Listen to the text again and take notes on 5 pieces of advice you should keep in mind for a future job. Share your ideas with your partner. Do you have the same advice?

a  

b  

c  

d  
e  

Post Listening

9 Work in pairs. Based on what you have read and heard in this Unit and your own ideas write a letter to a friend telling him/her what you plan to do when you finish school. Use the following diagram to organise your ideas and consider the questions.

a What would you do to find out what career path to take?

b If you could choose an ideal job, what would it be?

c What features of your personality would you choose to get a job?

d What would you do at work if you needed to show teamwork?

Pre-Reading

10 Look at the title and subtitles of these texts. Can you predict what the texts are about? Share your ideas with your partners and check: Do you understand all the subtitles? Use a dictionary to help you.
While Reading

Scan the texts carefully. Remember to use all your reading skills and highlight the main ideas. Were your predictions correct? Which were different?

HARD AND SOFT SKILLS TO CONSIDER FOR A JOB

MOST IMPORTANT HARD JOB SKILLS

Hard skills are specific and the good news is that they are abilities we can learn. These may be required in a job application. The following skills are found in 9 out of the 10 most demanding jobs.

• No. 1 Critical Thinking: The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you. Try to identify the strengths and weaknesses of different solutions to problems.

• No. 2 Complex Problem Solving: Identifying complex problems and revising information related to figuring out options and finding solutions.

• No. 3 Judgment and Decision-Making: Weighing the advantages and challenges of the possible actions to choose the ones that fit the best.

• No. 4 Active Listening: Being able to actually listen to what the other person is saying, understanding without interrupting while speaking and asking questions or giving feedback as appropriate.

POST READING

Write one thing you could do to use each of the following skills.

• No. 1 Critical Thinking: ________________________________

• No. 2 Complex Problem Solving: ________________

• No. 3 Judgement and Decision-Making ________________

• No. 4 Time Management: ________________________________

MOST IMPORTANT SOFT SKILLS

Most job recruiters value soft skills because they can be as important as hard skills. Some of the most common soft skills employers are looking for are the following:

• No. 1 Strong work ethic: Motivation and dedication to get the job done no matter what challenges come along are some of the characteristics of this soft skill. Doing the best work you can and being careful also counts.

• No. 2 Time management abilities: It has to do with figuring out which tasks need to be done first and how able the person is to work on different projects at the same time managing time assigned wisely.

• No. 3 Acting as a team player: A person with this skill is keen on working with other people in groups or teams and will be cooperative and take the leader role when necessary.

• No. 4 Ability to accept and learn from criticism: If the person takes criticism as a way of learning, then he will be able to grow better as a professional.

• No. 5 Flexibility/Adaptability: The person should be able to adapt to new situations and challenges.

Self Evaluation

If I want to tell a friend about an unreal or imaginary situation, I...

I can express my ideas through writing by using
Pre-Listening

1. Discuss the following questions with your class.
   - What does it mean to have a good attitude?
   - Do you consider yourself a person with good manners?
   - Why should you show both a good attitude and good manners at a job interview?

2. Read the following features necessary for a successful job interview. Which of these features do you possess? Mark them and ask your partners to find out if they think the same.
   - a good attitude
   - being alert, motivated and enthusiastic
   - good manners
   - punctuality
   - self-confidence
   - making eye-contact

While Listening

3. Listen to a job interview and decide if the following statements are True (T) or False (F).
   a. Mr. Pérez had worked at a computer company before.
   b. Mr. Pérez knows a lot about operating systems.
   c. Mr. Pérez is competent in building web pages.
   d. Mr. Pérez specializes in editing films and video games.
   e. Mr. Pérez thinks Adobe is something to eat or drink.
   f. The interviewer is going to consider Mr. Pérez for the job.

4. Listen to the interview again and complete the missing information.
   a. Mr. Pérez worked for Smart Computers for ________________ years.
   b. The person for this job should know about operating systems such as Windows, ____________, and ____________.
   c. The interviewer is looking for someone who is ________________ and CSS validators to ____________ and manage the website.
   d. Mr. Pérez really likes playing ____________.

Post Listening

5. Work with a partner. Imagine you want the job Mr. Pérez was interviewed for. Rewrite the interview according to this information.

   a. Work with a partner. Imagine you want the job Mr. Pérez was interviewed for. Rewrite the interview according to this information.
   b. Use the newspaper ad and these sentences to help you.

   **VACANCY ANNOUNCEMENT**
   The company Web Business is looking for an employee who fulfills the following requirements:
   - Knowledge about computer networks and operating systems
   - Skilled at HTML and CSS validators
   - Experience using Adobe

   b. Use the newspaper ad and these sentences to help you.
   Personnel Manager: Good morning Mr/Mrs/Miss... Let’s start immediately. First of all, tell me about your last job.
   You: ________________________________
   Personnel Manager: Ok, and what ________________?
   You: I have experience with ________________
   Personnel Manager: What are ________________?
   You: ________________________________
   Personnel Manager: Mr. Pérez worked for Smart Computers for ________________ years.
   You: ________________________________
   Personnel Manager: The person for this job should know about operating systems such as Windows, ____________, and ____________.
   You: ________________________________
   Personnel Manager: The interviewer is looking for someone who is ________________ and CSS validators to ____________ and manage the website.
   You: ________________________________
   Personnel Manager: Mr. Pérez really likes playing ____________.
   You: ________________________________
   c. Role-play the situation with your partner using the information from the box in exercise 2 to help you improve the interview.
6 Look at the following vocabulary. In pairs, talk about applying for a job in a foreign country of your choice. Think about how it might be different from applying to a job in Chile.
• inquire: to ask about something.
• qualify: to be suited, to have the necessary training.
• application: a form with questions you must answer when applying for a job.
• references: persons who can give information about someone else.

7 Look at the following sentences and use the appropriate form of the words from the table in order to complete them.

a John still hasn’t been able to find a job related to his field of expertise so he has been _______________ at a restaurant.

b I have just started working for this company and my salary isn’t very high so I can’t really afford _______________.

c Job _______________ in the field of psychology is very difficult because there are a lot of professionals in the area.

d I saw a newspaper add that said a company needed to _______________ employees. You should apply for it.

e The woman had been _______________ for a long time so she began to have health problems.

f It is _______________ that you don’t arrive late for your job interview. It doesn’t project a good image of yourself.

8 Look at the following diagrams. Combine words from the two diagrams to form sentences about personality traits which are NOT ideal for specific jobs. Try and use some of the words in the box from exercise 7.

E.g. Babysitters shouldn’t have a short attention span because it is paramount that they are watching the children at all times.

a _______________

b _______________

c _______________

d _______________
What is the purpose of a CV or resume? Have you ever written your own CV? Which are the characteristics that a CV should have? Use the model below to talk about writing a good CV.

**JUAN PABLO LEMUS PÉREZ**

43824 Álamos Street
Temuco

**Education**
Liceo Ines Matte Pérez
Puerto Montt, Región de los Lagos
Graduated December 2010

**Work Experience**
5/2011 – 10/2012
Mechanic Assistant, Kauffmann, Temuco, Región Araucanía
Part time job: Operated cash register and handled tools, car parts and money.

5/2010 – 12/2010
Sales assistant, One: car parts, Puerto Montt, Región de los Lagos
Part Time job: Assisted in car repairs, operated car repair machines and other car repair related duties.

01/2009 – 4/2010
Job shadowing, Derco, Puerto Montt, Región de los Lagos
Every other week: Learned from car mechanics duties and car field related duties.

**Skills**
Office programmes user’s management
Holds English level B1 certificate

**References**
Available upon request

Look at the CV carefully and write the description for each of the sections. Think about what is important to include in each. Is it the same for every job?

a. Skills: ________________________________
   ____________________________________
   ____________________________________

b. Education: ____________________________
   ____________________________________
   ____________________________________

c. References: ____________________________
   ____________________________________
   ____________________________________

d. Work Experience: ______________________
   ____________________________________
   ____________________________________

Design your CV now based on the sample given.

**Self Evaluation**

Imagine you are going to your first job interview.
What are the most important aspects that you have to bear in mind?

If I can relate new topics and words to my own life, it helps me
1 Write original sentences using the words given.

<table>
<thead>
<tr>
<th>regularly</th>
<th>CV</th>
<th>personality</th>
<th>compatible</th>
<th>rumours</th>
<th>technician</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>b</td>
<td></td>
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<td>e</td>
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<td></td>
</tr>
<tr>
<td>f</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

2 Read the following paragraph and rewrite it in your own words.

My first job interview was a total disaster. The night before, my phone died and I woke up very late. I didn’t have time to take a shower so I just threw my clothes on and ran to the bus stop. The drivers were on a strike and there were no buses on the street so I had to take a cab. I arrived one hour late and the employer didn’t want to see me. Next time I’ll make sure my phone is plugged in.

3 Circle the correct choice for reporting information.

a ‘I work from Monday through Friday’.
   i She said she work from Monday through Friday.
   ii She said she worked from Monday through Friday.

b ‘I am a computer programmer and I work at ICM’.
   i He said he was a computer programmer and he worked at ICM.
   ii He said he was a computer programmer and he works at ICM.

4 Complete the following sentences using ‘if sentences’.

a If I get the job at that company, I ____________

b I would quit my job if _________________

c If I was the company manager, I ____________
1 Complete the sentences with one of the words given.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>apply for</td>
<td>neat and</td>
<td>technical</td>
<td>positive</td>
<td>job</td>
<td>self -</td>
</tr>
</tbody>
</table>

a People who look for candidates for a job are _____.
b Schools that are financed by parents and government: _________________.
c Something someone tells you as a suggestion is a piece of _________________.
d Information technology involves jobs like _________________.

2 a Match the columns to complete the word groups.

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
<th>e</th>
<th>f</th>
</tr>
</thead>
<tbody>
<tr>
<td>advice</td>
<td>recruiters</td>
<td>programmers</td>
<td>subsidized</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b Write six sentences that are true to you using all the word groups.

a ________________________________
b ________________________________
c ________________________________
d ________________________________
e ________________________________
f ________________________________

3 Circle the correct answer:

a ‘I can’t concentrate’. - I told her, that ...
   i I could not concentrate.
   ii I was able to concentrate.
   iii I would not can concentrate.

b ‘You’ve got nothing to worry about’. - They told me that ...
   i you had nothing to worry about.
   ii I had nothing to worry about.
   iii I would have anything to worry about.

c ‘I believed in Richard’. - Her excuse was, that...
   i she did believed in him.
   ii she had believed in him.
   iii she had had believed in him.

d ‘I am an optimist’ - He said ...
   i he was an optimist.
   ii he would be an optimist.
   iii he had been an optimist.

4 Complete the dialogue with phrases in reported speech. Be creative!

A: I just went to a job interview, it was crazy, the manager screamed, ‘Everyone has to stay 3 hours extra!’
B: She really said ______________________?
A: Yeah, unbelievable, right?
B: Once my boss started screaming like that.
A: I remember you told me he said ________
B: Yeah, I’m so happy I found a new job since then.
A: We are lucky, I was talking to my father about the job situation when he was younger and he said _________________.
B: I know! my mum always tells me ________
5. Complete the sentences with your own ideas.
   a. If I had the chance to do it again, I ____________________________
      ____________________________
   b. I would go back to school and get more qualifications, if ____________________________
      ____________________________
   c. If I were you, I ____________________________
      ____________________________
   d. If you don’t follow the recommendations, I ____________________________
      ____________________________
   e. I would be able to buy a new car if ____________________________
      ____________________________

6. Read the following sentences and write a solution using ‘if sentences’ and your own ideas.
   e.g., She got fired from her job.
   If I got fired from my job, I would take long holidays.
   a. Bill doesn’t like his job. ____________________________
      ____________________________
      Pedro wants to go to USA but doesn’t know English. ____________________________
      ____________________________
   b. Johanna wants to get a new job. ____________________________
   c. Alfredo didn’t get the scholarship to study in Australia. ____________________________
   d. Pablo didn’t qualify for that job. ____________________________
   e. My father got fired from his job ____________________________

7. Look at the following newspaper ad from a Government organisation. Imagine that you want to apply for the position and write a text explaining why you would be an ideal candidate. You must write between 120 and 150 words.

![Job Opportunities Ad]

A Government organisation is looking for employees that comply with the following requirements:
- Highly motivated
- Proactive
- Neat and organised
- Flexible and adaptable
- Able to work without supervision

If you are interested in applying to the position, send us your CV to: government@organisation.org
1. Look at the advert. Which job would you prefer and why?

2. a. Decide with your class and teacher how long you need to prepare this interview. Decide what rubrics and criteria you will use to evaluate the final presentation.
b. Work in pairs. Read the advert again and decide which job you are interested in.
c. Read the questions below and answer them with your own information. If you want, you can make up some information. Check the tips given in lesson 4 about job interviews.
d. Take turns with your partner to ask and answer the questions mocking a job interview.
e. Decide with your partner who will be the interviewer and who the interviewee and practice to present it to the class.
f. While the rest of the class presents, remember to evaluate according to the agreed rubrics and criteria.

3. Interview Questions

   a. What job are you applying for? ____________________________
   b. Tell me about yourself. ____________________________
   c. Why are you interested in this job? ____________________________
   d. What are some positive attributes you have that are related to this job?
      ____________________________
   e. What do you know about our company? ____________________________
   f. What would you prefer a part-time or a full-time job? ____________________________
   g. What motivates you? ____________________________
   h. How well can you handle pressure and stress? ____________________________
   i. Why should I hire you? ____________________________
   j. What are your salary expectations? ____________________________
   k. Do you have any questions? ____________________________
Listening

1. Listen to a conversation between Sally and Paul and circle the correct answer:
   a. Sally’s mum wants her to…
      i. become an engineer.
      ii. travel around the world
      iii. study architecture in Italy.
   b. Paul wants to do an apprenticeship because…
      i. he hates the idea of going to university.
      ii. he wants to work and learn at the same time.
      iii. his mum thinks it’s a good idea.
   c. Paul has already spoken to…
      i. some plumbers.
      ii. an electrician.
      iii. some friends.
   d. Sally plans to…
      i. tell her mum about her plans immediately.
      ii. give her mum different reasons for decision to take a gap year.
      iii. explain to her mum that she wants to live permanently in Italy.
   e. Sally thinks her mother is…
      i. too structured.
      ii. not well organized.
      iii. very chaotic.

Writing

2. Write a brief summary about what you want to do when you finish school. Use information from the Unit to do so.

Reading

3. Read about the most demanding careers and answer the questions. Write sentences describing the skills needed for each job.

**TOP JOBS FOR THE NEXT 10 YEARS.**
- Computer Programmer: Developing new operating systems and common code bases has allowed many more industries to develop custom software solutions.
- Environmental Engineer: Environmental engineers are responsible for studying, evaluating and managing the harmful effects of human activity on the environment.
- Networking Specialist: Different from a traditional computer programmer, a networking specialist is responsible for installation, configuration, maintenance and support of networks server hardware, network infrastructure, and network operating systems.
- ESL/EFL Teacher: Involves teaching students of all ages whose first language is not English, through the development of language skills to ultimately be able to communicate in English.

a. 

b. 

c. 

d. 

Keep practising | Let’s review | Good job! | Brilliant!
---|---|---|---
0-5 | 6-10 | 11-15 | 16-20
Spending Time Together

Reading and Understanding
• Teenagers’ relationships during their school years.
• a poem
• personal experience

Listening and Understanding
• personal information
• personal experiences
• informative messages
• a song

Speaking
• give advice
• interview classmates
• role-play telephone conversations

Writing
• a description of a sport
• about leisure activities
• a blog

Living in Harmony
Understanding relationships with friends and family while respecting other cultures.
Going Out with Friends

Pre-Reading

1. Answer the following questions. In pairs, compare your ideas.
   a. What can you see in the picture?
   b. What do you think is taking place?
   c. Who are the people on the picture?
   d. Why are they there?

While Reading

2. Read the subheading of the article. In pairs, make some predictions about what the article is about.
   a. What specific things are parents worried about?
   b. What recommendations do you think the experts will give?

Some parents are worried about their teenagers’ relationships during their school years.
Here are a few recommendations from the experts.

When teenagers start going out with their friends or dating, parents should never forbid it. Experts consider this to be the worst strategy. Adults should try keeping open communication with their youngsters and monitor their outings. However, if most of their time is spent going out with their friends and not studying and their marks at school are affected as a result, parents should speak to their son or daughter openly to address the problem.

Many parents think that their kids’ friends are a bad influence on their own teenagers. The experts ask them to consider that ‘not all the blame should be on the outsider’ and to reflect on why their adolescents were attracted to that kind of company in the first place. Experts agree that the more children grow up, the more they search for and find partners and friends who have similar interests and abilities to their own. This is especially true for the girls who are more interested in their future.

Once teenagers start having boyfriends or girlfriends, parents are not sure when to meet them. Parents should be attentive to these situations and when they notice their kid’s growing interest, that is the moment to invite the friend to their homes.

Experts say that healthy and non-violent relationships among teens will help them to develop non-cognitive skills such as communication, empathy and negotiation. These are all skills they are going to need in the adult world they are about to enter.

One last thing to keep in mind: according to research, if adolescents are able to adapt to their environment and develop good relationships with their peers during school life, there are strong probabilities of them choosing a partner who will have similar aspirations.


Post Reading

3. In your notebook, make a list of recommendations from the article.

4. Discuss the questions in groups.
   a. Were your predictions correct?
   b. What do you think about the experts’ recommendations?
   c. What do parents usually do in your region?
Unit 6

Writing

5 Write an article (100 / 120 words). Give your parents advice on how to act when meeting your boyfriend/girlfriend for the first time. Use a diagram to organize your ideas and put the information in several paragraphs.

STEP IT UP!

Do these words have the same or different meaning in English as in Spanish? Find 5 more words that have the same characteristic.

- relation
- popular
- result
- negative
- adolescent

These words are called cognates and will usually help you understand a text. But be careful with the false cognates. e.g., Compromiso means commitment not to compromise.

Pre- Listening

8 In pairs, discuss these questions.

- What kind of problems do teenagers have?
- Have you ever asked for advice? Why/why not?
- What was your problem?

While Listening

9 Listen to teenagers asking for advice. What are their problems?

a __________________________________

b __________________________________

c __________________________________

10 Listen again and complete the sentences.

a The first caller’s friend is quite popular; he gets good _____________ and he’s very athletic.

b She thinks that if she asks him out, it might ruin their _____________.

c The second caller is quite _____________.

d He can’t sleep at night and gets terrible _________________.

e The last caller’s brother doesn’t accept ________________ from her.

f She thinks her brother needs to ________________ more.

Pronunciation

6 Rewrite these sentences with contractions.

a I do not like people who are egocentric.

b I would not go out on a blind date.

c I have a few friends and they are like family to me.

d I cannot see the point in speed dating.

e It does not bother me if my friends call me all the time.

7 Work in pairs. Say the sentences with contractions.

Post Listening

11 What advice would you give the teens about their problems? Discuss in pairs.
While Reading

14 Read the poem. What do you think the title is? With a partner, give the poem a title.

I never dreamed I could love someone like you
In my wildest dreams did I think
I’d meet you
But one sunny day, you walked into my life
And I fell head over heels in love with you
I had never been in love before
Until the moment I met you
And opened my eyes
To all those wonderful things in my life
I thought my first love would last forever.
But here I am with my thoughts
Gone are your smiles, gone is your love.
Wandering where you are now.
What is the cure for so much hurt?
Theresa – 18

Post Reading

15 Discuss the questions with your partner:
   a. What is the poem about?
   b. What is the best advice for someone who has a broken heart as in the poem?

16 Match the words and phrases with the definition.
   a. in my wildest dreams
   b. fall head over heels
   c. last forever
   d. the cure
      ___ the remedy or something that helps you recover
      ___ never-ending
      ___ unbelievable
      ___ be infatuated

Pre-Reading

13 What do you think the expression ‘fall head over heels’ means?

Speaking

12 Think of three problems that you or someone you know has at the moment. Take turns asking your partner for advice and giving advice.

Giving advice:
   • You should/shouldn’t
   • It’s a good idea to...
   • My suggestion/advice is (to)...
   • If I were (you, him, her) I’d...
   • Have you tried + verb-ing...?
Pre - Listening

17 Song: Boys Don’t Cry – The Cure
What do you know about the band The Cure? Which type of music do they play? Are they popular among teenagers nowadays? Why/Why not?

While Listening

18 Listen to the song. Put the words in the box into the song.

I would say I’m sorry
If I thought that it would change your (a)__________
But I know that this time
I’ve said too much
Been too (b)__________
I try to laugh about it
Cover it all up with lies
I try and
Laugh about it
(c)__________ the tears in my eyes
’cause boys don’t cry
Boys don’t cry
I would break down at your feet
And beg forgiveness
(d)__________ with you
But I know that
It’s too late
And now there’s nothing I can do
So I try to laugh about it
Cover it all up with lies
I try to laugh about it
Hiding the tears in my eyes
’cause boys don’t cry

I would tell you
That I loved you
If I thought that you would (e)__________
But I know that it’s no use
That you’ve already
Gone away
Misjudged your limits
Pushed you too far
took you for (f)__________
I thought that you needed me more
Boys don’t cry
Boys don’t cry

Post Listening

19 Listen again. What is the message of the song?

Self Evaluation

How would you help a shy friend ask someone out? ____________________________
When I read the poem on page 113, I was able to infer the meaning by ____________________________
Pre-Reading

1. Read the questions and discuss with your partner:
   a. How often do you watch foreign films with subtitles?
   b. Do you collect anything? If yes, what?
   c. Do you prefer to travel by bus, car, tube or bicycle? Why?
   d. Where would you like to go this weekend? Why?
   e. What do you like to do after school? Why?

Post Reading

3. Quickly scan the text and find the words for:
   a. three people who work in the film industry
   b. a series of three books
   c. two types of films
   d. two words that together mean ‘to occur’
   e. a synonym of famous
   f. a group of people
   g. a type of novel

While Reading

2. Read the three extracts. Who is similar to you?

   a. I love going to the cinema and sometimes I rent DVDs. I really enjoy comedies and action films. I haven’t got a favourite well-known actor, but I think Ken Loach is a brilliant director. I’d love to be an extra in a crowd scene in a film.

   b. When I want to have a good time, I go out with my friends and play sports. I’ve been playing football on a team for years. There’s nothing quite like watching a live match at the stadium, where you can feel the energy.

4. Complete the following puzzle using words from exercise 3.

   a. The person in charge of the whole film making process is the__________.
   b. The Lord of the Rings, written by J.R.R. Tolkien, is a famous __________.
   c. A person who participates in a dramatic production is called an__________.
   d. Harry Potter is a worldwide___________. It has been translated to at least 67 languages.
Pre-Listening

5. Look at the photos. What do you think the people are doing?

![Photos of people engaging in different activities]

Post Listening

8. a. In groups of 4, interview 4 classmates each. Fill in the table with the answers.

<table>
<thead>
<tr>
<th>Name</th>
<th>Hobby?</th>
<th>When?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mario</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

b. Using the information from the surveys. Make a bar chart.

![Bar chart showing class survey results]

While Listening

6. Ben is conducting a survey. Listen to his results and complete the table.

<table>
<thead>
<tr>
<th>Name</th>
<th>Hobby?</th>
<th>When?</th>
<th>Where?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Annie</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mario</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ruth</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Listen again. Answer the questions using your own words.

a. What do Annie’s parents worry about?
b. Where does Annie want to go at the end of the month?
c. Why is it difficult for Mario to go surfing?
d. What does Ruth take photos of?
e. Was Ruth’s camera expensive?

Speaking

9. Using the information your group gathered in exercise 7, present the results.

   e.g.,
   We interviewed 4 classmates...
   We asked...
   The results were...
Writing

**Read Jane’s blog. What is it about? What do you like about it? What would you change?**

- **Saturday, 28 March**
  - Is there anyone out there?
  - My name is Jane and I am seventeen years old. I’m in my final year of high school. I want to study at a university in the United States, but I need to get a scholarship first.

  I plan to become a journalist so I can travel the world, going wherever the news is. It seems like an amazing job at the moment. The perfect combination of my three passions: writing, travel, and current events. So you never know, maybe I will see my name in a headline of a big news story one day. I am crossing my fingers.

  I live in New Zealand, which is very far from absolutely everywhere - the middle of nowhere!! I love it, though, because it’s a really beautiful country and people are always friendly.

- **Tuesday, 31 March**
  - Bad news
  - I got a bad score on my maths test today. I’m a little worried, but I believe that everything happens for a reason. In fact, when I went to the school guidance counselor to talk about my options, I met a cute boy. I hope he asks me out sometime.

**SELF EVALUATION**

Doctors, psychologists and other specialists say that varying your daily activities make you a happier person.

Do you agree or disagree with this statement? Why?

Finding words that have a similar meaning allows me ______.
1. Complete the questionnaire.
   a. Have you ever been on a blind date?
   b. Have you ever done an extreme sport?
   c. Have you ever sung in public?
   d. Have you ever been lost?
   e. Have you ever started a conversation with a stranger?
   f. Have you ever eaten strange food?

2. Count your points according to your answers to question 1 and find out how adventurous you are.
   - No, I haven’t and I don’t want to = 1 point
   - No, I haven’t but I would like to = 2 points
   - Yes, I have = 3 points

   | 15+ points | You are very adventurous! You like to take risks and try new things. You enjoy being with people who are similar to you and you get bored easily. Be careful though – don’t do anything too dangerous!
   | 7 - 14 points | You are quite adventurous but you are cautious, too. You are interested in new things, but at the same time you always think before you act. You are a fun travel companion.
   | 0 - 6 points | You like to stay with what you know. And you like your home comforts. Don’t worry – there’s nothing wrong with that.

3. Quickly look through the text, find the information and finish these sentences
   a. Restaurants in the UK close ____________________.
   b. Chinese hosts ____________________________.
   c. Resting your elbows on the dining table is considered ____________________.
   d. In the USA, thirteen is ____________________.
   e. The colour red has ____________________.

They Do Things Differently Here

Travel broadens the mind, but as experienced travellers know, you need to adjust your mindset to enjoy your travels. Different destinations have different cultures and it is easy to make cross-cultural mistakes which lead to misunderstandings. A quick look at eating customs around the world highlights some typical problems. Anyone expecting to have dinner at 10 p.m. in the UK will find many restaurants closing for the night. In fact, eating in someone’s house can be just as problematic. Chinese hosts can press guests to eat and drink more than they wish, and it is difficult to say no without causing offence. Refusing coffee in a Muslim house is also considered impolite. To avoid being rude, accept the coffee and a couple of the refills: drinking an odd number of cups is politer than drinking an even number.

Be careful how you show your enjoyment of a meal: even simple gestures can lead to problems. Joining the thumb and forefinger in a circle might mean OK in the USA, but in France it can actually mean zero and in Japan, money. Belching after dinner is a sign of appreciation and thanks in some Arabic cultures, although in the UK this would not be taken as a compliment to the chef. Likewise, resting your elbows on the dining table is considered bad manners in Dutch and Russian homes although it is more acceptable in some Mediterranean countries.
Even number and colour associations change from culture to culture. You will find that American hotels do not have a thirteenth floor, while in Korea and Vietnam four is thought to be the unlucky number. Red, the colour of good luck and fortune in China, is often associated with blood and anger in many Western societies. For many Europeans, black is the colour of sadness. However, for the Massai people in Kenya and Tanzania, black represents rain clouds and is a very lucky colour.

So what is the best advice for travellers facing cultural confusion? Perhaps the most useful thing to remember is the old proverb: when in Rome, do as the Romans do. Be prepared and enjoy your trip.

Scan the text to find the answers to the questions.

a Why should travellers be aware of cultural differences?
b How many cups of coffee should you drink in a Muslim house?
c What are the different connotations of joining your thumb and forefinger?
d Where is it acceptable to belch after a meal?
e How can travellers avoid cultural confusion?

In pairs or groups, discuss the article and make a list of cultural differences between Chile and the countries mentioned in the text using a diagram.

Choose the correct option for the following connectors. Some of these words can be used for different purposes. Put them in the correct box according to how they are used in the text.

<table>
<thead>
<tr>
<th>in fact</th>
<th>likewise</th>
<th>however</th>
<th>although</th>
</tr>
</thead>
<tbody>
<tr>
<td>but</td>
<td>and</td>
<td>also</td>
<td></td>
</tr>
</tbody>
</table>

| adds similar information | adds contrasting information |

Write a short paragraph about different cultural aspects that you found interesting in the text. Use connectors to join or introduce ideas.
Vocabulary

8 Write a paragraph using at least 5 words from the box. Use a dictionary if necessary.

boarding pass  gate  board  carry-on
departure lounge  flight  check in

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Practice

10 Complete the sentences by circling the correct option.

a This was a last minute decision, so / however we had thought about it for quite a long time during the last years.

b I was watching the telly and / although they started showing a documentary on Chile.

c Therefore / But I immediately phoned my husband and asked him if he could take his holidays during the following month.

d He came home that evening with some shiny brochures also / and we sat down to look at them.

e We decided it was time to take a long holiday, in fact / even, we hadn’t had one for several years.

f The next week we were nearly set, the travel agent had taken care of everything, however / even the transfer from the airport to the hotel.

g Having booked everything, our next step was to check if we needed any shots and / however, check our passports were in order.

h We are very pleased to be going, likewise / although it is obviously going to be one of the most expensive holidays we’ve ever planned.

Speaking

9 Role-play the following situation in pairs. One of you is flying to Peru this morning and the other friend is phoning to ask him/her where they are and what they have done already. Choose American or British English for your questions. Use vocabulary words form exercise 8.

e.g., Have you checked your bags? / Did you check your bags?
Pre-Listening

11. Look at the pictures. Can you guess where the pictures were taken? Where do they use that mode of transport?

While Listening

12. Listen to Amalia talking about her holiday and put the paragraphs in the correct order.

Our Holiday Adventure

a. Finally, we got a phone call from our national airline who offered to fly us home three days early. The weather had been getting worse all week, but on our last day it was terrible. Before getting on the plane, it had been raining heavily all morning and the wind was blowing strongly. When I was walking to the taxi, I was nearly lifted off the ground by a powerful gust. I was unbelievably lucky; I was carrying my suitcase and the weight of it kept me on the ground.

b. We arrived home safely after a nine-hour flight. We didn’t feel completely calm until we heard that the hurricane had avoided the island and all the lovely people we had met were unharmed.

c. The weather forecast predicted powerful hurricanes for the last day on the island. My friends and I were terrified. The first thing we did was speak to our hotel manager about the situation on the island. He advised us to return home before the storm arrived.

d. I’ll never forget my holiday in Cuba. It was a time of contrasts: fun and fright, relaxation and panic, sun and rain. I had gone there with my friends. We spent our time on amazing beaches, going to discos, and eating delicious local cuisine. We had been having a fantastic time until the end of the first week.

e. Then we called our travel agent to see if we could change our flights and go home early. It was a very difficult time. We spent most of our time making lots of phone calls and not doing the things we had arranged to do.

Post Listening

13. Answer the questions in your own words.

a. Why was the Amalia’s holiday a time of contrasts?

b. What happened at the end of the first week?

c. What did the manager advise them to do?

d. How did they get home?

e. What was the best news?

14. In pairs, create a leaflet with 4 recommendations you must consider when you are going to travel and while you are travelling. Share!

Self Evaluation

By reading a specific text on a topic (page 119 for example), I can

If I use linkers and connectors to express my ideas, I will
Pre-Listening

1. Do you know how to swim? Can you remember the first time you went swimming? In pairs, ask and answer the questions.
   a. When was it?
   b. Was it in the ocean, a lake or a swimming pool?
   c. Who did you go with?
   d. What happened?

While Listening

2. Listen to Alex describe the first time he went swimming. Choose the correct options.
   a. eight / nine years old
   b. drove / walked to the local public pool
   c. really worried / excited
   d. the instructor / my dad was waiting
   e. I jumped / ran away
   f. my feet / my hands didn’t touch the bottom
   g. I was swimming / sinking
   h. I was splashing my arms / moving my legs
   i. Someone pushed me down / pulled me up
   j. exhausted / scared

Vocabulary

4. Look at the diagrams and complete with the sports from the box.

5. a. Complete the rules for using play, do or go before a sport.
   i. We use ___________ with ball sports.
   ii. We use ___________ with sporting activities ending in –ing.
   iii. We use ___________ with other sports.
   b. Using the verbs from the previous activity, write a short paragraph about sports you have practised giving your opinion about them.

Post Listening

3. Write a short version of what happened to Alex the first day he went swimming.
We add a question at the end of a statement to check information. Can you see a pattern in how the phrases are made? Explain.

e.g., You are coming to the party, aren’t you?
You aren’t coming to the party, are you?
He can drive, can’t he?
She doesn’t own a car, does she?
They will camping, won’t they?

**Practice**

7 Match each statement with the correct question.

a  You want to go skateboarding,

b  Carlos loves surfing,

c  Jogging is boring,

d  Teresa didn’t play football last year;

e  Everybody should do exercise regularly,

f  He’s a famous tennis player,

_____ don’t you? _____ doesn’t he?
_____ isn’t it?    _____ shouldn’t they?
_____ isn’t he?   _____ did she?

8 Look at the pictures.

What are they famous for? Make sentences about these people using questions to check information. Practice your sentences in groups.

**Pronunciation**

Listen to each word. Put each word under the correct ‘gh’ sound.

<table>
<thead>
<tr>
<th>g sound (go)</th>
<th>f sound (stuff)</th>
<th>silent (high)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Add two more words in each column.

**British / American**

<table>
<thead>
<tr>
<th>British</th>
<th>American</th>
</tr>
</thead>
<tbody>
<tr>
<td>pitch</td>
<td>field</td>
</tr>
<tr>
<td>football</td>
<td>soccer</td>
</tr>
<tr>
<td>practise (verb)</td>
<td>practice (verb)</td>
</tr>
</tbody>
</table>

**Speaking**

6

<table>
<thead>
<tr>
<th>a</th>
<th>b</th>
<th>c</th>
<th>d</th>
</tr>
</thead>
<tbody>
<tr>
<td>pitch</td>
<td>field</td>
<td>practice (verb)</td>
<td>practice (verb)</td>
</tr>
</tbody>
</table>
Pre-Reading

9 Answer the questions in the sports survey.

What is your favourite sport?
How often do you play it?
Do you enjoy watching sports on TV?
Which famous athlete do you admire?

While Reading

10 Read the descriptions and guess what sports they are.

a This sport was first developed in England in the 19th century. It is played by two teams of 13 to 15 players. The match is played outdoors on a pitch with goal posts at either end. The object of the game is to run with an oval shaped ball in the player’s arms across the opponent’s goal line or kick the ball through the goal posts. The players cannot pass the ball in a forward direction and there are no time-outs.

b This is a sport in which a player rolls a heavy ball down a wooden lane. The object is to score points by knocking down as many pins as possible. The earliest version of the game was seen in Egypt in 3200 B.C., but the modern version was developed in Germany in the mid-19th century when competitive clubs were created and it is now very popular all over the world.

11 Indicate words, phrases or sentences in the text that helped you decide what sport it was.

Post Reading

12a Look at the images. Can you explain what they are doing in each one?

b Match the names to the pictures.

i bungee jumping
ii zorbing
iii sandboarding
iv coasteering

Writing

13 In pairs, research about a sport and write a description of it in at least 100 words. Include the following information:

- When and where did the sport originate?
- How many players?
- Where can you do this sport? (court, pitch, track, etc.)
- How do you play?
- What equipment do you need?
- In what country is it popular?

STEP IT UP!

Find out what extreme sport is popular in Chile and where people meet to do them.

Self Evaluation

A simple rule for remembering how to use question tags is ____________________

Three benefits of team sports are ____________________
1. Make a list of three expressions about love and relationships.
   a. expressions about love and relationships.
   b. things you do in the airport before a trip.
   c. sports that end in -ing.
   d. connectors used to show a contrast.

2. How sporty are you? Complete the sentences with the correct form of play, do and go. For letters e, f and g, write your own sentences using the verbs.
   a. Do you prefer to _______________ cycling or to _______________ karate?
   b. Can you _______________ basketball?
   c. Which is more exciting: to _______________ skiing or to _______________ snowboarding?
   d. What is the most dangerous sport you _______________?
   e. __________________________________
   f. __________________________________
   g. __________________________________

3. Complete the sentences with the correct form of the word from the box.
   torpssap  kcehc ni retnuoc  erutraped  egnuol  gndraob ssap
   a. If you want to travel abroad, you need to have a ____________________________________.
   b. The first thing you need to do in the airport is go to the ____________________________.
   c. You can wait for your flight in the ____________________________________.
   d. Before you board the airplane, you need to show your ____________________________.

4. Respond to the negative questions with a positive or negative answer.
   a. Don't you want something to eat?
      (+) ____________________________________.
   b. Weren’t you at the party last night?
      (-) ____________________________________.
   c. Isn’t that the best song?
      (+) ____________________________________.
   d. Wouldn’t you like to do more homework?
      (-) ____________________________________.
   e. Doesn’t that cake look delicious?
      (+) ____________________________________.

5. Finish the sentence with a question.
   a. That party wasn’t bad, _______________?
   b. You’d like to go to the beach, ____________?
   c. Everybody went home early, ____________?
   d. Your brother’s going to go, ____________?
   e. They haven’t been there before, _________?

6. Explain what is the difference between the two sentences to your partner.
   a. I’ve seen that film.
      I saw that film last week.
   b. They’ve been going out for two years.
      They went out for two years.
1. Using the expressions from the text on page 111, fill in the gaps.
   a. Are you going to ______ Diego ______? I think you would like him. You should go to the cinema.
   b. I went on a ______ ______ last night with my cousin’s friend. I had never met her before.
   c. I don’t believe in ______ ___ ______ ________, because I think you need to really know someone before you can fall in love.
   d. Did you ______ _____ ______ with Enrique last weekend? Where did you go?

2. Fill in the gaps with an advice.
   a. I’m really tired. I _______________________
   b. I think they are too young. They ____________ __________________________
   c. If you want to feel better, you ______________ __________________________
   d. You can’t always trust him. You ______________ __________________________
   e. I failed all my tests. I____________________ __________________________

3. Put the words in order to make negative questions. Then respond with a positive or negative answer.
   a. what / hear / didn’t / hear / you / she / said /?
      (+) _______________________________.
   b. we / before / met / / haven’t / ?
      (-) _______________________________.
   c. goal / beautiful / that / wasn’t / a / ?
      (+) _______________________________.
   d. practice / football / don’t / have / tomorrow / we / ?
      (-) _______________________________.
   e. you / aren’t / to / going / Valparaiso / weekend / this / ?
      (+) _______________________________.

4. Give advice for each problem.
   a. I bought a new backpack but the zipper is broken. ________________________________
   b. My tooth hurts. ________________________________
   c. I want to lose weight. ________________________________
   d. I’m getting bad marks. ________________________________
   e. Cycling in the city can be dangerous. ________________________________
5 Using the words given, write sentences about the past.

a. Javier / Santiago / last week: ________________

b. Fran and I / since 2008: ________________

c. We / project / yet: ________________

d. mobile phone / June 2013 ________________

e. breakfast / this morning: ________________

6 Complete the text with words from the box.

passport     boarding pass     check-in
board        gate        carry-on bag
luggage      departure lounge

When you go to the airport, you first need to
(a) ________________. For international flights, you
are required to present your (b) _________________.

When you reserved your ticket, you probably
got a confirmation number. The airline agent will
ask if you want to check (c) ________________
or if you only have a (d) _________________. You
should check your large luggage, but you can
carry smaller suitcases on the plane. The agent
will then give you your (e) ________________ and
tell you which (f) ________________ number your
flight leaves from. Next you go through security.
After that you can buy any last minute souvenirs
or have a coffee in the (g) ________________
before you (h) ________________ the aeroplane.

7 Create your own sentences using the following connectors.

<table>
<thead>
<tr>
<th>therefore</th>
<th>although</th>
<th>but</th>
<th>in fact</th>
<th>even</th>
</tr>
</thead>
</table>

a. ________________

b. ________________

c. ________________

d. ________________

e. ________________

8 Read the situation. Write a question to check
information.

a. Fred doesn’t look good. He looks sick.
   ________________

b. Kate is wearing a sweater and it’s very hot.
   ________________

c. Mario is studying in Santiago but he’s from
   Concepcion. ________________

d. You are very tired and don’t want to go
   shopping. ________________

e. Pablo isn’t at the office, he’s probably on
   holiday. ________________
A Holiday Trip with a Purpose

1. Community Service Volunteers (CSV)

Spend time in the UK providing social care to people in need: university students with disabilities; working parents of children with special needs; people in hostels for the homeless. Free food and accommodation with weekly allowances.

www.csv.org.uk

2. Project Trust

Placement in twenty four destinations lasting a full year. Assignments range from running a newspaper in Namibia to working in the children’s ward of a hospital in South Africa.

www.projecttrust.org.uk

3. Summer Sports

Help run children’s sports projects in Africa and Latin America: football instructor courses and professional training at golf, rugby, cricket and scuba academies.

www.summersports.co.in

1. Read the following adverts and match them with the photos.

2. In groups of four; create a project that you can do during your school holidays.

Choose one of the following topics:
- help a community in need.
- take part in an environmental campaign.
- run sports camps.


4. Plan tour trip:
   - transport
   - housing
   - meals
   - Schedule

5. Present your project to the class. Use a PPT presentation including music, sounds and pictures.
Reading

1. Read the description and answer the questions.

- a. Where is Llandudno?
- b. What is special about the local people?
- c. Why was Llandudno important to Lewis Carroll?
- d. What can you do and see in Llandudno?
- e. Why does the writer recommend Llandudno?

My favourite place is a town called Llandudno. It’s on the Welsh coast between Great Orme, Little Orme and the sea. Llandudno has a long history as a mining and fishing town. It’s famous for its incredible Bronze Age copper mines. Visitors can see how the mining process was during that time. In 1854, Llandudno became a seaside resort for Victorian tourists. Today, it maintains its Victorian buildings and is still a popular tourist town. The local people speak two languages: English and Welsh, which is nothing like English. One of the most interesting stories about Llandudno is that the writer, Lewis Carroll, spent some time there and it’s where he met his wife, Alice. He based his most famous book, *Alice in Wonderland*, on his wife, and some of the Llandudno scenery is described in scenes of the book. I really recommend Llandudno because there is lots to see and do. Visitors can spend time on the beach sunbathing, swimming or surfing. Hiking up and skiing down the Great Orme (on the dry ski slope) is another possibility. If that’s too much exercise, you can enjoy the views from Britain’s longest cable car system. Llandudno has something for everyone.

Listening

2. Listen to Mandy and Alistair talking about football. Put Alistair’s statements in the order you hear them. You will hear the recording twice.

- a. _____ Both sides had scored three goals.
- b. _____ Liverpool and AC Milan.
- c. _____ Liverpool won the cup for the fifth time.
- d. _____ The matches are boring these days.
- e. _____ Well the second half was brilliant.

Writing

3. Write a paragraph about an activity that you do in your free time (100-120 words). Use the questions to help you. Organize the information in at least 3 paragraphs.
Moving Forward

Reading and Understanding
• articles
• a survey

Listening and Understanding
• a personal reflection
• advice

Speaking
• an interview
• talk about substance abuse
• answer questions

Writing
• an interview
• giving advice

Living in Harmony
Emphasizing the importance of a healthy diet and good habits to preserve our health. Knowledge of the self, one’s potentials and limitations.
1 Think of the last 7 days and mark the statements that are true for you.

a ______ I exercised at least one hour a day.
b ______ I exercised at least one hour during the last weekend.
c ______ I watched TV for more than one hour a day.
d ______ I was busy this last weekend.
e ______ I had nothing to do this last weekend.

f ______ I had butter, margarine and /or mayonnaise in my meals.
g ______ I included many vegetables in my meals.
h ______ I had sugary food such as ice-creams, cakes, biscuits, candies, etc.
i ______ I had fried food or oily food such as sopapillas, French fries, fried chicken, bacon, etc.
j ______ I had breakfast every day.
k ______ I skipped lunch.
l ______ I had dinner.

m ______ I snacked a lot.
n ______ I ate fast.
o ______ I ate while watching TV or playing on my phone.
p ______ I ate small bites.
q ______ I don’t eat unless I am very hungry.
r ______ I ate until I felt full.

s ______ Once or twice, I ate after I saw a food spot on TV.
t ______ I just ate because I had to.
u ______ I ate because I was bored.
v ______ I ate because I was mad.
w ______ I ate because I was sad, depressed or stressed.
x ______ I ate a lot in a short period of time.
y ______ I felt I was eating out of control but I didn’t care.

2 How many of your answers are bad habits? Compare your answers with your partner. How many are the same?

3 Make a list of the food you have eaten and activities you have done in the last 7 days. Discuss with your partner which food and activities in your lists could be classified as healthy.
Pre-Reading

4 In pairs, answer these questions:
• How much do you exercise weekly?
• How many meals do you eat daily?
• How much do you snack?
• Do you like sugary food? Why?

While Reading

5 a Scan the text and find the words from the list. Can you infer the meaning of the words in context? Check with your partners if they know the meaning. If not, look them up in a dictionary.

| i | on the move | vii | prevent |
| ii | average | viii | diseases |
| iii | concern | ix | procrastinate |
| iv | major illness | x | once in a blue moon |
| v | increase | xi | legumes |
| vi | enhance | xii | in the long run |

b With your partner, predict which of these words would be essential to give the text meaning. Why?

c Read the text carefully and check your predictions in activity 5b.

6 Answer the following questions.

a What does research say about Chilean teenagers’ diet?

b Why aren’t Chilean teenagers exercising as much as they used to?

c How is sugary food becoming a problem among Chilean children and teenagers?

d What should the government do to help teenagers have a healthier lifestyle?

e Name two reasons for leading a healthier lifestyle.

f Which of the activities mentioned in the text do you actually do?

A LIFE ON THE MOVE: LOOKING BETTER, FEELING BETTER

According to some research done on Chilean teenagers, proper nutrition does not count as one of their priorities. Only 4% of them eat well, 60% have an average nutrition and around 36% do not eat well at all! A few years ago it used to be different but lifestyles have changed.

Currently, only 15% of teenagers have a healthy lifestyle. Young people used to do regular exercise but this has almost been forgotten. With the arrival of new and more exciting technology, more time is spent on sedentary activities such as watching TV, playing computer games, surfing the net and other related activities. What makes the situation worse is that most of these sedentary activities include food and not just any food: junk food.

Another concern has to do with the high amounts of sugar children and teenagers are consuming these days. Research has shown that around 50% consume excessive sugar and sugary foods and drinks. If this continues, diabetes may become a major illness for Chilean teenagers in the next few years.

Some experts claim that the government should be more straightforward with these problems in schools by educating and informing parents, teachers and teenagers themselves so that they become aware of the problem and find ways to confront it.

But not all is lost!

You can still live a life on the move, looking and feeling better by adopting an improved lifestyle. But the question is, why should you do it?

• You’ll notice an increase in your strengths and energy.
• You will enhance your self-confidence and will feel more confident in your abilities.
• You will be able to prevent obesity and heart-related diseases.
• You will also be able to share more quality time with your friends and even make new friends.
Some activities you can carry out with your friends (and family too) are as follows:
• join after-school sport programmes in your school or neighbourhood.
• try not to procrastinate. Participate in your regular physical education classes at school.
• if your school or places you regularly go to are not that far away from home, then walk or ride your bike.
• practise the old fashioned way, too. Make a habit of walking up and down stairs instead of taking the elevator.

Some tips for a healthier and better life are as follows:
• be aware that chips, sodas, ice-cream and candies are high in fat, sugar and salt. Try to consume them only once in a blue moon.
• enjoy fruit and salads daily as they are full of essential vitamins and minerals vital for our bodies to be healthy.
• fish and legumes are excellent for you. Fish contains omega 3 which is excellent for the heart and legumes are rich in fibre. Have them at least twice a week.
• try to ‘respect’ meal time. Too much snacking becomes damaging in the long run. It can mean eating more food and eating more of the wrong food.
• on days with more vigorous activities, you can eat more. On the other hand, if you have been seated or only doing moderate activities, then you should eat less.

Always remember that physical activity in which you move your whole body, helps you develop your abilities of coordination, flexibility, balance, strength (inside and outside) and speed.


9 Match the word groups.

<table>
<thead>
<tr>
<th>a</th>
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<th>e</th>
<th>f</th>
<th>g</th>
<th>h</th>
<th>i</th>
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<tr>
<td>proper</td>
<td>regular</td>
<td>young</td>
<td>junk</td>
<td>self-</td>
<td>heart</td>
<td>make</td>
<td>twice</td>
<td>will have to</td>
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<td>v</td>
<td>vi</td>
<td>vii</td>
<td>viii</td>
<td>ix</td>
</tr>
<tr>
<td>disease</td>
<td>food</td>
<td>nutrition</td>
<td>new friends</td>
<td>exercising</td>
<td>a week</td>
<td>people</td>
<td>confidence</td>
<td>eat less</td>
</tr>
</tbody>
</table>

Post Reading

7 Write reasons why you should or should not eat the following food:

a chips, sodas, ice-cream because...

__________________________________.

b fruit and vegetables because...

__________________________________.

c snacks whenever I feel like it because...

__________________________________.

8 Look at the following word groups taken from the text and write another one changing the adjective only.

e.g., Proper nutrition = healthy nutrition

a Healthy lifestyle:

b Sedentary activities:

c Junk food:

d Sugary foods:

e Quality time:

STEP IT UP!

Make a list of activities you do that are unhealthy. Compare with your partner and give each other advice on what you should do to change your lifestyle.

10 Work with a partner. Go to http://www.nutrition.gov/ and research about the components of a healthy meal. After you’ve gathered the data, present your results in a pie chart like the following:

Work with a partner.

e.g.,

![Pie chart example](image-url)
To talk about a habit that used to be common but isn’t anymore, we say:

Young people used to do regular exercise but this has almost been forgotten.

I didn’t use to like eating vegetables but I love them now!

Practice

12 Make sentences that are true to you with used to.

a. I used to live in a flat when I was a child.

b. We used to go to the beach every summer.

c. My friend used to exercise in primary school.

d. When I was ten years old I

e. My mother

f. The person sitting next to me

Pronunciation

13 Listen to the following sentences and underline the words you hear the speaker emphasize. How can you tell if a sentence has positive or negative content? Listen again and repeat. Practise with your partner.

a. But not all is lost and you can still live a life on the move, looking and feeling better by adopting an improved lifestyle.

b. What makes the situation worse is that most of these sedentary activities include food. Junk food.

Self Evaluation

What strategy would you employ in schools to help students be aware of what a healthy meal is?

As you grow up your eating habits change, make a list of what you used to or didn’t use to eat.
LESSON 2
Not Feeling So Well?

Pre-Listening

1. a Read the following list and underline the ideas that sound familiar to you. Compare with your partner. Do you have the same?

   i. depression  
   ii. bad nutrition  
   iii. stress  
   iv. obesity  
   v. angry all the time  
   vi. a lot of things to do  
   vii. in a hurry  
   viii. psychologist  
   ix. psychiatrist  
   x. eating habits  
   xi. physical activity  
   xii. polite  
   xiii. smile back  
   xiv. ‘Right now’ comfort

   b Look at the list again and talk to your partner about the reasons why some of these ideas are closely related. Share your ideas with the class.

While Listening

2. a Listen to a person give his opinion on how Chilean people are in regards to their health. How is this reflection similar to the reasons you discussed in activity 1b? Take notes!

   b Listen again and check.

3. Listen again and answer the following questions.

   a What does the speaker say Chileans are becoming famous for?

   b The speaker says, ‘we need to do something about it.’ What does ‘it’ refer to?

   c How does the speaker describe people feeling stressed out?

   d Apart from the system, why should we blame ourselves for giving in to stress?

   e What reasons does the speaker give for the body and the mind to be taken care of equally?

   f In your own opinion, how is politeness important for your health?
Post Listening

4. In pairs, brainstorm ideas related to nutrition that connect to the concepts or words below. 
   e.g., Bad nutrition: fatty food, junk food, too much snacking, etc.

   Commitment
   Stress
   Fast Food lifestyle
   Good energy

5. Work with a partner. Make a sequence map explaining what you would do to keep your body and mind healthy.

6. Discuss your sequence map with your classmate. Justify your ideas. Use the concepts from activity 4 in your discussion.

   Explain:
   • What you are going to do
   • Why you decided to do it
   • How you intend to put this into action
   • When you are going to start and for how long you are going to do it.

LANGUAGE IN USE

We use *if* sentences to describe situations in the past that did not happen.

*If we had been more careful, we would have prevented this from happening.*

*She would have answered if she hadn’t been so busy.*

Can you see its form? Can you explain it?

7. Finish the *if* sentences with your own ideas.

   a. He would have come to the party
      if ____________________________

   b. If I had eaten all that pizza, I
      ____________________________

   c. If her grandfather had gone to the doctor, he
      ____________________________

   d. would do more exercise every day
      if ____________________________

   e. If we hadn’t been so stressed, we
      ____________________________
Pre-Reading

8 What do you think are the main reasons that teenagers go to the doctor? Make a list.

While Reading

9 Look at the words in bold. What are these health problems about? Skim the text to find out.

**TOP REASONS WHY TEENAGERS GO TO THE DOCTOR’S OFFICE**

The most common health problems teenagers suffer from are:

a **Drug abuse**: this experimentation phase can lead a teenager to have contact with illegal drugs. Dealing with this problem is one of the most determining moments for teenagers and parents.

b **Traffic accidents**: many young people get injured or die each year in accidents caused by reckless driving and alcohol.

c **Diabetes**: it can be inherited but it is also caused by bad nutrition habits.

d **Hypertension**: the number of teenagers that have high blood pressure is increasing day by day.

e **Stress**: due to hormonal and psychological changes during this phase, many teenagers are likely to suffer from stress which leads to other physical pathologies.

f **Acne**: this happens basically because hormones are adapting to the new adult body. It can take years to become balanced again.

g **Anorexia**: the social pressure for looking slim and attractive drives many teenage girls and boys to lose excessive weight so that they can fit into a social group. This damages them not only physically but psychologically, too.

h **Obesity**: this is mainly caused because of bad nutrition and excessive consumption of junk and sugary food. The worst news is that obesity brings other diseases along.

i **Sport injuries**: these types of injuries are common among teenagers since they are more exposed to high risk sports and activities at school during this phase of life.

10 Which of these problems do you think you or somebody you know is suffering from or is likely to suffer in the near future? Why?

Post Reading

11 Choose three of the above problems and write a paragraph giving practical and everyday strategies to avoid them. Use your experience or use information you have read in books or the net, heard from friends or watched on TV. Suggest how the people who have this problem could try to improve their health. Include vocabulary from the lesson, from pages 136, 135, 133 (lesson 1) and if sentences.

Self Evaluation

If we teach children to love themselves and love their bodies, would there still be problems such as anorexia, obesity, etc.
What do you think? ________________________________

If I had noticed these health problems, I ________________________________
Pre-Reading

1. Create a Spider Map with your ideas! Your central word is “Science”.
   What words come to your mind?

While Reading

2. Read the following text quickly. What is the main idea?

   **Juan Felipe – Argentina**
   Just over 10 years ago, during the economic crisis, alternative trade markets appeared all over the country, and the tradition continues to this day. In towns and cities, people gather in the street or a park and exchange their products with no money involved. You can find everything from home-grown vegetables to furniture to dental care! I’m part of this alternative way of living. My family and I grow cherry tomatoes. We exchange them for other food products like potatoes and rice. Living like this makes me imagine a world without money or conflict. This would mean the disappearance of insurance companies and banks, but also the beginning of a friendlier world.

   **Francisco – Chile**
   Growing up, we had Nintendo, Super Nintendo, Play station I, II, III and now we have Nintendo Wii. These products are used mostly by children who don’t understand how fragile they are. So, when one of these so-called toys malfunctions, I come to save the day. I started out by fixing my dad’s old radio, then the VCR, and then the DVD player. Now, I’m studying to be an electronic technician. I enjoy it and I know there will always be something to fix.

   **Dennis – Scotland**
   My current job as a journalist working for BBS Channel allows me to be in touch with many people all over the globe. Telly has changed my life forever; I was born and raised on a small island in the north of Scotland where we had no running water or electricity! ‘The box’ has allowed us to watch incredible events like the first steps on the moon, the Olympic Games, New Years celebrations, and more. The invention of TV opened the door to all the other audio-visual technologies. Nowadays, the world seems a much smaller and more connected place.

   **Carol – USA**
   I lead a busy life as a wife and mum and I also have a part-time job in a laboratory. As I am always on the go, I need help wherever I can get it. In my house, we have technology that helps with everything from making a cup of coffee to opening my garage. I can’t think of life without all these new inventions. I would never be able to enjoy time with my family if we didn’t have so many household gadgets and appliances helping to make everything run smoother.

**Post Reading**

3 Answer these questions in your own words.
   a How has television helped us understand history?
   ____________________________________
   b What would we do to obtain food without money?
   ____________________________________
   c How would our lives be different if electronic devices such as Nintendo or Nintendo Wii hadn’t been invented?
   ____________________________________
   d How do you think your grandmother managed doing everything at home without any household appliances?
   ____________________________________

**Speaking**

4 In pairs, discuss the following questions:
   a Do you agree with Juan Felipe? Why? Why not?
   b Would life be harder without your favourite gadgets? Why?
   c Why do you think the disappearance of money would be disastrous for banks?
   d Can you think of any scientific advances made or invented in Chile?
   e What is something you wish science had never developed or invented? Why?

**LANGUAGE IN USE**

I wish / If only

Sometimes I wish I didn’t have a TV because it distracts me. If only I didn’t have a TV to distract me.

We use I wish and if only to talk about situations we want to change.

I wish I had been born with a simpler lifestyle. If only I hadn’t been born in such a complicated lifestyle.

We use them to express regrets about the past.

I wish that money would disappear. If only money disappeared.

We also use them to complain about something/one else.

**Practice**

5 Complete the sentences so that they make sense to you.
   a She has no money. I wish ______________________________.
   b Her friends have gone on holiday. If only ______________________________.
   c She didn’t save any money for the holiday. If only ______________________________.
   d She spent all her money on clothes. I wish ______________________________.
   e His mother won’t give him more money. I wish ______________________________.

6 Look at the pictures. In pairs, make sentences with wish and if only.
   a
   b
   c
   d
Unit 7

Pre-Listening

7 Look around your classroom; Can you see anything that has been scientifically developed? What do you think the development process was like?

While Listening

8 Listen to a person talking about science and how to understand it better. Check ✓ the words you hear.

- microscope
- global
- robot
- investigate
- experiment
- mistake
- explanation
- sceptical
- knowledge
- electricity
- applied
- microchip
- process
- gadget
- surgeon
- evidence
- reason
- modern
- overview
- creatively
discovering
- medicine
- revise
- researchers
- powerful
- improve
- tools
- scientific
- observe

9 Listen to the text again and write 3 reasons why science is so useful in our everyday lives. Share your ideas with your partner. Do you have the same?

Pre-Reading

11 In pairs, ask and answer the questions.
   a How long do you sleep at night?
   b Do you think that you get enough sleep?

12 Skim the article quickly. Where is it from?
   a A fashion magazine.
   b A general interest magazine.

Post Listening

10 With your partner:
   a Discuss the following question: What do you think has been the greatest accomplishment of science? Explain why.
   b If you had the opportunity to interview the person who accomplished this invention, what would you ask him/her? Make a list of ideas for your interview and then write the questions.

While Reading

13 Read the text and answer the questions. Find evidence in the text to support your answers.
   a What are some experts now suggesting?
   b What did nearly half the teenagers tell the Denver researcher?
   c What are the writer’s conclusions?
Teens need sleep

The way we sleep changes a lot during our teenage years. Many teens have the energy to play computer games until late at night but can’t find the energy to get out of bed in time for school. This may be more than just laziness and bad behaviour. Scientists have found out why adolescents love to lie in bed late at weekends. They say teen sleep patterns are different from those of adults or children and that teenagers don’t get as much rest as they need during the week. One problem is school start times. Some experts are now suggesting a later start to the school day because teenagers find it too difficult to wake up early in the morning.

A research project in Denver, Colorado, which studied 729 young people between the ages of twelve and seventeen, found that teenagers need more sleep than they may be getting. Nearly half of the people interviewed reported significant daytime sleepiness and many needed a daytime nap. The project suggested that sleeping late at weekends may be a result of sleep deprivation during the week. Dr Kathryn Reid said, ‘We found that teenagers sleep, on average, 8.5 hours during the week and more than 9.5 hours at weekends.’ Other research suggests that getting enough sleep is important for teenagers because it is while they are sleeping that they release a hormone that is essential for growth. When teenagers do not sleep enough, levels of the growth hormone are reduced, and teens start to feel depressed and unmotivated.

So it seems that teenagers need more sleep than both children and adults, but that they get less than either. Not only that, but many of the aspects of teen behaviour which adults find annoying may be a direct result of teenagers not getting enough sleep.


Post Reading

14 What type of text is this? Explain your answer.
   a) a report
   b) an essay
   c) a letter
   d) an article

15 Write a letter to your parents telling them how important it is for you to sleep and what is your commitment in organizing your schedule to get enough sleep and do all your chores. Use the information from the text.

Self Evaluation

There are a few teaching methods which believe that television prevents developing problem solving skills. Would you agree with this? Why? Why not?

Do you think technology affects education in a positive or a negative way?
As Good As It Gets

Pre-Listening

1. Discuss the following questions in groups.
   a. What do you think are the best ways to stay healthy?
   b. What healthy things have you done in the last month?
   c. What unhealthy things have you done in the last week?
   d. Which do you think is more important for your health: eating well or sleeping well? Why?

2. Finish each idea with your own information. Compare with your partner. How similar are your answers?
   a. Something good I could do for myself is: ____________________________________.
   b. My favourite food is: ____________________________________.
   c. When I am very hungry, I eat: ____________________________________.
   d. To relax, I: ____________________________________.
   e. Most of the time I sleep: _____________________________ hours a day.

While Listening

3. a. Listen to an expert giving advice on how to keep your immune system healthy and match ideas from the columns. Check with your partners.
   i. Move your body
   ii. Watch what you eat
   iii. Eat less
   iv. De-stress
   v. Sleep

   b. Listen again and complete the sentences.
   i. Avoid shortcuts; take the ____________, walk to school if possible, and try to ____________ your dog more.
   ii. Get in the kitchen. Try to eat ____________ food or if you have the chance, ____________ your own food!
   iii. The ____________ way is to keep your body in shape is eating ____________.
   iv. ____________ can affect a person’s physical and ____________ health.
   v. Alcohol consumption and ____________ meals can also interfere with a ____________ night’s sleep.
Post Listening

What words would describe your eating and exercise habits better? Compare your answers with your partner. How different are your answers?

CHECK THIS OUT!

Odd Facts about Science and Health

- **Drinking water** faster than your body can eliminate it can kill you.
- **Whale waste is extremely valuable.** It may look like a rock weathered by the sea, but it is actually ambergris which, depending on age, can sell for thousands of dollars.
- **Taking out half of a child’s brain** seems not to affect their personality but can prevent dangerous seizure disorders.

source: http://www.scientificamerican.com

Make five more words with the prefixes and write sentences with them. Use your dictionary to help you.

e.g., Unhappy – He is really unhappy with his weight.

Prefix

un + healthy = not healthy
non + smoker = doesn’t smoke

Prefixes are added to the __________ of a word to modify it or change its meaning.

Practice

Match the prefix with the meanings.

- a supermarket
- b anti-virus
- c unrealistic
- d underestimate
- e ex-instructor
- f microchip
- g overeat
- h pro-sports

i not
ii very large
iii former
iv too little
v against
vi too much
vii in favour of
viii miniature

When prefixes are added to root words, the word stress sometimes changes.

Listen to the following words and repeat them. How is the stress changed?

i agree disagree
ii regular irregular
iii virus antivirus
iv smoking non-smoking

Think of 5 other words that have prefixes. Practise their pronunciation with your partner.
‘An apple a day keeps the doctor away’; What do you think this expression means? Is there a similar expression in Chile? Share ideas with your partner.

Read the following text and underline or highlight key words and phrases. Remember that key words are those that give the text meaning. Compare with your partner.

An apple a day keeps the doctor away.

Have you heard of this saying before? You probably have, but in the Spanish version. This saying refers to keeping a healthier immune system so that you don’t get sick easily. Here you are some strategies to achieve this:

Exercise: Physical activity helps to support the work of the lymphatic system. The lymphatic system is a series of vessels and glands that transport immune cells and collect waste products from the body. The lymphatic system needs the body to move to help transport immune cells and collect bodily waste.

Think Happy Thoughts: Immunity has a very strong connection with the mind. Stress and depression are known to lower immunity. It is important that when one feels overwhelmed to find comfort with comfort phrases, or employing some relaxation techniques. Usually a little humour makes things look easier; smile, laugh as much as you can.

Include more Colourful Vegetables in your Meals: Believe it or not, plants have their own immune system, known as photochemicals. Photochemicals are what gives fruit and vegetables their rich colours. The more coloured fruit and veggies you eat, the more immunity boost your body receives. Good choices of colourful fruit and vegetables are tomatoes, watermelon, grapefruit, grapes, pomegranates, blueberries, carrots, squash, and sweet potatoes.

Favour Aromatic Herbs: According to traditional Chinese medicine aromatic herbs strengthen your body’s chee energy. Aromatic herbs are garlic, ginger, and scallions. These herbs help to open up sinuses and they cause light perspiration which helps you sweat out any flu.


Write a paragraph expressing in your own words what this text tells us about our bodies. Include connectors such as although, however, even though, etc. You must write at least 100 words.

Chileans do not eat healthy or exercise regularly. This is a fact, but it is slowly changing. In the streets and parks, more people are getting out and moving.

What do you think are the reasons for this change? Give 3 reasons.

What type of words do you use to help you connect ideas?
1. Use your own words to write a definition for the following concepts:

a. Irritability: ____________

b. Sugary: ____________

c. Mind: ____________

d. Healthy: ____________

e. Dependent: ____________

f. Diabetes: ____________

2. Complete the text about habits that were common in the past. Use the words in the box.

be punish make not eat not show however speak take wear although

The Good Old days

(a) ________________ 1970’s is only a little bit more than 40 years ago, life (b) ________________ very different. For example, nowadays, parents buy designer clothes for their children, but my mother (c) ________________ clothes for me and my brother. TV was there, (d) ________________, there were only a few channels and they (e) ________________ cartoons during the week!

School was different too. We had a dress code and girls (f) ________________ skirts even in winter! It was stricter too. For example, only the teachers (g) ________________ in class: we didn’t say anything. And homework (h) ________________ ages to do because there was no Internet or anything like that. The food was terrible. I (i) ________________ anything at the school cafeteria because it was so disgusting, and the teachers (j) ________________ me with detention because I refused to eat the food.

3. Match the columns to make sentences.

a. If electric power hadn’t been invented, _______ they wouldn’t have been struggling with weight problems during adult life.

b. If children had eaten healthier, _______ if TV and video games hadn’t been invented.

c. We wouldn’t have had so many wars, _______ we would have appreciated simple things in life.

d. Children would have played more outside, _______ he wouldn’t have been injured in that traffic accident.

e. If he had been more careful, _______ if money hadn’t been invented.

f. Maria would have been happier, _______ if he had proposed to her before.
1. Match the ideas.
   a. healthy _______ food
   b. junk _______ body
   c. on the _______ lifestyle
   d. health _______ move
   e. bad _______ nutrition
   f. mind and _______ problems

2. Complete the paragraphs with the correct form of the verbs from the box:
   - help
   - pass
   - use to
   - have (x2)
   - contain
   - do

   The life we have today is mainly due to the work that many scientists a________ along the years. The discoveries and inventions in medicine b________ many people to have a better quality of life. Other inventions like TV and video games c________ a great impact on children and teenagers but as time d________, they are becoming harmful because people are not exercising as they e________. People f________ more weight problems because much of the food they eat every day g________ high levels of sugar and trans fatty acids.

3. ‘Bad habits die hard’. Based on this expression, write and illustrate an informative leaflet for adults inviting them to free themselves from their bad eating habits or other.

4. Now that you are becoming a high-school graduate, look back into all your school years; How much have you changed?
   Use the verbs from the box to write true sentences about you.
   - responsible
   - aware
   - hate
   - like
   - organized
   - study

   a. ___________________________
   b. ___________________________
   c. ___________________________
   d. ___________________________
   e. ___________________________
   f. ___________________________

5. Using I wish and if only fill the clouds with ideas.
   - a
   - b
   - c
   - d
6. Complete the sentences using the information given.
   a. Sam talks so fast that they don’t understand what he says.
      They wish __________________________________________________________
   b. He doesn’t like his job. He wants to find a better job.
      He wishes __________________________________________________________
   c. School starts at 8:00 o’clock, which the children consider too early.
      The children wish __________________________________________________
   d. She should never have begun that project.
      She wishes she ______________________________________________________

7. Write the meaning of the prefix.
   a. anti-war __________
   b. ex-husband __________
   c. microchip __________
   d. overeat __________
   e. pro-government ______
   f. rewrite __________
   g. superpower __________
   h. underfed __________
   i. unhappy __________

8. Write a letter to a magazine editor telling him/her about your current lifestyle concerning health and nutrition and ways you intend to follow to improve it. (100-120 words)
   Use the information from activity 5 page 136.
   Dear Editor,

   Sincerely,
1. What do you think about being immortal? Do you like the idea? What do you think the disadvantages would be? Why/Why not?

2. Work in pairs or in groups of 4 and prepare a magazine that talks about achieving immortality. Do research and include images, questions and answers about the topic, quotes from experts and other sources of information. Remember to give you and your partners a role in the project and to manage your time wisely.

   Consider the following aspects in your magazine:

   i. Nutrition
   ii. Exercising
   iii. Medicine
   iv. Everyday practical aspects like housing and friends.

3. When your magazine is ready, you will have to present it to the rest of the class. Consider the following aspects:

   a. You will have a maximum of 5 minutes to present to the class.
   b. Organise it so that you take turns to show your visual aids while performing or ask someone else.
   c. Take care of pronunciation and intonation when performing.
   d. Speak loud and clearly towards the class, so that everyone hears what you are saying.

Scientists claim that by 2045 immortality could be a possibility. The idea is that stem cells are extracted from your body so that scientists and doctors can generate new organs. This way, you will be able to live longer, and longer, and longer...
Reading

2. Read the conversation. Answer the questions.

DOCTOR: Now, what can I do for you?
TEENAGER: I feel tired all day.

DOCTOR: Are you eating properly?
TEENAGER: Oh yes! I eat lots of chocolate, crisps and other snacks to keep me going.

DOCTOR: You shouldn’t eat so much junk food! Why don’t you eat more fruit or vegetables?
TEENAGER: Mmm... DOCTOR: And how much exercise do you do?
TEENAGER: I walk to school!

a. Give two reasons why the boy is tired.
b. Write three suggestions to help the boy feel better.

Writing

3. Write a paragraph about a past situation that you wish had never happened. Include sentences using I wish / If only and connectors to organise your ideas.

You must write at least 100 words.

[Paragraph here]

Keep practising Let’s review Good job! Brilliant!

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149
The Price of Progress

Reading and Understanding
• articles
• a report
• poems

Listening and Understanding
• a weather forecast
• a telephone conversation

Speaking
• talk about Chilean industries, exports, natural resources
• the environment
• have a telephone conversation
• a quiz

Writing
• a business email
• an open email to promote awareness

Living in Harmony
Learning about our own natural resources and being conscious of our and other people’s actions.
Chile, a Country of Contrasts

Pre-Reading

1. a. Look at the pictures. What do they show about Chile?
   b. In pairs discuss what you think the following means:
      - sun burnt country
      - jewel sea
      - sea beard
      - mysterious kisses

While Reading

2. Read the two poems about Australia and Chile.
   a. Which one is about Chile?
   b. What similarities are there between these two countries?
   c. How are a country’s geographical features important for its progress and economy?

Post Reading

3. Do you know what Chile produces and manufactures?
   Work in groups of 4 or 5. Look at the following list and discuss what you know about the various industries. Do an Internet research on the topics that are less familiar to you.

   - processed salmon and trout
   - petrol, fuel oils, and lubricants
   - Chilean wine
   - timber and pulp
   - methanol
   - fishmeal
   - copper wire
   - nitrate products

Search the net and make a list of at least 5 agricultural raw materials and 5 manufactured food products in Chile exports.

STEP IT UP!
Vocabulary

4 Match the columns to complete the ideas.
   a mineral resources
   b agricultural raw materials
   c forestry
   d local challenges
   e adequate labour levels
   f protected country

   ____ eucalyptus and pine wood
   ____ energy and water supplies
   ____ apples and pears
   ____ The Andes Mountains
   ____ women
   ____ copper refining

Pre-Reading

5 In pairs, discuss the following questions:
   • What do the words ‘import’ and ‘export’ mean to you?
   • Do you know a company that does one of these two? Which one?

While Reading

6 Read the texts quickly. These texts are part of...
   a a report
   b a story
   c a biography

7 Read the texts again. Answer the following questions:
   a Which areas in Chile’s industries are emerging?
   b What factors can affect Chile’s economic growth?
   c Why are women mentioned in the text?
   d Why has the food industry become so successful?

Text 1: Chile’s Industry
Going to Chile does not only mean encountering nice and generous people but also a great range of natural resources. The industrial sector mainly consists of local mineral resources being exploited in various ways, agricultural raw materials either manufactured or exported directly, and forestry which has made Chile world famous. Although Chile is small in area, its natural resources are abundant and diverse. This includes current industries like copper refining, nitrate products, iron smelting and steel production, oil refining, cement, chemicals, timber and pulp, furniture, and various wood products. Emerging areas are the textile sectors, clothing, and the leather industry concentrated mainly in the urban centres. Doing business with Chile has become very profitable.

CHECK THIS OUT!

• Chile has about 500 volcanoes considered active; 60 of them have recorded eruptions in the last 450 years.
• Chile’s lowest point: Pacific Ocean (0 m) and highest point: Nevado Ojos del Salado (6,880 m)
• Only 3% of Chile’s land is arable, which means it can be cultivated for agriculture.
• The driest desert in the world is the Atacama Desert.
Text 2: Long-Term Outlook
From my point of view, despite the economic trends in the rest of the world, generally, Chile is doing well. However, we must be aware of the fact that Chile faces some domestic challenges that could slow its growth, such as the effects of environmental issues, like the provision of energy and water supplies. In addition, a low birth rate and an aging population will affect the future working force not so far in the future. I think we should find more effective ways of making progress without overusing our natural and sometimes non-renewable resources.

Text 3: Unemployment
While employment levels have been rising throughout Latin America, Chile has achieved the best figure in the last few years. It is also seeing a significant rise in the number of women entering the work force. Women are an important factor to maintain adequate labour levels and alleviate shortages, although currently less than 40% of women participate in the workforce. Last year Chile’s unemployment rate dropped by 1.1%, reaching 7.2%, the lowest rate in 13 years. Currently, the unemployment rate is 6.7%. While youth unemployment remains high, it also fell a few years ago. The regions showing the greatest employment increases year-on-year are Los Ríos, Coquimbo and La Araucanía.

Text 4: Food Production
Thanks to its length and its amazingly diverse geography, Chile’s soil and climate is optimal for producing award-winning food products. Chile exports a huge range of high-quality food products to approximately 150 countries around the world. Due to the knowledge of Chile’s farmers and the top-end technology that they use, the food industry has fast become the second most important exporting area.


Post Reading

a If you had to promote Chile to foreign countries, how would you do it?
Make a spider map with your ideas.

b With a partner, explain each of your main ideas. If you have similar ideas, talk about the different details you could use to support them. Use the Speak Out! box to help you.

Here is an example of a spider map:

Text 4: Food Production
Thanks to its length and its amazingly diverse geography, Chile’s soil and climate is optimal for producing award-winning food products. Chile exports a huge range of high-quality food products to approximately 150 countries around the world. Due to the knowledge of Chile’s farmers and the top-end technology that they use, the food industry has fast become the second most important exporting area.


SPEAK OUT!

Talking about facts.
• According to an article I read recently...
• I just heard that...
• Did you know that...?
• I’d like to share an amazing fact with you...
• I’d like to present an interesting figure to you.
**LANGUAGE IN USE**

**Suffixes**
Create new words by modifying the _______ of the word.

* e.g., care + ful: careful (adjective)
  careful + ly: carefully (adverb)

Various suffixes:
- able -ible, -al, -ial, -en, -er, -ful, -ic, -ing, -sion, -tion, -ity, -ty,
  -less, -ment, -ness, -ly, -ive, -ous, -y, -age

ex. beautiful hotter organisation easily

**While Listening**

12. Listen to a person describing the advantages Chile has as a wine producer and complete the chart.

<table>
<thead>
<tr>
<th>Geography that favours wine production</th>
<th>Climate that helps produce organic wine</th>
<th>Advantages of the Pacific Currents in wine production</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Post Listening**

13. Work with your partner and discuss the following, based on the ideas in activity 12.

a. Two items Chile already produces or may produce in the future.
b. How geography favours the production / manufacturing of these items.
c. How climate may help the production / manufacturing of these items.
d. Advantages of producing / manufacturing these items.
e. Challenges the companies may face during the process.

**Pre Listening**

11. In pairs, ask and answer the following questions:

a. Where are there vineyards in Chile?
b. Are there any in your region?
c. Why are they there?
d. Do you know anyone who works or has worked in a vineyard?

**Self Evaluation**

Chile is known for its natural resources.
What would you do to make Chileans more aware of them?

What language would you use to ask a foreigner about the natural resources in their country?
Pre-Listening

1. a Use your notes from lesson 1 to list 5 products that Chile exports.
   - What do you know about import/export procedures?
   - Which are the main ports in Chile? Are there any in your region?
   b Put the following vocabulary under the correct category in the box.

<table>
<thead>
<tr>
<th>people</th>
<th>verb</th>
<th>documents</th>
<th>objects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>declare</td>
</tr>
</tbody>
</table>

2. Write the vocabulary from activity 1 next to the correct definition.
   a goods or products that are being transported, cargo ____________
   b a list of goods and shipping instructions; bill of lading ____________
   c officials who collect tax on imported goods ____________
   d someone who represents a ship or ships at a port ____________
   e to send or transport by land, sea, or air ____________
   f a huge box to hold goods for transport ____________
   g a list sent with goods to show that they have been checked ____________

While Listening

3. Listen to the telephone conversation between Maria José and the buyer, Global Trade, and answer the following questions.
   a Is Jason concerned with changes in shipping procedures? _________________________
   b Which procedures could be affected by the new regulations? _________________________
4 Turn your page to the listening script from activity 3 on page 208 and underline the following phrases. In pairs, discuss what you think they mean.

- put someone through
- look over
- touch base
- have a grasp on something
- puts a mind at ease
- do you mind?
- go ahead
- let someone know

**LEARNING TIP**

Don’t be afraid!

Never be afraid to try speaking to other people, even if you aren’t completely confident. They will appreciate your efforts and you might surprise yourself!

Post Listening

5 Read the listening script from activity 3 on page 208. In groups of 3, practice the dialogue. Take turns playing the different roles.

6 Get together in groups of three. Imagine that you are a group of new entrepreneurs planning to start your own business. You need to contact a Chinese company in order to import your products. Create a dialogue in which you have to negotiate with the company. Practise and role-play your dialogue together and then share it with the class.

**SPEAK OUT!**

**Checking Facts**

If you have a doubt about something use these phrases to clarify:

- Let me get this straight.
- You mean…?
- If I understand you correctly,…
- So you’re saying that…?

**LANGUAGE IN USE**

Which question is more direct?

- What is your name?
- Could I ask you what your name is?

By making a question less direct, it becomes more formal. Indirect questions are used when you are talking to strangers or being polite.

**Practice**

7 Change the first question into a less direct question.

**e.g., What's the time?**

**Could you tell me what the time is?**

- a What time does Walmart open?
  ___________________________________________

- b Where are the toilets?
  ___________________________________________

- c Is Miguel at work today?
  ___________________________________________

- d Where did we park the car?
  ___________________________________________
Chile, like most countries, has a wide range of natural resources within its borders. These natural resources are used both internally for manufacturing and are also exported in their raw state. They play a large role in the development of the country, bringing in over US $80 billion in money and investment every year.

Chile is responsible for more than one third of the world's copper. It is also one of the largest exporters of salmon in the world and is the fifth largest global exporter of wines. Along with minerals like silver and gold, agriculture and forestry products like pulp and pinewood bring in billions of dollars annually.

Its 21 trading arrangements with 58 countries give Chile preferential access to markets encompassing over 4.2 billion consumers. This gives Chile business opportunities for goods and supplies as well as services in consulting, engineering, and maintenance.

In addition, because of strong domestic demand in terms of both investment and consumption, Chile also imports approximately US$70 billion a year.

Adapted from CORFO (2012). Mining Cluster in Chile. Retrieved from http://www.unido.it/americalat/Mining%20Cluster%20in%20Chile%5B1%5D.pdf
Ice could collapse, say scientists

British scientists revealed a new threat to the world at a recent conference about the environment. Researchers from the British Antarctic Survey (BAS) in Cambridge announced yesterday that a huge Antarctic ice sheet may be starting to melt as a result of global warming.

For several years scientists thought that the West Antarctic Ice Sheet (WAIS) was stable. Now they have learnt that it has started to disintegrate and could eventually collapse. If this happens, sea levels around the world will rise by more than five metres. Professor Chris Riley, the director of the BAS, said, ‘After the previous United Nations report on climate change our view was that the WAIS would not collapse before the year 2100. This news has come much sooner than we expected. It is a real concern.’

The former UK Environment Secretary, Margaret Beckett, added another very worrying prediction when she spoke at the conference. Ms Beckett started her speech by saying that it will be almost impossible to prevent major damage that will be caused by global warming over the next twenty to thirty years. Scientists and senior climate researchers agree that the level of global warming in the future will be enough to threaten the survival of many ecosystems and wildlife species such as penguins.

Teams from the BAS are carrying out experiments in remote parts of the WAIS, where they have discovered that ice is flowing into the sea at the enormous rate of 250 cubic kilometres a year. It is calculated that this is raising global sea levels by 0.20 millimetres every year.

The collapse of the WAIS would be a disaster. It would put large areas of low-lying, extremely poor countries such as Bangladesh under water, as well as much of southern England. An emergency conference has been arranged for next month to bring governments and scientists together to discuss their plans.

Adapted from British Antarctic Survey (2008, 25 March). The Antarctic Peninsula’s retreating ice shelves. Retrieved from
**While Reading**

3 Answer the questions.
   a  Who has discovered that the WAIS is melting?
   b  What did scientists use to think about the WAIS?
   c  What is Margaret Beckett’s opinion?
   d  What effect will global warming have on penguins?
   e  How much ice is entering the sea each year from the WAIS?
   f  What could happen if the ice sheet collapsed?

4 Read the topic sentences and choose which one is the best summary of the text.
   a  Scientists have discovered that the West Antarctic Ice Sheet is melting and that this could flood many low-lying countries.
   b  Politicians have discovered that global warming cannot be stopped and are very concerned.
   c  Scientists and politicians agree that the damage caused by global warming cannot be prevented.

**Post Reading**

5 Find words or phrases in the text to match these definitions:
   a  made public
   b  danger
   c  at an unspecified future time
   d  break into smaller pieces
   e  worry
   f  stop
   g  distant / isolated
   h  speed
   i  increasing

6 Write a paragraph using the words from exercise 5 explaining the consequences of climate change. You must write at least 100 words.

**LANGUAGE IN USE**

Adverbs
   e.g. The ice sheet could eventually collapse.
   Circle the correct alternative(s).
   a. Adverbs are usually formed by adding /-ly/,-est/ or /-er/ to an adjective.
   b. They can modify nouns / adjectives / verbs or / other adverbs.
   c. and can be one word / a phrase.

**Practice**

7 Write the adverb form of the following adjectives and create a sentence.
   possible  possibly
   It will possibly rain tomorrow.
   sad
   obvious
   very good (irregular)
   extreme
   healthy
Pre-Listening

8 Look at the pictures. Match the picture with the weather words in the box.

a fog  b smog  c a flood  d a hurricane  e a tornado  f heavy snow

Post Listening

11 Write an open email to people telling them about the negative impact we humans are having on our natural resources. Use the example below to help you.

Dear Friend,
Did you know…….
If you care about the Earth, you will want to improve it. Here are some practical ideas.
• Try to…..
• Don’t…..
• If we…..

12 In groups of 4, create a weather forecast in which you best represent your region. Record it!

Pronunciation

13 Underline the words that have the same sound.

a blow  snow  showers  below
b weather  heat  heavy  eventually
c flood  cool  loose  typhoon
d ice  wind  sky  lightening
e sunny  humid  up  thunder

14 Listen and check.

While Listening

10 Listen again and number the pictures in the correct order as you listen.

CHECK THIS OUT!
The southern part of Chile is considered to witness the most amount of rainfall globally.

Pre-Reading

15 Discuss the following:
What is the climate like in your area? Is it the same in every part of your country? What are the advantages and disadvantages of your local climate? What kind of changes have you noticed in the climate in recent years?
Read the first paragraph of the article. Name at least three negative consequences of climate change.

Over the last few years our weather has obviously changed and it has brought disaster to many communities. Records show that the average temperature has increased by about 0.6ºC in the 20th century. Although the planet’s climate is constantly changing, some scientists believe that the extreme climate events could be a result of human activity. Studies indicate that the increase of man-made greenhouse gases in the atmosphere may cause conditions like floods, storms, droughts, and heat waves. Furthermore, we are aware that some species on our planet, such as polar bears, are in danger of becoming extinct. Many of us will not be alive to see the more drastic changes, but our grandchildren will, unless we change our lifestyles. Therefore, ask yourself what you can do to ensure that they enjoy what you enjoy in your life.

Facts

1. Automobiles are the biggest source of atmospheric pollution, contributing to 14% of the world’s carbon dioxide emissions.
2. At least 90% of the energy consumed by washing clothes and dishes is just to heat the water.
3. It takes between 24 and 36 trees to absorb the CO2 emissions from just one house.
4. Many political parties now make it a priority to combat climate change.
5. Buses and trains are much less harmful to the ozone layer than planes.
6. Typically, the amount of electricity a computer uses in: between 65 and 250 watts, while a TV can use up to 200 watts.
7. One bath can use up to 190 litres of water.


Read the facts stated in the article. What can be done to solve some of the problems associated with climate change? Discuss in pairs and make at least three suggestions.

Match the following solutions to the facts about climate change.

e.g., Plant trees.  

a. Walk or ride a bike or use public transport. ____  
b. Fly less. ____  
c. Use cold water to clean. ___  
d. Put your computer on standby or switch it off, along with all of your electronic devices. ___  
e. Choose to take a shower: ____  
f. Vote ‘green’. ___

Global warming is a big chain reaction. The sea rises, water covers lowlands and drowns plants. When they die, animals lose a source of food and habitat. The animals who don’t adapt also die. As a result, the ecosystem is completely changed.

Follow the chain back to the beginning and think of a solution.___________________________

What is the best way to find the main idea of a long reading passage?

___________________________
Speeching

1. With a partner, complete the quiz and discuss your answers. Who takes better care of the environment?

Are you environmentally friendly?
Check ☑ the things you do.

1. When I leave an empty room at night, I...
   a. leave the lights on.
   b. don't turn the lights off if I'm coming back soon.
   c. always turn the lights off.

2. When I finish with my computer, I...
   a. leave it on.
   b. put it on standby.
   c. turn it off.

3. When batteries run out, I...
   a. throw them in the bin.
   b. put them in a cupboard.
   c. take them to be recycled.

4. When I have a wash in the morning, I...
   a. leave the tap water running.
   b. fill the basin.
   c. half fill the basin.

5. I take...
   a. a bath every day.
   b. a bath sometimes but I prefer showers.
   c. showers.

6. I usually...
   a. come to school by car.
   b. take public transport.
   c. walk to school.

7. If I were going to Mendoza, I would go by...
   a. aeroplane.
   b. bus.
   c. train.

Conclusions
If you chose a more than b or c you need to think more about protecting the environment.
If you chose b more than a or c you are more environmentally friendly, but you could still improve.
If you chose c more than a or b you are a real eco-warrior. Keep up the good work!

2. Match the opinions with the questions in the quiz.

   a. I don't think you should use so many batteries.
   e.g., 3
   b. I think air travel causes pollution.
   c. If I were you, I would take showers.
   d. In my opinion, we should conserve energy as much as possible.
   e. It's wrong to waste water.
   f. You should turn your computer off when you finish using it.
   g. You should walk to school.

SPEAK OUT!

Asking for clarification
I don't understand.
I'm sorry, I don't follow you.
What do you mean?
Can you explain that?
Could you give me an example?


   e.g.,
   A: I don't think you should use so many batteries.
   B: I'm sorry, I don't follow you.
   A: Well, batteries contain heavy metals that are dangerous for the environment. If you use batteries and then throw them away, these materials can cause pollution.
Pre-Reading

Do you recycle at home? Do you reuse your clothes or repurpose old items instead of throwing them away? Give an example of how you are environmentally friendly.

While Reading

Have you seen the symbol for the three Rs in Chile? If you have, do you remember where?

A common problem we face today is rubbish, and what to do with it. Practically everything we buy comes in packaging which we are forced to throw away. In fact, the average person throws away their own weight in rubbish every three months. For example, bottles, paper, cardboard and plastic, could all be recycled. People make excuses for not recycling and say that there are no recycling containers near their homes. However, this is not true in many cases.

Rubbish which cannot be recycled is incinerated or buried; both of these methods are bad for the environment. Firstly, incinerating rubbish produces greenhouse gases and uses large amounts of energy. Secondly, burying rubbish in landfill sites produces pollution and reduces the quality of life for people living near the sites.

In conclusion, what can we do about rubbish? The golden rule according to environmental groups is to reduce, reuse, and recycle. If we reduced consumption, we would produce less packaging. If we reused packaging like plastic bags, we would produce less rubbish. If we recycled more, we wouldn’t need to bury or incinerate so much rubbish.

Adapted from Greening Princeton (2004). Top Reasons to RECYCLE. Retrieved from https://www.princeton.edu/~greening/

Post Reading

Read the article and answer the questions.

a What are the two most common methods of rubbish disposal?

b What are the negative consequences of incinerating or burying rubbish?

c Based on the statistics about the amount of rubbish we throw away, how much do you, personally, throw away?

d What are suggested solutions for the rubbish problem?

Read the article again and underline the following linking words and phrases.

In fact        For example        However
Firstly           Secondly       In conclusion

Write a report on one of the following issues.

• Governments should do more to protect the environment.
• Young people can help the environment.
• Pollution is a problem in Chile.

a Look for information.

b Organize it using a fishbone organizer

c Write. Include linking words from exercise 6.
Pre-Listening

8 Imagine you saw this leaflet in your town. What would your reaction be?
   a to find out more  
   b to support it
   c to ignore it
   d to disagree with it

While Listening

9 Listen to a teenager and her grandfather. Who is in favour of the ring road and who is against it?

10 Listen again. Who mentions the following ideas?
   a Cutting down trees will destroy the town’s environment.
   b The new road will make travel easier.
   c It is easy to get around the town at present.
   d Construction work and road building create jobs.
   e Outdoor activities like horse riding are popular.
   f A new nature park could create jobs.
   g Progress is inevitable.
   h The mines were closed down.

Post Listening

11 Choose the best sentence to summarise the girls position.
   a It is easy to get to college and a new road is not needed.
   b Everyone should do more outdoor activities like horseback riding.
   c We can protect the environment and create new jobs at the same time.

12 Summarise the grandfather’s position.

   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________
   _____________________________________________________________________

STEP IT UP!

Choose an environmental problem and discuss it with your partner.
- drought
- air pollution
- deforestation
- water shortage

13 a Create a slogan using the 3Rs: Reuse-Reduce-Recycle.
   b Now make a poster you can hang in your school’s walls.

Self Evaluation

In some communities in Santiago, people leave their extra or unwanted items in the street on a specific day so they can be collected or re-used.
Create a similar plan for your school:__________________________________________________________________________
Three different phrases to give my opinion are:__________________________________________________________________________
1. Organize the words from the box by setting up the correct sequence to follow when importing or exporting a product. Use the sequence diagram.


2. Predict the weather: Write a one sentence prediction for each:

- [Image of a cloudy sky]
- [Image of a gray and rainy scene]
- [Image of a sunny day]
- [Image of a hurricane]

3. Match each phrase with its meaning:
   - a. Is it okay?
   - b. contact
   - c. revise
   - d. connect
   - i. look over
   - ii. touch base
   - iii. do you mind?
   - iv. put someone through

4. Using words from box A + a word from box B, write sentences.

   A: never, slowly, nearly, hardly, obviously
   B: reduce pollution, plastic bags, recycle, rubbish

   a. ___________________ ful
   b. ___________________ tion
   c. ___________________ able
   d. ___________________ ible
   e. ___________________ ment
   f. ___________________ ness
   g. ___________________ er
   h. ___________________ ly

5. Write words using the following suffixes.

   a. ___________________ ful
   b. ___________________ tion
   c. ___________________ able
   d. ___________________ ible
   e. ___________________ ment
   f. ___________________ ness
   g. ___________________ er
   h. ___________________ ly
1. Add a suffix that best completes each word and copy an example from the dictionary. Using all the words with the suffixes, write a paragraph describing your relationship with the environment. Take into consideration aspects such as recycling and the use of electricity. You must write at least 100 words.
   
   a. Careful: ______________________
   b. Kind: ______________________
   c. Head: ______________________
   d. Polite: ______________________
   e. Relation: ______________________
   f. Know: ______________________

2. Practice

   Read the email below and change the underlined words to the correct form.

   Date: January 3, 2014
   From: Jimmy Chan
   To: rod.espina@winegroup.com
   Subject: Shipment

   Hi Rod,
   How are things in Chile? I hope you are enjoying the weather this time of year.
   Following our discuss, this is to confirmation that we believe that we have found the waybill for the 200 cases of Casa Silva Gran Reserva Cabernet wine, but the freight has not arrival yet. Can you please let me know the date that the container was shipping?
   Also, we received some inform about the regulation changes. We believe that everything is being management well.
   Looking forward to hearing from you.
   Regards,
   Jimmy

3. Write a short definition of what each R means. Give an example for each one.

   - Reuse
   - Recycle
   - Reduce

4. Complete the questions to form less direct ones.

   a. What does it say?
      Could you tell me ______________________?

   b. When is the party?
      Do you know ______________________?

   c. Is the bank open yet?
      Do you know ______________________?

   d. Does Isidora have the book?
      Can you remember ______________________?

5. Write one sentence on each of the following topics based on the information learned in this unit.

   - Things I can do to be environmentally friendly.
     ______________________
   - Chilean natural resources.
     ______________________
   - What does Chile export?
     ______________________
6 Match the topic sentences with the paragraphs.

- a. Deforestation, or the clearing of trees by bulldozers, chainsaws and fire, happens very quickly.
- b. You might ask why companies are allowed to fell trees if they are so important.
- c. Environmental groups like Greenpeace and WWF are working to save the rainforest.
- d. The Amazon rainforest, often called ‘the lungs of the world’, is under threat.

---

**Can ‘the lungs of the world’ keep breathing?**

**A**
15-20% of the forest, which covers 5% of the Earth’s surface, has been lost due to deforestation. Studies estimate that the forest could be completely destroyed within forty years. As the rainforest is so big – it measures about 7 million square kilometres – it may not seem important that some trees are cut down. However, the Amazon rainforest doesn’t only contain trees. There are 2.5 million insect species, tens of thousands of plant species, and over 2,000 types of birds and mammals living there. The rainforest contains 20% of the world’s water and much of our food and medicine originally comes from its plants.

**B**
Every second, one-and-a-half acres of forest disappear and this affects all forest life; 137 plant and animal species have become extinct and the indigenous population has been reduced from 10 million people to 200,000. It is not only the people living in the nine countries with tropical rainforest who are affected by deforestation. As a planet, our biggest source of oxygen is being reduced, while burning trees increases levels of carbon dioxide and other greenhouse gases in the atmosphere.

**C**
As 60-80% of logging work is illegal, it is difficult to stop them. These companies clear the forest and sell wood to the paper industry or to furniture manufacturers. Once the land is cleared, farmers use it to provide grazing for their cattle or to grow crops like soybeans. Mining causes even more deforestation across large areas of the forest.

**D**
They want governments to introduce protected areas and controlled logging schemes to ensure that only legal companies can sell wood. In addition, their consumer awareness programmes promote the use of recycled paper and discourage people from buying furniture made from rare, tropical wood. Sadly, pressure from environmental groups is not enough to save the rainforest; governments must be forced to take action too.

---

7 Write the full answers to the following questions in reference to the text.

- a. Why is the Amazon rainforest so important for the Earth?
  

- b. How quickly is it being destroyed?

- c. What are the consequences of burning the rainforest?

- d. How is the cleared land used?

- e. What are environmental groups trying to do?

---

167
1. Look at the school notice board. Do you have a society like this in your school?

DEBATING SOCIETY

The debating society invites students to our next debate. If you would like to join the debate, contact the club president, Tomas Hall, by tomorrow afternoon.

Topics:

1. The positive and negative effects of the mining industry in Chile.
2. Is climate change a natural occurrence or is it being enhanced by humans?
3. Does recycling really have an impact on the environment or should we be focusing on other issues?

2. Decide which topic your group would like to debate. Then divide the group into the two sides of the argument. The teacher or one student will be nominated as the chairperson*.

*A chairperson is the person who controls the debate by deciding who gets to speak and maintaining order during the debate.

3. Brainstorm your argument. Take notes.
   • What points are the most important? What is the cause and effect of the issue?
   • Think of examples to support your argument.
   • Make sure that you consider the other side of the argument, so that you have a counter-argument.

4. The debate starts with each side defining the main causes and effects of the chosen issue.

5. After the initial statements, each side take turns to debate each proposed point.
Listen to four speakers and match them with the terms in the box. There are two extra topics.

plastics and packaging    recycling    traffic    food production    water shortages    office    equipment

Speaker 1 _______________    Speaker 3 _______________
Speaker 2 _______________    Speaker 4 _______________

A Dangerous Time for Earth?
There are reasons to be optimistic about the future of the planet, but many scientists warn us that the changes will be for the worse. One example of a negative change is in the world’s population. There are more than 7 billion people on this planet but the population is projected to grow to 9 billion by 2050. This increase puts huge pressure on natural resources. The challenge of feeding the growing population will be made worse by a second major concern: climate change. Carbon dioxide concentration levels are expected to reach twice the pre-industrial level by around 2050. A higher carbon dioxide concentration means more global warming and a greater chance of terrible and irreversible damage. A third possible negative change is that the human lifespan could be greatly extended which could cause even further problems. What 2050 looks like depends on the choices we make today. Idealistic scientists, environmentalists, and humanists can use the knowledge and technology of the twenty-first century to make prudent and ethical decisions, but they should also work on influencing politics so the right choices can be made.


2 Answer the questions according to the information in the text. Use your own words.
   a What does the line ‘human lifespan could be greatly extended’ infer?
   b What changes will we see by 2050?
   c Does the text indicate that the world will be a better or worse place in 2050?

Writing

3 Write a mini report about ‘Natural Resources’.
   - Use the report on page 163 as a guide.
   - Linking words are important. Use the ones from page 136 to organize your ideas.
   - Use around 50 words.
   - Organize the information in at least 2 paragraphs.
Welcome

p.9
4 b  i speaking; ii jealous; iii talking to herself; iv to improve her English; v to feel more comfortable speaking
5 a i Why do you think speaking and writing in English is important?
   ii How does learning English help us access information?
   iii Does it help us communicate with people in other countries?
   iv Does it help us get better jobs?
   v What jobs or programmes require people who speak English?
   vi What kind of information would you like to read or listen to?

Unit 1

p.11
1 Francisco: trousers, tie, shirt
Camila: hoodie, necklace, earrings, boots
Javier: ring, belt
Sol: headband, leggings, sweatshirt
3 Tops: hoodie, sweatshirt, shirt
Bottoms: trousers, leggings
Accessories: headband, belt, tie
Jewellery: ring, necklace, earrings
Footwear: boots

p.12
6 b stereotypes
7 i F ii F iii T iv F

p.13
9 Hair: spiked, dyed, shaggy
Clothes: multi-coloured, coats, scarves, shorts, gloves, ear muffs, hats, turbans, baggy, trainers
People: extroverted, reserved, old-fashioned, boring

p.14
13 a i The girl in the picture looks younger, not older.
   ii The girl has black hair and not red hair.
   iii The girl is texting and not reading a book.
   iv In the background you can see a big city and not a park with children playing.
16 b He thought that British people were very reserved, that they dressed traditionally and ate fish and chips. These are common stereotypes of British culture, but Paul discovered that they were incorrect.

p.15
2 The following sentences must be underlined:
   the culture of other countries; other cultures are more interesting than my own; every time I travel; things about other cultures; I went to the USA as a child; Brits are very different people; I think this is happening.

p.17
5 a composes the melodies  b in the 1960’s  c their own experiences  d guitar or piano
6 a Chicago and New York
   b He travelled in a van.
   c He travelled with his friend.
   d They slept in parking lots.

p.18
2 Story 1: The Ghost Who Hitchhikes
Story 2: Keep Your Promise, Receive Your Wish
Story 3: A Hungry Beast

p.19
5 a claimed= alleged  b conductor=driver  c not
   changed=untouched  d report= descriptions  e come
   form=originated  f seen=sighted
6 but, when, so, and

p.20
10 a help me
   b borrow it please
   c lend it
   d won’t have
   e I’ll go upstairs

p.22
2 i f ii a iii c iv e  v b vi d vii g

p.23
4 a were able to  b searching for  c revealed to  d seeking
   e return  f appeared  g grief  h wept  i spot  j remain
   k spread  l bloom
5 a The man came searching for gold.
   b No.
   c She died from grief.
d Because when Añañuca died, she became a flower in order to spread her love.

p.24 9 bird: were, learn; ear: near, clear; bed: wept, red; tree: seek, me

p.27 9 a who/that; b that; c which; d that; e where

p.29 1 a As diverse.
   b In the way they dress, music they listen to, and the way they enjoy themselves.
   c Music (The Beatles), pubs (a pint of beer), food (fish and chips), London taxis, the red buses and telephone booths, the Royal Family and, of course, the BBC.
   d BBC.
   e Radio and TV popular entertainment programmes and others of minority interests.

2 a I've known Paula for ten years.
   b I don't think that he's been to Argentina yet.
   c I started playing computer games at 10 o'clock.
   d Were you studying at home last night?

Unit 2

p.31 1b blues, bachata, indie rock, folk, hip hop

p.32 5 a iii b iv c ii d i

7 a WOMAD's objective is to bring together and celebrate different forms of music, art and dance from countries and cultures all over the world.
   b It also offers workshops where you can taste or cook different foods, learn new dance steps or play handmade instruments.
   c It is important because it can help Cáceres to be named the 2016 European City of Culture.

p.33 10 b Where are you from originally?
   a When did you starting playing music?
   c What music inspires you?
   d Who is your favourite musician?
   e How long have you been performing?

p.34 11 a Where is WOMAD held?
   b What happens at a WOMAD festival?
   c Do the bands perform live?
   d How often do you go to concerts with your friends?
   e Are you fond of jazz?
   f Who is teaching you to play the guitar?

p.35 2 c

p.36 6 a sky-high
   b open-mouthed
   c clown-like
   d brightly-coloured

8 well-known; brightly-coloured; open-mouthed; sky-high; good-looking; old-fashioned; up-to-date

p.38 1 a ii b ii

p.39 4 a In 1865.
   b Yes. In countless languages.
   c The last adaptation used a combination of live action and 3D animation.
   d Readers can make Alice grow or become smaller; throw darts at the Queen, make the Mad Hatter even madder or swing the rabbit's pocket watch.

p.40 9 a exciting b interested c disappointed d depressing e bored
10 a i  b ii

p.43
5 internet, to talk about life, blog, emotions, display photos, pastimes, parents, be more careful, upset
6 a meet up;  b post;  c anxious;  d encouraging;  e snoop

p.45
4 a iii b i c vi d v e ii f iv g vii

p.46
5 a but;  b and;  c but;  d but;  e but;  f and;  g so;  h and;  i so

p.47
7 How much...?  a water  b coffee  c time  d money  e homework
   How many...?  a students  b artists  c exams  d books  e marks
8 a goes/got  b went  c arrived/ started  d plays/stayed

p.49
1 a 4  b 2  c 1  d 5  e 3

Unit 3

p.51
2 b an audience  c a range  d join  e divide
3 a They contain unscripted content based on true events.

p.53
7 a was made  b are designed  c participated  d is eliminated  e was filmed

p.54
9 b get attached-feel empathy; resources-possibility; despise-hate; lack-don’t have; harm-hurt; deserves-merits; purpose-objective
10 a Speaker 2  b Speaker 1

p.55
2 spice rack: a place to keep spices that are used in the kitchen
to sneak up: to go close to someone quietly so they don’t see you
David: a famous sculpture by Michelangelo
the press: the people who work in the media (TV, newspaper, magazine, etc.)

spices: powders with a strong taste or smell used in cooking
to change mind: to change opinion about something

4 A 1;  B 6;  C 3;  D 5;  E 2;  F 4

p.56
6 i C;  ii D;  iii A;  iv B

p.57
9 a Dear Sir  b I am writing  c We would like  d I look forward to hearing from you  e Yours faithfully

p.58
2 food products
4 a iii b ii

p.60
7 a worksheets  b sugary  c dairy foods  d consumers
8 a was, past simple  b was being used, past continuous  c could be, future possibility  d has recently been shown, present perfect
9 a Young sports stars like Rafael Nadal are being hired by large companies.
   b The future of advertising will be changed by the Internet.
   c The decision has already been made by the director.
   d The new advert was being filmed in the park by the crew.
   e Very young children should not be targeted with unhealthy products by companies.

11 a ii  b iii  c i  d e ii

p.61
14 /s/ parents: teachers, purchase, misleading, broadcast
   /z/ used: advertise, knows, was, is, has, present, used, criticism

p.62
5 crash: an accident
   lad: a young man
   a bend in the road: a curve
   licence: a document that gives you the right to drive
   skid: the action when a vehicle stops suddenly and slides
   unconscious: not awake
   seatbelt: a safety device in a car

p.63
9 Really? What Happened! Go on
10 a Asking for information – What happened?; So what did she do?
    Echoing- Screaming?  
    Encouraging the speaker to continue-Go on
Using adjectives and exclamations- Yeah
Asking for clarification- No, what?; What do you mean?
12 a did b do c watched d had seen e hadn’t you seen f escapes g had burnt

p.64
15 i f ii b iii c iv a v i vi h vii j viii d ix g x e

p.65
4 a task b licence c seatbelt d spices e tribe e advertising g perform h broadcast

p.66
1 a Football is played everywhere. b He lost some money. c The army recognizes that mistakes were made. d A letter was sent to parents. 2 a seatbelt b winner c performer d stubborn e paperwork 4 a bend b licence c lad d skid e crash f seatbelt

p.67
6 formal letters, with, yours faithfully
7 Formal letters: (opening) Dear Ms Hennessy, Dear Sir or Madam, To whom it may concern (within) I found our meeting most interesting, did not (closing) I look forward to hearing from you, Please do not hesitate to contact me again, Best wishes Informal letters: (opening) Dear Vicky, Hi Sally (within) Thanks for, didn’t, It was great to see you (closing) Let me know, Love from, See you soon.

p.69
1 a was cleaning b be written c take place d were eating e had died

Unit 4

p.71
5 a whisper b talk c cry d argue e say goodbye

p.72
9 a i b iii

p.73
11 a take part in b wiped out c set up d doing away with e get up 12 a set up b get up c take part d do away with

p.74
14 a don’t b might not c might d have to 16 YouTube: Why Use It?
17 a c, e

p.75
1 a handheld b touch c download d headphones e rechargeable batteries f keyboard g message 4 a iii b i c iii d ii

p.76
6 a am not able b will you be able c will be able 9 a in the near future everybody will be using one. b mobile phones can be used in emergencies. c who live in isolated areas as well. d Besides, we can use even the cheapest mobile phone for different tasks. e You can take photographs and send them to a friend, too. f I would say that mobile phones are very useful gadgets.

p.77
11 To make additions: also, and, as well, besides, in addition, what is more, too To give reasons and conclusions: first of all, secondly, in conclusion To give opinions: I think, I would say

p.78
3 Anxious when not connected to the net, spend too many hours surfing the net, not sleeping enough.

p.79
4 a iii b i c i d ii

p.80
6 a a b b c d a e c 8 a In a course for pensioners b She likes to chat c She needs to be careful about getting too addicted to the Internet.

p.81
12 a ii b iv c vii d vi e iii f vii g v h i

p.82
1 a will b will c will d won’t e will f will 2 b air conditioning c contact lenses
d microchip, blood pressure  e sightseeing tours
3 a scanning device will let you in
   b solar panels on the roof
   c special contact lenses will stream images from the Internet
   d a personal virtual representation of yourself called an avatar
      will attend work
   e sightseeing tours, shopping trips abroad, Siberia, Antarctica, outer space

p. 83
4 b air conditioning  c contact lenses  d microchips
   e blood pressure  f sightseeing tours
6 b wind screen  c youth hostel  d lip stick  e school bag
   f burglar alarm  g pen knife  h sun glasses  i pedestrian crossing  j alarm clock

p.84
9 a Scientists are researching how to link your brain to technology devices.
   b Through your mind.
   c Rehabilitation from strokes and understanding brain disorders.

p.85
1 Correct: b, d
2 A: I want to buy the latest smart phone
   B: Really? My sister has it.
   A: How does it work?
   B: She told me the system is too slow.
   A: Maybe I should wait until the next model comes out.
4 a i participate  ii something small enough to be held in your hand
   iii rise  iv something able to be recharged
   v a small machine  iv someone that acts on good judgment

p.86
1 a alarm clock is different from school bell, one is used in the house and the other exclusively in schools
   b sightseeing tours show tourists the most famous aspects of a city
   c a traffic jam is when there is a lot of traffic, a car crash is when two cars hit each other:
   d Traffic lights give directions to cars, street lights illuminate public spaces.
   e Microchips are in cellphones and computers, chocolate chips are in cookies.
3 a I might not buy a digital radio.
   b My mobile phone couldn’t be broken.
   c He might not borrow my tablet.
   d My parents might not buy me a game console.

p.87
5 a have to  b don’t have to  c have to  d have to
   e don’t have to  f have to  g have to
eightseeing tours, shopping trips abroad, Siberia, Antarctica, outer space
7 a to change something to suit different conditions
   b a small device with a particular purpose
   c giving your opinion about something or someone
   d to communicate with
   e something that makes you understand there is a possible danger

p.89
2 a Domestic robots will do all the boring jobs  b Robots will do the dangerous jobs.
   c Jobs such as doctors, pilots and scientists.
   d We won’t be able to control them.  e Robots will destroy the human race and possibly the entire planet.

Unit 5

p.91
4 a To do something else that is useful, to make more friends and to earn money for free time expenses.
   b How to fill out an application, how to interview well, how to work responsibly, and how to get along with coworkers and superiors.
   c They may have less time to sleep, exercise, and spend time with their families.

p.92
7 i better employability;  ii profit margin;  iii educational institutions;  iv connections with companies;  v technical assistance;  vi good insertion;  vii dependable and competent
8 a Companies are recruiting people who can fix and programme engines because they are incorporating automatized mechanisms that need maintenance.
   b Because most companies need to work with computerized networks.

p.93
9 a iii;  b i;  c ii;  d vi;  e v;  f vii;  g iv

p.94
11 a i;  b ii;  c i
175

p.95
3  a He creates games interfaces.
b Hollywood films and Will Smith movies.
c Yes, he plays at home and from his cell.
d Mostly Spanish and speaks English when he needs a
common language to communicate with people from
different nationalities.
4  a Music, ska punk, HxC, bike riding and football when he has
time.
b Latest technology.
c Working extra hours.
d FPS (First Person Shooter) games and online games like:
Quake live, Call Of Duty, and now I play Battlefield 3.
e A master’s degree in USA and earn a better salary.
f Part of everyone’s life.
g Look for a job that brings joy to your life.

p.96
5 a ii; b i; c ii
6 a The reporter asked Emilio if Behaviour was a Chilean company.
b The reporter asked Emilio what his future plans were.
c The reporter asked Emilio if he used English outside his work.
7 Legal: Legal Services Manager
Energy: Electric Operations Manager, Exploration Manager
Mining: Mine Engineer
Teaching: Professor
Information Technology: Business Analyst, Development Manager
Banking: Business Administrator, Consultant
Engineering: Electrical Engineering Manager, Field Engineer

p.98
1 a Profile: a short description of someone’s life, work, character,
etc.
b Success: the achieving of the results wanted or hoped for.
c Figure out: to finally understand something or someone, or
find the solution to a problem.
d Requirement: something that you must do or something you
need.
e Relationship: the way in which two things or people are
connected.
f Misunderstanding: an occasion when someone does not
understand something correctly.
g Satisfying: making you feel happy and satisfied.

p.99
4 a My boss would fire me if I came late to work again.
b If I had talent for music, I would be a rockstar.
c I would quit my job if I had to work overtime every day.
d If I had to take a personality test, I would try to be as honest
as possible.
e If I found myself trapped in a job I didn’t like, I would stop
doing it.
f I would be very disappointed if I couldn’t find a job.

p.100
7 consistently, good attitude, challenge yourself, a good relationship
with others, appreciate, neat and organized, gossip, rumours,
work without supervision, a good and professional relationship

p.102
3 a T; b F; c F; d F; e T; f F
4 a 5 years; b Mac OS X and Linux; c skilled at HTML;
d computer games

p.103
7 a waiting tables; b free time expenses; c insertion; d recruit;
e overworked; f paramount

p.105
3 a ii; b i

p.106
1 a recruiters; b subsidized; c advice; d programmers
2 a apply for a job; b neat and organized; c technical career;
d positive attitude; e job hunting; f self-confidence
3 a i; b iii; c ii; d i

p.109
1 a i; b ii; c ii; d ii; e i

Unit 6

p.112
7 a I don’t like people who are egocentric.
b I wouldn’t go out on a blind date.
c I have a few friends and they’re like family to me.
d I can’t see the point in speed dating.
e It doesn’t bother me if my friends call me all the time.
9 a She’s too shy to ask her friend out.
b He’s stressed because he started going to a new school.
c She wants to help her brother but he always gets angry.
10 a marks; b friendship; c stressed; d headaches; e help or advice; f relax

p.113
16 a unbelievable: in my wildest dreams.
b fall head over heels: be infatuated.
c never-ending: lasts forever.
d the remedy or something that helps you recover: the cure.

p.114
18 a mind; b unkind; c hiding; d plead; e stay; f granted;

p. 115
3 a actor, director, and extra; b trilogy; c comedies and action films; d takes place; e well-known; f crowd; g best-seller
4 a director b trilogy c actor d best-seller

p.116
6 Annie: listening to music; often; on the bus, at home, doing exercise
Mario: skateboarding and surfing; in the evenings, once a week; park, beach
Ruth: photography; weekends; in the city
7 a They worry about her safety at concerts and going to concerts.
b To the Great Band concert.
c It depends on the weather.
d Buildings in city centres, and her friends.
e Yes.

p.119
5 a Cross-cultural mistakes can lead to misunderstandings.
b An odd number.
c OK in the USA, zero in France, money in Japan.
d Arabic cultures.
e When in Rome do as the Romans do.
6 Adds similar information: in fact, likewise, and, also
Adds contrasting information: however, although, but

p.120
10 a however; b and; c Therefore; d and; e in fact; f even; g and; h although

p.121
12 d; c; e; a; b

p.122
2 a eight; b walked; c excited; d the instructor; e jumped;
f my feet; g sinking; h splashing my arms; i pulled me up;
j exhausted
4 play: volleyball, basketball, football, hockey
go: surfing, jogging, skateboarding, swimming, cycling
do: gymnastics, yoga
5 a play; b go; c do

p.123
6 g: ghost 
f: cough, laugh
gh: eight, thought, weigh
7 a don't you?; b doesn't he?; c isn't it?; d did she?; e shouldn't they?; f isn't he?
8 a Usain Bolt, athlete;
b Lionel Messi, soccer player;
c Michael Schumacher, race car driver;
d Serena Williams, tennis player

p.124
10 a rugby; b bowling
12 a iii b ii c i d iv

p.125
2 a go, do; b play; c go, do; d have done
3 a passport; b arrive; c check in counter; d departure lounge;
4 a Yes, I do; b No, I wasn't; c Yes, it is; d No, I wouldn't; e Yes, it does
5 a was it?; b wouldn't you?; c didn't they?; d isn't he?; e have they
6 a I've seen that film. We use present perfect to talk about life experiences. I saw that film last week. We use past simple to talk about events that happened in the past at definite times.
b They've been going out for two years. This action started in the past and will perhaps continue into the future. They went out for two years. They are not together anymore.
p.126
1 a ask, out;  b blind date;  c love at first sight;  d go out with;
3 a Didn’t you hear what she said? (+) Yes I did.
   b Haven’t we met before? (-) No we haven’t.
   c Wasn’t that a beautiful goal? (+) Yes, it was.
   d Don’t we have football practice tomorrow? (-) No, we don’t.
   e Aren’t you going to Valparaiso this weekend? (+) Yes, I am.

p.127
6 a check-in;  b passport;  c luggage;  d carry-on bag;  e boarding pass;  f gate;  g departure lounge;  h board

p.129
1 a It’s on the Welsh coast between Great Orme, Little Orme and the sea.
   b The local people speak two languages: English and Welsh, which is nothing like English.
   c Lewis Carroll, spent some time there and it’s where he met his wife, Alice.
   d Visitors can spend time on the beach: sunbathing, swimming or surfing. Hiking up and skiing down the Great Orme (on the dry ski slope) is another possibility.
   e Because Llandudno has something for everyone.
2 a 4;  b 2;  c 5;  d 1;  e 3

Unit 7

p.132
6 a Chileans have a poor / bad nutrition.
   b They spend more time watching TV, surfing the net and playing video games.
   c Diabetes may become a major problem as children and teenagers consume excessive amounts of sugary food.
   d They should directly reach parents, teachers and teenagers themselves to work out the problem.
   e Suggested answers: Exercise more and have a balanced diet.

p.133
7 a Shouldn’t, they are high in fat, sugar and salt.
   b Should, they are full of vitamins and minerals.
   c Shouldn’t, we can eat more food than we need or the wrong food.
9 f i;  d ii ;  a iii ;  g iv ;  b v ;  h vi ;  c vii ;  e viii ;  i ix

p.134
13 The tone of voice tells us if the content is positive or negative.

p.135
3 a Bad nutrition and mental illness.
   b Bad quality lifestyle becoming an epidemic.
   c Always in a hurry and in a bad mood.
   d Because we have neglected our eating habits and physical activity.
   e By exercising the body, the mind produces good energy. The body is closely tied to the mind.

p.137
9 Illnesses and accidents that make teenagers need a doctor.

p.138
2 The text includes different reflections on how technology and science has made an impact on our lives and their wishes.

p.139
3 a It has shown us historical moments in images that otherwise we would never have been able to witness.
   b Exchange goods and services.
   c We would have a simpler lifestyle.

p.140
8 microscope, knowledge, process, discovering, powerful, reliable, global, electricity, modern medicine, improve, scientific, explanation, applied, overview, tools, observe, investigate, skeptical, evidence, creatively
12 b
13 a Experts suggest that school should start later.
   b They reported that they were sleepy during the day and even needed a daytime nap.
   c Teenagers need more sleep than what they are getting.

p.141
14 d

p.142
3 a i Move your body and help your heart get healthier
   ii Watch what you eat. Vitamins, seafood and fibre is what you need.
   iii Eat less. The size of a fist.
   v Sleep. Irritability.
   b i stairs, walk;  ii homemade, cook;  iii best, less;  iv stress, mental;  v heavy, good
Language in Use: beginning

5 a ii; b v; c i; d iv; e iii; f viii; g vi; h vii

7 i agree, disagree; regular, irregular; ili virus, anti-virus; iv smoking, non-smoking

Language in Use: ending

10 a agricultural; b forestry; c cleaner; d effective; e refining

12 Geography that favours wine production: the natural barriers, including the Andes Mountains, Atacama Desert, Patagonian ice fields. Climate that helps produce organic wine: the natural barriers and the Mediterranean climate. Advantages of the pacific currents in wine production – the climate has a cooling effect.
**p.159**
3  a Researchers from the British Antarctic Survey (BAS).
   b That the ice sheet was stable.
   c Becket thinks it will be almost impossible to prevent major
damage caused by global warming.
   d The existence of the penguin species are threatened.
   e 250 cubic kilometers a year.
   f A disaster: some areas would be flooded (under water).
4  a revealed;  b threat;  c eventually;  d disintegrate;  e concern;
   f prevent;  g remote;  h rate;  i is raising
7 sad – sadly; obvious – obviously; very good – very well; extreme
   – extremely; health – healthy

**p.160**
8  i e;  ii b;  iii a;  iv heavy snow;  v hurricanes;  vi floods
9 showers, snow and fog
10 showers, snow and fog
13 a blow, snow, below;  b weather, heat, heavy;  c cool, loose,
   typhoon;  d ice, sky, lightning;  e sunny, up, thunder

**p.161**
16 Greenhouse gases may cause floods, storms, droughts, and heat
   waves, and some species are in danger of becoming extinct.
18 a 1;  b 5;  c 2;  d 6;  e 7;  f 4

**p.162**
2 a 2;  b 7;  c 5;  d 1;  e 4;  f 3;  g 6

**p.163**
5 a throw away, recycle;  b produce greenhouse gases, using large
   amounts of energy, and burying rubbish produces pollution and
   reduces quality of life;  d recycle, reduce consumption, reuse
   packaging

**p.164**
9 The granddaughter is against the ring road and the grandfather
   is in favour.
10 a Girl;  b Grandfather;  c Grandfather;  d Grandfather;
   e Girl;  f Grandfather;  g Girl;  h Girl
   11 c

**p.165**
1 freight, waybills, shipping agent, container; ship, customs, packing
   slip, declare

3  a iii;  b ii;  c i;  d iv

**p.166**
1  a carefully
   b kindness
   c headache
   d politeness
   e relationship
   f knowledge
2 discussion, confirm, arrived, shipped, information, managed
4  a Could you tell me what it says?
   b Do you know when the party is?
   c Do you know if the bank is open yet?
   d Can you remember if Isidora has the book!

**p.167**
6  a d;  b a;  c b;  d c
7  a The destruction of the Amazon rainforest has harmful effects
   on the environment. It contains millions of insects, plant
   species, birds and mammals that live there. The rainforest
   contains 20% of the world’s water and many of our food and
   medicines originally come from the forest.
   b Every second, almost one hectare of forest disappears and
   this affects all forest life.
   c Burning trees increases levels of carbon dioxide and other
   greenhouse gases in the atmosphere.
   d Farmers use it to provide food for their animals or to grow
   crops and mining causes even more deforestation across large
   areas.
   e To introduce protected areas and controlled logging schemes
   to ensure that only legal companies can sell wood. They also
   promote the use of recycled paper and discourage people
   from buying furniture made from rare, tropical wood.

**p.169**
1 Speaker 1: plastics and packaging;
   Speaker 2: recycling;
   Speaker 3: traffic;
   Speaker 4: water shortages
2 a people will live longer
   b not enough natural resources, food scarcity, climate
   change and possibly global warming, 9 billion people on earth
   c worse
**Unit 1**

**PRESENT SIMPLE**

**Use:**
- Habits
- Facts, general truths
- Routines

**Affirmative:**
- I/you/we/they + verb infinitive
  - *I get up at 7:00 o’clock every morning.*
- He/she/it + verb + s/es
  - *He watches TV after school.*

**Negative:**
- I/you/we/they + don’t + verb infinitive
  - *They don’t work much at the factory.*
- He/she/it + doesn’t + verb infinitive
  - *He doesn’t work much at the factory.*

**Interrogative/Question:**
- Do + I/you/we/they + verb infinitive + ?
  - *Do you play video games on weekends?*
- Wh+ do + I/you/we/they + verb infinitive + ?
  - *What do you do on weekends?*
- Does + He/she/it + verb infinitive + ?
  - *Does she chat with her friends on Facebook?*
- Wh+ does + He/she/it + verb infinitive + ?
  - *Where does she go after school?*

**Signal Words:** every day/week, sometimes, always, often, usually, seldom, never, first ... then

**PAST SIMPLE**

**Use:**
- Action finished in the past
- Action happened in the past
- Past event

**Affirmative:**
- I/you/we/they/he/she/it + verb in past (2nd column of verbs)
  - *I went to a party last night.*
  - *He ate a big hamburger at the restaurant.*

**Negative:**
- I/you/we/they/he/she/it + didn’t + verb infinitive
  - *They didn’t travel because of the bad weather.*
  - *She didn’t arrive to school on time.*

**Interrogative/Question:**
- Did + I/you/we/they/he/she/it + verb infinitive + ?
  - *Did you do your homework?*
- Wh+ did + I/you/we/they/he/she/it + verb infinitive + ?
  - *What did he say about the plan?*

**Remember:**
Many verbs have irregular past forms. Refer to the verb table.

**Signal Words:** last, ..., ago, in 1990, yesterday

**CONDITIONAL: 1st**

**Use:**
- For real situations.
- Possible condition and its probable result.

**IF CLAUSE (CONDITION) | MAIN CLAUSE (RESULT)**
- If + present simple
  - If you heat water at 100°C, it boils.
  - If the sun rises in the east, it sets in the west.

**RELATIVE CLAUSES**

**Use:**
- To give additional information about something without starting another sentence.
- To make a text more fluent and avoid repeating certain words.

**Relative pronoun**

<table>
<thead>
<tr>
<th>Relative pronoun</th>
<th>Subject or object pronoun for people:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Who</td>
<td>I told you about the woman who lives next door.</td>
</tr>
<tr>
<td>Which</td>
<td>Subject or object pronoun for animals and things:</td>
</tr>
<tr>
<td></td>
<td>Do you see that guy next to the door?</td>
</tr>
<tr>
<td>Whose</td>
<td>Referring to a whole sentence:</td>
</tr>
<tr>
<td></td>
<td>He didn’t believe in Chupacabras which surprised me.</td>
</tr>
<tr>
<td>Whom</td>
<td>Possession for people animals and things:</td>
</tr>
<tr>
<td></td>
<td>Do you know the boy whose girlfriend has a tattoo?</td>
</tr>
<tr>
<td>That</td>
<td>Object pronoun for people, especially in non-defining relative clauses:</td>
</tr>
<tr>
<td></td>
<td>I talked to the guy whom I met yesterday.</td>
</tr>
<tr>
<td>Defining Relative clauses</td>
<td>Give detailed information defining a general term or expression. Defining relative clauses are not put in commas.</td>
</tr>
<tr>
<td></td>
<td>Do you know the girl who is talking to Tom?</td>
</tr>
<tr>
<td>Non-Defining Relative clauses</td>
<td>Give additional information on something, but do not define it. Non-defining relative clauses are put in commas.</td>
</tr>
<tr>
<td></td>
<td>Jim, who we met yesterday, is very nice.</td>
</tr>
</tbody>
</table>

**Remember:**
Who’s, who is or who has is not the same as whose.
Who’s that boy? He is John.
Whose pencil is this? It’s Jenny’s.
Unit 2

QUESTIONS WITH AND WITHOUT AUXILIARIES

With auxiliary:
Question word + auxiliary + subject + verb?
Where do you go during the summer?
What did you do last night?

Without auxiliary:
When the question word is the subject there is no auxiliary verb and the verb agrees with the subject.
Question Word + verb + object
Who wrote Romeo and Juliet?
Who won the World Cup?
What happened?

GERUNDS

• A gerund is a noun made from a verb by adding -ing.
• The gerund form of the verb read is reading. You can use a gerund as the subject, the complement, or the object of a sentence.
- Subject of sentence: Reading helps you learn English.
- Complement of sentence: Her favourite hobby is reading.
- Object of sentence: I enjoy reading.
• Gerunds can be made negative by adding not.
  He enjoys not working.
  The best thing for your health is not smoking.
• We use gerunds with verbs that express likes and dislikes:
can’t stand – enjoy – dislike – don’t mind – hate – like – love – prefer
  Do you like playing computer games?

QUANTIFIERS

Use:
• to give information about the number of something: how much or how many.

  Sometimes we use a quantifier in the place of a determiner:
  Most students start school at 8:00 o’clock.
  There are some beautiful paintings in Bellas Artes Museum.
  We saw lots of singers in Lollapalooza.
• We use these quantifiers with both countable and uncountable nouns:
  all – any – enough – less – a lot of – lots of – more – most – no – none of – some
  Less than 50% of students got a bad grade in the test.
• Some more colloquial forms:
  plenty of – a load of – tons of
  There are plenty of activities to do in MIM.
• Some quantifiers can be used only with countable nouns: both – each – a few – few – many - several
• Some more colloquial forms:
  a couple of – hundreds of – thousands of
  There were hundreds of people at the party!
• Some quantifiers can be used only with uncountable nouns:
  a little – little – (not) much – a bit of
  We have little time to read the book. The test is tomorrow.

COMPARATIVES AND SUPERLATIVES

<table>
<thead>
<tr>
<th>Adjective form</th>
<th>Comparative</th>
<th>Superlative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Only one syllable, ending in e: wide, fine, cute.</td>
<td>Add -er: wider, finer, cuter</td>
<td>Add -est: widest, finest, cutest</td>
</tr>
<tr>
<td></td>
<td>My baby brother is cuter than yours.</td>
<td>My baby brother is the cutest baby here.</td>
</tr>
<tr>
<td>Only one syllable, with one vowel and one consonant at the end: hot, big, fat.</td>
<td>Double the consonant, and add -er: hotter, bigger, fatter</td>
<td>Double the consonant, and add -est: hottest, biggest, fattest</td>
</tr>
<tr>
<td></td>
<td>The mural in Metro U. de Chile is bigger than the one in my street.</td>
<td>The mural in Metro U. de Chile is the biggest of all Metros.</td>
</tr>
<tr>
<td>Only one syllable, with more than one vowel or more than one consonant at the end: light, neat, fast.</td>
<td>Add -er: lighter, neater, faster</td>
<td>Add -est: lightest, neatest, fastest</td>
</tr>
<tr>
<td></td>
<td>People in Chile speak faster than in Argentina.</td>
<td>My best friend, Carmen, is the fastest runner I know.</td>
</tr>
<tr>
<td>Two syllables, ending in Y: happy, silly, lonely.</td>
<td>Change y to i, then add -er: happier, sillier, lonelier</td>
<td>Change y to i, then add -est: happiest, silliest, loneliest</td>
</tr>
<tr>
<td></td>
<td>My sister looks happier than yesterday.</td>
<td>You are the happiest person I know!</td>
</tr>
<tr>
<td>Two syllables or more, not ending in Y: modern, interesting, beautiful</td>
<td>Use “more” before the adjective: more modern, more interesting, more beautiful</td>
<td>Use “most” before the adjective: most modern, most interesting, most beautiful</td>
</tr>
<tr>
<td></td>
<td>Valparaiso is more interesting than La Serena.</td>
<td>The most interesting artist I know is Inti Castro.</td>
</tr>
</tbody>
</table>
**Unit 3**

**Passive Voice**

**Use:**
- to give more importance to the action being performed not the subject.
- when we don’t know who or what performed the action or it’s irrelevant.

- **Present Simple:**
  Active: People speak English all over the world.
  Passive: English is spoken all over the world.

- **Present Continuous:**
  Active: They are launching a new range of jeans.
  Passive: A new range of jeans is being launched.

- **Past Simple:**
  Active: Levi Strauss manufactured the first jeans.
  Passive: The first jeans were manufactured by Levi Strauss.

- **Past Perfect:**
  Active: Cowboys had worn jeans for years before they became popular.
  Passive: Jeans had been worn by cowboys for years before they became popular.

**Past Continuous**

- We use past continuous to talk about actions in progress in the past.
  Nobody was dancing at the party. They were all watching the Reality show in my bedroom.
- To describe the scene, when we are telling a story.
  The sun was shining and all the guests were wearing their best clothes.
- With the past simple to talk about interrupted activities.
  Pedro was having a lot of fun when his parents arrived and saw the party mess.

**Past Simple and Continuous**

- Use:
  - to talk about interrupted activities
  - the past continuous tells us which activity was in progress and the past simple tells us which activity interrupted it.

  I was getting ready for school when my friend called.
  - We use when with the past simple and as or while with the past continuous.
  As/While I was getting ready for school, my friend called.

**Past Perfect Simple**

- Use the past perfect simple to talk about past events which happened before others.
  Classes had started when we arrived to school.
- Use the past perfect simple to talk about events which happened before a specific time.
  By the time the Reality show was over, everyone in my family had seen it at least once.
- With the expression the first/second/third time (that):
  It was the first time my mother had followed a TV series.

**Signal Words:** ever, never, already, just, still, yet, for and since.

**Unit 4**

**Modals Verbs**

**Modals of Possibility and Certainty:**
- We use could, might and may with an infinitive to talk about possibility in the present.
  I think my cell phone might be lost.
  It could be somewhere in your bedroom.
  It may be under your bed or pillow.
- We use can’t and must with an infinitive to talk about the present.
  It can’t be in my room. I didn’t sleep there last night.
  It must be somewhere else in the house. I haven’t gone anywhere.

**Modals of Ability and Permission:**
- We use can and can’t to talk about ability in the present.
  Can you play the piano?
  My dad can’t swim.
- We use could and couldn’t to talk about ability in the past.
  My nephew could play video games before going to school. But he couldn’t read until he was 7!
- We use can to talk about permission in the present and could to talk about permission in the past.
  You can’t chat in class!
  Students couldn’t log in their Facebook until they finished school.
- To talk about ability and permission in the past or the future, we use the verbs be able to and be allowed to.
  I have never been able to run a kilometre in one minute.
  Will you be allowed to go on holiday this summer?

**Modals of Obligation and Prohibition:**
- We use must and mustn’t to talk about obligation and prohibition.
  You must log out of your e-mail account correctly.
  You mustn’t download music without paying.
- We can also use the verbs have to and need to to talk about obligation but not prohibition.
  We have to update our antivirus software regularly.

**Remember:**
- We often use have to to indicate an external legal obligation.
  You have to wear a helmet when you ride a motorbike.
- And we use must to indicate an internal, personal obligation.
  I must remember it’s Elizabeth’s birthday tomorrow.
- We use don’t have to to express lack of obligation.
  You don’t have to be a professional cyclist to enter the race.
**FUTURE SIMPLE: WILL**

Use:
- a spontaneous decision
- an opinion, hope, uncertainty or assumption regarding the future
- a promise
- an action in the future that cannot be influenced

**Affirmative:** I/you/we/they/he/she/it + will + verb infinitive

**Negative:** I/you/we/they/he/she/it + will + not (won’t) + verb infinitive

**Interrogative:** will + I/you/we/they/he/she/it + verb infinitive +?

**Signal Words:** in a year, next ..., tomorrow

**Expressions:** I think, probably, perhaps

---

**REPORTED SPEECH**

**Use:**
- to repeat what a person has said

**Direct Speech:** ‘I am not going to school today, but I will tomorrow.’

**Reported Speech:** She said that she wasn’t going to school that day, but she would go the next day.

- We often omit that in reported speech, especially in informal situations:

**Direct Speech:** ‘Tom’s been to London many times’

**Reported Speech:** She said (that) Tom had been to London many times.

- We don’t use quotation marks (‘) in reported speech. Only to indicate direct speech:

**Direct Speech:** ‘I love travelling and meeting new people’

**Reported Speech:** She said (that) she loved travelling and meeting new people.

**Remember:**
- We often use the verbs say and tell to introduce reported speech. Tell is always followed by an object, but say is not:

She told me she was eighteen years old.

She said she was eighteen years old.

---

**REPORTED QUESTIONS**

- When we report questions we make the same changes to tenses, pronouns and references to time and place as we do with statements:

**Direct Speech:** ‘Do you often go to the cinema?’

**Reported Speech:** He asked us if we often went to the cinema.

**Direct Speech:** ‘Why are you so serious?’

**Reported Speech:** He wanted to know why I was so serious.

- We don’t use auxiliaries like do, does or did in reported questions:

**Direct Speech:** ‘What time did you go to bed?’

**Reported Speech:** He asked what time I had gone to bed.

- When we report yes/no questions, we use if or whether in the reported question:

**Direct Speech:** ‘Do you like eating crisps?’

**Reported Speech:** He wanted to know if we liked eating crisps.

**Remember:**
- We use affirmative and NOT interrogative, word order in reported questions:

**Direct Speech:** ‘Why are you wearing red clothes today?’

**Reported Speech:** She asked me why I was wearing red clothes that day (NOT why was I wearing...?)

---

**CONDITIONAL: 2nd**

**Use:**
- To talk about imaginary or improbable situations in the present or the future
- To give advice

**IF CLAUSE (CONDITION) | MAIN CLAUSE (RESULT)**

<table>
<thead>
<tr>
<th>If + past simple</th>
<th>would + infinitive verb you would be able to buy a house.</th>
</tr>
</thead>
<tbody>
<tr>
<td>If you saved money,</td>
<td>would + infinitive verb you would be able to buy a house.</td>
</tr>
</tbody>
</table>

- We can replace would with other modal verbs in second conditional sentences:

**We could go to the theatre tonight if you wanted to.**

**If we phoned Julie, she might come with us.**

**NOTE:**
- We often use were and not was in second conditional sentences with the pronouns I/he/she/ it:

If Sally were here, she would know what to do.

---

**FUTURE: GOING TO**

**Use:**
- to talk about intentions
- To make predictions based on evidence

**Affirmative:** I/you/we/they/he/she/it + be + going to + verb infinitive

**Negative:** I/you/we/they/he/she/it + be + not + going to + verb infinitive

**Interrogative:** be + I/you/we/they/he/she/it + going to + verb infinitive +?

**Signal Words:** in one year, next week, tomorrow

---

**MODAL VERBS: GIVING ADVICE**

- We use should, shouldn’t, ought to, and ought not to to give advice and making recommendations:

You should think about taking up a new sport.

We ought to do more to help other people.

Young children shouldn’t watch violent TV shows.

---

**NEGATIVE QUESTIONS**

<table>
<thead>
<tr>
<th>Uncontracted negative questions</th>
<th>Uncontracted negative questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>auxiliary verb + n’t + subject</td>
<td>Auxiliary verb + subject + not</td>
</tr>
<tr>
<td>Didn’t she come?</td>
<td>Did she not come?</td>
</tr>
<tr>
<td>Don’t you understand?</td>
<td>Don’t you understand?</td>
</tr>
<tr>
<td>Weren’t you surprised?</td>
<td>Were you not surprised?</td>
</tr>
</tbody>
</table>
PRESENT PERFECT SIMPLE
Use:
• to talk about actions which began in the past and continue in the present
• to talk about actions completed in the past if we don’t say when they happened
• to talk about periods of time that have not finished

Affirmative: he/she/it + has + past participle
She has lived in Chile for 5 years.

You/they/we/you + have + past participle
We have studied quite a lot today!

Negative: he/she/it + has + not + past participle
She has not lived in Chile for 5 years.

you/they/we/you + have + not + past participle
We haven’t studied at all today!

Interrogative: Has + he/she/it + past participle?
Has she spoken to you yet?

Have + you/they/we/you + past participle?
Remember:
• if the action began in the past and finished in the past, we use the past simple.
• if we mention the specific time a past action happened, we use the past simple.

QUESTION TAGS
Use:
• to check that something is true, or to ask someone to agree with us.

We change the verb from affirmative to negative (or negative to affirmative) to make the question tag. We also change the order of the verb and personal pronoun.

It’s cold, isn’t it? / It isn’t cold, is it?
You haven’t lost it, have you? / You have lost it, haven’t you?
Alan didn’t phone me, did he? / Alan phoned me, didn’t he?
• We can also form question tags with would/can/could, and there is / there are,
Henry would like this, wouldn’t he?
They can swim, can’t they?
It couldn’t happen, could it?
There’s a telephone here, isn’t there?
There are three apples, aren’t there?
• For imperatives, we use will,
Don’t forget, will you?

Unit 7
WISH and IF ONLY
• We use wish and If only with a clause to talk about situations we want to change.
• We use wish and If only with the past simple or past continuous to express a wish in the present:
I wish I didn’t have to get up early tomorrow.
If only we were spending more time together.
• We use wish and If only with the past perfect to express regrets about the past:
I wish we had gone to the party last night.
If only the teacher hadn’t taken that test!
• We use wish and If only with would and an infinitive to complain about somebody else:
I wish she wouldn’t speak so loud.
If only the students would come on time to class.

FUTURE: GOING TO
Use:
• to talk about intentions
• To make predictions based on evidence

Affirmative: I used to love watching horror movies but now they scare me!

Negative: I didn’t use to listen to rock. Now we do.

Question: Did you use to wear bright colours as a child?

NOTE: There is no present tense equivalent of used to.

CONDITIONAL: 3rd
Use:
• To talk about impossible hypothetical conditions in the past
• To talk about situations we regret

IF CLAUSE (CONDITION) MAIN CLAUSE (RESULT)
If + past perfect,
If you had saved money,
would + present perfect
you would have bought a house.

• We can replace would have with could have or might have in third conditional sentences:
If you had told me about the concert, we could have bought the tickets.
Phil might have come with us if he had known about the party.

NOTE: The contracted form of both had and would is’d. Be careful not to confuse the words:
If he’d (had) remembered my birthday, he’d (would) have bought me a present.
PREFIXES
• a word, or letter(s) placed at the beginning of another word
  (a base word) to adjust or qualify its usage or meaning

ADVERBS
Use:
• to modify a verb, adjective, or another adverb

### MOST COMMON PREFIXES
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against</td>
<td>antifreeze</td>
</tr>
<tr>
<td>de-</td>
<td>opposite</td>
<td>defrost</td>
</tr>
<tr>
<td>dis-</td>
<td>not, opposite of</td>
<td>disagree</td>
</tr>
<tr>
<td>en-, em-</td>
<td>cause to</td>
<td>encode, embrace</td>
</tr>
<tr>
<td>fore-</td>
<td>before</td>
<td>infield</td>
</tr>
<tr>
<td>in-, im-</td>
<td>in</td>
<td>injustice, impossible</td>
</tr>
<tr>
<td>in-, im-, il-, ir-</td>
<td>not</td>
<td>interact</td>
</tr>
<tr>
<td>inter-</td>
<td>between</td>
<td>midway</td>
</tr>
<tr>
<td>mid-</td>
<td>middle</td>
<td>midway</td>
</tr>
<tr>
<td>mis-</td>
<td>wrongly</td>
<td>misfire</td>
</tr>
<tr>
<td>non-</td>
<td>not</td>
<td>nonsense</td>
</tr>
<tr>
<td>over-</td>
<td>over</td>
<td>overlook</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>prefix</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>return</td>
</tr>
<tr>
<td>semi-</td>
<td>half</td>
<td>semicircle</td>
</tr>
<tr>
<td>sub-</td>
<td>under</td>
<td>submarine</td>
</tr>
<tr>
<td>super-</td>
<td>above</td>
<td>superstar</td>
</tr>
<tr>
<td>trans-</td>
<td>across</td>
<td>transport</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unfriendly</td>
</tr>
</tbody>
</table>

### MOST COMMON SUFFIXES
<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>can be done</td>
<td>comfortable</td>
</tr>
<tr>
<td>-al, -ial</td>
<td>having characteristics of</td>
<td>personal</td>
</tr>
<tr>
<td>-ed</td>
<td>past-tense verbs</td>
<td>hopped</td>
</tr>
<tr>
<td>-en</td>
<td>made of</td>
<td>wooden</td>
</tr>
<tr>
<td>-er</td>
<td>comparative</td>
<td>higher</td>
</tr>
<tr>
<td>-er, -er</td>
<td>one who</td>
<td>worker</td>
</tr>
<tr>
<td>-est</td>
<td>comparative</td>
<td>biggest</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>careful</td>
</tr>
<tr>
<td>-ion, -tion, -tio</td>
<td>act, process</td>
<td>occasion</td>
</tr>
<tr>
<td>-by, -ty</td>
<td>state of</td>
<td>infinity</td>
</tr>
<tr>
<td>-ive, -ative, -itive</td>
<td>adjective form of a noun</td>
<td>plaintive</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>fearless</td>
</tr>
<tr>
<td>-ly</td>
<td>characteristic of</td>
<td>quickly</td>
</tr>
<tr>
<td>-ment</td>
<td>action or process</td>
<td>enjoyment</td>
</tr>
<tr>
<td>-ness</td>
<td>state of, condition of</td>
<td>kindness</td>
</tr>
<tr>
<td>-ous, -eous, -ious</td>
<td>possessing the qualities of</td>
<td>joyous</td>
</tr>
<tr>
<td>-s, -es</td>
<td>more than one</td>
<td>books, boxes</td>
</tr>
<tr>
<td>-y</td>
<td>characterized by</td>
<td>happy</td>
</tr>
</tbody>
</table>

Most (but not all) adverbs end in -ly
The rabbit jumped quickly. In this example, quickly is an adverb because it is used to modify the verb jumped.
Albert Einstein was a very smart mathematician. In this example, very is an adverb because it is used to modify the adjective smart.
It started to rain just after the clouds appeared. In this example, just is an adverb because it is used to modify the conjunction after.
Jonas usually does his homework. In this example, usually is a (frequency) adverb because it is used to modify the verb does.

### Unit 8

SUFFIXES
• A suffix is an affix that is added to the end of a word that conditions its usage or meaning in an inflectional or derivational way:
  • Inflectional (grammatical): for example, changing singular to plural (dog > dogs), or changing present tense to past tense (walk > walked). In this case, the basic meaning of the word does not change.
  • Derivational (the new word has a new meaning; “derived” from the original word): for example, teach > teacher or care > careful
<table>
<thead>
<tr>
<th>NO ARTICLE</th>
<th>THE ARTICLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>General words (indefinite).</td>
<td>General words (definite).</td>
</tr>
<tr>
<td>Life in a clean environment is better.</td>
<td>I’ve read a book on the life of people living in polluted environments.</td>
</tr>
<tr>
<td>Names of people on the singular; relatives.</td>
<td>Family names in the plural.</td>
</tr>
<tr>
<td>Francisca and Maria are my classmates.</td>
<td>The Pérez family I know lives in San Bernardo.</td>
</tr>
<tr>
<td>Public buildings, institutions, means of transport (indefinite).</td>
<td>Public buildings, institutions, means of transport (definite).</td>
</tr>
<tr>
<td>Most students go to public schools in Chile.</td>
<td>The school that is on Apoquindo Avenue is not public.</td>
</tr>
<tr>
<td>Names of countries in the singular; summits of mountains; continents; towns.</td>
<td>Names of countries in the plural; mountain ranges; regions.</td>
</tr>
<tr>
<td>Germany, France, Chile, Mount Whitney; Africa, Europe; Cairo, New York</td>
<td>The United States of America, the Netherlands; the Highlands, the Rocky Mountains, the Alps; the Middle East, the west of Australia</td>
</tr>
<tr>
<td>Parks; lakes; streets.</td>
<td>Name with of-phrase; oceans; seas; rivers.</td>
</tr>
<tr>
<td>Central Park, Hyde Park; Lake Michigan, Loch Ness; 42nd Street, Oxford Street</td>
<td>The Statue of Liberty, the Tower (of London), the Atlantic (Ocean);</td>
</tr>
<tr>
<td>42nd Street, Oxford Street</td>
<td>The Statue of Liberty, the Tower (of London), the Atlantic (Ocean); the Mediterranean (Sea); the Nile, the Rhine, the Suez Canal</td>
</tr>
</tbody>
</table>

- We use the seasons of the year (spring, summer, autumn, winter) with or without the definite article. in summer or in the summer.
### GENERAL SPEAKING / ORAL ACTIVITY RUBRIC

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>7: Excellent</td>
<td>The student has given a very clear and organised presentation delivered with confidence. High level and varied vocabulary and grammar structures. Very clear pronunciation, sounding natural.</td>
</tr>
<tr>
<td>6: Very Good</td>
<td>The presentation was nicely organized, delivered with only occasional hesitation. Very good level of vocabulary and grammar structures. A few errors in pronunciation.</td>
</tr>
<tr>
<td>5: Good</td>
<td>The presentation was organized generally well. There were some confusing points because of hesitation. Good level of vocabulary and grammar structures. Pronunciation was sometimes unclear.</td>
</tr>
<tr>
<td>4: Satisfactory</td>
<td>The presentation was generally organised. Hesitation sometimes caused confusion for the listener. Grammar and vocabulary sometimes inaccurate, but message was generally clear. Some pronunciation errors caused speech to be occasionally unclear.</td>
</tr>
<tr>
<td>3: Modest</td>
<td>The presentation has some elements of organization. Hesitation often leads to communication breakdown. Inaccuracies in grammar and vocabulary cause problems with understanding. Pronunciation generally unclear.</td>
</tr>
<tr>
<td>2: Basic</td>
<td>Is able to communicate a very simple message although grammar and vocabulary limitations and pronunciation problems prevent clear understanding.</td>
</tr>
<tr>
<td>1: Introductory</td>
<td>Severe problems in communicating a simple message in spoken English</td>
</tr>
</tbody>
</table>

### ORAL PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT</th>
<th>GOOD</th>
<th>SATISFACTORY</th>
<th>INSUFFICIENT</th>
<th>POOR</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content &amp; Organization 20%</strong></td>
<td>Very clear message &amp; intention Logical sequencing Very cohesive</td>
<td>Clear message &amp; intention Logical sequencing Cohesive</td>
<td>Somewhat unclear message Intention not clear</td>
<td>Unclear message &amp; intention Illogical or incomplete sequencing</td>
<td>Ideas confused or disconnected Lacks logical sequencing and development</td>
</tr>
<tr>
<td><strong>Fluency 15%</strong></td>
<td>Very fluent (no hesitation)</td>
<td>Fluent</td>
<td>Some hesitation</td>
<td>Difficult to follow because of hesitation</td>
<td>Hesitation causes severe strain for listener</td>
</tr>
<tr>
<td><strong>Vocabulary 25%</strong></td>
<td>Very effective word/idiom choice and usage Very appropriate register</td>
<td>Effective word/idiom choice and usage Appropriate register</td>
<td>Adequate range Occasal errors with word form, choice or usage (but meaning not obscured)</td>
<td>Limited range Frequent errors with word form, choice or usage Meaning confused or obscured</td>
<td>Heavy L1 influence</td>
</tr>
<tr>
<td><strong>Language Use 25%</strong></td>
<td>Effective use of more complex constructions Few grammar errors</td>
<td>Effective use of simple constructions Minor problems with more complex constructions</td>
<td>Somewhat effective use of simple constructions Some problems with complex constructions</td>
<td>Frequent problems in simple/complex constructions Frequent grammar errors</td>
<td>Major problems in sentence construction Grammar errors tend to obscure meaning</td>
</tr>
<tr>
<td><strong>Pronunciation 15%</strong></td>
<td>No obvious errors in pronunciation</td>
<td>Fewer errors in pronunciation</td>
<td>Occasal errors in pronunciation</td>
<td>Frequent errors in pronunciation</td>
<td>Dominated by errors</td>
</tr>
</tbody>
</table>
## Pair/Group Work Rubric

<table>
<thead>
<tr>
<th>Participation 20%</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>High level of participation</td>
<td>Good level of participation</td>
<td>Satisfactory level of participation</td>
<td>Very little participation</td>
<td>Not much participation</td>
<td></td>
</tr>
<tr>
<td>Contributions are very thoughtful &amp; appropriate</td>
<td>Contributions are thoughtful &amp; appropriate</td>
<td>Contributions are relevant</td>
<td>Contributions are not always appropriate</td>
<td>Contributions are inappropriate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fluency 15%</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
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<td>Fluent</td>
<td>Some hesitation</td>
<td>Difficult to follow because of hesitation</td>
<td>Hesitation causes severe strain for listener</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vocabulary 25%</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very effective word/idiom choice and usage</td>
<td>Effective word/idiom choice and usage</td>
<td>Adequate range Occasional errors with word form, choice or usage (but meaning not obscured)</td>
<td>Limited range Frequent errors with word form, choice or usage Meaning confused or obscured</td>
<td>Heavy L1 influence</td>
<td></td>
</tr>
<tr>
<td>Very appropriate register</td>
<td>Appropriate register</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Use 25%</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effective use of more complex constructions Few grammar errors</td>
<td>Effective use of simple constructions Minor problems with more complex constructions</td>
<td>Somewhat effective use of simple constructions Some problems with complex constructions</td>
<td>Frequent problems in simple/complex constructions Frequent grammar errors</td>
<td>Major problems in sentence construction Grammar errors tend to obscure meaning</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pronunciation 15%</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>No obvious errors in pronunciation</td>
<td>Fewer errors in pronunciation</td>
<td>Occasional errors in pronunciation</td>
<td>Frequent errors in pronunciation</td>
<td>Dominated by errors</td>
<td></td>
</tr>
</tbody>
</table>

## General Writing Rubric with Descriptors

<table>
<thead>
<tr>
<th>Content</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content is creatively expressed and well developed.</td>
<td>Content is clearly conveyed, but rather repetitive.</td>
<td>Content is generally clear but not developed.</td>
<td>Content is not clear.</td>
<td>Content not related to task.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grammar &amp; Vocabulary</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uses language consistently well. Displays syntactic variety and appropriate word choice. There may be a few errors.</td>
<td>Displays ability to use language, errors do not obscure meaning. Attempts to use more complex structures and vocabulary.</td>
<td>Multiple errors, but do not obscure meaning. Notably inappropriate word choice and form.</td>
<td>Frequent errors in language use and sentence structure.</td>
<td>Serious and frequent errors in language use and sentence structure. Reader may strain to understand.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Coherence</th>
<th>Excellent</th>
<th>Good</th>
<th>Satisfactory</th>
<th>Insufficient</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Details are placed in a logical order. The way they are presented effectively keeps the interest of the reader.</td>
<td>Most details are in a logical and expected order.</td>
<td>Many details are not in a logical or expected order.</td>
<td>There is little sense in organization.</td>
<td>There is no sense of organization.</td>
<td></td>
</tr>
</tbody>
</table>
### Consonants

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>pen, happy</td>
</tr>
<tr>
<td>b</td>
<td>back, but</td>
</tr>
<tr>
<td>t</td>
<td>two, talk</td>
</tr>
<tr>
<td>d</td>
<td>dog, do</td>
</tr>
<tr>
<td>k</td>
<td>came, key</td>
</tr>
<tr>
<td>g</td>
<td>game, girl</td>
</tr>
<tr>
<td>ʧ</td>
<td>watch, chair</td>
</tr>
<tr>
<td>ʤ</td>
<td>July, bridge</td>
</tr>
<tr>
<td>f</td>
<td>photograph, for</td>
</tr>
<tr>
<td>v</td>
<td>have</td>
</tr>
<tr>
<td>θ</td>
<td>thing</td>
</tr>
<tr>
<td>ð</td>
<td>the, this</td>
</tr>
<tr>
<td>s</td>
<td>see, city</td>
</tr>
<tr>
<td>z</td>
<td>please, goes</td>
</tr>
<tr>
<td>ʃ</td>
<td>shirt, station</td>
</tr>
<tr>
<td>ʒ</td>
<td>pleasure</td>
</tr>
<tr>
<td>h</td>
<td>hat, who</td>
</tr>
<tr>
<td>m</td>
<td>man, some</td>
</tr>
<tr>
<td>n</td>
<td>sun, know</td>
</tr>
<tr>
<td>ŋ</td>
<td>sing</td>
</tr>
<tr>
<td>l</td>
<td>like</td>
</tr>
<tr>
<td>w</td>
<td>white, we</td>
</tr>
<tr>
<td>r</td>
<td>run, very</td>
</tr>
<tr>
<td>j</td>
<td>yes, you</td>
</tr>
</tbody>
</table>

### Vowels

<table>
<thead>
<tr>
<th>SYMBOL</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>/i:/</td>
<td>see, eat</td>
</tr>
<tr>
<td>/ɪ/</td>
<td>did, city</td>
</tr>
<tr>
<td>/eɪ/</td>
<td>day, eight</td>
</tr>
<tr>
<td>/e/</td>
<td>bed, dress</td>
</tr>
<tr>
<td>/æ/</td>
<td>cat, bad</td>
</tr>
<tr>
<td>/ɑ/</td>
<td>box, father</td>
</tr>
<tr>
<td>/ɔ/</td>
<td>bought, dog</td>
</tr>
<tr>
<td>/ou/</td>
<td>go, no</td>
</tr>
<tr>
<td>/u/</td>
<td>book, good</td>
</tr>
<tr>
<td>/u/</td>
<td>food, student</td>
</tr>
<tr>
<td>/n/</td>
<td>but, mother</td>
</tr>
<tr>
<td>/ə/</td>
<td>banana, computer</td>
</tr>
<tr>
<td>/ə/</td>
<td>shirt, hurt, her</td>
</tr>
<tr>
<td>/æ/</td>
<td>buy, eye, my</td>
</tr>
<tr>
<td>/au/</td>
<td>how, now</td>
</tr>
<tr>
<td>/ɔ/</td>
<td>boy</td>
</tr>
<tr>
<td>/ɪ/</td>
<td>near, here</td>
</tr>
<tr>
<td>/ɛr/</td>
<td>hair, there</td>
</tr>
<tr>
<td>/ɔr/</td>
<td>bar</td>
</tr>
<tr>
<td>/ɔr/</td>
<td>door</td>
</tr>
<tr>
<td>/ɜr/</td>
<td>tour</td>
</tr>
<tr>
<td>LEARNING OBJECTIVES</td>
<td>U1</td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>----</td>
</tr>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>▪ Use previous knowledge of different topics, non-verbal clues, gestures and intonation to anticipate the content of the message and to whom it is directed.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ Identify relevant details to identify the main points.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ Locate expressions and fixed phrases associated to communicative functions appropriate to the level.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ Integrate oral and written expression to demonstrate understanding of texts that are heard.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Reading Comprehension</strong></td>
<td></td>
</tr>
<tr>
<td>▪ &quot; Apply speed and targeted reading techniques. (skimming and scanning)</td>
<td>✓</td>
</tr>
<tr>
<td>▪ &quot; Discriminate between the main idea/s and irrelevant information to summarize the central meaning of the message. (gist)</td>
<td>✓</td>
</tr>
<tr>
<td>▪ &quot; Distinguish between fact and opinion by identifying explicit and implicit information.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ &quot; Use context and relevant explicit information to infer information that is clearly suggested.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ &quot; Locate evidence within the text that allows the justification of simple inferences.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ &quot; Integrate written expression to demonstrate understanding of texts that have been read.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Oral Expression</strong></td>
<td></td>
</tr>
<tr>
<td>▪ &quot; Integrate listening skills as a basic ability for interaction.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ &quot; Signal attention, understanding, agreement and disagreement to initiate, maintain and close a conversation.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ &quot; Self correct and reword statements.</td>
<td>✓</td>
</tr>
<tr>
<td><strong>Written Expression</strong></td>
<td></td>
</tr>
<tr>
<td>▪ &quot; Use connectors to sequence sentences in a logical way, with cohesion and coherence for communicational purposes.</td>
<td>✓</td>
</tr>
<tr>
<td>▪ &quot; Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.</td>
<td>✓</td>
</tr>
<tr>
<td>Listening Comprehension</td>
<td>U5</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----</td>
</tr>
<tr>
<td>Use previous knowledge of different topics, non-verbal clues, gestures and intonation to anticipate the content of the message and to whom it is directed.</td>
<td>✔</td>
</tr>
<tr>
<td>Identify relevant details to identify the main points.</td>
<td>✔</td>
</tr>
<tr>
<td>Locate expressions and fixed phrases associated to communicative functions appropriate to the level.</td>
<td>✔</td>
</tr>
<tr>
<td>Integrate oral and written expression to demonstrate understanding of texts that are heard.</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Comprehension</th>
<th>U5</th>
<th>U6</th>
<th>U7</th>
<th>U8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply speed and targeted reading techniques. (skimming and scanning)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Discriminate between the main idea/s and irrelevant information to summarize the central meaning of the message. (gist)</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Distinguish between fact and opinion by identifying explicit and implicit information.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Use context and relevant explicit information to infer information that is clearly suggested.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Locate evidence within the text that allows the justification of simple inferences.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Integrate written expression to demonstrate understanding of texts that have been read.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oral Expression</th>
<th>U5</th>
<th>U6</th>
<th>U7</th>
<th>U8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate listening skills as a basic ability for interaction.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Signal attention, understanding, agreement and disagreement to initiate, maintain and close a conversation.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Self correct and reword statements.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>

<table>
<thead>
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<th>Written Expression</th>
<th>U5</th>
<th>U6</th>
<th>U7</th>
<th>U8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use connectors to sequence sentences in a logical way, with cohesion and coherence for communicational purposes.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
<tr>
<td>Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
<td>✔</td>
</tr>
</tbody>
</table>
Welcome Unit

Track 2 page: 9 Activity 4.

Carla: Hi Patricia, how are you?
Patricia: Hi Carla, What do you think about your English class this year?
Carla: I’m not sure, this year we’re doing a lot more speaking in class. I’m a bit shy when I have to speak in English because I worry too much about making mistakes. There are other people in my class who speak much better than I do.
Patricia: I know, I have people like that in my class too. They don’t care about making mistakes. They just talk.
Carla: Yeah, and they are able to get their message across even using bad grammar! I’m so jealous! I think they practise out of the classroom too.
Patricia: I listen to music but I don’t read books or magazines. My teacher says that it’s best to learn by doing. You know what I mean?
Carla: Absolutely, if I don’t start practising speaking now I won’t be able to use it when I need it in the future. All I do is watch television in English.
Patricia: Good for you. I’m afraid I don’t, but I usually surf the Internet at the weekends. You know what I have started doing?
Carla: What?
Patricia: You’re not going to believe this but I started talking to myself... like having short conversations with myself.
Carla: Really, have you lost your mind?
Patricia: No! I think it works. I make up stories about people and say them out loud. I sometimes record them and then I listen to them...
Carla: You’re joking!
Patricia: Of course, I do this at home in my room, so nobody can hear me.

I think it helps me feel more comfortable using the language.
Carla: Really? Hmmmm maybe I’ll try it.
Patricia: You should.
Carla: Thanks for the advice, see you after school.
Patricia: See you.

Unit 1

Track 3 page: 11 Activity 2

Speaker 1: Javier is wearing a ring on his thumb, a belt that holds up his jeans because they’re not tight-fitted. He is also wearing a black sweatshirt and has a chain around his neck, like a necklace.

Speaker 2: Camila is wearing a black hoodie, a long, frilly skirt though she doesn’t seem to be wearing earrings and I can’t see if she has boots on her feet.

Speaker 3: Francisco is wearing part of his uniform: black trousers, a white shirt, and dark tie. He looks a bit untidy and informal.

Speaker 4: Sol is very much in fashion. She’s wearing light grey leggings with a blue hoodie and a wide headband in matching colours.

Track 4 page: 14 Activity 13

There is a young woman in this picture. She’s in the middle of the photograph. She looks older, maybe in her fifties. She’s slim, with red hair. I don’t think she’s very tall because of her shoes—they have very high heels. Perhaps she’s quite short and wears shoes like this to seem taller. She’s wearing quite unusual clothes: a dress that seems to be
taken from the 19th Century, ripped tights and those shoes. She looks as if she’s reading a book. In the background you can see a park with children playing. I think it might be a big city like London or Tokyo. She could be waiting for a friend.

**Track 5 page: 15 Activity 2**

**Speaker:** I’m really interested in the culture of other countries. I don’t know why but I always think other cultures are more interesting than my own culture. Every time I travel I learn wonderful and interesting things about other cultures. One of the biggest surprises I had was when I went to the USA as a child. I’m English so I thought Americans had the same culture as me. When I went to America I understood Americans and Brits are very different people. Understanding the culture of other people is very important. It helps us all to get along. If everyone really tried to learn about other cultures, the world would be a more peaceful place. And as the world is becoming smaller, I think this is happening.

**Track 6 page: 17 Activity 6**

I fell in love again
all things go, all things go
drove to Chicago
all things know, all things know
we sold our clothes to the state
I don’t mind, I don’t mind
I made a lot of mistakes
in my mind, in my mind

**Chorus**
you came to take us
all things go, all things go
to recreate us
all things grow, all things grow
we had our mindset
all things know, all things know
you had to find it
all things go, all things go
I drove to New York
in a van, with my friend
we slept in parking lots
I don’t mind, I don’t mind
I was in love with the place
in my mind, in my mind
I made a lot of mistakes
in my mind, in my mind

**Track 7 page: 20 Activities 10 and 11**

**Sonia:** Hi Richard. Have you finished your project work for school?
**Richard:** Hey Sonia, I’ve nearly finished it but I’ll finish sooner if you help me.
**Sonia:** OK, How can I help you? Your project is about spooky stories, isn’t it?
**Richard:** Yep, and I know you love them…Have you got any story or film about the Yeti that I can borrow please?
**Sonia:** In fact I do…I have the latest zombie film. If you want it, I can lend it to you.
**Richard:** Oh, that would be great Sonia. I have an idea. Why don’t we watch it this evening?
Sonia: Thanks Richard but I have to go to the dentist this evening. You can watch it alone a bit earlier so you’ll have time to write the summary by tomorrow. If you’re decided, then I’ll go and get it, it’s in my bedroom.

Richard: Oh... OK then.

Sonia: Just wait a minute till I finish this and I’ll go upstairs to get it.

Richard: Thanks Sonia, I’ll let you know how it turns out in the end.

Track 8 page: 22 Activities 3 and 4

The Far North: The Origin of the Flowering Desert.

During Spanish rule, there was a beautiful, young woman who lived in a small village near the Limarí River. All the young men were in love with the lovely Añañuca, but none of them were able to win her love. One day, a handsome, young miner came through town, searching for gold. When he saw Añañuca, he fell in love with her too, and this time she loved him back. One night, the miner had a disturbing dream, in which a mountain spirit revealed to him the precise location of the gold that he was seeking. He revived his search for the gold, promising Añañuca that he would return soon. Añañuca waited for him day after day, but her miner never appeared again.

Añañuca’s heart was broken, and, inconsolable, she eventually died from grief. Her funeral was on a rainy day and all the villagers wept for her.

The next day, the sun warmed the valley and beautiful, red flowers grew from the spot where the young woman had died. The legend says that Añañuca became a flower as a gesture of love, so that she could always remain close to him and spread her love everywhere.

Today, you can still see the Añañuca flowers bloom in the area that is now known as the Elqui Valley, creating spectacular fields of wildflowers. This amazing phenomenon is known as ‘desierto florido’, or desert in bloom.

Track 9 page: 24 Pronunciation Activity 9

bird – ear – bed – tree
please – search – spread – appear

Track 10 page: 24 My Progress Unit 1 Activity 2

a I’ve known Paula for ten years.
b I don’t think that he’s been to Argentina yet.
c I started playing computer games at 10 o’clock.
d Were you studying at home last night?

Unit 2

Track 12 page: 31 Activity 1b

1. blues
2. bachata
3. indie rock
4. folk
5. hip hop

Track 13 page: 31 Activity 3

A: Welcome to the show! Today we have a special music quiz for all our listeners. We are going to test your knowledge of Latin American Music… Let’s see… starting with the first contestant.

Question 1: Why did Los Prisioneros break up?
B: Because Jorge González went solo.
A: Alright, Question 2: What is the real first name of Daddy Yankee?
B: It’s Ramon!
A: And who wrote the song La Joya del Pacifico?
B: Hmmm...Victor Acosta wrote it.
A: OK, fourth question: What year was the legendary psychedelic band, Aquaturbia, formed?
B: It was 1968, I think.
A: And how many studio albums had the alternative rock band, Los Bunkers, released by 2012?
B: Six
A: Question 6: How are the members of Calle 13 related to each other?
B: They are step brothers.
A: OK, and whose father was a famous bolero singer?
B: Americo’s father.
A: Which female artist has a reputation for writing songs about her ex boyfriends?
B: I think Taylor Swift does.
A: And finally, question 9: where did DJ Mendez start his career?
B: He started it in Sweden.
A: Alright, Thanks! Let’s move on to the next contestant…

Track 14 page: 33 Pronunciation Activity 10

a Where are you from originally?
b When did you start playing music?
c What music inspires you?
d Who is your favourite musician?
e How long have you been performing?

Track 15 page: 35 Activity 3

Interviewer: Inti, How did you become an artist?
Interviewee: I began in Valparaíso at the age of 14. I started with small sketches and graffiti tags in the streets, but later I studied painting.
Interviewer: Why did you decide to start doing graffiti?
Interviewee: When you start as a kid, you have no conscious of what you’re doing. You just want to see your name in the streets, invade spaces to make them your own.
Interviewer: Did your goals change when you grew up?
Interviewee: Yes. When you get older, you see that what you are doing touches other people, that it has a political and social background. Now I use it to say something or give something back to society.
Interviewer: Where does your inspiration come from?
Interviewee: Latin American people and the cultures before the Spanish invasion.
Interviewer: Why do you always include food, shelter, music, and alcohol in your art?
Interviewee: Because they are things I never want to live without.
Interviewer: What does your name “Inti” stand for?
Interviewee: It means sun’ in the Incan language.
Interviewer: Do you prefer to paint in Chile or in Europe?
Interviewee: In Europe the process to get permission is too bureaucratic. Here, you just ask the owner of the house to paint on their walls.
Interviewer: You are very passionate about your work. Do you enjoy other forms of artistic expression?
Interviewee: I see art in everything—in music, in people, in the streets. It’s all art to me.
Interviewer: Street art is more common nowadays. Do you think that the messages and images behind the art have gained importance?
Interviewee: I see influence in the long term, especially with politics. What we can cultivate today is not for tomorrow. It grows slowly. Over generations it can change and influence.
Interviewer: Graffiti has been seen as a form of protest and rebellion against the system and status quo. Is there less opposition to street art around the world today?
Interviewee: Now that there is world-wide fame of street artists, people’s perspectives are changing. It is now viewed as legitimate art with commercial value. In fact, artists are often contracted and paid to produce paintings in the streets and in galleries, especially in Europe. The progression of underground to commercialized art is slower in Latin America.
Interviewer: How is street art changing?
Interviewee: Many years ago people were painting for ideology. Now, everyone is working for their own individual ideals. Chile has been a centre for radical propaganda painting since 1940. Today, there is an art explosion in the streets of Latin America. Chile is leading the innovation. I did not know my art would have an impact when I began, but I will continue to create and bring Latin America to the world.

Track 17 page: 39 Activity 8

Monica: What do you prefer to read: comics or books?
Roberto: Oh comics, definitely!
Monica: Why? Some people say that comics are for lazy people.
Roberto: I’m not lazy! Sometimes books are complicated and have too many characters. Comics are easier to understand.
Monica: They are also shorter than books!
Roberto: That’s true. Books are longer, often too long.
Monica: I don’t mind a long book if it’s good. When you get to the end of a good book you feel like you would like it to go on…
Roberto: Yeah, but sometimes the ending of a book is really disappointing. I hate that. You feel like you’ve wasted a lot of time…
Monica: Yes, but it’s not really a waste of time. You just have to hope the next book you read is better!
Roberto: Maybe you’re right, but I still prefer comics.

Track 18 page: 43 Activities 5 and 6

For today’s teenagers the Internet is as much a part of life as TV or music. It’s a place to meet up, to talk about life, to search for new friends and to get support.
Yasna, a 15-year-old from Concepción, uses her blog to communicate with friends and as a way to express her emotions. She finds it easier to say things in blogs that she could never say in public. Blogs are also an ideal place to post songs, display photos or write about everyday life. Some teens use their blogs to reveal their most private thoughts or to explore their deepest emotions. Innocent pastimes, you might think; but many parents are worried.
The police have warned teenagers that posting too much information about themselves could be dangerous, and are encouraging them to be more careful. The risks don’t end there. Recently, Yasna found her younger sister and her dad reading her blog. She was upset. She felt like family and close friends shouldn’t be reading her diary in secret. She said they should tell her. She does not snoop on them!

Literature is one thing that makes me very happy. I have loved books of all kinds since I was very small. I don’t know what I would do in life without novels, poems and plays. It’s amazing how literature can change your life. It educates you, makes you happy, makes you sad, and inspires you. I think I’d be a completely different person without it. Literature has been a big influence on my life, perhaps, as much as my friends, and I think it’s really powerful; it can help us understand other cultures. Recently I have read a lot of Indian literature, in English of course. The books I read have totally changed my image of India and Indians, my experience has really made me want to read more books from other countries.

Marge Simpson doesn’t like cooking very much. One day, Marge was cooking soup in the kitchen when Homer walked in and noticed she didn’t have a spice rack to keep her spices in. Homer decided to build a spice rack for Marge. While he was working in his workshop, Maggie sneaked up behind Homer, quietly, when he wasn’t looking and she hit Homer on the head with a mallet.

At first they were shocked about Maggie’s bad behaviour. Marge realized that it was because she had mimicked the violent cartoon programme, The Itchy and Scratchy Show. Marge wrote a letter to the producers of the programme and asked them to tone down the violence, but they didn’t. Then Marge formed a group and started a movement to protest against the programme and many angry letters were sent to the press and to the producers. Finally, the producers conceded and changed the actions of the characters, Itchy and Scratchy, so they were doing only boring things. Marge was happy, but the rest of the family wasn’t watching the programme anymore. Meanwhile, the group was protesting about other things they considered offensive, including an exhibition of the beautiful Michelangelo sculpture,
David. The movement, except for Marge, believed that the sculpture was offensive because David was nude. In the end, Marge changed her mind about censorship.

**Track 23 page: 60 Activity II**

Coke was first sold in May 1886 by its inventor, Doctor John Pemberton, a pharmacist from Atlanta, Georgia. Nowadays, 1.3 billion Cokes are sold every day all over the world. Advertising has always been crucial to Coke's success. The first adverts were attractive posters with catchy slogans, but things soon got sophisticated. The first television programme sponsored by Coke was broadcast in 1950. Both radio and television advertising were being used throughout the 1960's with the *Things Go Better with Coke* slogan becoming very popular. Marketing personnel soon realised that younger consumers could be targeted by using popular musicians like Roy Orbison and Ray Charles. During the mid-1970's, the political uncertainty in the United States made them change their campaigns to make Americans feel better. The strategy was a great success and sales kept on rising. In early 1982, Coke launched its most memorable campaign with the slogan *Coke Is It!* Coke has not been completely without problems! When the company introduced a new taste for it in North America in 1985, the public demanded the return of the traditional drink so insistently, that the company was forced to bring it back.

**Track 24 page: 61 Pronunciation Activity 14**

teachers - parents - knows - advertise - was - is - has - purchase - present - misleading - used - broadcast - criticism

**News Host:** And for our last story tonight, we’re going over to Simon with a story of a lucky escape. Simon?

**Simon:** Hello. I’m here with Mrs Barbara Brady, who had a lucky escape this evening. Mrs Brady, can you tell us what happened?

**Mrs Brady:** I was in my living room, waiting for my favourite TV programme to start: it’s on at seven o’clock. I had just made a cup of tea and sat down...

**Simon:** I see...

**Mrs Brady:** Well, I’d just sat down when there was a tremendous crash and a car came through the sitting room wall.

**Simon:** A car came through your wall?

**Mrs Brady:** That’s right, it just appeared, right there in my living room.

**Simon:** That’s incredible! What happened?

**Mrs Brady:** Apparently the driver, a young lad, had been going too fast and my house is on a bend, and...

**Simon:** Go on...

**Mrs Brady:** He lost control of the car on the bend, it skidded, hit my house and came right through the wall.

**Simon:** What did you do?

**Mrs Brady:** Well, I was really shocked, I can tell you.

**Simon:** But you reacted quickly, didn’t you?

**Mrs Brady:** Yes, I went outside and went over to the car. I thought he was unconscious at first...

**Simon:** He wasn’t moving?

**Mrs Brady:** No, at first, no, but then he shook his head and started to get out of the car slowly. Luckily, he’d been wearing his seat belt. Then I dialled 999 and the police came with the ambulance.
Track 26 page: 63 Activities 8 and 9

Girl: I had a really scary experience last week.
Boy: Really? What happened?
Girl: Well, I was on my way home and I was crossing the bridge…
Boy: What, the one over the railway?
Girl: That’s right, yeah. I was half way across when I suddenly heard this woman screaming and pointing, pointing at something behind me.
Boy: Go on….  

Track 27 page: 69 My Progress Unit 3 Activity 1

Susana had a lot of visitors to her new apartment. At 10pm last night, Susana was cleaning her TV when her sister came over and they started chatting. They were discussing the newest post on a popular gossip blog. Susan believed the post was completely true, but her sister insisted that the blogs can be written by anyone with a computer. Then, they spoke about reality shows that sometimes take place in exotic places and they mentioned Man vs. Wild. Susana’s sister insisted that this show, also, was fiction. Later, they were eating dinner when their dad showed up. They were excited to see him, and Susana wanted to make it a family affair; so she called up her brother, José. She had tried to call him before dinner to invite him, but his mobile phone had died.

Unit 4

Track 29 page: 74 Activities 16 and 17

I’m sure most of you have logged on to YouTube and watched, or even uploaded a video. Millions of people do every day. You might have chosen the most-viewed video of the week or searched for something different. After all, you can watch extracts from TV shows, music videos, and even films, not to mention the thousands of homemade videos that users upload onto the site. Teachers use it to show clips in class, office workers to have a laugh in their coffee breaks, and there is a growing list of people who have become famous after being spotted on the video-sharing website. I wonder if the founders of the site had any idea what they had started!

Track 30 page: 75 Activities 3 and 4

These days, teenagers are called the thumb generation because they spend all day using their thumbs: to send text messages, to play hand-held games, to listen to music on MP3s and MP4s or to exchange photographs in real time. You name it, they use their thumbs to do it! Recently, Channel 4 TV commissioned research into the relationship that young people, between the ages of twelve and twenty-four, have with new technology. Youths own an average of eight digital devices. These include MP3s, mobile phones, game consoles, PCs, and digital cameras. Most young people are expert multitaskers. This means they can conduct as many as five activities at the same time as they are watching TV. And
as an interesting fact, twenty-five percent of the interviewees admitted that they sometimes send a text message to friends they are actually with at the time.

Track 31 page: 80 Activity 8

Last year my mother said she was too old to start using computers. Since she hated using them, she obviously wasn’t used to sending emails. However, recently in a course for pensioners she began to chat and she hasn’t stopped since! She says she loves meeting new people on the Internet, although, sometimes she would prefer to have a coffee with them. Last week she asked me to help her create her own web page. She said that after so long without Internet, now she felt like learning as much as she could. I told her that she’d better stop spending so much time online. Using the Internet for longer than you had planned can be a symptom of becoming a webaholic.

Track 32 page: 82 Activities 2 and 3

Have you ever wondered what your life will be like in the year 2025? On a typical evening you will drive through a traffic jam in your hydrogen-powered car. Your home will have the very latest technology, which means that you won’t need a key to open the front door: putting your finger on a scanning device will let you in. As you walk in, your movement will activate a sensor and the lights and air conditioning will come on. All the energy that your house needs will come from solar panels on the roof. A robot will offer you a drink and you will then watch TV using a pair of special contact lenses which stream images directly from the Internet. Your dinner will be a healthy pill. If you feel unwell, you won’t have to leave the house to go to the doctor’s. A microchip under your skin will allow your doctor to check your blood pressure and other body functions. Holidays will take you to unusual destinations. There will still be beach holidays, sightseeing tours and shopping trips abroad, but you will also want to try places like Siberia, Antarctica and maybe outer space.

Track 33 page: 89 My Progress Unit 4 Activity 2

Are you tired of cleaning the house and taking out the garbage? Don’t worry. Soon, domestic robots will do all the boring jobs while you relax. But will this new technology be a positive or negative change? Some scientists believe that robots will make the world a better place because they will do all the dangerous and difficult jobs. Life will be safer with fewer accidents. In addition, they think that inventors will develop robots that are highly intelligent and that will do the jobs of doctors, pilots, and scientists. However, other scientists have serious worries about robot technology. They believe that intelligent robots will be difficult to control. The most extreme predictions say that robots will destroy the human race and possibly the entire planet.
These days, many high school or university students are getting part-time jobs during the week. The reasons why many of them are getting so enthusiastic to get a job may be due to the following reasons:

- To get something else to do that is useful.
- To make their own money for free time expenses.
- To make money to help finance a degree.

Pros:
- Jobs are opportunities for teenagers to learn work skills they will need throughout their lives, such as how to fill out an application, how to do well in an interview, how to work responsibly, and how to get along with co-workers and superiors.
- Jobs can be taken as opportunities to build confidence and independence.
- Jobs assist students in managing their finances responsibly.
- Jobs are excellent chances for students to find the essence of their career paths.

Cons:
- Students who work more than 13 to 20 hours a week are more likely to feel stressed.
- Students who work may have more difficulty maintaining friendships or doing other extracurricular activities.
- Overworked students may have less time to sleep, exercise, and spend time with their families.

### Track 36 page: 95 Activity 3

**Part 1**

**Interviewer:** What do you do?

**Emilio:** I’m a graphic designer. My job title is User Interface Graphic Designer.

**Interviewer:** Where do you work?

**Emilio:** At a video game company called Behaviour Interactive.

**Interviewer:** What do you do at Behaviour?

**Emilio:** I create game interfaces, like splash screens, menus, HUD, the tally, etc. The users need to be able to interact with all the screens.

**Interviewer:** What interesting projects have you worked on there?

**Emilio:** We’ve done lots of work making games for Hollywood films, such as the Ice Age movies, and at the moment we’re making a game for a new Will Smith movie that’s just about to be released.

**Interviewer:** That sounds like a lot of fun! Do you get to play video games?

**Emilio:** Yes, when I want to, but I also have a lot of work to do.

**Interviewer:** What language do you speak at work?

**Emilio:** I speak mostly Spanish, but also English. A lot of people speak different languages, but we use English as the common one, especially concerning computer technology.

**Interviewer:** Do you use English outside of work?

**Emilio:** Yes, I like to socialise with my foreign colleagues at work.
Part 2
Interviewer: What are some of your other interests?
Emilio: Music, especially ska, punk, and hardcore. I also ride my bike everywhere and play football when I have time.
Interviewer: What do you like most about your job?
Emilio: I like working with the latest technology.
Interviewer: And what do you like the least about it?
Emilio: Working extra hours. We have deadlines and we need to work so that the game is finished on time.
Interviewer: What are your favourite video games?
Emilio: I play online games like: Quake Live, Call Of Duty: Ghosts, and now I play Battlefield 4.
Interviewer: What are your future plans?
Emilio: I would like to do a master’s degree in the United States. I think it will improve my chances of getting a better job with a higher salary. It would also be a great life experience to live in another country and learn about the culture.
Interviewer: How important do you think it is to be familiar with computer and Internet technology nowadays?
Emilio: I think today technology is part of everyone’s life and that’s also why so many people play games just for fun, too.
Interviewer: What advice would you give a student here in Chile who is trying to decide what to study and where to study?
Emilio: I would tell them to look for something they really enjoy doing, because they will have to do it 8 hours a day, every day! So it’s a difficult decision.
Interviewer: Thanks Emilio, that was great!
Emilio: You’re welcome.

HOW TO KEEP YOUR JOB
• Try to be on time. This shows they consistently count on you for work.
• Have a good attitude everyday and you will do a better job.
• Do your best work. Find new ways to challenge yourself through smarter, faster and more effective and efficient work.
• Cultivate a good relationship with others. Work in teams when appropriate.
• Always be alert to training possibilities and new assignments.
• Take on new duties or assignments no one wanted if you have time.
• Try to participate in your company celebrations, reunions, seminars and any other extracurricular activities you are invited to.
• Be neat and organized in all your tasks.
• Appreciate the job you have.
• Dare to innovate and create in the position you have at work.
• If necessary, do what is required even though it’s not on your list of duties.
• Whenever you are not busy, see if you can help complete someone else’s tasks in the spirit of teamwork.
• Do not waste your time gossiping or spreading rumours about a colleague or your company.
• Show pride in yourself and respect toward others.
• Motivate yourself and learn the ability to work without supervision.
• Work to have a good and professional relationship with your supervisor.
Man: Okay, Mr. Pérez. First of all, tell me about your last job.
Mr. Pérez: Well, I worked for five years at Smart Computers.
Man: Okay. Smart Computers. And what do you know about computer networks and operating systems including Windows, Mac OS X and Linux?
Mr. Pérez: Well, let me see. I don’t know those films but I can tell you for sure that I did use computers to watch free movies every night at my last job.
Man: Right. And how about tools and skills for building web pages? We are looking for someone who is skilled at HTML and CSS validators, link checkers, and an understanding of content on the web to create and manage our site.
Mr. Pérez: Umm . . . uh, web page, web page. Huh . . . I don’t think I’ve watched that film or is it a book…and I’m afraid I’ve never used those HTML things.
Man: Huh?! And what about Adobe?
Mr. Pérez: Well . . . I think I’ve tried Adobe at a foreign friend’s home one time but didn’t like it very much! It tasted weird, if that’s what you mean.
Man: Okay, Mr. Pérez, I believe I don’t have any more questions for you. Your information has been very clear!
Mr. Pérez: Oh, and I don’t only watch films I also play computer games.
Man: Right, right. Thanks Mr. Pérez. Please don’t call us, we will call you.

Sally: Hello Paul, are you here to see the career counsellor too?
Paul: I am. I’m surprised to see you, though. Your mother told my mother that you were going to study Aeronautic Engineering at university next year.
Sally: That’s my mother’s plan! I want to take a gap year and travel to Italy and Spain.
Paul: Goodness! I’m planning to become an apprentice. It’s the best of both worlds. You get paid and learn at the same time. I’ve already spoken to a local electrician. He works with a team of apprentices. I start in July.
Sally: Sounds good! You can learn a lot, and you’ll always have work!
Paul: How are you planning to convince your mother about your gap year idea? She’ll go mad.
Sally: Well, my next argument is that twenty per cent of the people who finish a degree course never work in that field in their life. I think many young people and their parents are too structured. They think you have to go automatically from primary education, to secondary education to university, and then to work. Other cultures don’t think the same way. I can go to university at any point in my life – not that I will ever want to be an engineer!
Paul: Um, I’m convinced, but knowing your mother…
Sally: Then I’ll remind her of my cousin Alfred. He studied for nine years and after he left university he opened an Internet café!
Unit 6

**Track 42 page: 112 Activities 9 and 10**

**Caller 1:** I really like the boy next door. We’ve known each other for five years and we are friends. He’s quite popular; he gets good marks at school and he’s very athletic. The problem is I’d like to go out with him. But I’m not sure if he likes me in that way. I’d love to ask him out, but I don’t want to ruin our friendship.

**Caller 2:** I started a new school last week and as I’m quite shy, I find it difficult to make friends. I can’t sleep at night, and I’ve been getting very bad headaches. I find it hard to concentrate when I’m in class. What can I do to feel less stressed?

**Caller 3:** My brother is doing his exams and every time I talk to him he gets angry and shouts at me. He doesn’t want to accept any help or advice from me. I can’t understand him! I think he needs to relax more. What should I do to help him?

**Track 43 page: 114 Activities 18 and 19**

I would say I’m sorry
If I thought that it would change your mind
But I know that this time
I’ve said too much
Been too unkind
I try to laugh about it
Cover it all up with lies
I try to laugh about it
Hiding the tears in my eyes
’cause boys don’t cry
I would tell you
That I loved you
If I thought that you would stay
But I know that it’s no use
That you’ve already
Gone away
Misjudged your limits
Pushed you too far
took you for granted
I thought that you needed me more
Boys don’t cry
Boys don’t cry

**Track 44 page: 116 Activities 6 and 7**

**Conversation 1**

**Ben:** Hi, Annie. I’m doing a survey on hobbies and I’d like to ask you a few questions.

**Annie:** OK.

**Ben:** What do you like doing in your free time?

**Annie:** I’m really keen on listening to music.

**Ben:** I see. Where do you listen to music?
Annie: Everywhere I can: on the bus, at home, doing exercise...
Ben: Do you ever listen to music with your friends?
Annie: Oh yes, we go to each other’s houses and listen to music together there. My friends also go to concerts, but I can’t go with them because my parents worry a lot about safety, the people there and transport to and from the concert.
Ben: It sounds difficult.
Annie: It is, and I’d really like to go to the Great Band concert at the end of the month and I don’t know what to do so my parents will let me go!
Ben: Oh, Good luck with your parents! Thanks for answering my questions Annie.
Annie: Bye Ben

Conversation 2
Ben: Hello to both of you. I’m doing a survey on teen hobbies. Can you answer a few questions?
Mario: OK, but we haven’t got much time.
Ben: It will only take a few minutes Mario. The first question is for you then: How do you spend your free time?
Mario: I’m mad about skateboarding and surfing.
Ben: Do you skate and surf often?
Mario: Not very often. My friends and I meet up in the evenings and go skating in the park. It isn’t easy to go surfing; you have to go to the beach and it depends on the weather. I normally go about once a week.
Ben: And what about you Ruth? Do you like surfing?
Ruth: Not really, no. I’m not mad about sports. My favourite hobby is photography.
Ben: Great! and what types of photos do you like taking?
Ruth: I love taking photos of buildings in city centres. And, of course, I take lots of photos of my friends.

Ben: When do you take your photos?
Ruth: Mainly at weekends.
Ben: What a great hobby! Is it expensive?
Ruth: I spent a lot of money on my camera, but other than that, you just need time and patience.
Ben: OK. Thanks for answering my questions.
Mario: Bye Ben, see you around.

Track 45 page: 121 Activity 12

I’ll never forget my holiday in Cuba. It was a time of contrasts: fun and fright, relaxation and panic, sun and rain. I had gone there with my friends. We spent our time on amazing beaches, going to discos, and eating delicious local cuisine. We had been having a fantastic time until the end of the first week.
The weather forecast predicted powerful hurricanes for the last day on the island. My friends and I were terrified. The first thing we did was speak to our hotel manager about the situation on the island. He advised us to return home before the storm arrived.
Then we called our travel agent to see if we could change our flights and go home early. It was a very difficult time. We spent most of our time making lots of phone calls and not doing the things we had arranged to do.
Finally, we got a phone call from our national airline who offered to fly us home three days early. The weather had been getting worse all week, but on our last day it was very bad. Before getting on the plane, it had been raining heavily all morning and the wind was blowing strongly. When I was walking to the taxi, I was nearly lifted off the ground by a powerful gust. I was unbelievably lucky: I was carrying my suitcase and
the weight of it kept me on the ground. We arrived home safely after a nine-hour flight. We didn’t feel completely calm until we heard that the hurricane had avoided the island and all the lovely people we had met were unharmed.

Track 46 page: 122 Activity 2

The first time I went swimming I was eight years old and I went with the school. We all walked to the local public pool. When we arrived, my best friend was very relaxed, but I was really nervous. This was my first time. The instructor was waiting for us. ‘Jump in!’ he shouted. There were thirty of us. I looked nervously at the water and jumped. My feet didn’t touch the bottom and I realised I was sinking in the water. I panicked and I started splashing my arms frantically but I was still sinking, when suddenly someone pulled me up. It was my best friend. ‘What are you doing?’ he asked me. I was exhausted, but coughed back, ‘Swimming...I think!’ We both laughed.

Track 47 page: 123 Pronunciation Activity 6

eight ghost cough laugh thought weigh ghetto

Track 48 page: 129 My Progress Unit 6 Activity 2

Mandy: Did you see the game last night?
Alastair: No, the matches are boring these days.
Mandy: What was your favourite game then?
Mandy: Was it good?
Alastair: Yes! AC Milan scored three goals in the first half of the match.

Mandy: In the first half? What a bad start for Liverpool!
Alastair: That’s what everybody thought. I mean, Liverpool needed to score four goals to win, but well, the second half was brilliant. Liverpool scored their first goal nine minutes into the second half and then they scored another.
Mandy: So that was three goals for AC Milan, but only two for Liverpool.
Alastair: Yeah, but Liverpool scored again! Both sides had scored three goals. It was so exciting - The atmosphere was incredible, even on TV!
Mandy: But why? Liverpool hadn’t won.
Alastair: No, but the game went to penalties and that’s when Liverpool won.
Mandy: It sounds like an exciting match!
Alastair: It was! Liverpool won the cup for the fifth time.
Mandy: Five times. That’s a lot of cups.
Alastair: Well, AC Milan weren’t too unhappy – they’ve won the competition six times!

Unit 7

Track 50 page: 134 Pronunciation Activity 13

a But not all is lost and you can still live a life on the move, looking and feeling better by adopting an improved lifestyle.
b What makes the situation worse is that most of these sedentary activities include food. Junk food.
Not careful enough with our own health?
Rumour has it that we, Chilean people, are becoming “famous” for bad nutrition and mental illnesses such as depression, stress and eating disorders.
We know we are not the only country in a situation like this, but this is our country and we need to do something about it.
If you take the Metro, get on any public transportation or even drive your own car, you will see, hear and feel people of all ages acting stressed out. They seem to be angry all the time, making everyone around feel useless because they are the only ones who have problems, have a lot of things to do or are always in a hurry to be successful. It’s alarming that many 9 year-old children in Chile have already been diagnosed with stress.
We should not only blame the system, which is helping us collapse, but consider we have neglected our eating habits and physical activity too. Unhappily, we seem to have developed ineffective lifestyles.
Mind and body need to be balanced. Physical Education and Sport should be considered as core subjects in schools like Maths and Language are. Mind and body need to be fed and exercised regularly. Remember that by exercising our body we help our mind produce “good” energy.
How many people do you see running or riding their bikes in the early morning? You will probably see some, but not enough.
A recommendation: be as polite as you can, try to smile. Notice how many smile back in return. Another healthy habit to consider.

If you think science doesn’t matter much to you, think again. Science affects us all, all through our life. The modern world would not be modern at all without the advancements of science.
Science affects us all, every day of the year. Just try imagining a day without scientific progress. Electricity for example. Without science, there would be no way to use electricity. There would be no plastic, modern agriculture or modern medicine.
In fact, without science, many people alive today would have died of diseases that are now easily treated. Scientific knowledge can improve the quality of life at many different levels: from the routine work of our everyday lives to global issues.
Think science! Because many aspects of scientific thinking are just extensions of the way you probably think everyday. Have you ever seen something surprising and tried to figure out how it happened, or looked for more evidence to come up with a new explanation for a mystery? These might seem like trivial examples, but in fact, they represent scientific habits of the mind applied to an everyday situation. Scientists use these ways of thinking to revise their topics of study and you can use the same tools in your own life.
Did you know that you have many opportunities to do something good for yourself, from the time you wake up to the time you go to bed? Here we show you 5 ways to improve your health.

1. Move your body to make your heart healthier.
   - Avoid shortcuts, take the stairs, walk to school if possible, and try to walk your dog more.

2. Watch what you eat.
   - Get in the kitchen. Try to eat homemade food or if you have the chance, cook your own food!

3. Eat less.
   - The best way to keep your body healthy is eating less. As simple as that.
   - Use portion control. Limit your serving size to the size of your fist, really.
   - Get real. It’s better to find a level of dieting and exercise that you can maintain all along than eating soup the rest of your life or going through awful diets.

   - Related with everything from headaches to heart disease, stress can affect a person’s physical and mental health. Yoga, meditation and deep breathing techniques help diffuse stress and its harmful effects.

5. Sleep. Yes, true. Not sleeping enough hours causes irritability, depression and high blood pressure.
   - Put nicotine and caffeine away, as they are stimulants and shouldn’t be consumed before sleeping. Alcohol consumption and heavy meals can also interfere with a good night’s sleep.
conventional transistor you only have one “gate” which switches the current on and off. The new transistor has a gate on each side. In real terms, having two gates makes the processing faster. So everything is twice as fast.

Simon: So, tell us Martha, is this new transistor going to replace the traditional transistors?
Martha: I think so, yes. But it might take some time. I can’t see companies replacing expensive existing transistors immediately. But when they need a new transistor, it makes sense to develop a vertical one.
Simon: So Martha, what about the...

Unit 8

Track 57 page: 154 Activity 12

Chile’s geographic barriers—the Atacama Desert to the north, the Andes Mountains to the east, the Patagonian ice fields to the south, and the Pacific Ocean to the west make Chile an authentic agricultural island. Together they help maintain healthy conditions and protect vineyards against pests and disease. And with geography as diverse as in Chile, the combination of beneficial natural barriers and a generous Mediterranean climate make sustainability and organics a true choice in Chilean winegrowing. In wine production, Chile’s climate is highly influenced by the cooling effect of the Pacific Ocean and the Humboldt Current.

Track 58 page: 155 Activity 3

Receptionist: Good morning, Global Trade.
Maria José: Good morning. May I talk to Jason, please? It’s Maria José calling from Mining Exports in Copiapó, Chile.
Receptionist: Sure, I’ll put you through.
Jason: Hello Maria José! What can I help you with?
Maria José: Well, the reason for my call is that I want to touch base about the new regulations coming into effect next month. Could you tell me if you have had a chance to look them over yet?
Jason: I have only taken a quick look, but I believe most of the new regulations won’t be applicable to us when we ship. There should be no need to worry as long as our shipping agents are well informed of the changes and the certificates of origin are in order.
Maria José: That’s great. However, do you know what the different procedures for customs will be? As I understand it, the regulation changes could affect how we use particular containers and the way we transport our freight.
Jason: No, luckily for us, all we need to do is put some additional information on our waybills and make sure our packing lists reflect the same information.
Maria José: What a relief! That really puts my mind at ease.
Jason: Good, I’m glad you called then.

Track 59 page: 160 Activities 9 and 10

This is the weather forecast for the U.K. for the next 24 hours.
Most of the country will start the day overcast with a few moderate showers. Over the mountain range,
you can expect heavy snow above 2,000 meters. Near the western coasts there will be isolated patches of fog. During the afternoon sunnier weather will extend gradually eastwards but these clear conditions aren’t expected to reach southeast England before midnight. However, in the evening, the weather will become windy and cloudy and temperatures will drop to 15 degrees.

Track 60 page: 160 Pronunciation Activities 13 and 14

a blow snow showers below
b weather heat heavy eventually
c flood cool loose typhoon
d ice wind sky lightening
e sunny humid up thunder

Track 61 page: 161 Activities 9 and 10

Grandfather: What are you looking at?
Granddaughter: It’s a leaflet about the demonstration on Saturday. I’m going with some friends.
Grandfather: Ah, so you’re against the ring road?
Granddaughter: Yes, I am. If we keep destroying the woods, we won’t have any trees left!
Grandfather: But people need to move around the town and get to work faster. If they build the new road, it will be a lot easier.
Granddaughter: It isn’t just about getting to work. And anyway, I have to travel to college everyday and I don’t have any problems.
Grandfather: Building new roads creates employment too. Have you anti-road protesters thought about that?

Granddaughter: Protecting the environment can mean jobs as well. If we had a natural park or nature reserve, we would have space for outdoor activities like trekking, cycling and horse riding, which are all really popular in town.

Grandfather: But the ring road is progress for the town, you can’t stop progress!

Granddaughter: Come on Grandpa! That’s what people said about closing the mines. And you protested then!

Grandfather: That was different...anyway, they closed the mines.

Track 62 page: 164 My Progress Unit 8 Activity 1

Speaker 1: Nowadays, plastic bags and bottles are everywhere. I try not to buy things in plastic containers and I tell shop assistants not to put my fruit and vegetables into plastic bags and I pop them straight into the trolley!

Speaker 2: I recycle all my paper, glass, and containers like milk cartons or yoghurt pots. There are recycling containers near the house, so it’s easy for me.

Speaker 3: My family uses public transport! We travel by bus and metro as much as possible. It’s annoying when the bus arrives late or the metro is busy, but there’s no way to avoid that.

Speaker 4: Water is a big problem in my country. I always have a shower and not a bath. I make sure the washing machine is full before I use it, and I never brush my teeth with the tap running!
Advertising: in schools. p. 58-59, 60;
Art: artist. p. 35; graffiti. p. 35.

Climate change: environment. p. 158, 161; recycling. p. 163; the weather. p. 160.
Clothes: related vocabulary (trousers, headbands, etc.). p. 11.


Music: festival. p. 32; musical genre. p. 31; singer-songwriter. p. 17.

Natural resources: Chile. p. 152 - 153; relationship with the economy. p. 151;

Stories: legends. p. 18; myths. p. 23.

Teenagers: relationships. p. 43, 111, 113; sleeping habits. p. 141; typical problems. p. 43.
Technology: gadgets. p. 75; text messages. p. 72-73.
The future: predictions. p. 82.
Travel: vocabulary (passports, check-in, etc.). p. 119; holidays. p. 121.

Work: jobs. p. 91, 96, 97; skills. p. 94, 100, 101; personality and work. p. 98.
Advice – *n*, an opinion that someone offers you about what you should do or how you should act in a particular situation
Annoy – *v*, to make angry
Appearance – *n*, the way you look
Audiences – *n*, the group of people together in one place to watch or listen to a play, film, someone speaking, etc.
Average – *n*, the result you get by adding two or more amounts together and dividing the total by the number of amounts

Basin – *n*, an open, round container shaped like a bowl with sloping sides, used for holding food or liquid

Beliefs – *n*, the feeling of being certain that something exists or is true; something that you believe
Break up – *v*, to end a relationship
Broadcasting – *n*, sending out a programme on television or radio

Career – *n*, the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money
Chart – *n*, a drawing that shows information in a simple way, often using lines and curves to show amounts
Chore – *n*, a job or piece of work that is often boring or unpleasant but needs to be done regularly
Contestant – *n*, someone who competes or participates in a contest
Countless – *adj*, very many, or too many to be counted
Currently – *adv*, of the present time

Dangerous – *adj*, describes a person, animal, thing, or activity that could harm you
Deep – *adj*, *adv*, going or being a long way down from the top or surface. Profound
Disagreement – *n*, an argument or a situation in which people do not have the same opinion

Employment – *n*, the fact of someone being paid to work for a company or organization
Excitement – *n*, a feeling of being enthusiastic and waiting for something to happen

Fail – *v*, to not succeed in what you are trying to achieve or are expected to do
Fright – *n*, the feeling of fear, especially if felt suddenly, or an experience of fear that happens suddenly

Illness – *n*, a disease of the body or mind
Injured – *adj*, hurt or physically harmed
Insurance – *n*, an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.
Investment – *n*, the act of putting money, effort, time, etc. into something to make a profit or get an advantage, or the money, effort, time, etc. used to do this

Job – *n*, the regular work that a person does to earn money

Lyrics – *n*, the words of a song, especially a pop song

Mainly – *adv*, usually or to a large degree
Misjudgments – *n*, to guess an amount or distance wrongly or to form a wrong opinion
Moreover – **adv**, (used to add information) also and more importantly

**Overwhelm** – **v**, to cause someone to feel sudden strong emotion

**Skill** – **n**, an ability to do an activity or job well, especially because you have practised it

**Speech** – **n**, the ability to talk, the activity of talking, or a piece of spoken language

**To broaden** – **v**, to make/become wider, or to cause something to become wider
**To conduct** – **v**, to organize and perform a particular activity
**To credit** – **v**, to believe - to believe something that may not be true
**To encourage** – **v**, motivate and give confidence to someone to do something or to make something more likely to happen
**To forbid** – **v**, not to allow something, especially officially, or to prevent a particular plan of action by making it impossible
**To grab** – **v**, to take hold of something or someone suddenly and roughly with your hand
**To get hooked** – **v**, + adj, informal - enjoying something so much that you don’t want or are unable to stop having it, watching it, doing it
**To grant** – **v**, to give or allow someone something, usually in an official way
**To infer** – **v**, to form an opinion or guess that something is true because of the information that you have
**To supply** – **v**, to provide something that is wanted or needed, often in large quantities and over a long period of time

**Unfair** – **adj**, not treating people in a equal way, or not morally right
**Unharmed** – **adj**, not hurt or damaged

**Waste** – **n**, an unnecessary or wrong use of money, substances, time, energy, abilities, etc.
**Whole grains** – **n**, cereals in their natural state, without manufacture
**Willing** – **adj**, describes someone who does their work energetically and enthusiastically
**Witness** – **n**, to see something happen
**Worried** – **adj**, unhappy because you are thinking about problems or unpleasant things that may happen
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# Irregular Verbs

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