

STUDENT'S BOOK

English 8^o

básico



Carolina Soto • Hilda Curwen • Susana Pontón

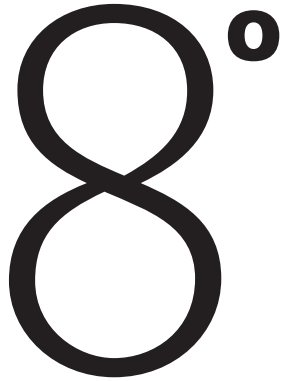


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básico

INGLÉS

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TEXTO DEL ESTUDIANTE

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1 UNIT

Information and Communication Technologies



In this unit I will learn to...

Integrate skills to communicate, orally and in writing, ideas about social media and the world of apps, give advice, express possession, and express preference.

Lesson 1

Oral Communication

- Listen and understand a conversation about apps.

Reading

- Read and understand a textbook about apps.

Writing

- Write a comic strip.

Attitudes

- Use communication technologies responsibly and effectively in order to gather information and to create texts, giving credit to the work of others and respecting people's property and privacy.



Before you start

1. Read the title of the unit and look at the picture. Discuss what you think the topic of the unit will be about.
2. What do you think about the ways human beings communicate nowadays?
3. How has life changed during the last years due to the use of apps?
4. What do you think you will learn in this unit about the new information and communication technologies?

Lesson 2

Oral Communication

- Listen to and understand a news report about the use of social media.
- Use modal verbs to give advice.

Reading

- Read and understand a blog about the most popular social networks nowadays.

Writing

- Write an e-mail.

Attitudes

- Use communication technologies responsibly and effectively in order to gather information and to create texts, giving credit to the work of others and respecting people's property and privacy.

Lesson 1

The World of APPS

In this lesson you will listen, speak, read and write about the world of apps and how they have changed our lives through a conversation and a textbook.


What does “app” mean?

Before Listening A Conversation


1. Look at the picture and discuss what it is about.



While Listening

2. Listen to the conversation and answer the questions below. Write the answers in your notebook. 
 - a. In the teenager’s own words, what’s an app?
 - b. What can people use apps for?
 - c. What’s an app from a technical point of view?
 - d. What’s the best thing about apps?

After Listening

3. In groups, discuss the following questions.
 - a. How do you think apps have changed people’s lives? Give examples.
 - b. Do you use apps? How many apps have you installed in your cellphone?
 - c. What apps do you use the most?
4. Pronunciation. Listen to the following words and repeat. 

Initial sound:
/ r /

Ready

Rent

Really?

5. In pairs, take turns saying the following tongue twister.

Robert Randall Rickman runs around the red rocks requesting a refund for his rabbit. If the rabbit runs away, the rat, the rooster and the reindeer will run around the red rocks Robert released when he was ready.

Speaking Task **Expressing Quantity: a lot of, all**

1. Look at the conversations below, paying attention to the expressions in bold.



2. In pairs, discuss the following questions.
- Which quantifier refers to a large amount of things?
 - Which quantifier refers to the total amount of things?
3. Work in pairs. Create similar conversations using the quantifiers and the ideas in the box below.

smartphone – delivery apps – internet – learning tool –
language apps – videos

4. With your partner, choose one of your conversations and present it to the class.

Before Reading A Textbook

1. Look at the pictures below and talk about what you notice about them.



- a. Mention the differences between the two cellphones. Consider aspects such as:
- Design
 - Size of the screen
 - Functions
- b. What are the advantages of each model?
- c. What are the disadvantages of each model?
2. Look at the following functions on the chart and tell your partner if they apply to each cellphone or not. Discuss your answers as a class.

Function
Talk to other people
Play games
Connect to the internet
Do calculations
Listen to music
Watch videos
Set Alarms
Download files
Take pictures

While Reading

3. Read the text below and answer the questions that follow in your notebook.

Brief History of Mobile Apps



Mobile applications are an essential part of our lives. We use them to chat with friends, pay taxes, order pizza, take photos of cats, and lots of other stuff. Statistically, we're spending more time with our smartphones than in front of PCs. So today, we'll consider the history of mobile applications, trying to understand how they became the center of our attention in such a short period of time.

The very first mobile phone was equipped with features like word clock, calculator, calendar, and contact book. By the way, do you remember the legendary snake game? The one that made a certain multinational cell phone company extremely popular? At that time, it was the pinnacle of the mobile gaming experience.

The Big Change

The announcement of the first smartphone designed and marketed by the company co-founded by Steve Jobs was a giant leap forward in the evolution of mobile apps. The digital keyboard revolutionized the way people used mobile apps. Many experts believe that it was the beginning of new era for the whole mobile industry. July 2008 is when everything changed: the digital store of this revolutionary brand went online. In one day, a bunch of apps were released for you to download on the company's smartphone. To be more exact, they released about 552 apps, with 135 of them being free to download. In just one week, its users downloaded about 10,000,000 (ten million) apps!

The Bottom Line

Mobile applications are in a process of constant evolution, which is unlikely to stop in the near future. What's even more interesting is that mobile applications have started to affect the design and format of smartphones, as well as our lifestyle. The question is: Do you go for a pizza or do you order a pizza through an app?

Source: Jet Ruby Agency <https://expertise.jetruby.com/brief-history-of-mobile-apps-286fbbf766a9>

- Why are mobile applications an essential part of our life?
- What features was the first mobile phone equipped with?
- Why was the snake game so important?
- What began a new era for the mobile industry?
- What is the future of mobile applications?

4. Read the text again. Say which sentence on the left column is similar in meaning to the one on the right column.

1 At that time, it was the pinnacle of the mobile gaming experience.

2 The announcement of the first smartphone from the company co-founded by Steve Jobs was a giant leap towards the evolution of mobile apps.

3 In one day, this revolutionary company released a bunch of apps...

A In a single day a cellphone company published a lot of applications.

B In those days, you could not find a more advanced cell phone game.

C The proclamation of the first cellphone of its kind was a huge advance in the development of mobile applications.

5. Put the events below in chronological order. Write the answers in your notebook.

- Users of this brand, whose symbol is a fruit, downloaded a lot of apps.
- The new era for mobile industry began.
- Apps transformed smartphones and lives.
- The multinational cellphone brand was very popular.
- The first smartphone designed and marketed by the company co-founded by Steve Jobs was announced.

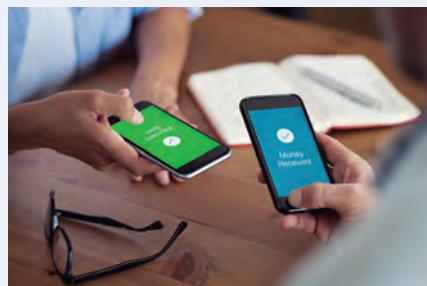
After Reading

- Speaking. In pairs make a list of the apps you know and tell your partner which of these you think are the most popular and why.
- Share your thoughts with the class.

Useful Vocabulary: use of Apps



taxi apps



payment

Reading and Vocabulary **A Beginner's Guide to Mobile Apps**

1. Read the text below and find examples of the following.

A	Types of apps	C	Unofficial sources
B	Device	D	Desktop apps



A Beginner's Guide to Mobile Apps

The word “app” is an abbreviation for “application.” It’s a piece of software that can run through a web browser or offline on a device such as a computer, smartphone, tablet, or other electronic devices, including smart TVs and smartwatches. Apps may or may not have a connection to the internet.

Types of Apps

There are three main types of apps: desktop, mobile, and web. Desktop apps are usually much fuller than mobile apps and have all the features of a program, whereas the mobile app is a simpler and easier-to-use version. Web apps can be full of features too, but they depend on the internet connection and a web browser program.

Examples of Apps

Some apps exist in all three forms and are available as not only mobile apps but also desktop and web apps.

Some image editors that run on your computer, but there are mobile versions, too. Another example are text generators. They are available for computers in its most advanced form but also on the web, by subscription, and via a mobile app. Others (often games) are similar in that there are both mobile and web versions of the same game.

Where to Get Apps

In the context of mobile apps, almost every platform has an online shop where its users can download both free and paid apps. These are normally accessible through the device itself or a website.

Desktop apps are more widely available from unofficial sources such as web pages, but there are also some official online shops ran by companies.

Web apps load within a web browser and don't need to be downloaded.

Text adapted from: <https://www.lifewire.com/what-are-apps-1616114>

2. Read the text again and orally match the words below with their corresponding definition.

1 Download

2 Image editor

3 Text generator

4 Web browser

A An app or program to write texts.

B A software program used to locate, access, and display web pages.

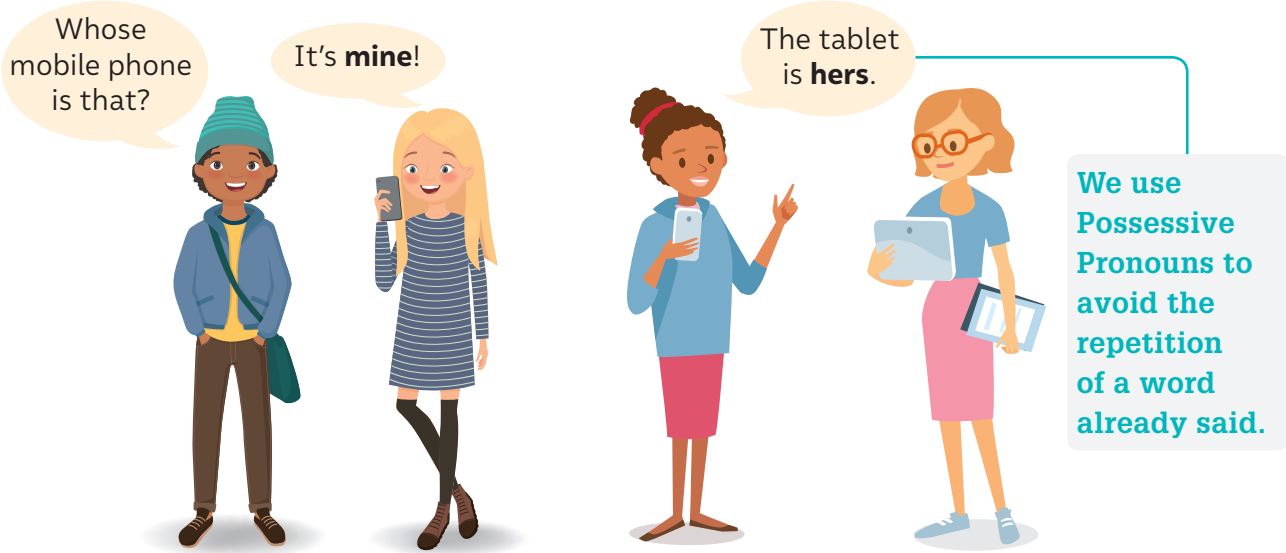
C An app to edit images or photos.

D To copy computer programs or information electronically using the Internet.

3. Check your answers as a class.

Language Focus Expressing Possession

1. Look at the pictures below paying attention to the words in bold.



- What do the words below indicate?
- Do we use a word after them? Why? Why not?

I	Mine	He	His	We	Ours
You	Yours	She	Hers	They	Theirs

2. Complete the sentences with the correct possessive pronoun. Write the answers in your notebook.

- Fabián has a new computer. I think the one on the desk is ...
- My app doesn't work. Can I use ...?
- We paid for that program. It is ...
- Sofía left the tablet in the classroom. So this tablet is not...
- I can help you with the project. If your computer is old, use ...
- My classmates created a website. Your idea looks very similar to ...

3. Check your answers with the class.

Reading Task A Comic Strip

1. Read the comic strip below and discuss the answers to the following questions with a partner.
 - a. What is it about?
 - b. Who are the characters?

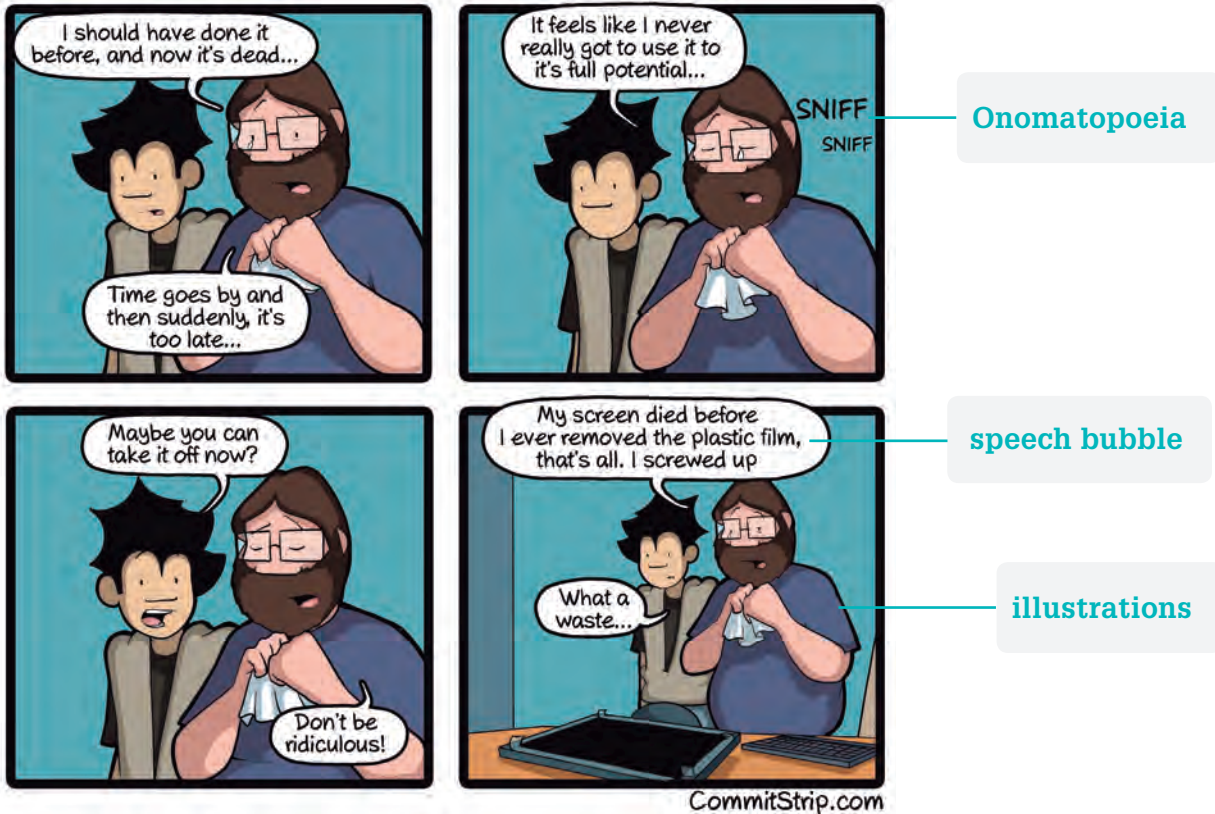


<https://www.pinterest.cl/pin/572590540093540135/visual-search/?x=16&y=13&w=530&h=437>

2. Share your answers with the class.
3. Discuss the following questions.
 - a. Do you think the situation presented in the comic strip is happening nowadays? Why? Why not?
 - b. What do you think will happen in the future?

Writing Task A Comic Strip

A comic strip is a fun way to express your ideas through words and images. It can also help understand concepts more clearly. Comic strips have three parts: the introduction (to present the story), the build-up (the middle section of the story), and the punchline (the unexpected and funny conclusion of any performance, story). Here are the elements of a comic strip:



Source: A Comic Strip

Illustration

The graphic representation or drawing of an idea.

Bubble speech

The outline that encloses the words or text the characters say.

Onomatopoeia

The word that represents a sound.

1. Read the elements that make up a comic strip.
2. In groups, decide the story you want to tell through a comic strip. Remember: the topic is the use of apps.
3. In pairs, create your own comic strip. Use all the elements above.
4. Show your comic strip to the class.

Cross-Curricular Social Studies

Ada Lovelace: The First Computer Programmer

Augusta Ada King, Countess of Lovelace (10 December 1815 – 27 November 1852), born **Augusta Ada Byron**, was an English writer who became the world's first computer programmer. She wrote the program for Charles Babbage's mechanical computer, the analytical engine. She wrote the first algorithm that was meant to be processed by a machine.

She was the only legitimate child of the poet Lord Byron and Anne Isabella Milbanke. She had no relationship with her father, who died when she was nine. As a young adult she took an interest in mathematics, and in particular Babbage's work on the analytical engine. Between 1842 and 1843 she translated an article on the engine by Italian mathematician Luigi Menabrea. She added her own notes on the engine. These notes contain what is considered to be the first computer program, that is, an algorithm encoded for processing by a machine. Though Babbage's engine was never



built, Lovelace's notes are important in the early history of computers. She realized that computers would be able to do more than just calculating or number-crunching. Others, including Babbage himself, worked only on the possibilities of calculating.

Source: https://kids.kiddle.co/Ada_Lovelace

- 1 In pairs, discuss the following questions.
 - a. What important things did Ada Lovelace do that contributed to computer programming?
 - b. Why do you think Ada Lovelace was a very important person in human history?
- 2 In pairs, search on the Internet other important scientists that contributed to science and technology.
- 3 In your notebook, make notes about the most important aspects of his/her life and achievements.
- 4 Create a poster or an infographics to present the biography.
- 5 Present your work to the class.

Create Your Own App

You already know what apps are and the various tasks they do. However, are they ever enough to solve our problems and cover all our needs?

HOW DO YOU CREATE AN APP?

Work in groups

- 1
 - **Think of a need that you or people you know have.** For example: to record the samples for hip hop songs, to reduce stress, etc.



- 2
 - **Think and create the app content:** a game, communication, learning, shopping, meeting people, lifestyle, sports, music, maps, business, etc.



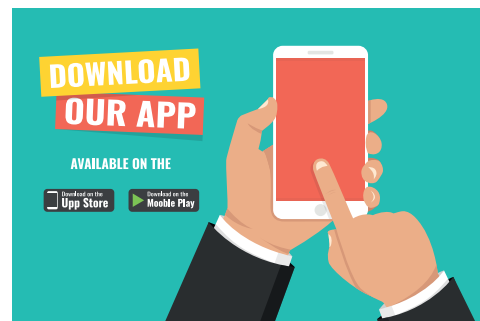
- 3
 - **Describe your app in very simple words:** What it does, the main functions, etc.



- 4 ■ **Think about your target group:** Who will be the users of your app?



- 5 ■ **Where will it be available?**



- 6 ■ **Create a name for your app and design a logo.**



- 7 ■ **Encourage your classmates to download and use the app:** Mention the benefits of it.




Lesson 2 Social Media

In this lesson you will listen, speak, read and write about social media and networking through a report and a blog.

Before Listening A News Report

1. In pairs, discuss the following questions.
 - a. Do you use social media? What for?
 - b. Which one do you use the most?
 - c. What is your favorite social media platform? Why?

While Listening

2. Listen to the report and match the two parts of the sentences below. Write the answers in your notebook. 

1	It was an	A	those you love
2	Just the beginning of connecting	B	the ninth richest person in the world
3	Stronger relationships with	C	the whole world
4	One of the biggest	D	sites in the world
5	Mark Zuckerberg	E	important achievement

3. Listen again and answer the questions below. Write the answers in your notebook.
 - a. What is the achievement mentioned at the beginning of the report? Why was it important?
 - b. When did Facebook start?
 - c. How many users does it have now?
 - d. There are two continents where Facebook isn't so popular, which are they?

After Listening



4. In groups, discuss the following questions.
 - a. What do you think about the report you listened to?
 - b. Do you think the social network created by Mark Zuckerberg is the most popular one nowadays?
 - c. Do you think using social networks is dangerous? Why or why not?

Speaking Task Giving Advice

1. Read the following tips, paying attention to the words in bold.

How to use a social network safely:

- You **should** connect with family and friends only.
- You **should** think before you post.
- You **shouldn't** share your password.
- You **shouldn't** accept invitations from people you don't know.

Speaking Tip

Remember we use the modal verb *should* / *shouldn't* to give advice. We use *should* / *shouldn't* + infinitive

2. Work in pairs. Give advice to your partner about the correct use of social networks. Use *should* or *shouldn't* and the ideas from the box below.

- share private information with strangers
- upload inappropriate content
- tell your parents if you are being cyberbullied
- be cautious about the information you share
- log out after using it
- block and report people who post upsetting comments or content

3. Work in groups. Imagine there is a new and more popular social network nowadays called Partners Zone. Take turns asking for advice to safely be part of this network. Write the conversation in your notebook.

Example:

Student A: *What should I do to be part of Partners Zone?*

Student B: *You should register on www.partnerszone.com*

Student A: *Should I use my real name?*

Student B: *Yes, you should, but you can use a nickname, too.*

4. Present your conversation to the class.

Before Reading **A Blog**

1. In groups, discuss these questions.
 - a. Do you use photo-sharing networks?
 - b. What do you use it for?
 - c. What do you like the most: posting or reading stories?



2. Read the dialogue in pairs. Then, replace the answers with your own ideas. Take turns to ask and answer the questions.

Do you post everything you do on photo-sharing networks?

No, I don't! Just the most important things.

Do you follow more than 500 accounts?

No. Maybe less than 50 accounts.

Do you know all your followers?

Yes. They all include family and friends.

Do you spend more than two hours on photo-sharing networks everyday?

No! Only on the weekends.

Do likes and comments affect how you feel about a post?

Sometimes, but I usually follow my own opinions.

3. With your classmate, reflect on the following questions.
 - a. Do you think you spend too much time on social networks?
 - b. Do you feel safe while using social networks? Why or why not?
 - c. What types of photo-sharing networks do you find most useful?

While Reading

4. Read the text and answer the questions below. Write the answers in your notebook.
 - a. What do people use a famous platform for?
 - b. What's the platform's new service about?
 - c. What was the first book posted on this social network?
 - d. What other titles can be found on this social network?

Full Classic Novels Have Arrived on a Famous Photo Sharing Social Network

There is a hugely popular platform for users to share pictures, videos and messages with family and friends. This social media service is estimated to have more than 1 billion active monthly users worldwide. Most people use the service on their mobile phones. Now, the users of this platform are able to use the service for a completely different activity – reading books.

The New York Public Library recently launched a new service. This new offering will include a collection of classic books through the popular social network with the colorful camera icon. The service is available to all users, not just people in New York City.

Lewis Carroll's "Alice's Adventures in Wonderland" was the first on the app. The New York Public Library said this famous story was specially designed for the platform to include colorful animations and modern drawings.

The books can be found in the app's stories. This feature was designed to let users post photos and videos that would automatically disappear after 24 hours.

But Lewis Carroll's "Alice's Adventures in Wonderland" is not the only book users can find. The library has already lined up several other classic works to be released on the popular photo sharing social network in the coming months. These include "The Yellow Wallpaper," a short story by Charlotte Perkins Gilman, and "The Metamorphosis," by Franz Kafka.



Source: Text adapted from learningenglish.voanews.com

5. Discuss your answers as a class.

After Reading

6. In groups, discuss the following questions.
 - a. What other ideas can you think of to include educational material in social networks?
 - b. What other books would you like to read on the social networks' stories?
 - c. Do you think that this idea could be useful in the classroom? Why or why not?

Reading and Vocabulary

1. Read the clues below and guess which words in bold from the Reading each clue refers to. Write the answers in your notebook.

- a. Process by which drawings and models are made to look they are moving.
- b. Computer program designed to do a specific task or set of related or connected tasks.
- c. Something that has been popular for a long time and is considered to be of a very high quality.
- d. Everywhere in the world.

2. Discuss your answers as a class.

Useful Vocabulary: Media



social network



photo sharing

Connecting ideas **So**

1. Read the text on page 21 again and pay attention to the words in bold.
 - This project, called Insta Novels, isn't focused on teenagers, **so** anyone with a social media presence will find it refreshing.
 - The next book to be released is Franz Kafka's novella *The Metamorphosis*. **So** it would be a good idea to start a book club!
2. Read the sentences above and answer the following question. Answer orally.
 - a. The connector **so** expresses:
 - consequence
 - addition
 - contrast
 - b. Check your answer with the class.
3. In pairs, write sentences in your notebook that contain the connector **so**. Use it correctly. Focus on the topic of social media.




4. Share your sentences with the class.

Language Focus **Expressing Preference**

1. Read the sentences below, paying attention to the underlined verbs. Then, discuss the answers to the questions below with a partner.

- I like finding information on a website.
- I enjoy checking my social media every morning.
- We love using smartphones for communicating.
- She doesn't like downloading music.
- He hates sending a lot of e-mails.
- They don't mind using applications for everything.

- What do these verbs express?
 - What verb form goes after these verbs?
 - Which verbs have a positive meaning and which ones have a negative meaning?
2. In groups, take turns expressing your preferences about the topics in the box below.



mass media – blog – broadcasting –
text messaging – posting on social networks – social
networking – watching videos – playing games

3. Share your preferences with the class.

Reading Task

1. Read the article and discuss why teenagers prefer using different platforms other than the one created by Mark Zuckerberg to share videos and pictures.

Why Teenagers Love Video and Photo-Sharing Platforms

Since teens don't like using the social network whose icon is a rounded f very much, its use has dropped in recent years. If this trend continues, by 2022, teenage use of this social network will have dropped by another 2.2 million users. Since 2018, teenagers have enjoyed using video and photo-sharing platforms. Here's the breakdown of how teenagers use social media:

85% are on the video-sharing platform.

72% use the photo-sharing social network.

69% are on the multimedia messaging app.

51% still use the social network directed by Mark Zuckerberg.

Teenagers on the video-sharing platform

Teens like watching videos and movies on internet platforms more than TV. 34% watch the most popular video-sharing platform, 27% watch most popular streaming service platform, and 14% watch live TV. According to teenagers, the first of these three is like the new TV. There are videos for anyone, and everybody can contribute to the community by making their own videos. Today, teens' biggest aspiration is to be use it to turn themselves into a great celebrity.



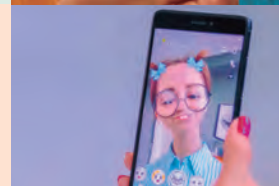
Teenagers on the photo-sharing social network

Nowadays it is very common to see a teenager taking a selfie that will probably be posted on the social network with the colorful camera icon. 63% of teens use this social network every day. They love being creative and expressing themselves through photos and art. And of course, they want to be the biggest photo-sharing social network superstars.



Teenagers on the multimedia messaging app

Lastly, the app with the white ghost icon is where teenagers can share hilarious pictures in intimate groups rather than with the world. Teens feel more able to be themselves while sharing their day to day lives.



Text adapted from: <https://www.makeuseof.com/tag/teenagers-snapchat-instagram-youtube/>

2. In your notebook, draw a bar graph indicating the percentage of use of each social network.
3. After you draw the graph, work in small groups and discuss:
 - a. Which of the social networks from the article you like the most, and why.
 - b. Which you dislike the most, and why.

Writing Task An E-mail

1. Read the e-mail below and answer questions **a** and **b**. Answer orally.
 - a. What is the purpose of an e-mail?
 - b. Is this e-mail formal or informal?

The image shows a screenshot of an email client window titled "New Message". The interface includes fields for "To", "From", and "Subject". The "To" field contains "m.rodriguez@colegiopumasandinos.cl", the "From" field contains "camiacuña@mail.com", and the "Subject" field contains "Request". Below these fields is the email body, which starts with a greeting "Dear Mr. Rodríguez," followed by the main content: "My name is Camila Acuña from the 8th grade and I'm writing to you because we have a request. We need a smart TV for our classroom. It would be very useful for our English class. A smart TV is a technological tool where we can watch videos in English, surf on the Internet, etc." The email concludes with "I am looking forward for your reply.", "Thank you in advance.", and "Best regards". At the bottom, the sender's name and affiliation are listed: "Camila Acuña, 8th grade student, Colegio Pumas Andinos". A "Send" button is visible at the bottom of the window. Labels with arrows point to various parts of the email: "Recipient" points to the "To" field, "Sender" points to the "From" field, "Subject" points to the "Subject" field, "Greeting" points to "Dear Mr. Rodríguez,", "Content" points to the main body text, "Concluding line" points to "I am looking forward for your reply.", "Complimentary close" points to "Best regards", and "Name" points to the sender's name and affiliation.

To m.rodriguez@colegiopumasandinos.cl x ← Recipient

Sender → **From** camiacuña@mail.com x

Subject Request x ← Subject

Greeting → Dear Mr. Rodríguez,

Content → My name is Camila Acuña from the 8th grade and I'm writing to you because we have a request. We need a smart TV for our classroom. It would be very useful for our English class. A smart TV is a technological tool where we can watch videos in English, surf on the Internet, etc.

I am looking forward for your reply. ← Concluding line

Thank you in advance.

Best regards ← Complimentary close

Name → Camila Acuña
8th grade student
Colegio Pumas Andinos

Send

2. Choose one of the following subjects and, in your notebook, write an e-mail to your school principal requesting something for your class, or for the whole school.

create a school website – improve the Wi-Fi connection -
buy electronic or digital devices for the school

3. Exchange the e-mails with your classmates and share them with the rest of the class.

Cross-Curricular Social Studies

Alan Turing: The Father of Modern Computing

Young Life and Family

Alan Turing was born in Maida Vale, London. His father was part of a family of merchants from Scotland. His mother, Ethel Sara, was the daughter of an engineer.

Education

Turing went to St. Michael's, a school located at 20 Charles Road, St Leonards-on-Sea, when he was six years old.

Career

Turing was one of the people who worked on the first computers. He was the first person to think of using a computer to do things that were too hard for a person to do. He created the Turing machine in 1936. It was considered a model for modern computers.

Turing was interested in artificial intelligence. He proposed the Turing test, which would determine when a machine could be called "intelligent".

During World War II, Turing worked to break German ciphers (secret messages). Using cryptanalysis, a technique that analyzed information to study the secret aspects of systems, he helped to break the codes of the Enigma machine.



Alan Turing Memorial in Manchester, England.

From 1945 to 1947, Turing worked on the design of the ACE (Automatic Computing Engine) at the National Physical Laboratory. He presented a paper on 19 February 1946. That paper was "the first detailed design of a stored-program computer". In late 1947, he returned to Cambridge for a sabbatical year. While he was at Cambridge, the Pilot ACE was built without him. It ran its first program on 10 May 1950. Alan Turing died on June 7, 1954.

Source: https://kids.kiddle.co/Alan_Turing#Career

- 1 Work in pairs. Draw a timeline in your notebook indicating the most important events in Alan Turing's life.
- 2 Present the timeline to the class.
- 3 Discuss with your partner the following questions.
 - a. Why is Alan Turing considered the father of modern computing?
 - b. Why was his work so important during World War II?

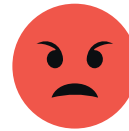
4

Include your preferences

- I like



- I hate



- I don't like



- I don't mind



- I love



- I enjoy



5

Add your friends and groups.

- Friends



- Groups



6

Write a short description of you.

- Upload your profile photo

7

Share your Partners Zone profile with the class

Synthesize

1. Apps and social media are closely related. Actually, social networks are apps. In groups, discuss the following questions.
 - a. Why do you like using social media?
 - b. Do you enjoy being connected a lot?
 - c. Why do you think people love posting everything on social media they do?
2. Using social networks can be very fun, but we should be careful to protect our privacy and integrity as human beings. Working in pairs, give advice to your partner about the correct use of social networks. Use *should* and *shouldn't*. Make notes in your notebook.



3. Use of *a lot of* and *all*. Complete the sentences using your own ideas or opinions.
 - a. ... teenagers use social media instead of face to face communication.
 - b. ... teenagers enjoy being online all day long.
 - c. ... adults love ordering food through apps instead of going to the supermarket and then cooking.
 - d. ... people use taxi apps instead of taking a traditional taxi.

Check point

Before Reading A News Report

1. Look at the pictures below and talk about what you notice.



- a. What are the differences between the two kinds of taxi services?
- b. Which one do you think people prefer? Why?

While Reading A News Report

2. Read the text below and answer the questions that follow. Write the answers in your notebook.

Price War Over Taxi Apps



A price war has started across the world among taxi companies. There is a lot of competition for passengers because of apps used to order taxis. Some companies are reducing **fares** by half to beat their competitors. The world's biggest taxi-booking app has become very popular among users all around the world. It started in 2009 and operates in over 200 cities **worldwide**. Drivers of London's traditional black taxis are not happy with these apps. They say that drivers of app taxis are too inexperienced. They do not know London's streets very well. London taxi drivers have reduced some of their fares from £ 45 to £ 7.50.

The U.K. boss of of these well-known transportation network company said the price war could mean higher **profits** for his company. He said: "There's a lot of competition over the app makers....You need to think of things that you can do to stand out from the **crowd**." A London black **cab** driver said business was good despite the app companies. He said: "There are lots of technologies that are changing things for us." One of New York's biggest taxi companies wants these taxi-booking app's license to be suspended. In Singapore, the government has just announced that it would start regulating taxi app companies.

Source: <https://breakingnewsenglish.com/1411/141125-taxi-app.html>

- a. What strategy are taxi companies using to win the "price war"?
- b. Why are the English taxi drivers not happy with this app?
- c. What's the impact of taxi apps in some countries like USA and Singapore?

3. Check your answers with the class.
4. Match the definition below orally with the corresponding word in bold in the text.

1	Fare	A	Money gained, as from a business or transaction, after deducting all relevant costs.
2	Worldwide	B	Taxi
3	Profits	C	All around the world.
4	Crowd	D	The price of traveling in a bus, airplane or taxi, etc.
5	Cab	E	A large group of people.

After Reading

5. Speaking. Discuss the following questions.
 - a. Does this situation happen in Chile?
 - b. Do you know any other taxi apps apart from the well-known transportation network company from the article that people use in Chile?
 - c. What do you think Chilean people use more: traditional taxi or taxi apps? Why?
6. Work in pairs. Copy the table below in your notebook and compare the two systems: the traditional taxi and the taxi apps. What are the advantages and disadvantages of each one?



7. Work in pairs. Considering the disadvantages of each system in activity 6, use *should* and *shouldn't* to give advice to improve the service of traditional taxi and taxi apps. Write the answers in your notebook.
8. Compare your answers with other students.

Before you go on

- Go back to page 4 and check your predictions about the unit. In groups, discuss whether you've made any mistakes and correct them.
- Go back to page 4 and read the strategies you chose to apply in the unit. In groups, give examples of activities where you used each:

Listening strategies

Speaking strategies

Reading strategies

Writing strategies

- Did you use any other strategy that was not on the list? Discuss with your partners, make notes in your notebook and remember it for future work.
- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss with the class.

2

UNIT

Countries, Cultures and Customs



In this unit I will learn to...

Integrate skills to communicate, orally and in writing, ideas about travel, countries, nationalities, culture and heritage.

Lesson 3

Oral Communication

- Listen to and understand an advertisement about Chile and its tourist attractions.

Reading

- Read about and understand a tourist brochure, as well as about different countries and their nationalities.

Writing

- Write a vacation brochure.

Attitudes

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



Before you start

1. Read the title of the unit and look at the picture. Discuss the topic of the unit.
2. Where do you think most people go on vacation?
3. Do you think Chile is an attractive tourist destination? Why?
4. Do you think it is important to learn about our indigenous people?
5. Why do you think it is important to respect the legacy of ancient civilizations?

Lesson 4

Oral Communication

- Listen to and understand an informative guide.
- Use the prepositions of time *in*, *on*, *at*.
- Ask information questions.

Reading

- Read and understand an encyclopedia entry about indigenous groups.
- Read an article about traditional celebrations of indigenous groups.

Writing

- Write an encyclopedia entry.

Attitudes

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

Lesson 3 Travel

In this lesson you will listen, speak, read and write about different countries and their culture through an advertisement and a brochure.


- a. What do you think you will see in a tourist ad?
- b. Do you think Chile has a few or a lot of places to visit?

Before Listening

An Advertisement: Chile, a Country to Fall in Love With

1. In pairs, discuss the following questions.
 - a. Do you like traveling? Why?
 - b. Have you traveled throughout Chile?
 - c. What Chilean attractions would you recommend to a tourist? Why?

While Listening

2. Listen to the advertisement and orally match the verbs below with their complements. 

Verb	Complement
Climb	happiness in the simple things.
Walk	to be free.
Rediscover	the language of animals.
Decipher	to feel alive.

3. Listen to the ad again and match the sentences below with the places you think they are associated with (some of the words may give you clues). Then explain why you chose them. Write the answers in your notebook.

Ex: Marvel in new colors and shapes – Arica

- 1 Travel through the city's underground.
- 2 Lose yourself in funiculars and labyrinths.
- 3 Find yourself on a mysterious island.
- 4 Understand that home is wherever we want to be.


A Easter Island

B Chile

C Santiago

D Valparaíso

After Listening Pronunciation of Initial Sound /w/





4. Listen and repeat the sentences below. Pay attention to the underlined words. 
 - a. Walk amidst thousand-year-old forests.
 - b. Wait for the calm at night.
5. Work in pairs. Take turns saying the following words.
 - a. world
 - b. west
 - c. week
 - d. wake
 - e. while
 - f. wonder

Speaking Task Comparatives and Superlatives

1. Look at the following sentences.
 - a. Now is **the best** time to visit Peru.
 - b. Is Brazil **bigger than** Argentina?
2. Discuss the following questions in groups.
 - a. Which sentence above compares two things?
 - b. Which sentence above expresses that something is the most favorable of a group?
3. Study the information about five different countries. Use the adjectives in the box to talk about them. Use comparatives and superlatives.

*Ex: USA has the **oldest** constitution.*

big – small – populated – old (according to formation) – new

	Chile 	Argentina 	Germany 	China 	USA 
Population	17,574,003	43,847,430	83,592,241	1,403,500,365	327,167,434
Area	756,096.3 km ²	2,780,400 km ²	357,386 km ²	9,596,961 km ²	9,833,520 km ²
Current constitution	1980	1860	1949	1982	1788
Formation (history)	September 18, 1810 (Government Junta)	May 25, 1810 (May Revolution)	843 (East Francia)	c. 2070 BC (First Preimperial Dynasty)	July 4, 1776 (Declaration of Independence)

Before Reading **A Brochure**

1. Look at the pictures below and answer the following questions.
 - a. Is Chile a country welcoming to tourists?
 - b. What are the most famous tourist destinations in Chile?
 - c. In your opinion, what is the most beautiful place to go on vacation in Chile?

VACATIONS IN THE SOUTH OF CHILE



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

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

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

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

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

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

For more details, write to:
Dream Vacation, 3634 Box,
Ñuñoa, Santiago or
www.survival_vacations.cl

Source: Archivo editorial

2. Look at the pictures again and discuss with your partner what activities you can do if you go on vacation in the south of Chile.

While Reading

3. Read the brochure below and talk about the places that you can visit in Temuco and Lago Budi.

- forests
- city
- restaurants
- university
- hotel
- museums

4. Read the brochure again and match the adjectives in bold with their corresponding synonym. Write the answers in your notebook.

Adjective
last
high
amazing
crowded
interesting
beautiful

Synonym
incredible
fascinating
pretty
final
congested
tall

TEMUCO AND LAGO BUDI

“*Mary mary wenu!*” is the traditional Mapuche greeting and the best way to walk into the **last** indigenous bastion of the country. Bring out the warrior in yourself and get to know the cosmovision of these indigenous peoples that live among the ancient Araucaria forests and crystal-clear streams.

Soak up the rustic smells and flavors, the best reflections of local culture.

Climb the **high** Ñielol Hill. From the top of this Natural Heritage Site you’ll have an **amazing** view of a city that mixes countryside and the modern world. Walking along its popular streets, you’ll be surprised by the **crowded** university section, and its **interesting** history museums.



Season your food with a little merquén (smoked dried chili flakes), relax in the **beautiful** healing hot springs and end your day with a lively visit to the casino, the center of the city’s nightlife.

Text adapted from <http://chile.travel/en/where-to-go/the-south-its-lakes-and-volcanoes/temuco>

5. Paraphrasing. Read the text above again and find the same idea for each of the descriptions in the table below. Write the answers in your notebook.

Flavor your meal with a spicy kind of chili.

Reveal your inner fighter and discover the way these native peoples see and interpret the world.

You will be able to see the perfect mix of the rural and urban sides of the city.

End your daytime in the heart of the rowdy side of the city.

6. Share your answers with a partner.

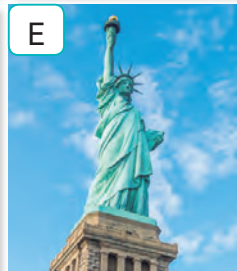
After Reading

7. Speaking

- a. Discuss, with a partner, another interesting place to visit in Chile. Use the adjectives from activity 4 (page 39).

Reading and Vocabulary Countries and Nationalities

1. Look at the pictures of the most representative landmarks of various countries below and answer orally the following questions.



- a. What is the name of each landmark?
 b. In which countries are they located?
 c. Can you mention another representative landmark and its country?

2. Think about the various tourist attractions of different countries in the world. Share your thoughts with the class.
3. Take a look at the following chart and study the countries and nationalities.

North America	Canada USA Mexico	Canadian American Mexican
Central America	Costa Rica Guatemala Panama	Costa Rican Guatemalan Panamanian
South America	Chile Brazil Peru Argentina	Chilean Brazilian Peruvian Argentinian
Europe	United Kingdom Italy Germany	British Italian German
Oceania	Australia New Zealand Samoa	Australian New Zealander Samoan
Asia	China Singapore Japan	Chinese Singaporean Japanese
Africa	South Africa Egypt Nigeria	South African Egyptian Nigerian

Language Focus Verbs Make & Do

1. In pairs, read the sentences below and discuss the answers to the questions that follow with a partner.

- I **make** my breakfast every morning.
 - You **do** your homework after class.
 - He **made** a mistake yesterday.
 - She **does** the housework on weekends.

- Which sentence refers to producing something?
 - Which sentences refer to an activity or repetitive task?
 - Which sentence refers to an action that is a choice?
2. In pairs, complete the rules below with the correct verb *DO* or *MAKE*. Then, discuss your answers as a class.

- We use the verb ... for actions, obligations, and repetitive tasks.
- We use the verb ... for creating or producing something, and for actions you choose to do.

3. Write in your notebook the correct collocations for the corresponding verbs:

MAKE DO

friends – a favor – yoga – the bed – the shopping –
 the laundry – a mess – noise



laundry



the bed



noise

Writing Task A Brochure

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



2. Go back to page 38 to remind yourself of the different elements a brochure has.
3. Work in small groups. Design a brochure for a vacation destination you are interested in. Think of the topics and sections you would like to cover and make notes in your notebook. Use the table below.

Places to visit	Activities	Description (use adjectives, comparatives and superlatives)	Interesting information (contact information)

4. Write and design a brochure. Use your notes from activity 3.
 - Decide on a place and type of vacation.
 - Divide your brochure into clear sections.
 - Say what you can do and describe the places.
 - Give a contact address for more information.
5. In pairs, exchange and correct your work.
6. Write a clean version of your brochure.

Cross-Curricular Geography

www.travelblog.com

Australia



Our first days in Australia were too hot (high 30s), a very sweaty start to the 10 weeks we have here. We spent our first few days looking around Sydney, including the amazing Opera House, Harbour Bridge, and all of the city center. We saw hundreds of large bats which were pretty amazing. All the locals probably thought we were very strange looking at the trees for hours!

After a few exhausting days, we caught the train to the Featherdale Wildlife Park. There we saw koalas, hundreds of Australian birds, and some gorgeous kangaroos and wallabies. The park was excellent as it was very open. We were close to lots of the animals, who were roaming freely around the park. We had an awesome day meeting the local wildlife.

John Morrow, 18

Philadelphia to Miami

I should have known it was going to be a bad trip after we sat on the runway in Philly for two hours. The captain told us that we were waiting for the plane to be serviced. Yet, when we arrived in Miami (two hours late), the scene was a total chaos: about 50 people on our flight lost their bags!

The terminal was packed with unclaimed luggage – you could not move. Star Airways had only one person working at the lost luggage counter. Stan (the guy at the counter) couldn't have been nicer. He told us he was "totally embarrassed" to work for Star Airways. "This isn't how I treat people," he told the angry crowd. Luckily, we were at the front of the line, so we only ended up waiting for an hour to file a claim.



Jen Jones, 20

Source: Archivo editorial

- 1 Read the travel blogs and talk with a partner about which writer had an enjoyable experience.
- 2 In pairs, answer the questions below. Write the answers in your notebook.
 - a. What did John do during his first few days in Australia?
 - b. Why did the local people think John was strange?
 - c. What different animals did John see in Australia?
 - d. Why did Jen think her trip was going to be bad?
 - e. Why was Stan embarrassed?
- 3 Work in pairs. Imagine you have arrived at your destination and you want a city tour. Role-play a conversation.

Student A: You are the traveler / Student B: You are the tourist guide.

An Interview

An interview is defined as a conversation in which a reporter seeks information from one or more persons for a news story.



1 | An interview

- Work in small groups. Think of the topics you would like to cover in your interview with someone about his/her vacation experience in Chile. Use the table to make notes in your notebook.

Places to Visit	Activities	Description	Extra / Interesting Information

2 | Conduct the interview

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

3 | Write a clean version

- Write a clean version of the questions asked and the answers given.
- In groups, swap texts and make comments to improve them.

4 | Present your interview

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

Lesson 4

Culture and Heritage


In this lesson you will listen, speak, read and write about culture through a tourist informative guide and an encyclopedia entry.

Do you like visiting museums? Do you know about the cultural heritage of ancient people of the world?



Before Listening **An Informative Guide**

1. Answer the following questions. Discuss your answers as a class.
 - a. What is the purpose of an informative guide?
 - b. Where can you find this kind of recording?

While Listening

2. Listen to the informative guide and answer the following questions. Write the answers in your notebook. 
 - a. What is the exhibition about?
 - b. What aspects of your answer to a question does the exhibition explore?
 - c. How does this culture remain alive these days?
3. Listen again and check your answers with a partner.

After Listening **Pronunciation /w/ Initial Sound**

4. Listen to the recording again and pay attention to the underlined words below. 
 - a. Although the Mayan culture is different to how it was...
 - b. Over twenty thousand visitors have already come to study this fascinating culture.
5. Listen carefully to the sounds. Study the table. 

ð	θ
although	thousand

6. Work in pairs and take turns pronouncing the following words. Draw a table in your notebook and classify the words in the correct category of sounds from activity 5 .

think	these	that
thanks	Thursday	there

7. Check your answers with the class.

Speaking Task Prepositions IN - ON - AT

8. Read the sentences below and discuss, with a partner, what the prepositions refer to.
- The exhibition is free **in** the morning.
 - The museum is closed **on** Mondays.
 - The museum opens **at** 9:00 am.
9. In your notebook, match the prepositions IN – ON – AT with their corresponding use.

In This preposition is used for days of the week.

On This preposition is used for specific time.

At This preposition is used for parts of the day.

10. In pairs, take turns answering the following questions. Use the correct preposition. Discuss your answers as a class.
- What time does the festival start?
 - When is the best time of the day to visit the pyramids?
 - When will the monument be inaugurated?
11. Check your answers with the class.
12. In pairs, create more questions similar to the ones above and answer them. Use the ideas in the box below.

restaurant with local food – carnival – cultural exhibition –
parade – temple

Before Reading Encyclopedia Entries

1. Look at the pictures below and make predictions. Discuss your answers as a class.
 - a. What is the text about?
 - b. Which indigenous groups are described and what type of information do you think the entries give about them?

Social Groups



Aborigines

The Aborigines of Australia have the longest cultural history in the world. They originated in the Ice Age. Early Aboriginal society consisted of around five hundred tribes and each had its own territory and dialect. Their culture existed in rock art, cave paintings, and engraving of plants, animals, and ceremonies.

Aboriginal tribes hunted kangaroos, snakes, and emus. They also gathered fruit, roots, honey, and seeds. They walked long distances and they often did not wear clothes. In winter, they would wear protective coats of kangaroo fur. British colonizers were the first to settle in Australia. They took the land from the Aborigine people.

Today, Aborigines have adapted to Australian culture. Some family groups live in remote areas where they try to maintain traditional hunting, food gathering and ceremonial practices. However, communication and transport have changed their lifestyles. Now they wear modern clothes and use technology.

While Reading

2. Read the sentences below and say whether they are T (*true*) or F (*false*). Discuss your answers with your partner.
- Cherokees are from Australia.
 - The Huichol language is Tsalagi.
 - Aborigines of Australia have adapted to Australian culture.
 - Wixarika is not a written language



Cherokee Indians

Cherokee Indians have lived in North America for fourteen thousand years. Today, there are 300,000 Cherokee people in the United States, the largest Native American group in the country. Most of them live in northeastern Oklahoma. The idea of balance and harmony is very important in Cherokee traditions. They see the world as pairs of opposites: male and female, summer and winter, earth and sky. In the past, Cherokees were agrarian people. Women looked after the crops while men hunted deer, bear, buffalo and elk for meat. Their clothing was made of deerskin.

Cherokees today are very similar to other Americans in their customs. However, a small number of them still speak Tsalagi, which was their language.



Huichol

The **Huichol** people still maintain their culture, language, and spiritual way of life. Their number is estimated at around 18,000, and their homeland is in the Mexican states of Jalisco and Nayarit. They are descendants of the Aztecs and their language is called Wixarika. It is not a written language, so beliefs and traditions are passed on orally. Nature is extremely important to the Huichol people.

Maize is a symbol of life in the Huichol culture. Other important symbols are those of deer and peyote (a kind of cactus). Many Huichol were and are farmers, but the use of pesticides is bad for their health and unfortunately this century is threatening the Huichol way of life, so they are migrating to cities.

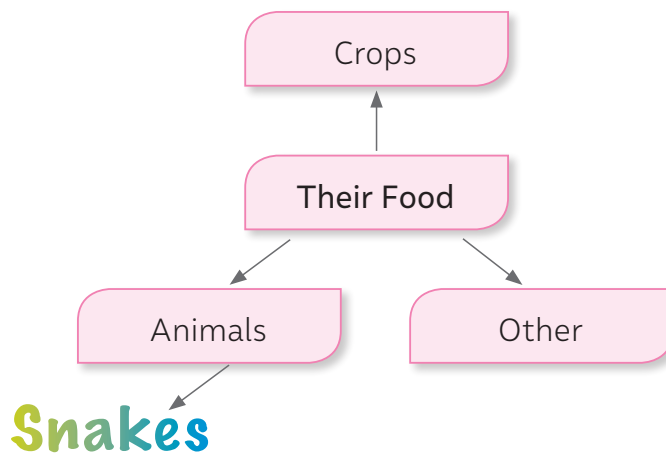
Source: Archivo editorial

3. After reading the information about Aborigine, Cherokee Indians and Huichol indigenous people, identify the following information in the text:
- Origin and location.
 - Society traditions, language and culture.
 - Present day culture and concerns.

Work in groups of three, each of you chooses an indigenous group and writes about the required elements in your notebook.

4. Share the information about the indigenous people you read about and, on a piece of poster board, draw and complete the mind map below. Use the words in the box to help you.

fruit – kangaroos – deer – corn – beans – emus – buffalo –
milk – roots – cactus – elk – snakes – honey – seeds



5. Show your poster board to the class and display it in the classroom.

After Reading

6. Speaking: Coming to a Consensus.
- Why is it important to protect the rights and traditions of different cultures?
 - What problems do you think indigenous groups will have in the future?
 - What do you think about the situation of Chilean indigenous groups?

Reading and Vocabulary Traditions and Indigenous Groups

- In groups, read the text on Social Groups and determine if the following sentences correspond to Aborigine, Cherokee, or Huichol. Write the answers in your notebook.
 - Their beliefs and traditions are passed down orally.
 - Paintings and engravings of plants, animals, and ceremonies were important in their culture.
 - Most of them live in Oklahoma.
 - For them, maize is a symbol of life.
 - Pesticides are bad for their health.
 - The idea of balance and harmony is very important.
 - Communication and transport have changed their lifestyles.
 - Women looked after crops while men hunted.
 - They are descendants of the Aztecs.
- Say which number on the right column matches the information on the left column.

a. Number of Huichols in today's society.	500
b. Original number of Aborigine tribes.	18,000
c. Number of Cherokees in today's society.	300,000

- Choose the correct option in each sentence and then write your answers in your notebook.
 - Kangaroos, rabbits, and cats have **fur** / **hair**.
 - Your **hometown** / **home town** is the country where you were born, and with which you have a deep cultural association.
 - Pictures which are carved or cut into wood, metal, or stone are called **engravings** / **paintings**.
 - Villages or towns which are very far away from other civilizations are **lonely** / **remote**.
- Speaking: Discuss the Questions.
 - What are the positive and negative aspects of indigenous people adapting to modern society?
 - What can people do to help protect traditional culture and language?
 - In Chile, how are the problems of each indigenous group similar or different?

Language Focus **Asking for Information**

1. In pairs, read the questions and match the question words in bold with their grammatical function on the right. Write the answers in your notebook.

a. How long have the Cherokee been in North America?	Time
b. How many early Aborigine tribes were there in Australia?	Quantity
c. Whose language is Wixarika?	Possession
d. How did Aborigines get warm in winter?	Manner
e. Where do the Cherokee live?	Place

2. Now match the questions from activity 1 to their answer below. Write the answers in your notebook.
- They live in Oklahoma.
 - It is the Huichol's language.
 - There were five - hundred tribes.
 - Fourteen - thousand years.
 - They wore coats of kangaroo fur.
3. Read and copy in your notebook these questions and complete them with the corresponding question word.
- ... did the Rapa Nui choose their leader?
 - ... have the Mapuche been fighting for their land?
 - ... did the Selknam get their food?
 - ... celebration is the We Tripantu?
 - ... Yagan descendants are still alive?
 - ... was the Kawésqar's territory located?

Reading Task **An Article****Traditional Celebrations in Chile****Tapati Party on Easter Island (Rapa Nui)**

On mystical Easter Island, each February the Tapati party sees painted bodies become art. A queen is chosen for the festival from amongst the young people, who compete for honor in swimming and canoeing competitions using small boats and rafts made of totora reeds. The teams prepare traditional costumes, songs and dances, and share the stories of myths and legends in oral narrations. Physical skill is also put to the test in the Haka Pei competition, in which the most daring young men hurl themselves at great speed down a mountain, tobogganing over banana tree trunks. Body painting, called Takona, is the festival's main characteristic, where the islanders paint their bodies with symbols of their mythic origins using natural pigments.

Indigenous New Year

The indigenous peoples of Chile – the Aymara, Quechua, Rapa Nui and Mapuche people – follow their own ancestral calendar. For them, the New Year begins with the winter solstice on the night of June 24. The harvest has ended and the earth must rest, prepare itself for the sowing of crops, and renew its fertility. It is a new cycle of life, and the indigenous cultures express their gratitude to Nature. The New Year festival of the Mapuche is one of the best known. It is called We Tripantu, which means “the sun’s new turn” or “the return of the sun.” It is celebrated in the rural regions of the south, in Temuco’s main square, and in Santiago on the Santa Lucía Hill (or Huelén Hill, its original name).



Source: <https://www.thisischile.cl/chiles-traditional-festivals/?lang=en>

- Read the article and find the meaning of the following words. Write the answers in your notebook.
 - Haka Pei
 - Takona
 - We Tripantu
- In pairs, discuss these questions.
 - How are the Tapati and We Tripantu similar or different?
 - When are Tapati and We Tripantu celebrated?
 - Why is important for the Mapuche people to celebrate their own New Year?

Writing Task An Encyclopedia Entry

1. Write information according to the following aspects:
 - a. Origins and location.
 - b. Traditional culture and language.
 - c. Food and culture.
 - d. Present day.
2. In pairs, go back to the encyclopedia entries on pages 50 and 51 and study the text. Then, answer the following questions. Write the answers in your notebook.
 - a. What adjectives are there?
 - b. What verb forms are there?
 - c. Is there a sequence in the way the information is presented?
 - d. How would you describe the style of writing?
3. Using your notes, write a short encyclopedia entry about your chosen group of indigenous peoples. Use the tips below.
 - Give your entry a title.
 - Divide the entry into clear paragraphs.
 - Start each paragraph with a topic sentence and develop that theme.
 - Include the sources of the information you found.
4. In pairs, exchange and correct your work.
5. Write a clean version of your encyclopedia entry.



Cross-Curricular Social Studies

artifact: a simple object (such as a tool or weapon) that was made by people in the past.



Guarding Artifacts

When you walk around a museum, you can see a huge variety of artifacts from the past. Who finds these artifacts? Where are they from and why do you keep them?

Archaeologists have found artifacts from ancient civilizations such as the Egyptians, Mayans, Aztecs, and Incas. They have helped us figure out what life was like in the past. Famous archaeologists include Howard Carter, who discovered King Tut's tomb in Egypt in 1922, and Mary Leakey, who found the 1.8 million-year-old skull of the Nutcracker Man in 1959.

A "site" is the place where archaeologists want to explore. At the site, archaeologists dig to look for the remains of an ancient civilization. In fact, they call the site they are working on a "dig". Many of these sites turn into tourist attractions, such as the Mayan site of Palenque in Mexico, or the Inca site of Machu Picchu in Peru.



Archaeologists dig very carefully to preserve any objects they find. They use brushes, spoons, sieves, and dental picks. It is very slow work. All of this care and attention is important so that artifacts arrive at museums in the best possible condition.

At the museum, they continue to receive the highest level of care. This means that future generations can learn from and enjoy them. Next time you look at an artifact in a museum, think about how it got there!



Source: Archivo editorial

- In pairs, read the dictionary definition at the top of the text. Can you mention other artefacts? For example, a spear.
- Read the text again and write examples of the following in your notebook.
 - Archaeologists
 - Discoveries
 - Tools
- In groups, discuss the following questions.
 - What skills do you need to be an archaeologist?
 - Why is it important to preserve artifacts?
 - What artifacts have you seen?

A Brochure

A brochure is defined as a pamphlet or booklet, especially one containing summarized or introductory information or advertising.



1 | Research and discuss

- In small groups, research some indigenous groups in Chile, for example: Mapuche, Rapa Nui, Aymara, Selknam, Diaguita, etc. Some of them were warriors, hunters, farmers, among other things. Decide which is the most interesting for you.
- Use the Internet, magazines, newspapers, or the library to help you.
<http://www.precolombino.cl/en/>





2 | Make notes and assign roles

- Make notes about your group: their history, the way they lived in the past, how they live nowadays, what they do for a living nowadays and in the past, their homes, their food, their clothes, their crafts, their music and musical instruments.
- Their beliefs, celebrations, rituals and legacy are very important, too!

3 | Prepare your brochure

- Write a summary of some interesting aspects of the group you chose.
- Make sure people reading the brochure will be interested in visiting the place where indigenous people live.
- You can also add some photos or drawings.
- Don't forget the most relevant aspects of each indigenous group.



4 | Present your brochure

- Talk about why you chose that group.
- Demonstrate what you learned about the group.
- Tell why tourists should visit them.
- Invite tourists on a cultural trip.

Synthesize

1. In pairs, look at the map below and take turns saying the countries, famous monuments and nationality of each.



2. Work in pairs. Choose an indigenous group from Lesson 4 and write information questions using the correct question word. Then, answer the questions. Write the questions and answers in your notebook.

What language do Mapuches speak?



They speak Mapudungún.

Check point

1. Read the text below and discuss the questions with your partner.



The ancient, archaeological city of Petra is located in Jordan, Western Asia. This magnificent city was carved into the

rose-red cliffs of the region over 2,000 years ago. In its heyday, Petra controlled international trade routes that linked China, India, and Southern Arabia with the wealthy Mediterranean markets. Rediscovered in 1812, Petra's unique rock carving saw it appointed as one of the New 7 Wonders of the World and it now has thousands of visitors each year. "Petra is the most amazing place I've ever been to. I was lost for words when I saw it," said John Leigh, a tourist.

Source: Archivo editorial

- What do you think is the best title for this text?
 - What is the main purpose of the text?
 - Why is Petra one of the New 7 Wonders of the World?
 - Why was Petra important in the past?
2. Share your answers with the class.
3. Look at the pictures below and write sentences about them in your notebook, using the correct verb do or make.

the shopping



a mess



yoga



friends



4. Imagine your teacher asks you to write an article for your school newspaper about a traditional celebration in your country. Go back to page 55 to get some ideas.

This article must include:

- When and why the celebration takes place.
- Where it is organized.
- An interesting fact about it.

5. Discuss the following questions.

- a. Which indigenous groups still exist in your country?
- b. Do they still practice their traditions?
- c. Where can you find information about indigenous groups? Have you ever been to a museum of Pre – Columbian art?

6. In pairs, choose one of the following situations and have a conversation about it.

	Student A	Student B
Situation 1	Think of an interesting place you have visited and describe to student B what you did there.	You ask information questions about his / her time visiting that interesting place.
Situation 2	You are a tourist who wants to get to know the city. Ask Student B to describe his/her city.	You describe your city using adjectives, comparatives and superlatives.

Before you go on

- Go back to page 34 and check your predictions about the unit. In groups, discuss if there are any mistakes and correct them.
- Go back to page 34 and read the strategies you chose to apply in the unit. In groups, give examples of activities where you used the following:

Listening strategies

Speaking strategies

Reading strategies

Writing strategies

- Did you use any other strategy that was not on the list? Discuss with your partners, make notes in your notebook and remember it for further work.
- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss with the class.

3

UNIT

Going Places



In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about different places in the city to visit, their location and how to get there, sightseeing around the world, asking for and giving information.

Lesson 5

Oral Communication

- Listen and understand a song about sightseeing.
- Use connectors.

Reading

- Read and understand an article about sightseeing and a text about travel itineraries.

Writing

- Write a postcard.

Attitudes

- Show interest in continuous and independent learning as part of a personal project, while contributing to society.



Before you start

1. Read the title of the unit and look at the picture. Discuss what you think the topic of the unit will be about.
2. Do you really know the city / town where you live?
3. What country(ies) would you like to visit?
4. What do you think you will learn in this unit about the different places you can visit in your own city and the rest of the world?

Lesson 6

Oral Communication

- Listen to and understand a conversation about plans for the future in and around the city.
- Ask and give directions.

Reading

- Read and understand a text about getting around in the city and new means of public transportation.

Writing

- Write a letter.

Attitudes

- Develop cultural awareness or intercultural understanding by showing respect, interest and tolerance for other cultures and your own, while valuing other cultures' contribution to knowledge.

Lesson 5 Sightseeing

In this lesson you will listen, speak, read and write about sightseeing around the world through a song and an article.


Every country has its own magic and interesting places to visit. What are the most famous tourist attractions in your country?

Before Listening **A Song**

1. Look at the pictures below. Can you recognize these famous places? Where are they? Discuss your answers as a class.



While Listening

2. Listen to the song and in your notebook write the countries and cities that are mentioned. Check your answers with a partner.  13
3. Are the places mentioned in the song related to the pictures in activity 1? Write the answers in your notebook.
4. Listen to the song again and answer the following questions.
 - a. What things did the traveler do in the past?
 - b. What will the traveler do in the future?
 - c. What other experiences does the traveler mention?

After Listening

5. In groups, discuss the following questions.
 - a. Where did you travel on your last vacation?
 - b. What did you do?
 - c. Where would you like to go in the future?

Speaking Task Connectors

1. Read the following paragraph and pay attention to the words in bold. Then, discuss your answers to the questions with a partner.

First, I went to London and I took pictures of the Big Ben, The London Eye and a lot of historical buildings. **Then**, I flew to Paris where I saw the Eiffel Tower and the Arc of Triumph. **Next**, I took a train to Italy where I visited the Colosseum, museums and ate delicious pizza until I was full! **Finally**, I went to Barcelona, Spain where I bought postcards of Gaudi's beautiful architecture.

Source: Archivo editorial



- a. What do these words refer to?
 - b. What is their role in the paragraph?
 - c. What would happen in a paragraph if they were not there?
2. In pairs, put the sentences in the box below in order, using connectors. Write the answers in your notebook.

When you visit tourist attractions in a city, you have to follow some steps:

Wait in line for your turn to enter / You can buy some souvenirs to take home / Buy the tickets / Enter and enjoy the tour /

3. Check your answers with the class.
4. Work in pairs. Choose one of the options below and have a conversation with your partner about your vacations. Use connectors.

Option 1:

Think about your last vacation and tell your partner the things you did during your trip.

Option 2:

Think about your next vacation and tell your partner the things you are planning to do during your trip.

Before Reading **An Article**

1. What is sightseeing?
2. Look at the pictures below and make predictions. Discuss them as a class.
 - a. Do you recognize the city in the pictures?
 - b. If so, what is this city famous for?
 - c. What are the main characteristics of this city?
 - d. Do you think it is attractive for tourists?



While Reading

Best Things to Do in Barcelona

La Sagrada Familia: This is where to begin your adventure through Barcelona and the wonderful works of Antoni Gaudí. His **basilica** is a project of incredible scale and ambition that is still only around three quarters complete more than 140 years after Gaudí first started building it. When finished, it will be the tallest church structure in the world, and yet it hardly resembles any religious building you will have seen in your life. The Sagrada Familia combines several architectural styles, including, Catalan Modernism, Art Nouveau, and Gothic, but Gaudí's **masterpiece** defies these kinds of definitions when you look up to the ceiling of the sanctuary.

La Boquería: This is an iconic sight and an educational experience. There has been La Boquería **market** in Barcelona since medieval times, though this exact spot has only witnessed trade for about 200 years. That elegant distinctive iron and glass roof you will see was put up in 1914. In the market you can find many things, such as

vegetables, cold meats, cheese as well as olive products. At the center of the market you can also find an oval-shaped plan corner of **fishmongers**. At the end of your visit, you can also cool off with a beer and a tapa at one of the market's bars.

Barcelona City History Museum: The History Museum preserves a few Roman sites across the Gothic Quarter, such as the Temple of Augustus and the Funeral Way of Placa de la Vila de Madrid. But Placa del Rei is where you can see Barcelona's ancient history in detailed layers. You will take an elevator down to where the remnants of a garum factory (garum is a fish sauce), laundries, dyeing shops and parts of ancient Barcino's Roman walls are all visible. The site is large, covering 4,000 square meters, which you will explore via elevated **walkways**. As you rise through the museum building you will step forward through time and enter the vaults of the Palau Reial Major, seat of the medieval Dukes of Barcelona.

Text adapted from: <https://www.thecrazytourist.com/best-things-barcelona-spain/5/>

3. Read the text and answer the following questions. Write the answers in your notebook.
 - a. What architecture styles are combined in the Sagrada Familia?
 - b. What can you buy at La Boquería market?
 - c. What can you see at the Barcelona City History Museum?
4. Discuss your answers with a partner.

5. Read the text again and say whether the following statements are true or false. Comment the false statements with your partner.
 - a. La Sagrada Familia was finished 140 years ago.
 - b. La Boquería market has existed since medieval times.
 - c. At the History Museums you can visit ruins.
6. Read the text again and find the following information.
 - a. The name of an architect.
 - b. Types of food.
 - c. Architecture buildings.

After Reading

7. Speaking. In groups discuss the following questions.

Which of the four places described in the text ...

- a. would you like to visit?
 - b. why?
 - c. is the least attractive for you?
 - d. why?
8. Writing and Speaking
 - a. Barcelona has more interesting places to be discovered. In groups, search on the internet all those places that are worth sightseeing. Select one and write a short description of it.
 - b. Present your work to the class.

Reading and Vocabulary Sightseeing

1. Look at page 69 and read the text again to find the following information.
 - a. What do these numbers refer to?
 - 140
 - 200
 - 1914
 - 4,000
2. Match the words below, highlighted in the text, with their corresponding definition. Write the answers in your notebook.

1 basilica

A A work of art such as painting, architecture, film, etc. that is made with great skill.

2 masterpiece

B Any passage for walking, especially one connecting the various areas of a factory, park, museum, etc.

3 market

C A person who sells fish.

4 fishmonger

D A church building that has been accorded special privileges by the pope.

5 walkway

E A place where buyers and sellers meet for the sale of goods.

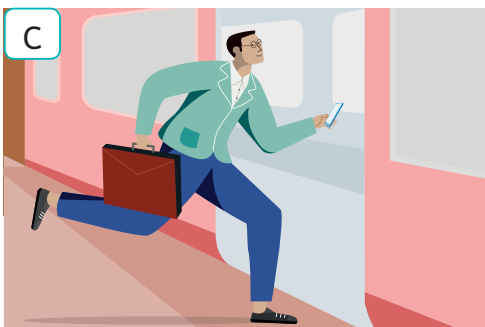
3. Discuss your answers with the class.
4. Can these concepts be used in a Chilean context? If so, create a sentence for each word from the previous activity. Write the sentences in your notebook.
5. Share your sentences with a partner and take turns reading them.

Language Focus Expressions

1. Look at the table below and read the sentences that follow.

Catch	a bus	Get on	a bus
	a train		a plane
Get off	a bus	Go	on holidays
	a train		a train

- Hurry up! We have to **catch the train**.
 - My mom said, "**Get on** the bus quickly before it leaves."
 - This is the last stop, so I have to **get off** the bus.
 - I'm waiting for the winter break to **go on holidays**!
2. Look at the pictures below and match them with the sentences above. Write the answers in your notebook.
3. Check your answers with the class.



4. Discuss the following questions with a partner.
- What do these expressions mean?
 - What characteristic can you notice in the use of these verbs?

Reading Task

1. Read the text and answer the questions below. Discuss them as a class.
 - a. What is a travel itinerary?
 - b. Why is it important for travelers?

A Travel Itinerary

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

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

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

What do you have to take with you? If you are going on a long trip, it is best to travel light—only take the essentials. What is the weather like there?

What clothes will you need? Don't forget your documents!

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



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

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

Source: Archivo editorial

2. Work in pairs. Read the text again and say the items that are mentioned below, out loud.

Cost	Transportation	Location	Companions	Belongings
------	----------------	----------	------------	------------

3. Plan your next vacation using the tips from the text. Draw the following table in your notebook and complete it with your own itinerary.

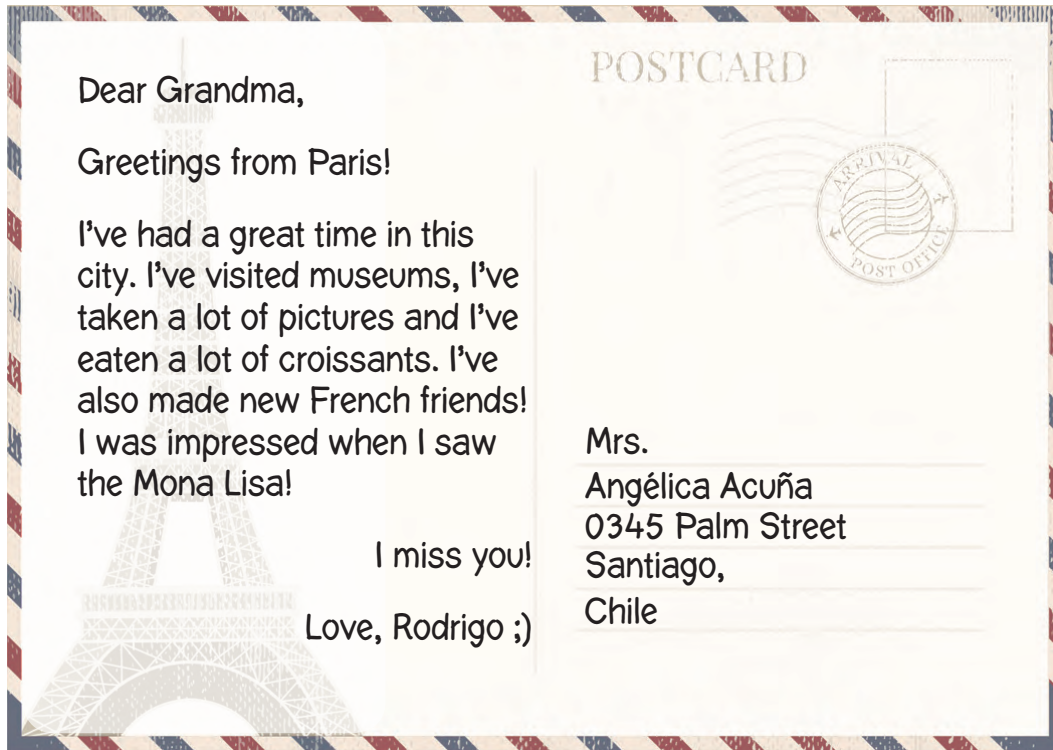
Travel Itinerary					
Location	Start Date	End Date	Things to do	Essentials	Transportation

4. In groups, share your answers.

Writing Task A Postcard

When you travel and go sightseeing it is very common that you take pictures and post them on social networks. However, postcards are a nostalgic kind of souvenir that you send to your family or friends in order to tell them the adventures of your trip, including a picture of the place where you are.

1. Read the following postcard and pay attention to the content.



2. Work in pairs and discuss the following questions.
 - a. Had you seen a postcard before?
 - b. Can you identify the elements in the postcard above?
3. Share your answers with the class.
4. In your notebook, write a postcard about a trip you've gone on recently. If you haven't traveled yet, imagine your dream holiday and include the information of the place you would like to visit. Don't forget to choose the recipient of your postcard.
5. Exchange postcards with your partners.

Cross-Curricular A Math Problem

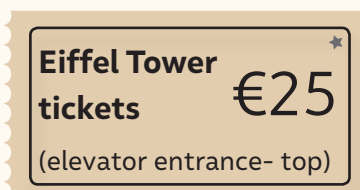
Using a Currency Conversion Chart

Sightseeing can be very fun and an unforgettable experience. However, when we travel to another country we have to spend money. That is why it's very important to know the value of international currencies.

Situation: You are sightseeing in Paris, France. Below is a list of places you want

to visit, and the price of each in Chilean pesos. You have Chilean pesos, but you also bought some dollars before your trip. Pay attention to the exchange rates below. Then, calculate the price of each item in euros and dollars. Calculate the total cost in each currency. Complete the answers in your notebook.

Exchange Rates	1 US dollar = \$768 (Chilean pesos)
	1 Euro = \$904 (Chilean pesos)



US Dollars			Euros			Chilean Pesos		
Place	N° of tickets	Total	Place	N° of tickets	Total	Place	N° of tickets	Total
Louvre Museum	4		Louvre Museum	4		Louvre Museum	4	
Eiffel Tower	2		Eiffel Tower	2		Eiffel Tower	2	
Palace of Versailles	4		Palace of Versailles	4		Palace of Versailles	4	
Total Cost			Total Cost			Total Cost		

Design a Blog

It is very common nowadays that people write and post about their trips or vacations on a blog, but what is a blog? Basically, a blog is a kind of online journal or informational website. It is a platform where a writer (called a blogger) or writers share information, tips, or simply their view of a specific topic.

HOW DO YOU CREATE A BLOG?

1 | Include a Header

- The header contains the menu or the navigation bar.



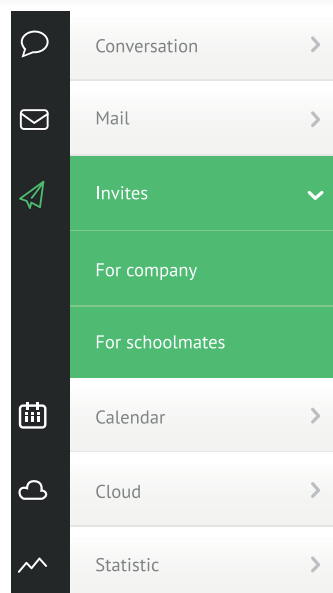
2 | Main Content

- This is the body of your blog where you post the highlighted or latest news or stories. Here you can write about your adventures during your trips, sightseeing, your experience with different cultures, etc. Everything depends on the information you want to share. Don't forget to give a name to your blog!



3 | Include a Sidebar

- Here you can include a social profile, favorite content, tips for travelers, useful information like the currency exchange rate, weather forecast, etc.



4 | Add a Footer

- The footer includes relevant links like a subscription, privacy policy, contact page, etc.



5 | Present the Blog to the Class

- Explain to your classmates what your blog is about.

Lesson 6


Getting Around

In this lesson you will listen, speak, read and write about different places in the city to visit, their location and how to get there, through a conversation and an article.

Before Listening

1. In pairs, take turns to asking and answering the following questions.
 - a. What places in your city do you go most often?
 - b. How do you get to those places? What means of transportation do you use?
 - c. What interesting places can you visit in your city?

While Listening **What Are You Going to Do This Weekend?**

2. Listen to the conversation and check the places the two friends mention below. Write the answers in your notebook. 

1	restaurant	5	bookshop	9	department store
2	café	6	beach	10	supermarket
3	market	7	mountains	11	airport
4	museum	8	theater	12	station

After Listening

3. In groups, discuss the following questions.
 - a. What are your plans for this weekend?
 - b. Are you going to some of the places mentioned in the conversation you just listened to?
 - c. What are your favorite places in the city? Why?

Speaking Task Asking for and Giving Directions

1. Look at the conversations below and identify:

- a. Who is asking for information.
- b. Who is giving information.



2. Work in pairs. Match the questions and answers to make a conversation. Write the answers in your notebook.

1 Where can I see a movie?

2 Is there a subway station near here?

3 How do I get to the Museum of Natural History?

4 Excuse me. Where is the nearest tourist information center?

A Take bus number 519. It stops over there. You'll be there in 30 minutes.

B It's in the city center. Near the square.

C At the cinema on the corner of 1st Avenue and Palm Street.

D Yes, Kings Station is two blocks from here.

3. Check your answers with the class and practice the conversations.

4. Think about the places around your school or near where you live. In pairs, ask and answer questions about how to get to those places and their location.

Before Reading

1. Look at the pictures below and make predictions. Answer the questions below orally.



- a. What do you see in the pictures?
- b. What do you think is the most used means of transportation?
- c. Which means of transportation do you use most often?
- d. Which means of transportation do you dislike to use? Why?

While Reading An Article

2. Work in pairs. Read the article and answer the following questions. Write the answers in your notebook.

Getting Around Santiago de Chile

Where are you going today? Are you going to school? Are you going to see an exhibition at the museum? Are you going shopping? Whatever your plans are today, choose the best means of transportation. Santiago de Chile is a big, crowded, cosmopolitan city where you never get bored. There are so many places to visit that it is impossible to go to all of them in one day.

If your plans are going to museums, Quinta Normal district is the best place. There you can find museums of every kind. Do you want to learn about natural science first? The Museum of Natural History is the best place! Next, visit the outdoor Railway Museum, then become a scientist at the Museum of Science and Technology. If you like art, the best options are Artequin and the Museum of Contemporary Art. How do you get there? Take the subway and get off at Quinta Normal station. Would you like to have a panoramic view of the city? Get in the colored cable cars and see the different buildings, parks, churches and hills that surround the capital city of Chile.

Santiago is a city full of contrasts. On the one hand you can enjoy the impressive gothic churches and colonial buildings that take tourists to past times. On the other hand, let yourself be impressed by the highest tower and the only skyscraper in South America, Costanera Center, which offers more than 200 shops, restaurants, movie theaters and an impressive 360-degree view of the city from the 62nd floor, 300 meters up. How do you get there? You can take the subway and get off at Tobalaba station. A lot of buses stop there, but if you want to get some exercise, rent a bike. There are some public bikes for rent and, scooters, as well. Just get the app and you're ready! If you are going to go around Santiago, you have a lot of options. Just choose the best activity and transportation option for you!

Source: Archivo editorial



- How can you get around Santiago?
- If you like art, where should you go?
- Where can you get a panoramic and impressive view of the city?
- What is the best means of transportation if you want to get some exercise?

3. Check your answers with the class.
4. Vocabulary. Read the text again and match the means of transportation in the first column below with the corresponding definition. Exchange your answers orally with your partner.

1 subway	A A vehicle pulled along a track by a cable, as up a steep hill.
2 cable car	B A paid system that provides access to bicycles for a certain period of time.
3 bus	C An underground electric railroad.
4 bike share	D A large, long motor vehicle equipped with seating for passengers.

5. Paraphrasing. Discuss, in your own words and as a class, what the following sentences mean.
- There are so many places to visit that it is impossible to go to all of them in one day.
 - Santiago is a city full of contrasts.
 - You will get an impressive 360° view of the city.

After Reading

6. Speaking. Role Play.
- In pairs, choose one of the two options from the table below and have a conversation.

	Student A	Student B
Situation 1	You live in Santiago and you're making plans for the weekend with your friend. Suggest ideas to visit different places.	You have plans for the weekend to visit different places in Santiago, but you don't know how to get to those places. Ask questions about the location and transportation options.
Situation 2	You are a tourist in Santiago and you want to visit some places, but you don't know how to get there. Ask questions about location and public transportation.	You are a local. Help the tourist giving him/her the directions to get to the different places. Also, suggest the best transport to get there.

Reading and Vocabulary **Rent a Bike!****Copenhagen: How to Use Bike Share as A Visitor****Something Copenhagen is famous for?**

Very expensive prices for everything, from restaurants to taxis. However, you can still find some deals. For example, exploring the city by bike doesn't have to cost a fortune for a tourist. With the city's new bike share it is possible to get around like a local for only a few Danish crowns a day.

How it works

Just like other bike share programs, you only need a credit card to get started, and the first step is to create an account online with a username and password. When you are ready to go for a ride, find one of the 30 parking stations, and just use the tablet near the **handlebars** that's built into each of the 450 bikes.

High-Tech bikes with built-in maps: for tourists visiting the city, there is one big feature that should be very appealing. Built into each bike is a weather-resistant tablet

with **GPS** capability. There's no need to pull out your map or **guidebook** to see where you are going. There's a map right between your handlebars that tracks your exact location, and it can help guide you to popular **landmarks**, restaurants, and sights. When you are ready to return your bike, just use the tablet to find the nearest parking station.

Is it worth it?

Even if this system might not save you a lot of money compared to renting a bike from a shop, we think many visitors will find it a great option, because of the convenience. You can explore the city with ease on your own schedule, take spontaneous trips at any time of day or night, and don't have to worry about where you will lock it. Plus, using the built-in tablet is a fun way to discover new places.



Text adapted from: <https://www.eurocheapo.com/blog/copenhagen-how-to-use-bike-share-as-a-visitor.html>

1. Read the text and discuss, with a partner, the advantages and disadvantages of implementing a bike scheme.
2. According to the text, what are the steps needed to rent a bike? Write the answers in your notebook.
3. Read the words in bold below and match them with their corresponding definition. Write the answers in your notebook.

1 Handlebars

2 GPS

3 Guidebook

4 Landmarks

A Global Positioning System.

B A building that you can easily recognize and helps you to know where you are.

C The curved steering bar of a bicycle, motorcycle, etc., gripped by the hands.

D A book that gives tourists information about a particular place

Language Focus **Expressing Plans for the Future**

1. In pairs, read the sentences below and answer the questions that follow.

My parents are going to the theater to see an opera.

I'm going to buy a new cell phone.

- a. What do these sentences refer to?
b. What verb form do they use?
2. Read the following sentences and determine whether they are correct or incorrect. Correct the wrong ones in your notebook.

1 I am going to see an art exhibition at the local museum this weekend.

2 My friends are going rent bikes to avoid the traffic.

3 My dad is going to take the subway to go to work every day.

4 The tourists are going to visit the cathedral last week.

5 I'm going to get off the bus at the next stop.

Useful Vocabulary: In the City



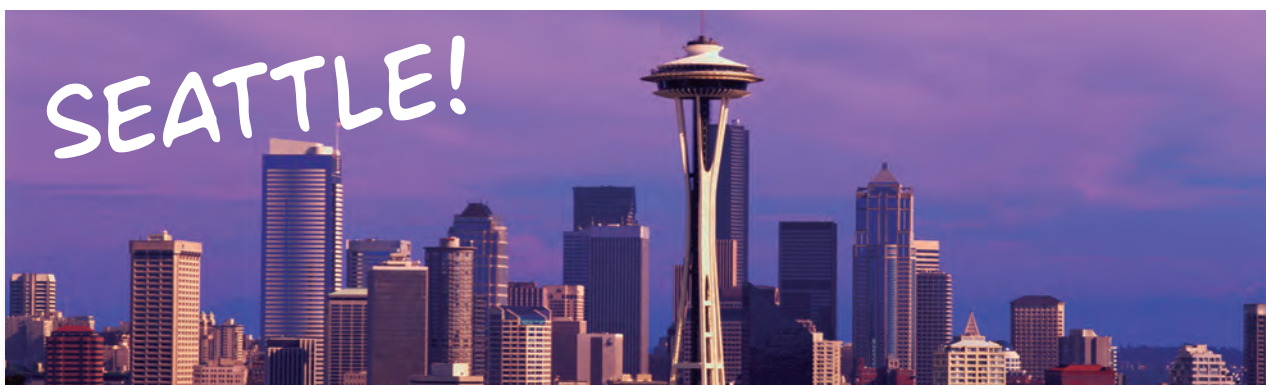
renting a bike



seeing an art exhibition

3. Check your answers with the class.
4. Are you going into the city? In pairs, write in your notebook four sentences that relate your plans for today.
5. Share your sentences with the class.

Reading Task A Flyer



DISCOVER THE BEST MUSIC, NATURE AND CULTURE IN USA

Seattle Music

Seattle is the home of a lot of musicians who played an important role during the generation of alternative music, grunge being the most popular.

Seattle Chihuly Garden and Glass

Do you love colors? Then this is the place for you! An amazing exhibition opened in 2012 which is an homage to art in glass. It is the perfect combination of art and nature. Enjoy the beautiful view of its gardens and galleries.

When?

Mon –Thurs 8:30 a.m. to 8:30 p.m.

Fri – Sun 8:30 a.m. to 9:30 p.m.

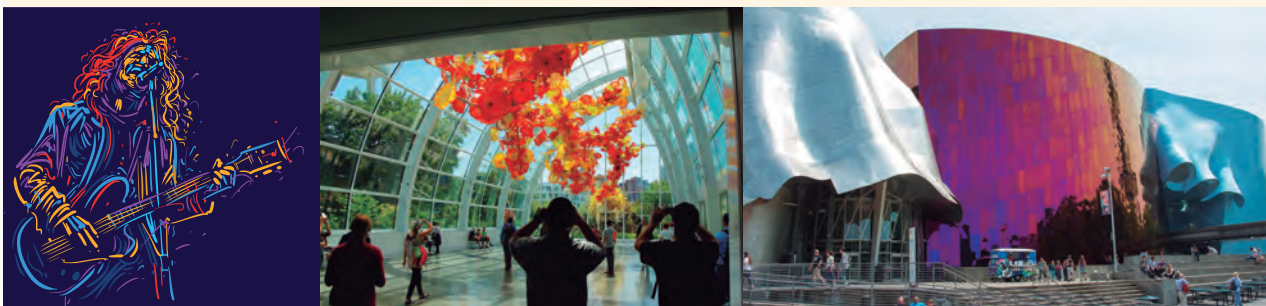
Museum of Pop Culture

The MoPOP includes exhibitions of the biggest musicians, filmmakers, innovators and game changers of our time. It also offers educational programs for everybody who loves pop culture.

When? Daily from 10 a.m. to 5 p.m.

How much? - US\$23-28

Source: Archivo editorial




1. Read the flyer and answer the questions below. Write the answers in your notebook.
 - a. What activities can you do in Seattle?
 - b. When can you visit the Museum of Pop Culture?
 - c. How much is the entry to the Mo POP?
 - d. What's Chihuly Garden and Glass?
2. Share your answers with your partner.
3. In pairs, create a similar flyer using information about your city or town.

Writing Task **A Letter**

You and your friends want to improve some areas in your city. Write a letter to the mayor of the city explaining the aspects you are planning to improve.

1. In groups, choose a place in the city, for example: a park, a theatre, a library, an old house, a bike lane, etc.
2. Organize your ideas in your notebook. Make notes about your plans.
3. Look at the letter template and its components below to help you write your letter.

Sender's name and address	Colegio Pumas Andinos 123 San Martin Avenue Derrit Town	
Date	March 26, 2019	
Receiver's name, designation, address	Mr. Ricardo González Mayor of Derry Town 444 Cedars Street Derrit Town	
Greeting	Dear Mr. González	
Body	We are writing to you because we are planning an activity... _____ _____ _____ _____ _____ _____ _____	
Closing	Cordially,	
Sender's name and contact	Cristóbal Henríquez Class President 8 th grade 56 9 1234 5678 c.henriquez@pumasandinos.cl	

4. In groups, write the letter and choose one member to represent you as the sender.
5. Present the letter to the class.

Cross Curricular Language and Literature

Book Review: Around the World in Eighty Days

When you step into the world of Jules Verne, you step into a world of possibilities and endless adventures. You also meet unforgettable characters.

Phileas Fogg, a rich Englishman, accepts a bet from his friends at the Reform Club to travel around the world in eighty days. Of course, none of his companions believe he can do it. Although that sounds like no big deal to us now, back then, it was a big achievement. The bet was set at a remarkable 20,000 pounds.

Phileas Fogg had just employed a loveable Frenchman named Passepartout to be his servant. To me, he was the most interesting and emotional character Verne created. He's a humble, dedicated servant who truly would do anything for Phileas Fogg.

Along their journey, Passepartout meets a man named Fix, who just happens to be a detective on board the train searching for a bank robber. They quickly become friends, but Fix has an ulterior motive.

While in India—they ride an elephant to Allahabad—they see a lovely woman named Aouda, who is about to sacrifice herself by suttee. Thanks to Passepartout's quick thinking, he takes the place of Aouda's dead husband in the practice of a widow throwing herself onto her dead husband's funeral pyre. He then rises from the pyre and scares off the Brahmins and rescues Aouda.

No matter what delays occur on the journey, every single problem is solved by money. Need a ride? Buy an elephant. Need a steamboat? Buy it from the captain. Need to get there fast? Bribe the engineers. Even in the late 1870s, money could still solve all your problems. It is interesting to note that today's society still has the same ideology. Will Phileas Fog make it in time? What happens to Aouda? And Fix? Find out when you go around the world in eighty days.

Source: Shayla Raquel, "Book Review: Around the World in Eighty Days." Published September 4, 2014 on [Shayla Raquel.com/blog/JulesVerne](http://ShaylaRaquel.com/blog/JulesVerne).

- 1 Read the book review and answer the questions below. Write the answers in your notebook.
 - a. What are the means of transportation mentioned in the text?
 - b. Who are the characters of the story?
 - c. What's a way of describing the characters in Jules Verne's stories?
- 2 In pairs, draw a timeline in your notebook and put the main events of the text above in order.
- 3 Compare your answers with the class.

A City Map

A city map is a useful tool for anybody who wants to visit your city!

1

Names of Places

- In groups think about the most important places in your city or town. These places can be tourist attractions, public service offices, hospitals, schools, etc.



2

Finding Information

- Use the internet to search the locations of those places and provide accurate information about them.



3

Making Notes

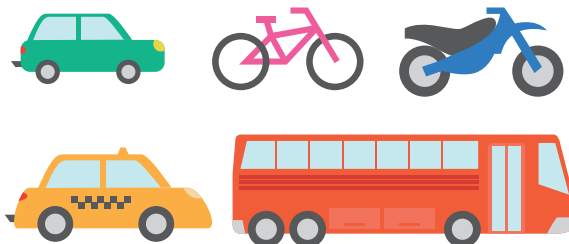
- Make notes in your notebooks about the selected places and their locations.



4

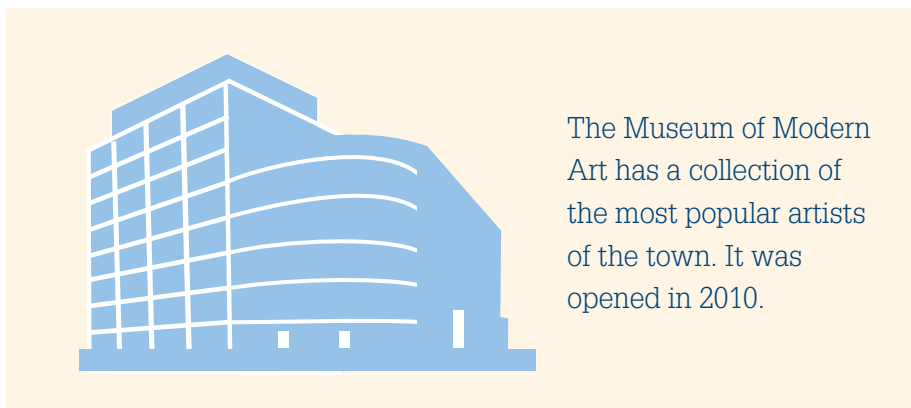
Means of Transportation

- How does someone get to those places? Check the means of transportation you can use in order to every place. Remember that it can be more than one possibility.



5 Description

- Write a short description of the places you are going to include in the map. Think about the most important characteristics only.



6 Be Creative!

- Use your creativity to make the icons of the places of your map. Get some help from the internet, but make them clear and easy to understand.



Government



School



Hospital



Theater



Church



Hotel



Restaurant



Police



Bank

7 Present Your Work

- When your map is ready, present it to the class!



Synthesize

1. In pairs, discuss the following questions.
 - a. Do you travel around your city or town?
 - b. How often do you use public transportation?
 - c. Are you traveling around your city / town this weekend?
2. Sightseeing can be very fun. However, some cities are huge and you need to use different means of transportation. In your notebook, write sentences using the expressions from page 72.
3. Vocabulary. Match the words with their definition. Write the answers in your notebook.

1 A shop where books are sold.

2 An area of sand near the sea.

3 A building, room, or outside structure where people can watch a performance or other activity.

4 A building where objects of historical, scientific, or artistic interest are kept.

5 A raised part of the earth's surface, much larger than a hill. The top is usually covered with snow.

6 A place where simple and usually cheap meals are served.

A Museum

B Theater

C Café

D Bookshop

E Beach

F Mountains

Check point

1. In pairs, look at the pictures and discuss the questions that follow.



Lake Chungará and Parinacota Volcano



Valparaíso



Aerial view of Santiago



The Marble Caves of Patagonia

- a. Would you invite a foreign friend sightseeing in Chile?
 - b. Why? / Why not?
 - c. What places would you recommend him/her to visit?
 - d. Why?
2. Your foreign friend decides to come to Chile because he was impressed by the pictures of the different landscapes from the north to the south. Choose one of the places above and create a travel itinerary for him/her.
 3. After your friend has visited one of the destinations above, you'll receive a postcard. Work in pairs and one member plays the role of the visitor and the other one plays the role of the local. The visitor will write the postcard about his/her trip and the local will reply with a postcard from his/her own city/town.

Foreign friend (visitor)	Chilean student (local)
Postcard of the trip	Postcard reply

- 4.** Asking and giving directions. Role play.
Work in pairs. Read the table and take turns playing the tourist and the local. Remember to exchange roles!

Student 1

You are a tourist who just arrived in your city / town. You need to get to some places like: supermarket, theater, the beach, the nearest café, etc.

Ask your partner for directions to get to one or some of those places and the means of transportation you have to use.

Student 2

You are a local person who gives the directions to the tourist. Help him/ her to get to his/her destination and the transport he/she must use.

- 5.** Making plans for the weekend. Work in pairs and think about what you are going to do this weekend. Remember to use the vocabulary about the places in the city and the structures learned in class. Write the ideas in your notebook and have a conversation.
- 6.** A Traveler's Blog. On a separate sheet of paper write about the first time you went on a trip. Don't write your name on it. Just tell the reader the things you enjoyed, the places you saw, etc. Use your imagination! When you finish writing your blog, leave it on your teacher's desk. When everybody finishes writing their blogs, the teacher will read them aloud and you will have to guess who is the mysterious blogger.

Before you go on

- Go back to page 4 and check your predictions about the unit. In groups, discuss if there are any mistakes and correct them.
- Go back to page 64 and read the strategies you chose to apply in the unit. In groups, give examples of activities where you used them:

Listening strategies

Speaking strategies

Reading strategies

Writing strategies

- Did you use any other strategy that was not on the list? Discuss with your partners, make notes in your notebook and remember it for future work.
- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss with the class.

4 UNIT

Future Matters

In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about the future and about taking care of planet Earth, making predictions and expressing condition.

Lesson 7

Oral Communication

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

Reading

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

Writing

- Write an essay.

Attitudes

- Use information and communication technologies to do research.



Before you start

1. Read the title of the unit and look at the picture. Discuss what you think the topic of the unit will be about.
2. What do you think teenagers use technology for?
3. What will life in the future be like if we don't care for the environment?
4. What do you think you will learn in this unit about the future and about taking care of our planet?

Lesson 8

Oral Communication

- Listen to and understand a video about taking care of the environment through the concept of "The Three Rs".
- Use time expressions in the future.

Reading

- Read and understand informative texts related to pollution and renewable energy.
- Read an infographic about "The Three Rs".

Writing

- Write a "Think Green" leaflet.

Attitudes


- Show a positive attitude towards my ability to learn and use the language with respect to my achievements and others' achievements.

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



Before Listening **A Radio Interview**

1. In pairs, answer the following questions.
 - a. Do you like technological devices?
 - b. Which one do you use the most?
 - c. What do you use it for?
 - d. How do you think technology will change things in the future?

While Listening

2. Listen to the radio interview and tell a partner if the opinions belong to Jack or Ellen.  17
 - a. You won't need a key for your home.
 - b. We will visit museums using virtual reality.
 - c. Cell phones will be so small we will attach them to our eyes.
3. Listen again and then read the sentences to a partner. Say the correct option.
 - a. Jack believes fingerprints will replace *keys* / *eyeballs*.
 - b. Ellen *agrees* / *disagrees* with Jack about homes.
 - c. Jack believes street markets *will* / *won't exist*.

After Listening

4. Listen and repeat the sentences. Notice the difference in the pronunciation of the underlined words. Then, in pairs, create a short dialogue including them.  18
 - a. I don't think so.
 - b. That is something that technology can't help you with.
5. Listen to the words and clap if you hear the one on the left, or stand up if you hear the word on the right.  19
 - a. bank bang
 - b. sing sink
 - c. win wink

Speaking Task Giving Opinions

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

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

- a. Robots will be common in homes and schools.
 - b. People will live on Mars by the year 2050.
 - c. Next century, we will eat all of our food in the form of vitamin tablets.
 - d. Doctors will find a cure for cancer in the next ten years.
3. In pairs, take turns reading out your opinions from activity 2. Have your partner agree or disagree.
 4. Do you agree or disagree with your partner's opinion? Continue the conversation.

Example:

Student A: I think people will live on Mars by the year 2050.

Student B: I disagree.

Student A: Why do you disagree? What do you think?

Student B: I think it will take much more time than that.

Before Reading **A Report**

- Look at the pictures and make predictions. Answer orally.
 - What technological devices can you see in the picture?
 - What functions can they perform?
 - How is technology changing?
- Tell a partner which phrases match the pictures from the text.

a. Texting	b. Talking
c. Listening to music	d. Playing games
e. Taking pictures	

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E-Teens

digital edition

Young People and Technology


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

Some years ago, most young people used computers to surf the Internet. Some of them talked to their friends using cell phones, and almost everybody watched TV on television sets. Today, a lot of kids make phone calls on their computers. Others watch TV on their

smartphones. For modern kids, it is important that one piece of technology can do many things.

In 2016, 79% of 12-to-17-year-olds in the US had a cell phone. So, why are cell phones so important to young people? Because some cell phones, called smart phones, can do many different things.

Source: Archivo editorial



While Reading

- 3.** Read the sentences and say whether they are true or false. Correct the false ones in your notebook.
- Modern kids use a lot of technology.
 - In the past, more young people had cell phones than now.
 - Young people spend 36 minutes a day texting on their cell phones.
 - Young people spend the least amount of time playing games on their phones.
- 4.** Read the clues and complete the words in your notebook.
- T... You can watch movies on it.
 - S... a... You can use this to listen to music.
 - C... p... These are used to communicate on the move.
 - L... You use this to find information.

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



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

A recent article reported what teenagers think about music technology in the future. Twenty-five percent believed that there will not be any CDs in five years' time. Kids are very social. They use electronic devices to communicate or to play with their friends. Research results show that kids spend an average of 7-8 hours a day online. Much of this time is spent texting with friends or playing games over the Internet.

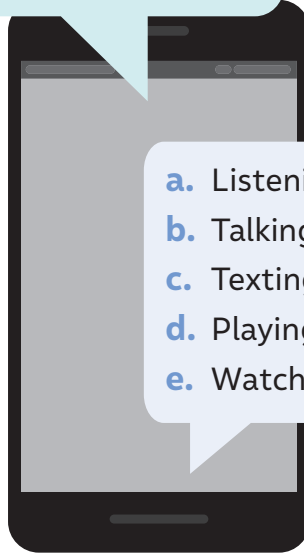
In this technological world, kids are getting better at multitasking. For example, many young people listen to music while they do their homework. In fact, a lot of people think it is good for children to use the computer. They believe that computer games can help children think, study, and learn better.

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

Source: Archivo editorial

5. Ask your partner about his/her daily cellphone use. Write the answers in your notebook.

Daily cell phone use for teenagers in the US

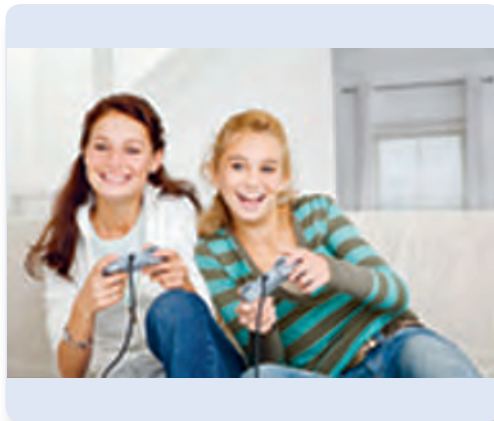


- a. Listening to music:
- b. Talking:
- c. Texting:
- d. Playing games:
- e. Watching TV:

6. Say the following complete phrases to a partner using the words in the box. Then, write the phrases in your notebooks.

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

- a. ... homework
- b. ... video games
- c. ... with friends
- d. ... phone calls
- e. ... the Internet
- f. ... music



After Reading

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

Reading and Vocabulary Technology

1. Look at pages 100 and 101 and discuss with a partner how most young people use computers, cell phones, and watch TV. Then share your answers with the class.

A few years ago

Nowadays

2. Look at pages 100 and 101 again and, in your notebooks, write what the numbers below refer to.
 - a. 69%
 - b. 45 minutes
 - c. 2,000
 - d. 25%
 - e. 7-8 hours

3. Read the clues and find the words in the puzzle from page 54 of your Activity Book.



- a. sending messages on the Internet
 - b. connected to the Internet
 - c. to do two or more things at the same time
 - d. to send a message on your cell phone
4. Discuss the following questions.
 - a. How can technology help you learn?
 - b. Which technological devices do you think you will stop using in the next ten years?
 - c. Which technological devices do you use now?



Language Focus Making Predictions

1. In pairs, read the predictions and answer the questions that follow. Answer orally and discuss your answers as a class.

Video cameras will become obsolete.

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

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

Portable electronic devices will become cheaper.



- a. Do the sentences refer to the past, present, or future?
 b. What words do we use to make predictions?
 c. Can we make predictions using a negative structure?
2. In pairs, take turns to read the first and second halves of the sentences so they match. Answer orally and discuss your answers as a class.

- | | |
|---|---|
| <p>a. There won't be televisions in the future...</p> <p>b. I will buy a tablet...</p> <p>c. I'm sure you'll like that cell phone...</p> <p>d. Your computer is old.</p> <p>e. It's great you're coming to the party.</p> <p>f. Mike's a technophobe.</p> | <ul style="list-style-type: none"> • I'll text you the address later. • if I have enough money • I'm sure he won't like this new cell phone. • because everyone will watch movies on their phones. • it has lots of applications • When are you going to buy a new one? |
|---|---|

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



Reading Task

Predictions That Came True

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

- In the past, there were people who made predictions based on their own observations and intuition. Then, many years later, those predictions came true...
- In 1987, the movie critic Roger Ebert said, "We will have high definition, wide-screen televisions... videocassette tapes will be obsolete." How many of you now have widescreen TVs at home?
- In 1968, Arthur C. Clarke and Stanley Kubrick collaborated on the novel and movie *2001: A Space Odyssey*. In one scene in the movie, we see two astronauts reading the news on something that looks like a tablet! Even more surprising, Clarke named the device the "Newspad." Does that name sound familiar?
- John Elfreth Watkins Jr. was curator of the Smithsonian Institute. In 1900, he wrote an article called "What May Happen in the Next Hundred Years." He said, "Man will see around the world. Persons and things of all kinds will be brought within focus of cameras... thousands of miles at a span." That's right, Mr. Watkins predicted the existence of something similar to a famous photo-sharing social network—over one hundred years ago!

Source: Archivo editorial

1. Read the article and match the people below to their predictions. Write the answers in your notebook.

- | | |
|--|--|
| <ul style="list-style-type: none"> a. Roger Ebert b. Arthur C. Clarke c. John Elfreth Watkins Jr. | <ul style="list-style-type: none"> • a very famous photo-sharing social network • widescreen televisions • electronic tablets |
|--|--|

2. Make predictions about the following sentences and talk to your partners about them:

- a. In one year.
- b. In ten years.
- c. In one hundred years.

3. Share your ideas with the class. Vote for the following:

- the most realistic prediction
- the most optimistic prediction

Writing Task An Essay

1. Read the essay and choose the best title. Answer orally.
 - a. Technology: Good or Bad?
 - b. The Best Things About Technology

Introduction

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

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

Supporting paragraph 1

On the other hand, technology makes it hard to develop genuine relationships. I think that people spend too long on their phones and computers, and find it difficult to communicate with each other face to face. People can do so many things on their computers that soon they will never have to leave their homes.

Supporting paragraph 2

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

Conclusion

Source: Archivo editorial

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

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

Writing Tip

Period

Use a period (.) to end a sentence.

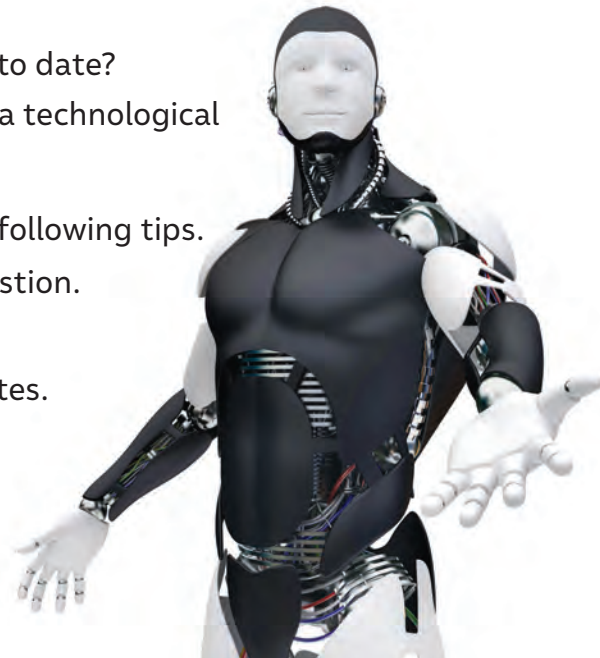
3. In your notebook, make similar notes about one of the following topics.

- a. Do you think the Internet is the best invention to date?
- b. Is technology making us lazy? Can you think of a technological device that has not been invented yet?

4. Write an essay on your chosen topic. Consider the following tips.

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

5. In pairs, exchange and check your essays.



Cross-Curricular Math

A Math Trick!

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

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

1

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

Tell your friend to reverse the number... **801**
Then subtract the first number from the original number (your friend can use a calculator if he or she wants):
801 - 108 = 693

3

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

2

For example:

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

Now, have them reverse this number: **396**

4

Finally, tell them to add the two last three-digit numbers together:
693 + 396 = 1089

5

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

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

Source: Archivo editorial

- 1 In pairs, discuss how math is useful when making predictions in everyday life.
- 2 Read the opening paragraph and check your answers.
- 3 Read the rest of the article and follow the instructions.
- 4 In pairs, practice with different numbers.
- 5 In groups, discuss any other math tricks you know. Create a math trick for the other groups to solve.

Final Task

A Future Predictions Spider Plan

1 | Ideas Session

- In groups, make predictions about the future. Write notes in the table on page 58 of your Activity Book.

Future Time (years)	Transportation	Environment	Technology	Houses	Other
10	<i>Only electric cars</i>	<i>Quit meat</i>			
20					
50					

2 | Write Predictions

- In your groups, write predictions using your notes. Use full sentences.

Example:

Only electric cars - People will only have electric cars because they are cheaper and less polluting.

Quit meat - Humanity will stop eating meat because the industry contributes to the destruction of the Amazon rainforest.

- Categorize your sentences, according to the topics in the chart in Step 1.

Example:

*Transportation
People will only have electric cars because they are cheaper and less polluting.*

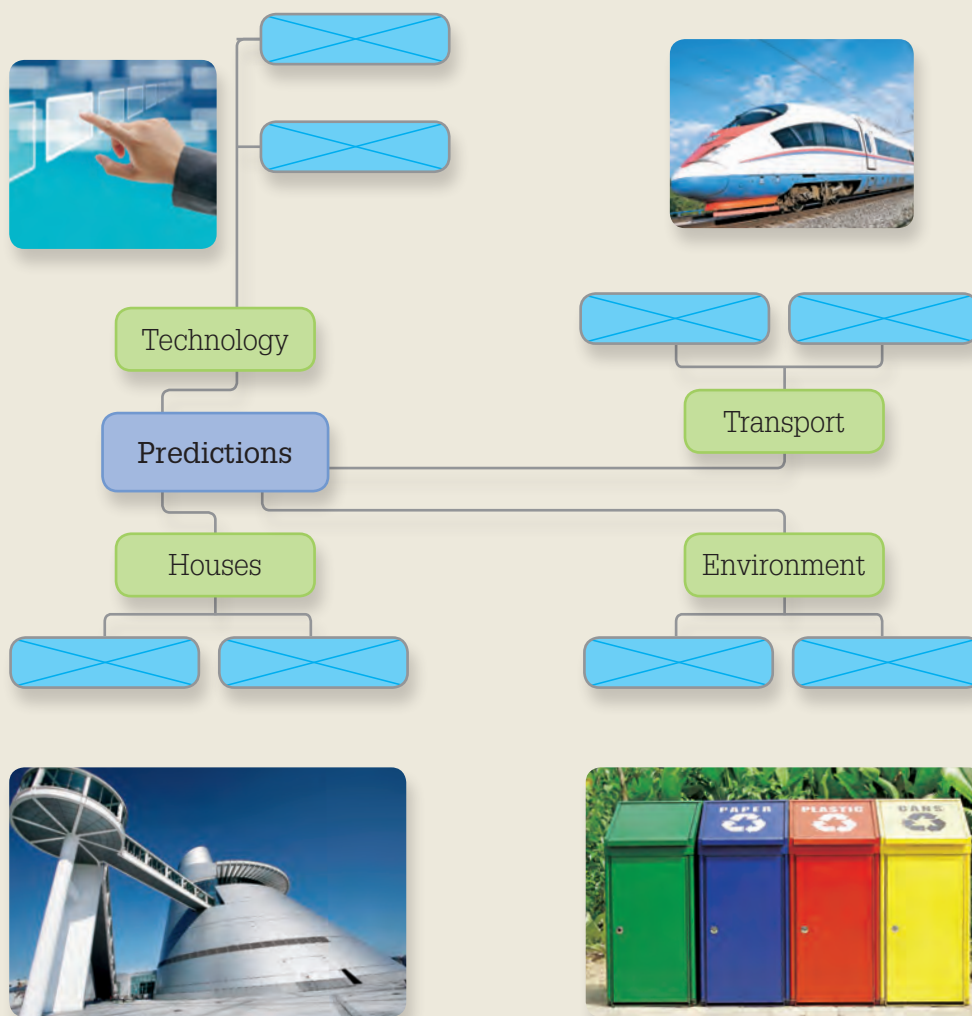
*Environment
Humanity will stop eating meat because the industry contributes to the destruction of the Amazon rainforest.*

3 | Write Predictions

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

4 | Make a Spider Plan

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



Self-evaluation

- 1 Assess your performance during the creation of the spider plan. Complete the table on page 59 of your Activity Book.

Lesson 8

Taking Care of Planet Earth

In this lesson you will listen, speak, read and write about taking care of our planet through a video, informative texts and an infographic.


What do you do to take care of the environment?

Before Listening **A Report**

1. Look at the words and phrases in the box and tell the class which ones are related to taking care of the environment.



global warming - recycling - using plastic bags - littering - reusing - reducing

While Listening

2. Listen to the following report and discuss with a partner what the three "Rs" stand for.
3. Listen to the report again and read the sentences below to a partner. Say which "R" option goes with each sentence. 
 - a. When you go to the supermarket you can take your own canvas bag, instead of using disposable ones. **R**
 - b. Take things you don't use anymore to these places. There are containers of different colors to make it easier for you. **R**
 - c. With a little imagination you can come up with new uses for many things. **R**



After Listening

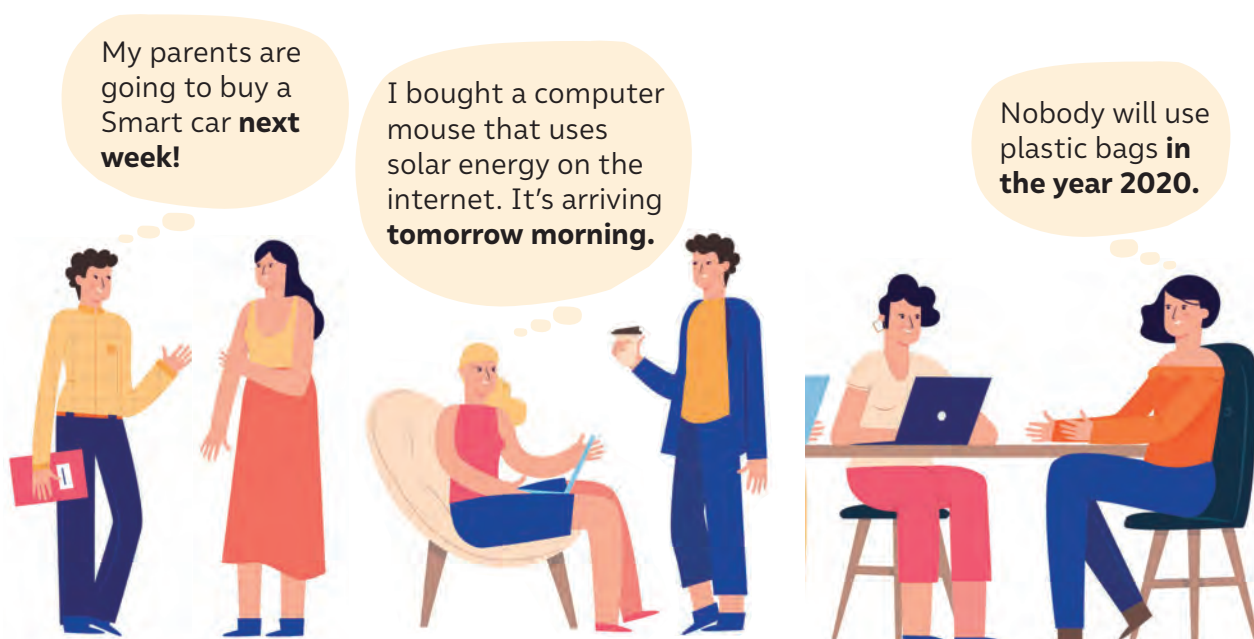
4. Listen and repeat the sentences below. Notice the difference in the pronunciation of the underlined words. 
 - a. Yesterday I went to the supermarket and I used my canvas bag instead of a plastic one.
 - b. I listened on the radio that supermarkets will not give out plastic bags anymore.
 - c. If you printed only one side of the paper, you can reuse it on the other side.
5. Listen to the verbs below and determine if they belong to the first, second or third group. Yesterday I went to the supermarket and I used my canvas bag instead of a plastic one. 

/t/	/d/	/id/
used	listened	printed

- a. contaminated
b. stopped
c. cleaned
d. washed
e. annoyed
f. needed

Speaking Task Time Expressions

Look at the conversations below, paying attention to the expressions in bold.



6. In pairs, discuss the use of the time expressions in each conversation.
7. In pairs, create similar conversations using time expressions and the following ideas in the box.

clean energy - wind energy - fuel efficiency -
renewable energy - gas energy

8. Take turns reading out your conversations from activity 2.

Before Reading

1. Look at the pictures and make predictions. Discuss your answers as a class.



- a. What do you see in the pictures?
- b. Who do you think is responsible for these scenarios?
- c. What do you think will happen in 30 years?

More plastic than fish in the ocean by 2050

30 years from now our seas will contain more plastic than fish. According to a report released by the World Economic Forum, plastic production around the world is expected to double within the next 20 years. Today, one garbage truck full of plastic gets into the ocean every minute; by 2050, it will be four.

About 8 million tons of plastic are dumped into the sea every year. There, it can last for hundreds of years. Environmentalists estimate that there are about 160 million tons of plastic in the world's oceans today. By 2050 there will be more plastic in the oceans than fish.

Plastic that turns up in the seas endangers the fish population and other marine animals. In addition, it produces a gigantic

garbage patch that floats on the surface. But the plastic that floats in the water is only a fraction of the whole amount.

Plastic is becoming more and more popular in our world. It has many uses and is cheap to produce. However, it is endangering our environment more than any other material.

The World Economic Forum calls for more recycling and a better use of plastic. 95% of all plastic that is produced is only used once, and then it is thrown away. Oil is the raw material that plastic is made of. Currently, 5% of the world's oil production is turned into plastic. By 2050 it will rise to a fifth.

Source: <https://www.english-online.at/news-articles/environment/more-plastic-than-fish-in-oceans-by-2050.htm>

While Reading

2. Read the sentences and say whether they are true or false. Discuss the false ones with your partner.
 - a. Plastic production around the world is expected to double within the next 10 years.
 - b. Plastic in the ocean can last for hundreds of years.
 - c. Plastic that floats on the sea is only the visible part of the tons of plastic under the surface.
 - d. Plastic is not the most dangerous material for the environment.
3. What do the following numbers refer to? Write the answers in your notebook.

a. 2050	b. 8 million	c. 95	d. 5
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After Reading

4. In groups, discuss the questions.
 - a. What can we do as young people to change this situation?
 - b. What alternative materials can we use to avoid using plastic?

Reading and Vocabulary Renewable Energy

- Look at the pictures of energy sources below. Then, copy the table in your notebook and complete it, putting the sources in the correct category.



WIND



COAL



NUCLEAR



SOLAR

Renewable Energy	Non-Renewable Energy
------------------	----------------------

What is renewable energy?

Renewable energies are obtained through natural sources that nature itself will replace, like wind, water and sunshine. Renewable energy produce low amounts of pollution and are friendly with the environment. So where can you get this type of energy, free and forever? Just look up above you when you're outside on a sunny day... Yes, the sun gives our planet far more energy than people make from fossil fuels, such as oil and coal. The Sun's heat drives the mightiest engine of all: the Earth's climate. It makes you hot when it shines but it also makes winds, waves and rain. And people can use all these things to make electricity or heat energy for homes. And most important, unlike fossil fuels, this sort of energy doesn't damage the Earth and will last forever!

The Sun Power: It can make electricity by using things called photovoltaic cells (often just called PV) which fit on the roofs or walls of your houses or apartment blocks. Some special cars can run on PV electricity and there's even a race across Australia in which the cars run only on solar power.

Sun power can also heat water in solar panels (like radiators but instead of giving out heat, they grab it from the Sun). This is then stored in a big tank so you can have hot showers and so on. Solar collectors can pick up the Sun's heat even on cloudy days.

The Wind Power: It can drive a turbine with a propeller (like some airplanes have) and make electricity. Wind power is getting really important in some countries. Wave power can also drive generators but this is still a very new idea. Just a few experimental machines are in use today.

The Geothermal Power: This type of energy is tapped from inside the Earth. It's the only renewable energy source which has nothing to do with the Sun. Deep down, it's very hot. Sometimes these hot rocks break through the surface to form volcanoes. By drilling holes down into areas where hot rocks are close to the surface, people can generate electricity and heat buildings.

Text adapted from: <https://www.alliantenergykids.com/RenewableEnergy/RenewableEnergyHome>

2. Skimming. Read the text and find the following concepts. Write the answers in your notebook.

- 2 examples of non-renewable energy.
- 2 names for renewable energy.
- 2 sources of renewable energy.
- 2 ways to use the solar power.

3. Read the text again and find the words that match the following definitions. Use the words in the box to help you. Write the answers in your notebook.

source - coal - pollution - power

- A mineral that is made of carbon and used as a fuel.
 - Mechanical or electrical energy as distinguished from manual labor.
 - Any thing or place from which something comes or is obtained.
 - The introduction of harmful substances or products into the environment.
4. Discuss the questions.
- Do you think it's possible we can use solely renewable energy someday?
 - What do you think about the use of electric buses in public transport?
 - What sources of renewable energy did you know before reading this text?

Useful Vocabulary: Renewable Energy Resources



windmills



solar panels

Language Focus **Expressing Condition**

1. Work in pairs. One reads the first part of the sentence and the other one reads the second part. You can take turns to read each part.
 - a. If we don't plant trees,...
 - b. If you don't print out so many documents,...
 - c. If you turn off the light, television or computer when you are not using them,...
 - d. If you separate the garbage,...
 - e. If we continue contaminating the ocean,...

1. you will reduce the amount of papers being used.
2. we will have climate change.
3. marine animals will die.
4. you will reduce energy and avoid contamination.
5. it will be easier for you to identify the kind of wastes and recycle in the correct bin.

2. In your notebook, write four sentences that express condition. Use the words in the box to help you get some ideas.

Verbs: reduce - recycle - reuse - contaminate - save

Nouns: ocean - nature - trees - wastes - planet - environment - energy

Useful Vocabulary: Activity 2



waste



trees

3. In pairs, take turns reading your sentences from activity 2.

Reading Task **An Infographic**

REDUCE, REUSE, RECYCLE

You can be part of the solution to save our planet!



REDUCE

Reduce your energy use. Cut your household emissions by up to 10% by using energy saving lightbulbs and up to 50% reduction by choosing energy-efficient whitegoods. Good for the planet, good for your electricity bill.



REUSE

Refill your own drink bottle: disposable plastic bottles generate an enormous amount of waste that is ending up in oceans and damaging the environment. Refill your own glass or BPA – free bottle and save money too!



RECYCLE

Always recycle paper and cardboard. Recycling paper and cardboard containers reduces landfill waste by up to 27% and saves trees! Take old notebooks, newspapers, magazines, etc. to the nearest recycling bin.

REDUCE

Make the move to clean energy. Use renewable energy sources like solar and wind energy!



REUSE

Don't throw it away! Upcycle it! Did you know that over 90% of plastics and metals in cellphones and batteries can be reused in new products?



RECYCLE

Avoid non-recyclables. Avoid plastic and styrofoam packaging that won't go in a recycling bin.



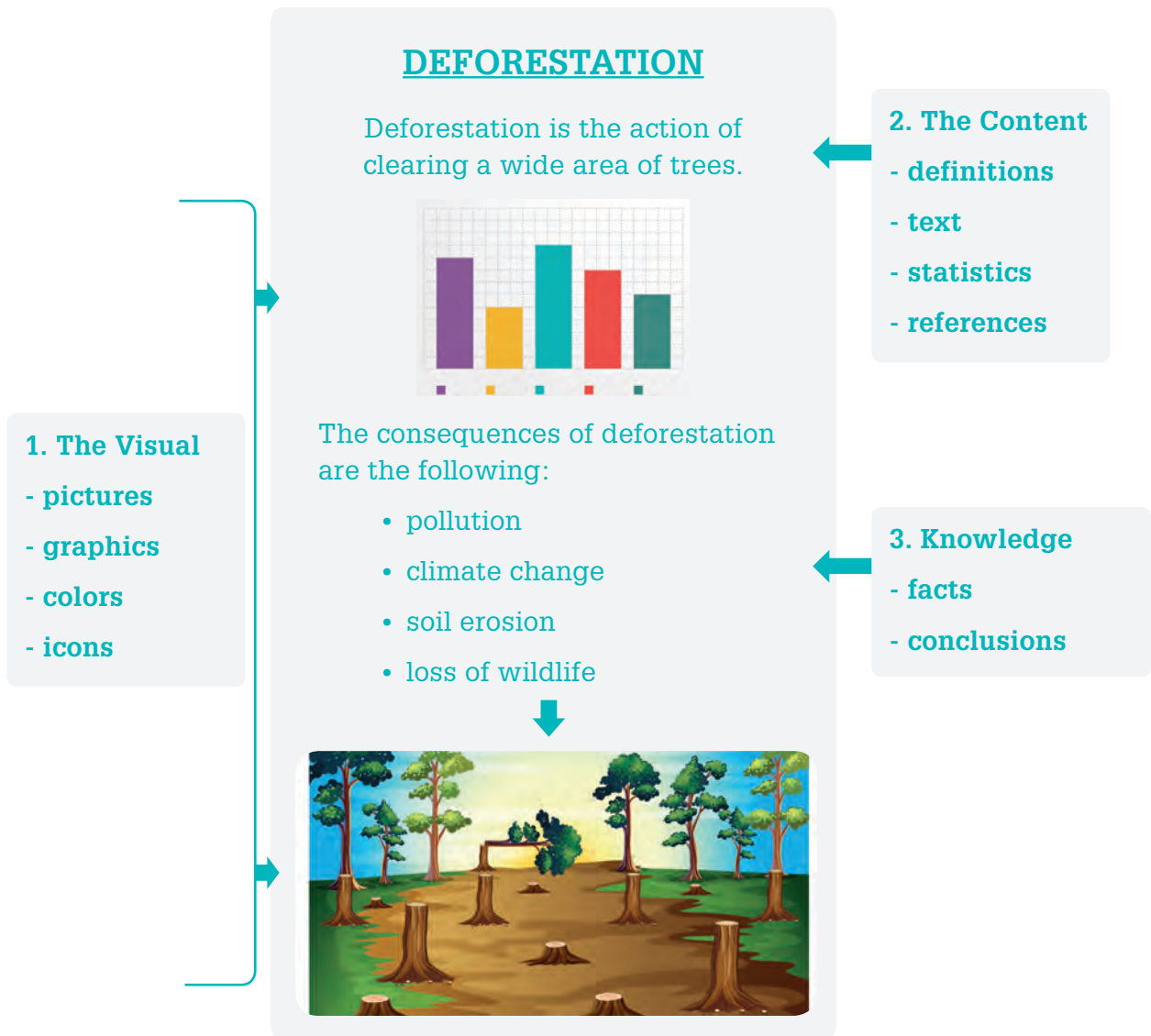
Text adapted from: <https://www.wwf.org.au/get-involved/change-the-way-you-live/reduce-reuse-recycle#gs.FPyWDE4P>

1. Read the infographic and say the actions you do and which ones you don't. Use examples like *I turn off the light when I leave my bedroom.*
2. Share your answers with a partner.
3. Discuss with your partner how you can change the "bad habits".

Writing Task > An Infographic

According to Oxford Dictionary, an Infographic is “A visual representation of information or data, e.g. as a chart or diagram.”

An infographic contains three elements:



1. Read the elements that an infographic includes.
2. In pairs, decide what are the most contaminating actions that are destroying planet Earth.
3. In pairs, create an infographic.

Cross-Curricular Natural Science

Consumption of Electricity and Its Effect on the Environment

Our consumption of electricity has a...

major effect on our environment. Most electricity is produced by burning coal - a LOT of coal. Burning of coal is highly polluting and releases CO₂ into the atmosphere.

Top 6 Facts About Consumption of Electricity

Electricity use is in rapid growth: The world's demand for electricity will grow by eighty-five percent between 2010 and 2040 - this increase is more than today's total use of electricity in the USA, the European Union, China, Russia, Japan, Australia and India.

It does not come from windmills: The burning of coal is the world's largest source of electricity. If nothing changes, most of the increased production of electricity will come from burning more coal. A LOT more!

Do you put your stereo on standby?: Here is something that might surprise you: over the next 10 years, the power used by products in "standby" could be as high as 10 percent of total electricity use. Powering these will require 400 medium-sized power plants. It's a good thing that we have a lot of coal to burn...

Coal plants are ineffective: Only thirty-five percent of coal's energy (and some say at the most) is made into electricity in coal-fired power plants. The rest is lost as heat waste.

Coal burning uses up water, too: A typical coal-fired power plant uses massive amounts of water to create steam in order to move its turbines. Enough water to support a city of approximately 250,000 people.

and pollutes the air: Burning coal is a leading cause of smog, acid rain, global warming, and air toxins.

Source: http://www.theworldcounts.com/counters/interesting_facts_on_energy/consumption_of_electricity

- 1 In pairs, discuss the following questions.
 - a. What electronic sources do you use the most?
 - b. Do you think you could live without them today? Why? Why not?
- 2 In pairs, search on the Internet alternative sources of energy that work as electricity sources. For example, the bike washing machine.
- 3 In your notebook, write the benefits of these alternative sources.
- 4 Present your work to the class.

Think Green Leaflet

A leaflet is a printed sheet of paper containing information or advertising and usually distributed free.

HOW TO MAKE A LEAFLET



- 1 Know your topic.**
- 2 Pick a title.** The title should be brief and informative, but also catch the reader's attention and encourage them to read more.
- 3 Give an overview.** An overview is a brief but clear opening that clearly states the objective of the leaflet. Create an introduction that is concise and creative.
- 4 Make the text easily readable.** Headings should stand out from the rest of the text. Avoid crazy use of colors.
- 5 Keep it simple.** Leaflets should be organized and kept simple.
- 6 Group relevant information together.** When creating your leaflet, keep relevant information flowing steady and logically. If possible, avoid repeating information.
- 7 Proofread and edit.** Once you have all your information typed up, proofread and check for grammar, spelling and formatting errors.

Add headings ➔ **REUSE - REDUCE - RECYCLE**



➔ Add icons

Group relevant information together ➔

What can we do for our planet?

REUSE:

REDUCE:

RECYCLE:

Avoid pollution

Think green!



➔ Add images

1 | Ideas Session

- In groups, make a list of actions that can pollute the environment.
- Make a list of “The three Rs”.
- Individually, think about solutions to avoid pollution (consider “The 3 Rs”).

2 | Make Notes

- Make notes about “The 3 Rs”.

Reuse
Reduce
Recycle

3 | Write your description

- Write a page for a leaflet describing “The 3 Rs”.
- Include all the information from your notes and illustrate your description with a representative picture
- Exchange descriptions in your group and correct each other’s work.



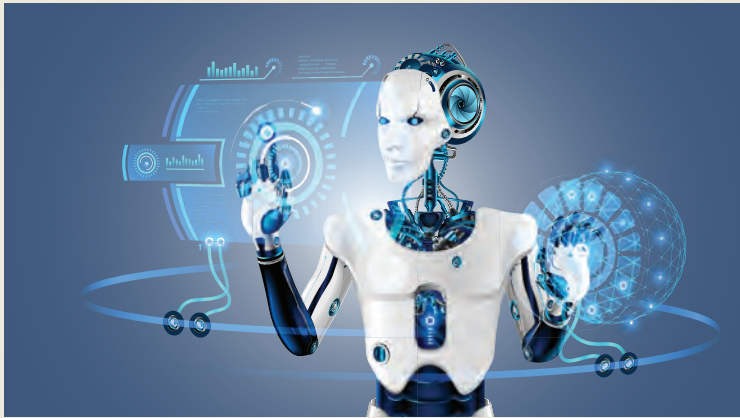
4 | Create and Display Your Leaflet

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

Synthesize

1. What do you think robots will do in 20 years? In groups, look at the robot below and make predictions.

In 20 years robots...



2. What will education be like in the future? Draw a graphic organizer in your notebook which includes the different ideas you have.
3. After you've clarified your ideas write, on a separate sheet of paper, an essay about education in the future. Then, share it with a partner. Use a dictionary to help you!
4. Work in groups giving opinions about the following ideas related to the future. Remember to use the phrases that introduce opinions.
 - Robots will replace doctors in some surgical procedures.
 - You won't attend classes anymore. All your classes will be online.
 - People will pay for everything using only their cellphones.
 - Printed books won't exist anymore.
5. Are you a techie? What do you use the following devices for? Discuss your answers with a partner.



smartphone



laptop computer



virtual reality glasses

Check point

Before Reading **A Report**

1. Look at the pictures and answer the questions that follow.



- a. Which countries do you think use technology the most?
- b. In what countries do you think technology has yet to arrive?
- c. How is technology changing people's lives?

While Reading

Smartphones Are Changing Peoples' Lives in Africa

Smartphones, more than any other previous invention, have been changing the lives of Africans all over the continent. There are more people using mobile phones in Africa than in Europe and America combined. In fact, **smartphone** use is growing fast on the entire continent, especially in regions south of the Sahara desert. In 2016 the number increased to close to a billion. Today, there are 600 million smartphone users in Africa.

Smartphones provide a wide variety of services that citizens, especially in rural areas, wouldn't otherwise have. In education, they are a **learning tool** for students who live in places where it is hard to get to schools. Smartphones are used for farming projects, where farmers can get

information on crop prices using **app**. Health **websites** tell villagers what to do in case of emergencies when no doctor is available or far away. People even use smartphones for entertainment in areas where there is no TV. More people in Africa have access to the **internet** than to clean water or sanitation.

In the last ten years, the number of smartphone users in Africa has increased greatly. Kenya, especially, is strongly connected. The country is also called Silicon Savanna because 92 % of all Kenyans go online through smartphones.

Text adapted from: <https://www.english-online.at/news-articles/technology/mobile-phones-change-peoples-lives-in-africa.htm>

2. Read the text and answer the questions below. Write the answers in your notebook.
 - a. How many smartphone users are there today in Africa?
 - b. What specific problem do students have in Africa?
 - c. Why are health websites helpful for villagers?
 - d. What is Kenya called today? Why?

3. Read the text again and match the words in bold with their corresponding definition below.
 - a. A place on the Internet with one or more pages of information about a subject.
 - b. A computer program that is designed for a particular purpose.
 - c. A mobile telephone with computer features that may enable it to interact with computerized systems, send e-mails, and access the web.
 - d. The large system of connected computers around the world that allows people to share information and communicate with each other.
 - e. Something a student uses to work through big ideas, concepts or processes while demonstrating his or her thinking, planning and/or decision-making on the way to creating, performing or responding to art.
4. Write a sentence using each of the new words above. Then, in your notebook, compare with a partner.

After Reading

5. Speaking

In groups, discuss the following questions.

- In which countries do you think technology hasn't arrived yet?
- Is this an advantage or disadvantage? Why?

THINK GREEN!

1. Match the two parts of the sentences. Write the answers in your notebook.

Condition	Result
If you litter the streets,	you will reduce the use of plastic.
If you recycle paper,	wild life will disappear and you will suffer.
If you use reusable bags,	you will contaminate the city.
If you contaminate the ocean,	you will save energy and avoid pollution.
If you don't care about the environment,	many marine animals will die.
If you turn off the electronic devices when you are not using them,	you will save trees and avoid deforestation.

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

	Student A	Student B
Situation 1	You explain to student B that the three Rs are not necessary.	You disagree with Student A and tell him/her about the consequences of having that attitude.
Situation 2	You tell student B that you need to print everything you have to read or study.	You explain the consequences of doing that using time expressions and future tense.

Before you go on

- Go back to page 94 and check your predictions about the unit. In groups, discuss whether there are any mistakes and correct them.
- Go back to page 95 and read the strategies you chose to apply in the unit. In groups, give examples of activities where you used them.

Listening strategies

Speaking strategies

Reading strategies

Writing strategies

- Did you use any other strategy that was not on the list? Discuss with your partners, make notes in your notebook and remember it for further work.
- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss with the class.

Listening

Are you a good listener? Language learning depends on listening. Being a good listener will allow you to acquire a new language and help you communicate orally. Listening activities help you develop strategies that will improve your listening skills.



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

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

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

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

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

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

Think about yourself

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

Speaking

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



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

Minimal responses:

I agree.

Go on.

I think so.

I'm not sure.

I disagree.

I don't think so.

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

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

Think about yourself

1. Decide in which situations from your everyday life you would do the following in English.

- Ask for and give information.
- Describe events and situations.
- Have a telephone conversation.
- Have a discussion with opposing and similar points of view.
- Give a simple presentation.

Reading

Are you a good reader? There are four factors to consider as a good reader: you, the text, the reading strategies you use, and the purpose.



1. Reader characteristics include reading skills, interest in the topic, and physical factors such as sleepiness or hunger. Some readers consider the following:

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

3. The purpose is probably the single most important factor. People read for a variety of purposes: to gain information or verify existing knowledge. Before beginning to read, think about the purpose for the reading.

Think about yourself

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

2. Texts vary depending on genre (novel, science, play, psychology, etc.). Some reading is quick and easy, while other reading is quite slow and difficult.

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

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

These strategies can help you.

- a. Survey the reading. Look at the title of the piece, the subheadings, the graphs, and the pictures.
- b. Read the introduction and conclusion first. Or read the first line in every paragraph to get the main idea, and then go back and read from the beginning.
- c. Pay attention to when you can look for general information and when you need to understand every word.

Steps to Writing

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



- 1. Pre-writing** is the planning and idea-gathering stage of the process.
 - Research.
 - Create idea maps, webs, and story charts.
 - Develop word banks.
 - Decide on form, audience, and style.
 - Think about genres: fantasy, thriller, comedy, adventure, etc.

- 3. Revising** is the process of improving the first draft. Re-read your work and share it with a friend. Make changes in the writing based on his or her comments.
 - Clarify content by asking who, what, when, where, why, and how questions about parts of the text that are not easy to understand.
 - Talk about how to improve your work.

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

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

- Focus on including the main ideas and developing what you want to say.
- Don't worry too much about grammar and style conventions.
- Allow your creativity to flow.

- 4. Editing** is the process of correcting grammar and mechanical errors.

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

Think about yourself

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

