

Tune Up

Ronda Haverland
Eugenia Contreras
Lisa Huck

IV
Medio

Student's Book

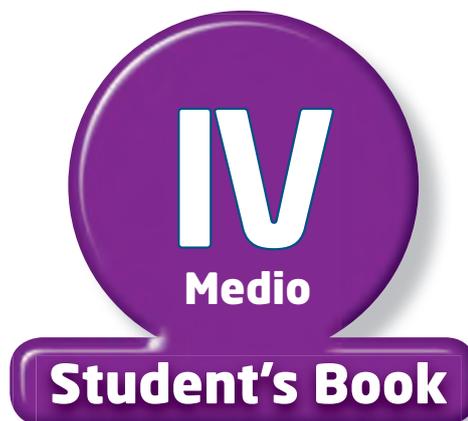


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Richmond

Tune Up



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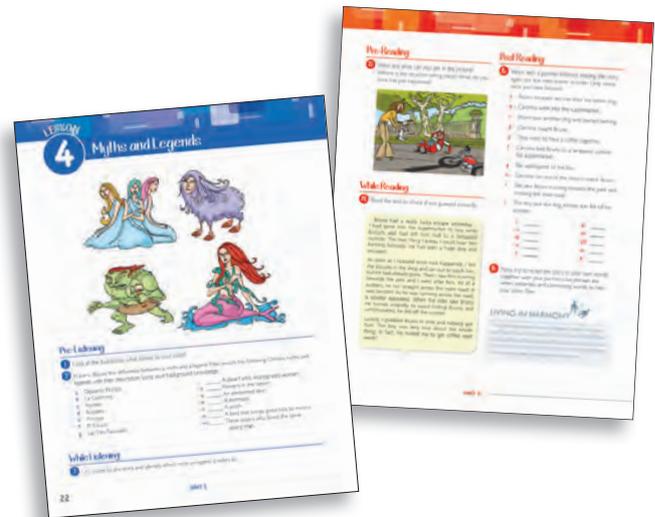
Get to know your book!

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



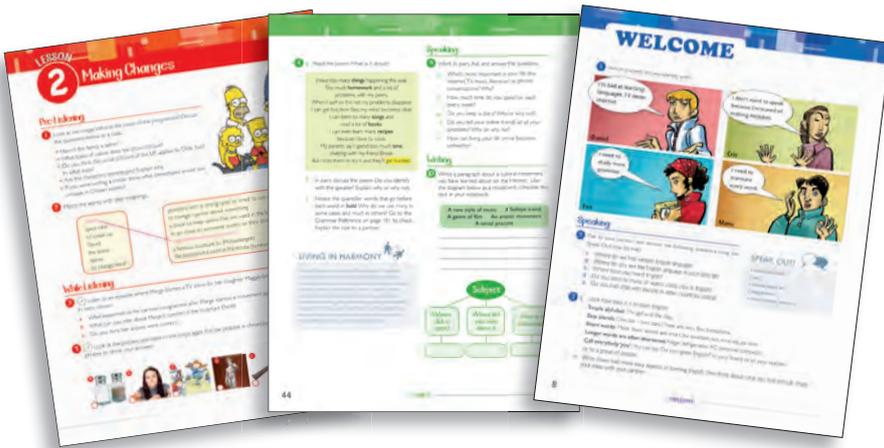
- **Reading**
In this section you will read a variety of texts that will build your vocabulary and reading comprehension in English.
- **Listening**
In this section you will listen to authentic audio samples that will improve your understanding of spoken English.
- **Speaking**
In this section you will put into practice what you have learned by speaking with your classmates.

- **Writing**
In this section you will put into practice what you have learned by developing written tasks.
- **Pronunciation**
In this section you will practise different sounds that are important for understanding and communicating in English.
- **Practice**
In this section you will practise the main grammar point using a variety of exercises.



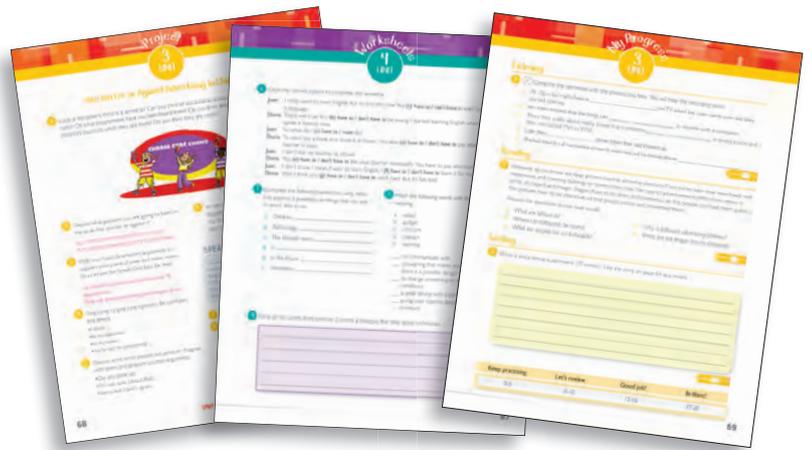
- **Language in Use**
This section helps you review and remember the most important points in the lesson.
- **Learning Tip**
This section offers tips and advice to develop and improve your learning skills. Read carefully, they are very useful!
- **American/British**
This box shows you the differences between American and British English.
- **Check This Out!**
This box gives you some extra information about the topics you are reading or listening to. This information helps you complement your knowledge. Read!





- **Speak Out!**
This section provides useful language to help you improve your conversational skills.
- **Step it Up!**
This section presents an extra activity to challenge your English skills.
- **Living in Harmony**
This section asks you to reflect on fundamental values that help us live harmoniously within society and the world around us.

- **Review**
In this section you will find activities to help you review what you learned in each unit. By totaling your score, you can see where totalling you need more practice. Just follow the suggestions for review in the box at the bottom of the page.
- **Worksheets**
These pages provide a number of exercises and word games to continue building your English skills.
- **Project**
This is a hands-on project that allows you to put all of your skills—Reading, Writing, Speaking, and Listening—into practice.



- **My Progress**
You will take a test at the end of each unit, which will help you measure how much you have improved your English!

-  **CD**
This indicates an audio track.



Scope and Sequence of Your Book

Units	Contents	Reading	Listening	Speaking	Writing	Wrapping Up
UNIT 1 People and our Beliefs  p.10-29	Stereotypes Vocabulary on clothing and describing people Cultural differences Urban legends Myths and folktales	<ul style="list-style-type: none"> An article p.12-13 An email p.14 Three stories p.18-19 	<ul style="list-style-type: none"> A description p.14 A narrative monologue p.15 A song p.17 A conversation p.20 A story p.22 	<ul style="list-style-type: none"> Describing people p.11 A debate p.16 Retelling a story p.24 	<ul style="list-style-type: none"> A description p.13 A summary of a popular story p.19 An original story p.24 	<ul style="list-style-type: none"> Review p.25 Worksheets p.26 Project p.28 My Progress p.29
UNIT 2 The Arts and Their Influence  p.30-49	Music genres and music festivals Graffiti and street art Compound adjectives Literature and film Social Networking	<ul style="list-style-type: none"> An article p.32-33 An article p.38 Four summaries p.41 	<ul style="list-style-type: none"> Music genres p.31 An interview p.35 A conversation p.39 A report p.43 	<ul style="list-style-type: none"> An interview p.34 Preferences p.37 Discussing literature p.40 Finding out information p.44 	<ul style="list-style-type: none"> A text message p.36 A paragraph on the relationship with social media p.42 A paragraph on a cultural movement p.44 	<ul style="list-style-type: none"> Review p.45 Worksheets p.46 Project p.48 My Progress p.49
UNIT 3 What's On?  p.50-69	Reality Shows Formal and informal letters Advertising Language related to driving and safety Telling stories	<ul style="list-style-type: none"> An article p.51-52 An article p.58-59 A narrative text p.64 	<ul style="list-style-type: none"> A conversation p.54 A TV episode p.55 The history of a product p.60 A story p.62 A conversation p.63 	<ul style="list-style-type: none"> Discussing about reality show p.53 A debate p.61 Retelling a story p.64 	<ul style="list-style-type: none"> An email to a friend p.54 An email to an authority p.57 Opinions about advertising p.59 	<ul style="list-style-type: none"> Review p.65 Worksheets p.66 Project p.68 My Progress p.69
UNIT 4 Keeping up with Technology  p.70-89	Language related to technological gadgets and the effects of using Internet Phrasal verbs Modal verbs Linking words Compound nouns on technology and the future	<ul style="list-style-type: none"> An article p.72-73 An essay p.76 An article p.78-79 An informative text p.81 An article p.84 	<ul style="list-style-type: none"> A report p.74 A report p.75 A narrative monologue p.80 A TV programme p.82 	<ul style="list-style-type: none"> Discussing about social networks p.73 Making predictions p.83 	<ul style="list-style-type: none"> Two text messages p.71 An essay p.77 A list of rules p.80 	<ul style="list-style-type: none"> Review p.85 Worksheets p.86 Project p.88 My Progress p.89

Units	Contents	Reading	Listening	Speaking	Writing	Wrapping Up
UNIT 5 Part Time or Full Time?  p.90-109	Vocabulary on career prospects, jobs and job skills Reported speech and reported questions 2 nd conditional	<ul style="list-style-type: none"> An article p.92-93 An article p.98 An informative text p.101 	<ul style="list-style-type: none"> A description p.91 An interview p.95 A radio programme p.100 An interview p.102 	<ul style="list-style-type: none"> Interviewing your classmate p.94 Role-playing a dialogue p.97 	<ul style="list-style-type: none"> Two descriptions p.97 A curriculum vitae p.104 	<ul style="list-style-type: none"> Review p.105 Worksheets p.106 Project p.108 My Progress p.109
UNIT 6 Spending Time Together  p.110-129	Vocabulary on free time, friendship and travelling Connectors Question tags Uses of play, do, and go Should/shouldn't	<ul style="list-style-type: none"> An article p.111 A poem p.113 Three narrative texts p.115 An article p.118-119 Two descriptions p.124 	<ul style="list-style-type: none"> Three narrative monologues p.112 A song p.114 A conversation p.116 A narrative text p.121 A narrative monologue p.122 	<ul style="list-style-type: none"> Discussing about a text p.111 Discussing about teenagers p.112 Giving advice p.113 Interviewing your classmate p.116 Role-playing a situation p.120 	<ul style="list-style-type: none"> A blog entry p.117 A paragraph on cultural aspects p.119 A description p.124 	<ul style="list-style-type: none"> Review p.125 Worksheets p.126 Project p.128 My Progress p.129
UNIT 7 Moving Forward  p.130-149	Language related to health and habits Used to 3 rd conditional I wish/If only Prefixes	<ul style="list-style-type: none"> An article p.132-133 An informative text p.137 Four narrative texts p.138 An article p.141 An article p.144 	<ul style="list-style-type: none"> A narrative monologue p.135 A report p.140 A radio programme p.142 	<ul style="list-style-type: none"> Discussing about health p.135 Sharing ideas about a text p.139 Discussing about staying healthy p.142 	<ul style="list-style-type: none"> A paragraph giving advice p.137 A letter p.141 	<ul style="list-style-type: none"> Review p.145 Worksheets p.146 Project p.148 My Progress p.149
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WELCOME

1 Which students do you identify with?



Speaking

2 Talk to your partner and answer the following questions using the Speak Out! box for help.

- a Where do we find written English language?
- b Where do you see the English language in your daily life?
- c Where have you heard English?
- d Do you listen to music or watch video clips in English?
- e Do you ever chat with people in other countries online?

SPEAK OUT!

- I often chat with...
- I see...
- I usually listen to...
- I have heard...
- I always watch videos in...

3 a Look how easy it is to learn English!

Simple alphabet: The girl and the dog.

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

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

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

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

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

Listening

- 4 It's the second day of school. Carla and Patricia are friends but are in different classes. They haven't seen each other since December. They meet in the middle of the hall.
- a  Listen to the main ideas of the conversation. Share with the class.
- b  Listen again and complete the ideas.
- Carla is afraid of _____.
 - Carla feels _____ of other students.
 - Patricia has started _____.
 - Patricia does this _____.
 - Patricia says it helps her _____.
- c  Share your answer with your partner then listen again to check.



- b Add some new ideas to the table

Speaking

- 5 a In pairs, order the following words and answer the questions.
- you / do / speaking / in / Why / important / and / think / writing / English / is / ?
 - help / does / learning / How / access / English / us / information / ?
 - communicate / Does / in / it / other / help / us / people / with / countries / ?
 - get / Does / help / it / us / jobs / better / ?
 - careers / What / people / or / require / jobs / speak / who / English / ?
 - kind / would / information / of / What / read / you / like / listen / to / or / to / ?

English In Our Lives	
We find English: <i>E.g: The Internet</i>	English can help us: <i>E.g: understand...</i>
English is important because: <i>E.g: it improves our CV</i>	What we would like to do to improve our English: <i>E.g: learn how to... listen to...</i>

I UNIT

People and Our Beliefs



Reading and Understanding

- Use skimming and scanning reading techniques.
- Locate evidence within the text that allows the justification of simple inferences.
- Integrate written expression to demonstrate understanding of texts that have been read.

Listening and Understanding

- Identify relevant details to find out the main points of a listening text.
- Locate expressions and fixed phrases associated to communicative functions.
- Integrate oral and written expression to demonstrate understanding of listening texts.

Living in Harmony

Respecting and valuing the ideas and cultures of all people equally.

Speaking

- Integrate listening skills as a basic ability for oral interaction.
- Signal attention, understanding, agreement and disagreement in conversations, and initiate, maintain and close a conversation.
- Self correct and reword statements.

Writing

- Use connectors to sequence sentences in a logical, cohesive and coherent way for communicational purposes.
- Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.

First Impressions and Stereotypes

How do Chilean teenagers see themselves?

'Do teenagers look the same all over the world? Are there stereotypes?'

Vocabulary

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

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



Francisco



Camila



Javier



Sol

2 Listen and check your answers.

3 Classify the clothes by adding three more to each list.

Tops:

Bottoms:

Jewellery: ring, ...

Accessories:

Footwear:

Speaking

4 Interview three classmates with the questions below. Then prepare a presentation with the results obtained.

- What clothes do you usually wear?
- Do you like colourful clothes? What colours do you prefer?
- Do you ever wear baggy or tight-fitting jeans or trousers? When?
- What do you usually wear when you go out?

Pre-Reading

- 5 Look at the title of the article. In pairs, discuss the key aspects we notice in other people's appearance. Are you concerned with maintaining your appearance? What does the word 'stereotype' mean?

While Reading

- 6 Read the article quickly. Is the article about...
- a fashion?
 - b stereotypes?
 - c discrimination?
- 7 Read the text again. Are the statements True (T) or False (F)? Justify your answer with information from the text. With a partner, explain your answers and your reasoning.
- a Forming first impressions is not common.
 - b People assume that weather affects personality.
 - c People with different clothes usually have very different interests.
 - d Our brains can't classify and simplify information for us.

Post-Reading

- 8 Answer the questions using your own words.
- a What is a stereotype? What examples can you give?
 - b Are first impressions dangerous? Why/Why not?
 - c What do you think your clothes say about you? Is it the message you want to project to society?
 - d Do you think the media has a positive or negative effect on common stereotypes? Why?



BRITISH / AMERICAN



colour	color
behaviour	behavior
fibres	fibers
fringe	bangs
trousers	pants
jewellery	jewelry

What's in our

Often when we try to define our identity we get trapped in stereotypes. First impressions can be dangerous because you can be categorized as a particular type of person which has nothing to do with you. Stereotypes are beliefs about people based on their membership in a particular group. They can be positive, negative, or neutral. Stereotypes based on gender, ethnicity, or occupation are common in many societies.

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



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In some countries, people wear traditional clothes in a stylish modern way, like the women in India who wear saris with sunglasses and the many new styles of turban that men and women are wearing in countries where

appearance?

people wrap their heads. Some people prefer natural fibres and others prefer more industrial fabrics. Does this mean they have a defined personality type?

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

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



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Adapted from Lewin, K. (1999). *The Complete Social Scientist: A Kurt Lewin Reader*. Washington, D.C.: American Psychological Association Press

Vocabulary

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

hair	clothes	people

Speaking

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

SPEAK OUT!

We use these expressions to describe people.
He / She is / was... thin / tall, etc.
He's / was wearing... jeans.
They're / were dressed in...
He / She has / had... long hair
He / She could be...
He / She looks / looked ... an extrovert because...

Writing

- 11 Considering stereotypes as constructions of society and not as truths, write a description of the topic. Follow the steps below.
- Pre-writing.** Choose a topic from the following list and brainstorm ideas. Then, organize them.
 - A person who works in the entertainment area
 - A person from a different continent
 - A person from an ethnic group
 - A person from a big or small city
 - Drafting.** Write a draft of your description and check the main, second and closing ideas.
 - Revising.** Once you have finished writing, read your work and check it.
 - Editing.** Read your work again and edit it looking for any mistakes or aspects you want to improve.
 - Publishing.** Share your work with your classmates and debate about your different ideas using the Speak Out! box for help.



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Pre-Listening

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

While Listening

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

- | | |
|----------|-----------|
| i | iii |
| ii | iv |

Post Listening

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

e.g., He has short black hair.

Pre-Reading

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

While Reading

- 16 a Quickly read this email from Pablo to his friend Mark. He has just arrived in London to study English in Cambridge.
- b Answer the following questions.
- What idea did Pablo have of British people?
 - Why did he have that idea? Was he right?

To: Mark

From: Pablo

Hi Mark,
 What a wonderful city London is. I had a totally different idea of what I would find. Everybody says that British people are very reserved, (that they love their pets more than people!), that they dress traditionally and eat fish and chips. To tell you the truth I find them quite outgoing, polite and helpful. I never imagined I would find such a large multi-cultural city, people from all over the world wearing incredible clothes; soft materials and very bright colours in trousers and dresses, all shapes and sizes; wonderful headdresses like the turbans and scarves worn in so many different ways. I'm really living a cultural shock but very pleased to be here. Hope to see you soon in Cambridge.

Cheers, Pablo

Post Reading

- 17 Work with your partner and discuss the following questions.

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

Are We Different?



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Pre-Listening

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

‘A man is but the product of his thoughts.
What he thinks, he becomes’

-Mahatma Gandhi

While Listening

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

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

- b Compare your answers with your partner. Are they the same?
- c  Now listen again and check your answers.

Post Listening

- 3 In pairs, Look at the pictures and complete the chart below, you can use the information from activity 2.



People from	We know about the country	We want to know about the country

Speaking

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

For

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

Against

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

- d Create your argument. Write a few sentences you want to start with and then think of an example to support your ideas.
e.g. We think people from the USA should(n't) be called Americans because...
- e Take turns to discuss your argument. Make sure that everyone in your group has a chance to speak.
- f Conclude by deciding which side was more convincing.

Pre-Listening

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

Singer-songwriter

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

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

While Listening

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

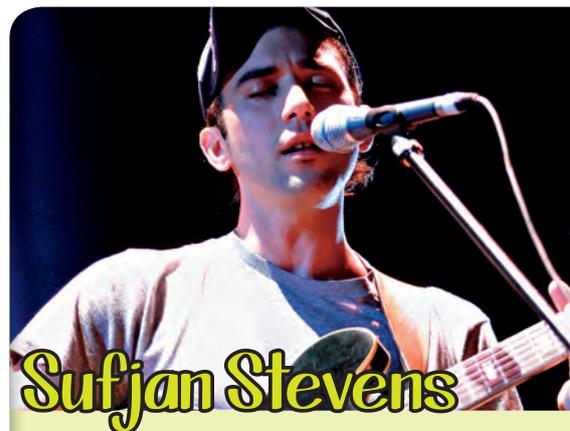
Post Listening

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

e.g., I think it's a very.....song.

It's got a..... feel.

original different laid-back commercial rebellious conventional



Sufjan Stevens

I fell in love again
all things go, all things go
drove to Chicago
all things know, all things know
we sold our clothes to the state
I don't mind, I don't mind
I made a lot of mistakes
in my mind, in my mind

Chorus

you came to take us
all things go, all things go
to recreate us
all things grow, all things grow
we had our mindset
all things know, all things know
you had to find it
all things go, all things go

I drove to New York
in a van, with my friend
we slept in parking lots
I don't mind, I don't mind
I was in love with the place
in my mind, in my mind
I made a lot of mistakes
in my mind, in my mind

Pre-Reading

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

While Reading

- 2 Read the three stories quickly and match them with the titles. You don't need to use one of the titles.
Check your answer with a partner.
A Hungry Beast / Keep Your Promise,
Receive Your Wish / Vampire Slayer /
The Ghost Who Hitchhikes
- 3 Look up the words in bold in the dictionary. Write sentences with each word. They can relate to the text or to your own life.

Post Reading

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

Title _____

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

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



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

Title _____

San Francisco Borja Street, in Santiago, has existed since the beginning of this century. It has experienced many changes but there is one wall that has remained untouched, a wall full of *animitas*. These *animitas* are common in the Chilean culture but what is special about this wall is that there is one plaque for a male called Romualdito which is full of flowers and thank you notes.



There are two versions of who Romualdito was. Some say that he was an 11 year-old boy who was robbed and killed and others say that he

was a 40 year-old man who had just been released from the hospital across the road and had been **run over**. However, it doesn't matter what is believed as people started visiting him and asking him favours and, by miracle, these favours would be granted.

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

Title _____

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

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

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

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

Adapted from:
Corrales, S. (1997). *Chupacabras and Other Mysteries*. Sheffield: Greenleaf Publishing.
Emmerich, F. (2004). *Leyendas chilenas*. Santiago: Pehuén Editores

LEARNING TIP

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

Vocabulary

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

claimed conductor not changed
descriptions come from seen

Writing

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

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

- 7 Write a summary for the other two urban legends. Include:
- The main points
 - A short description of the main character
 - Appropriate transitions to link the ideas (so, and, but)



LANGUAGE IN USE



We use *If...* sentences to describe situations we think are possible in the present or future, as well as to describe general truths.

If you see a horror film, you will be scared.

If you drive slowly, you won't arrive on time.

If you want it, I can lend it to you.

If you cook food with peanuts, I will have an allergic reaction.

Practice

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

drink see have get be able to

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

Pre-Listening

- 9 In pairs, discuss the following questions using your previous knowledge.
- a What kind of stories do you prefer?
e.g., romantic, horror, science fiction, drama
- b Why do you like them?
- c What are spooky stories?

While Listening

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

While you listen, complete these sentences.

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

- 11 Listen to the track again and identify the missing information in the activity 10 and check your answers.

Post Listening

- 12 Integrate oral and written expressions to complete the sentences so they are true for you.
- f If I have a project due next week, _____
- g If my friend needs help on an assignment, _____
- h I'll only be late for class if _____

Writing

- 13 Describe a very strange creature.

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

- i physical aspects.
- j where it lives.
- k what it eats.
- l what it does.



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Speaking

- 14 In pairs, look at the pictures and take turns describing what you know about each character. You can use the Speak Out! box for help.

Include the following information:

- What the character looks like.
- How and where you think the character originated.
- If they come from a film or TV show and what it is based on.

- 15 Make a survey of your classmates' answers. Find out how many students like horror films, how many films do they watch in a month, which genres are the most popular, etc. Organize the results in graphs and present it to the class.

SPEAK OUT!



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



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Pre-Listening

- 1 Look at the illustrations, what comes to your mind?
- 2 In pairs, discuss the difference between a myth and a legend. Then match the following Chilean myths and legends with their description using your background knowledge.

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

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

While Listening

- 3  Listen to the story and identify which myth or legend it refers to.

- 4  Listen again while you read the text. Complete the gaps with the correct words or phrases from the box.

return were able remain searching for appeared grief
wept bloom revealed to spread spot seeking

The Far North: The Origin of the Flowering Desert.

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

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

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



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

Post Listening

- 5 Answer the following questions.

- Why did the young miner come to *Añañuca's* village?
- Did the miner find the gold he was looking for?
- How did *Añañuca* die?
- Why do the flowers bloom in the desert now, according to the story?

LANGUAGE IN USE

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

The young woman who lived in a village.

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

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

We can use *who* or *that* to talk about people.

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

Speaking

- 6 In pairs create a summary using the vocabulary from the box in activity 4. Use the Wh questions in the box below.

The Flowering Desert

Who | What | When | Where | Why

SPEAK OUT!



We use these words and expressions to help tell a story
 First... After... that... Next... As soon as... Suddenly...
 In the end... During... While...

Writing

- 7 Write a story about a myth or legend with 60 words. You can use the descriptions on the pages 19 and 21 as a model.

- a **Pre-writing.** Choose a topic and brainstorm ideas. Include the words below.

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

- b **Drafting.** Write a draft of your description and check the main, second and closing ideas.

Introduction: Who? Where? When?

Development: What happened?

During... The next day/week

When... but soon...

After that...

Conclusion: Finally...

- c **Revising.** Once you have finished writing, read your work and check it.
- d **Editing.** Read your work again and edit it looking for any mistakes or aspects you want to improve.
- e **Publishing.** Share your work with your classmates and debate about your different ideas using the Speak Out! box for help.

Practice

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

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

- a The Atacama Desert is a place _____

- b A funeral is an activity _____

- c Grief is a feeling _____

Pronunciation

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



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

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

Bird	Ear	Bed	Tree

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

were seek wept near learn me red clear

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

1 Work with your partner and complete the sentences with information that makes sense. All sentences are related to the unit.

- a _____ have dyed their hair of different colour _____ all over their body.
- b _____ appears at night and it's always full of _____.
- c The _____ is a mysterious _____ that _____.
- d _____ often tell stories in their _____.

2 Complete the conversation between Sonia and Richard using the structures learnt in this unit.

Sonia: Hi Richard. Have you _____ your project work for school?

Richard: Hey Sonia, I've nearly finished it but I could do it sooner if you help me.

Sonia: OK, How can I help you? Your _____ is about spooky stories, isn't it?

Richard: Yep, and I know you love them...Have you _____ any story or film about the Yeti that I can borrow please?

Sonia: In fact I do... I have the latest zombie film. If you want it, I can _____ it to you.

Richard: Thanks you. I really appreciate it!

Sonia: Your welcome!

3 Complete the following situations in your notebook.

- a Ana will pass the test if she
- b If ice melts, it
- c If you always eat too much, you
- d Ice will float if

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

- a _____, we will have a wonderful time.
- b _____, I wear uniform.
- c _____, we can accept all styles.
- d _____, I will try to visit Desierto Florida.

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

mysterious dyed appears baggy different

6 Write a story in your notebook about a topic that you have learnt in this unit. You must include the words in the box.

goose bumps run over culture legends

- 1 Choose 2 words from the list and complete the information below.

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

- a **Word 1:** _____
b Write a definition: _____
c Brainstorm ideas or words related:

d Write a sentence including the word:

e Draw a picture to help you remember it:

- a **Word 2:** _____
b Write a definition: _____
c Brainstorm ideas or words related:

d Write a sentence including the word:

e Draw a picture to help you remember it:

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

- a Appearance: _____

b Fashion: _____

c Married couple: _____

d Animal: _____

e Wild flowers: _____

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

During this last week

- 4 Answer the following questions with your own information.

- a What kind of clothes did you wear when you were a child? _____
b What hair style did you have last year?

c What people did you see that were different while you were on vacation?

d What creature were you most afraid of when you were a child? Why?

- 5 Finish the sentences with your own ideas.

- a A classmate who _____
b A noise that _____
c A place where _____
d The jacket that _____
e The year when _____

- 6 Work with your partner and answer the following questions.
- What food do you know that makes people sleepy?

 - What friends do you have who like talking a lot?

 - What person do you know who dresses differently?

 - What place do you know where you can go and have unusual experiences?

- 7 Use the following words to create *If...* sentences.
- First impression / wrong: _____

 - Clothes / unique style: _____

 - Culture / different: _____

 - San Borja street / *animitas*: _____

- 8 Work with your partner. Ask and answer the questions using *If...*
- What will you do if you get a bad grade in the following English test?

 - If I like the movie will you lend it to me?

 - Where do you go if you want to be alone?

 - If you meet a person from another country, what will you talk about?

 - Who do you talk to if you have a problem?

- 9 Complete these sentences with: *who, that, which, where* and your own ideas.
- A teacher is someone _____
 - A pet is an animal _____
 - It often rains in the spring, _____
 - Going to the cinema is an activity _____
 - My family are going to Miami, _____
- 10 Complete David's email using the correct form of the verbs in brackets.

Dear Peter,

I got your email about the concert yesterday. Of course I **(a) want** (want) to go! I really **(b)...** (like) that band. In fact, I **(c)...** (listen) to their latest CD last night. Lots of my mates from school **(d)...** (plan) to go to the concert too. I **(e)...** (not/have got) a ticket yet! I hope I can get one.

What **(f)...** (you/think) of this idea? Let's meet outside your school and **(g)...** (go) to buy the tickets together – if there **(h)...** (be) any tickets left! We need to meet at 2.30 p.m. because the ticket office **(i)...** (close) at 3.00 p.m. Don't be late: it **(j)...** (take) fifteen minutes to walk there.

I must get back to my homework, and finish my Maths before we go.

See you,
David

Describe a Character

1 Look at the pictures. Do you recognize any of them? Discuss the following in pairs or small groups.

- What are some myths or legends that are not mentioned in the unit?
- Do you know of any myths or legends from different cultures? Research famous myths or legends from Africa and Asia.



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• You and your group are going to create and present one of the following descriptions:

- a a fictional modern-day urban tribe or
- b a creature of a myth from another culture

2 Work in groups of 4 or 5. Use your imagination and discuss your ideas about a character with your group. Together decide which box you want your original character to come from. Choose A or B from activity 3.

- a Prepare the description based on the requirements in box 3 according to which you select. Refer to the text on page 19 for a sample of a descriptive text.
- b Draw a picture of your character.

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

A PERSON FROM MODERN URBAN TRIBE

- adjectives and vocabulary from the unit related to appearance and personality
- their likes and dislikes, e.g.: hobbies, clothes, etc.
- typical behaviours or tendencies
- ideals or aims of the members
- phrases using who, which, where, whose, and that

*Refer to lesson 1 for descriptive adjectives

B CREATURE FROM A MYTH FROM ANOTHER CULTURE

- adjectives from the unit to describe appearance and personality
- what the creature does, where and when it is active, e.g.: routines,
- the origin – answer 'why', 'how', etc.
- phrases using who, which, where, whose, and that

*Refer to lesson 1 for descriptive adjectives

Your character has a logical origin. ____

Your character is believable. ____

Your presentation includes a description of your character. ____

There is a moral or important message. ____

4 Select a speaker or speaker(s) from your group and prepare a presentation using the Speak Out! boxes from this unit.

5 Now that everybody has presented, it's your chance to vote.

Who told...

- the most creative story?
- the nicest story?
- the scariest story?
- the saddest?



Reading

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

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

- a How does the writer describe British society?
- b In what ways do the people show they are different?
- c What do people who don't live in the UK think of when you mention it?
- d What kind of programmes does the BBC make?

points /4

Listening

2 Listen and check ✓ the correct sentence.

- a I've known Paula for ten years. ____
I know Paula for ten years. ____
- b I don't think that he's been to Argentina yet. ____
I don't think that his being to Argentina yet. ____
- c I started playing computer games at 10 o'clock. ____
I start playing computer games at 10 o'clock. ____
- d Were you studying at home last night? ____
Where you studying at home last night? ____

points /4

Writing

3 Finish the sentences with your own words.

- a If it rains tomorrow, _____.
- b Reggaeton is _____.
- c I often _____.
- d A story that is incredible can also be described as _____.
- e Last night I _____ because _____.

points /5

4 In your notebook, describe in 50/60 words the best character (real or fictional) you heard or read about in this unit.

- Refer to the text on page 19 for a sample of a descriptive text.
- Remember to consider: physical aspect, where it lives, what it eats, what it does.

points /7

Keep practising

Let's review

Good job!

Brilliant!

0-5

6-10

11-15

16-20

2 UNIT

The Arts and Their Influence



De la Fuente, G (1943 - 1946). Ferrocarriles del Estado. Mural Painting.

Reading and Understanding

- Discriminate between the main idea/s and irrelevant information to summarize the central meaning of the message.
- Distinguish between fact and opinion by identifying explicit and implicit information.

Listening and Understanding

- Use previous knowledge of different topics, non-verbal clues, gestures and intonation to anticipate the content of the message and to whom it is directed.
- Identify relevant details to find out the main points of a listening text.

Living in Harmony

Valuing and discussing the diversity of cultural expressions and the value of local artists.

Speaking

- Integrate listening skills as a basic ability for oral interaction.
- Signal attention, understanding agreement and disagreement to initiate, maintain and close a conversation.

Writing

- Use connectors to sequence sentences in a logical, cohesive and coherent way for communicational purposes.
- Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.

Music is Here to Stay

Pre-Listening

1 a Here is a list of some musical genres. Can you think of some others?

hip-hop opera indie rock classical
reggaeton folk blues pop bachata

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



2 a Complete the quiz questions using the question words below.

How | How many | Where | What | Which
Why | Who | Whose | When

- i _____ did Los Prisioneros break up?
a They went broke. b One member died.
c Jorge González went solo.
- ii _____ is the real first name of Daddy Yankee?
a Ricardo b Ronaldo c Ramon
- iii _____ wrote the song *La Joya del Pacífico*?
a Víctor Jara b Lucho Barrios
c Víctor Acosta
- iv _____ was the legendary psychedelic band, Aquaturbia, formed?
a 1955 b 1968 c 1979

v _____ studio albums had the alternative rock band, Los Bunkers, released in 2012?

a eight b six c three

vi _____ are the members of Calle 13 related to each other?

a cousins b half brothers c step brothers

vii _____ father was a famous bolero singer?

a Jorge Drexler b Americo c Kevin Johansen

viii _____ female artist has a reputation for writing songs about her ex boyfriends?

a Adele b Shakira c Taylor Swift

ix _____ did DJ Mendez start his career?

a Germany b Sweden c Argentina

b In pairs, discuss and answer the questions.

While Listening

3  Listen and check your answer to the quiz.

Post Listening

4 In groups, write a dialogue answering the questions below. Then role-play it in front of the class.

- a What kind of music do you like?
b What does music make you feel?
c What would you do if there was no music?
d What was the last song you heard on radio?

Pre-Reading

- 5 Match the music festival to the type of music.
- | | |
|---------------------|------------------|
| a Lollapalooza | i Latin American |
| b Creamfields | ii indie |
| c Primavera Fauna | iii pop |
| d Crush Power Music | iv electronic |
- 6 In pairs, answer the questions.
- Look at the photos. What comes to your mind?
 - Look at the title. Is WOMAD a real word or an invented one? What do you think it stands for?
 - What do you predict the text is about?

While Reading

- 7 Answer the questions using your own words.
- What's the aim of WOMAD?
 - What can you do at WOMAD apart from listening to music?
 - Why is WOMAD important for Cáceres?
- 8 Read the text again. Choose the correct option. Only ONE answer is possible.
- WOMAD was originally the idea of...
 - a theatre group from Algeria.
 - a musical group from Zimbabwe.
 - one man.
 - a dance group.
 - At WOMAD...
 - people speak an international language.
 - people speak many different languages.
 - people learn new languages like Wolof.
 - people don't understand one another.
 - WOMAD festivals usually last for...
 - a fortnight.
 - one week.
 - a night.
 - two to three days.
 - Groups sing and dance...
 - on several stages at the same time.
 - only on one stage at a time.
 - in tents and caravans.
 - in different cities at the same time.

The wonderful WORLD of WOMAD

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



The festivals are always wonderful, unique occasions that introduce lots of talented artists to international spectators. They also offer many different audiences the opportunity to experience other cultures through music. At these festivals, music is the universal language. The events encourage people from different places to get on with one another and, as a result, help overcome the more negative aspects of our world, like racism or xenophobia.

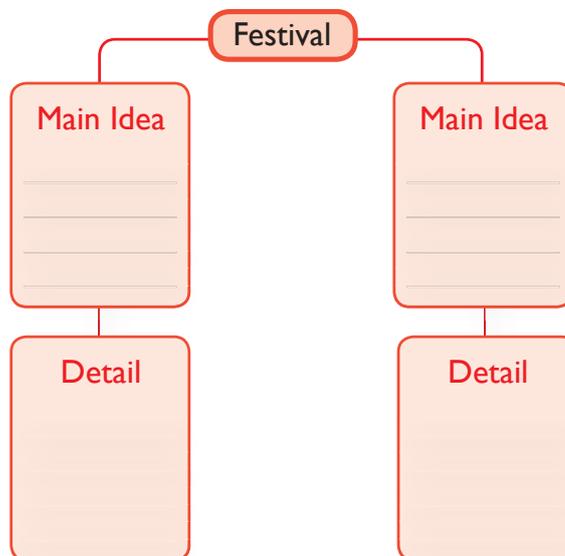
WOMAD festivals usually last for a weekend and are active and diverse musical events, featuring simultaneous live performances on two or more stages. They also include participatory workshops, as well as music and dance sessions hosted by many of the visiting artists. Visitors to the festival can try on traditional clothes from different countries, try out some new dance steps and even play handmade instruments like the kora and djembe from Senegal. Some WOMAD festivals feature a 'Taste the World' tent. Here visitors can attend cookery sessions and watch artists prepare traditional dishes from their countries. WOMAD has something for everybody, and children are not forgotten with workshops and activities provided specially for them.

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

Taken from Fidalgo, A., Fantinillo, A. & Mayorga, I. (2010). *In Gear 1*. Oxford: Richmond Publishing. Pp. 6-7.

Post Reading

- 9 Write an article about a festival you know or have been to. You can use the article you have just read as a guide. Do not forget the process of writing:
- Pre-writing.** Brainstorm ideas.
 - Drafting.** Write a draft or article using the spider map below.
 - Revising.** Once you have finished writing, read your work and check it.
 - Editing.** Read your work again and check spelling and punctuation.
 - Publishing.** Share your work with your classmates.



STEP IT UP!

In groups of four, invent or research about musical festivals. Include:

- Its objective
- The name of the festival
- Artists
- How many days
- Location

Share with the class.

Pronunciation

- 10 Listen to the radio reporter asking a musician for information.



- Pay attention to the intonation of the questions.
- Write the questions you hear.
- Listen again and check.
- Practice the questions with your partner.
- Focus on your intonation.

Practice

- 11** Order the words to form questions.
e.g., you / studying / are / music / Why / ?
Why are you studying music?
- a WOMAD / is / Where / held / ?
 - b at / What / WOMAD / happens / festival / a / ?
 - c Do / perform / the / bands / live / ?
 - d go / with / you / How often / to / concerts / do / your / friends / ?
 - e of / fond / Are / you / jazz / ?
 - f is / teaching / to / Who / play / the / you / guitar / ?

- 12** Complete the questions based on the answers.
e.g., *What kind of concerts do you like?*
I love electronic music concerts.

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

Speaking

- 13** Interview a famous musical group.
- a In groups of 3 or 4, take turns playing the role of **interviewers** and then **members of a musical group**.
 - b The interviewer asks the questions, use the questions you have practised in the pronunciation activity to prepare the interview. The **members of a musical group** can answer with real or invented information.

- 14** Match the answers to questions and rearrange the interview in your notebook.

- a **Interviewer:** Bruno, how did you become a singer?
- b **Interviewer:** Why did you decide to start singing in small pubs?
- c **Interviewer:** Where does your inspiration come from?
- d **Interviewer:** How did you choose the name of the band "Pale Mountain"?
- e **Interviewer:** And finally, why did you choose to use a pseudonym?
- f **Bruno:** There's the name you're given and the name you choose. I wanted to discover some other person inside of me, someone that I could create and shape, and who could do things that my other self could not.
- g **Bruno:** I don't know if I decided it very consciously. I got a guitar when I was thirteen and I started writing songs that were very personal. I'm not a natural singer, but I've managed to learn how to adapt my songs to my voice.
- h **Bruno:** I started in cafes when I was about fifteen, so it was a natural step to play in pubs as I got older. It's where most music happens at a semi-professional level.
- i **Bruno:** My personal life, the things I feel, but also nature, science, art and literature. Anything can be the inspiration for a song, really.
- j **Bruno:** Well, I didn't come up with it on my own. I thought of it together with my bandmate, Max. Somehow we put the two ideas together. We wanted it to represent the fullness of our sound--there's only two of us--and also, say something about where we're from.

Pre-Listening

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

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

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

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

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



Courtesy of Santiago Times

Adapted from: Roberts, L (2013). Interview: Inti Castro's graffiti legacy in Chile's port city. The Santiago Times. Retrieved October 25, 2013, from <http://santiagotimes.cl/interview-inti-castros-graffiti-legacy-in-chiles-port-city/>

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

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

While Listening

- 3 Listen to an interview with Inti Castro and take notes on his ideas related to the following topics.

- His first experiments with graffiti
- Political and social commentary
- Chile vs. Europe
- Changes in street art



original



graffiti artist

commons.wikimedia.org

Post Listening

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



Vocabulary

- 6 The hyphen (-) symbol is often used to form *compound words*. Identify the hyphenated adjectives from the text and complete the gaps below.

e.g., *well-known artists*

- _____ - _____ buildings
- _____ - _____ character
- _____ - _____ face
- _____ - _____ murals

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



Pronunciation

- 8 The word stress in *multiple-word adjectives* or compound words is usually placed within the first word and the intonation goes from high to low.

e.g., *well-KNOWN*.

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

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

- b  Now listen again and repeat with the noun.
a well-known artist / a brightly-coloured mural / an open-mouthed clown / a sky-high building / a good-looking boy / an old-fashioned lady / an up-to-date CV



Speaking

9 In pairs, look at the pictures and answer the following questions. You can use the Speak Out! box for help.

- a Have you ever been to the theatre or ballet?
- b What activities do you see in the images?
- c What art forms do you like?



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SPEAK OUT!



Use these expressions to talk about your likes and dislikes.

I love listening to music.

I really hate watching romantic comedies.

I don't enjoy walking the dog.

I can't stand making my bed.

What do you like doing on Sundays?

I like playing video games very much.

What about you?

10 Talk about other activities in your life.

A project you started doing

The music you enjoy dancing

Food you like eating

A book you loved reading

A film you hated watching

A play you are thinking of seeing

Something you haven't finished doing

An activity you spend time doing

A country you are interested in visiting

e.g. What music do you enjoy listening to?

I love listening to Chilean rock and I really hate opera.

Writing

11 Write 6 sentences using the words in the box below.

listen | eat | think | play | read | work

- a **Pre-writing.** Brainstorm ideas.
- b **Drafting.** Write a draft.
- c **Revising.** Once you have finished writing, read your work and check it.
- d **Editing.** Read your work again and check spelling and punctuation.
- e **Publishing.** Share your work with your classmates.

What's in a Story?

Pre-Reading

- 1 Read the title of the lesson. What comes to your mind? Complete this short story quiz.
- | | |
|---|--|
| <p>a Lewis Carroll was</p> <ul style="list-style-type: none"> i a singer. ii a writer. iii a footballer. | <p>b He is famous for a story called Alice in...</p> <ul style="list-style-type: none"> i Wonderland. ii Wonderland. iii Wonderful. |
|---|--|

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

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

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

Taken from Carrol, L. (1948). *Alice's Adventures in Wonderland*. Boston: International Pocket Library, 9.

While Reading

- 3 Skim the text to infer your answers from the activity 1.

Alice's Journey through Time

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

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

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



Taken from Downie, M., Gray, D., Jiménez, J.M. (2011). *Target B1*. Oxford: Richmond Publishing, 38.



Post Reading

- 4 Find words in the text that mean the same as the list below, then replace them in the text and read it again.
- a fantasy
 - b success
 - c numerous
 - d originally
 - e revolutionary

- 5 What does the text express? Choose one alternative.
- a facts
 - b opinions
 - c feelings

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

countless | starred | shrink | darts | swing

Pre-Listening

- 7 Discuss these questions with a partner:
- Have you ever read *Alice in Wonderland* or seen the film?
 - If you have, what did you think of it? Would you prefer to read the book or watch the film?
 - Do you think it is important to read a book before seeing the movie version? Is one more important than the other?

STEP IT UP!

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

While Listening

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

Post Listening

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

Vocabulary

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

Speaking

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



Courtesy of Cinecolor Films

- 12 Use the conversation in activity 8 as a model. Create a similar dialogue with a partner. Use your own experiences as inspiration and create a complete conversation. Then role-play it.

e.g., A: Have you seen the new Tarantino movie?

B: No, his movies are too violent, I prefer romantic comedies.

A: Really? I have always thought that violent movies are more entertaining.

B: I like to watch movies that are more emotional and comforting.

Pre-Reading

- 13 Answer the following questions using your previous knowledge.
- What books have you enjoyed reading? Why?
- What genre do you like reading?

While Reading

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



A Trip to the Stars

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



Cold Feet

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



Dracula

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



Sense and Sensibility

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

Adapted from Rosemary Jackson (1981). *Fantasy: The Literature of Subversion*. London: Methuen Publishing.

Post Reading

- 15 Read the summaries again and underline the main idea of each one.
- 16 In groups, choose a film based on a book and discuss which is the best version. Then, present your ideas in front of the class, you can use activity 14 as a model.

4

Social Networking Across Cultures

Speaking

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



Vocabulary

- 2 a Use a dictionary or the Internet to look up the words and phrases below.

search | site | post | tag
viral risks | snoop | mob mentality

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

e.g., *I had to search all over my house to find my keys.*

I searched the name of my favorite singer and I found a lot of websites.

Writing

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

maliciousness | bonds | other cultures | relationships | workplace

Pre-Listening

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

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

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

While Listening

- 6  Listen carefully again and complete these sentences with the words you hear.

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



Post Listening

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

Who in your class...

...has his or her own blog? _____

...discovers new music exclusively on the Internet? _____

...is cautious about posting too much personal information? _____

...is friends with a parent on a social network? _____

...snoops on a sibling or relative? _____

- 8 a Read the poem. What is it about?

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

- b In pairs, discuss the poem. Do you identify with the speaker? Explain why or why not.
- c Notice the quantifier words that go before each word in **bold**. Why do we use *many* in some cases and *much* in others? Go to the Grammar Reference on page 181 to check. Explain the rule to a partner.

LIVING IN HARMONY



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

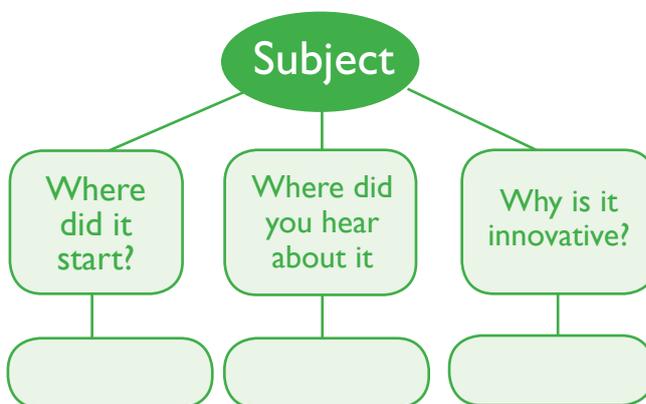
Speaking

- 9 Work in pairs. Ask and answer the questions.
- What's more important in your life: the Internet, TV, music, literature or phone conversations? Why?
 - How much time do you spend on each every week?
 - Do you keep a diary? Why or why not?
 - Do you tell your online friends all of your problems? Why or why not?
 - How can living your life online become unhealthy?

Writing

- 10 Write a paragraph about a cultural movement you have learned about on the Internet. Use the diagram below as a model and complete the text in your notebook.

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



- 1 Look at the chart below. Make sentences comparing Johanna and Pedro

Name	Pedro	Johanna
Age	16	17
Height	1.68 m	1.65 m
Languages	Native Spanish	Native English and a little bit of Spanish
Place they live	Concepción	Santiago
Eyes	Black	Hazel

- 2 Complete the following conversation with **Wh** questions, then role-play it in pairs.

Interviewer: Avicii, _____ are you from?

Avicii: I'm from Stockholm, Sweden.

Interviewer: _____ is your real name?

Avicii: There's the name you're given and the name you choose. My given name is Tim Bergling and you know the other one.

Interviewer: Let us know a little about your musical influences.

Avicii: My personal influences came from Daft Punk and the former trio Swedish House Mafia.

Interviewer: Finally, _____ will you come to Chile?

Avicii: Probably next year...

- 3 Make the sentences true for you.

- a When I was 5 years old, I spent my afternoons _____
- b In elementary school I was very good at _____
- c I hate _____
- d _____ is one of my favourite weekend activities.
- e _____ is something I want to do in the future.

- 4 Match the columns to form *compound adjectives*.

- | | |
|----------|---------------------|
| a old- | i _____ going |
| b easy- | ii _____ time |
| c brand- | iii _____ fashioned |
| d well- | iv _____ sleeved |
| e part- | v _____ behaved |
| f short- | vi _____ new |
| g good- | vii _____ looking |

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

1 Finish the following sentences with an appropriate word or phrase.

- a My little brother keeps on _____!
- b I really enjoy _____.
- c She loves _____.
- d _____ to different places during summer holidays is what I enjoy the most.
- e Stop _____ like that! You will wake up the baby.
- f She likes starting projects but she rarely likes _____.
- g _____ is what a writer does for a living.

2 Complete the sentence with your own ideas.

- a I think the painting is _____
- b Graffiti is _____
- c It's important to read _____
- d In my city _____
- e My culture _____
- f The most interesting _____

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

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

3 Create sentences based on the words in the box.

interesting | comfortable | tall | warm | difficult | easy

- a North / South of Chile _____
- b English / Chinese _____
- c Building / my city _____
- d Maths / Biology _____
- e Life / in the past _____

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



- 6 Complete the following dialogue, then role-play it with your partner. Think about activities you like doing and places you like going to.

Francisca: I _____ to _____
last night.

Sebastian: What _____

Francisca: I _____

Sebastian: Really? _____

Francisca: It _____, I suggest
you _____

Sebastian: You know, I never _____
but I prefer _____
and my favourite _____
because _____

Francisca: Well, _____
but _____

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

students | artists | water | coffee | exams |
marks | time | books | money | homework

How much...?	How many...?
a _____	a _____
b _____	b _____
c _____	c _____
d _____	d _____
e _____	e _____

- 8 Find and correct the error in the sentence.

- a Every day Loreto went to work by bus. Yesterday, she gets up up early and decided to go by car.
- b Last week, Mr. Gonzalez bought a new flat near his office. Every day, he arrives at the office at 9 o'clock. He usually has lunch there too, but yesterday he goes to the restaurant across the street.
- c Mary likes going to the cinema very much. Last weekend, she invited her friend Nina to go and watch *Violeta Se Fue a Los Cielos*. They arrive at the cinema around 8:30 and the film starts at 8:45.
- d Once a week, John played tennis. But last week, he stays at home and he played PlayStation 2 with his son.

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

ART	MUSIC	LITERATURE
a _____	a _____	a _____
b _____	b _____	b _____
c _____	c _____	c _____
d _____	d _____	d _____
e _____	e _____	e _____



Express Yourself with Graffiti

1 Look at the following graffiti made in Santiago.



common.wikimedia.org

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

SPEAK OUT!



We use these expressions to talk about art:

It's interesting!

It's very colourful!

The colours are rather dull.

The message is not clear to me.

I wonder what it means?

3 Group Work

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

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



Listening

- 1  Listen to Sean Beaville, a British ESL teacher, talking about literature. Put the ideas in the correct order.
- a ____ He says that literature educates you, makes you happy, makes you sad and inspires you.
- b ____ Literature is one thing that makes him very happy.
- c ____ When he was small he liked books of all kinds.
- d ____ According to him literature helps us understand other cultures.
- e ____ He says that literature can change your life.

points /5

Writing

- 2 Write questions using the following *question words*.
- a How long: _____

- b How many: _____

- c Which: _____

- d Why: _____

- e Whose: _____

points /5

Reading

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

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

- a Anamaría Merino Tijoux is _____
- b She is influenced by _____
- c Her beginnings _____
- d She was recognised by MTV for _____
- e She represents _____

points /10

Keep practising

Let's review

Good job!

Brilliant!

0-5

6-10

11-15

16-20

3 UNIT

What's On?

Reading and Understanding

- Use skimming and scanning reading techniques.
- Use context and relevant explicit facts to infer information that is clearly suggested.
- Integrate written expression to demonstrate understanding of texts that have been read.

Listening and Understanding

- Identify relevant details to find out the main points of a listening text.
- Locate expressions and fixed phrases associated to communicative functions.
- Integrate oral and written expression to demonstrate understanding of listening texts.

Living in Harmony

Learning to reflect on what we see and read before we decide it is true or false.

Speaking

- Integrate listening skills as a basic ability for oral interaction.
- Signal attention, understanding, agreement and disagreement in conversations, and initiate, maintain and close a conversation.
- Self correct and reword statements.

Writing

- Use connectors to sequence sentences in a logical, cohesive and coherent way for communicational purposes.
- Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.

Are Reality Shows Real?

Pre-Reading

- 1 In pairs discuss the following questions.
 - What was the first reality show you watched?
 - What reality show is the most popular of all time in Chile? What do you think of it?
- 2 Listed below are a few key words for talking about reality shows. One word in each group does not belong. Which one? Explain why.

e.g., Member doesn't belong because it means only one person, while both team and tribe are groups of people.

- a a member, a team, a tribe
- b a contestant, a participant, an audience
- c a task, a range, a chore
- d eliminate, vote off, join
- e divide, perform, showcase

While Reading

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

TOP REALITY TV SHOWS OF ALL TIME

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



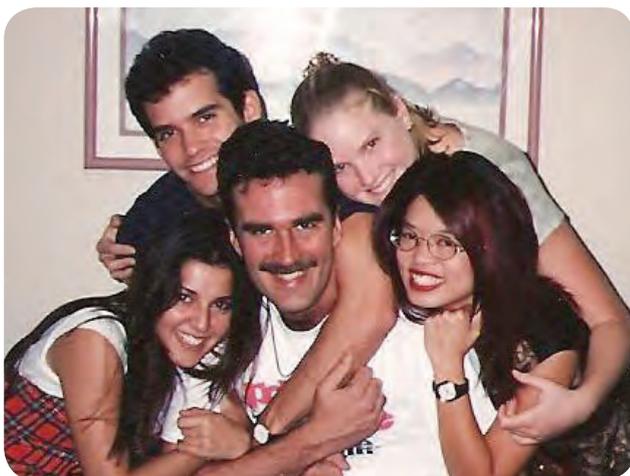
- 4 Form groups of three (student A, B and C). Each of you is going to read about 3 different reality shows. Take notes and answer:
 - What is the objective of the show?
 - How are participants eliminated?

STUDENT A

- a Contestants are taken to an unknown location, usually an isolated island, and divided into tribes. They are made to compete with each other individually or in tribes for money and elimination. The show follows a system of successive eliminations where contestants eliminate other members of the show until one remains who is titled the winner.
- b As a singing competition, it has elements of mass auditioning and a judging panel in search of a new star. The contestants are selected during the auditions and showcase their musical talent along the show's duration. The main element is the audience who decides which contestant can continue further and finally win.
- c A group of people live together in a house for a period of three months where they are constantly filmed. The contestants cannot have contact with the outside world and do household chores along with the tasks assigned by Big Brother, an amplified voice. A contestant is eliminated every week by the others until only one remains.

STUDENT B

- a A sports dare reality show where contestants compete against each other in a range of activities for a grand prize.
- b The show pairs professional dancers with celebrities and each pair has to compete by performing different dance styles every week. The pair with the lowest score given by the judges and audience vote is eliminated on a weekly basis.
- c Teams of two people race around the world to compete with other people. The teams travel to multiple countries in various modes of transportation where they perform tasks and challenges related to the culture of the country. Teams are eliminated progressively until three are left. The team that arrives first in the grand finale wins the prize.



STUDENT C

- a The show is hosted by Bear Grylls who is left alone in a region. The format follows his effort to use his survival skills to find his way back to civilization. Bear Grylls talks about survival strategies in a particular region and shows the viewers the best way to make use of the surrounding resources.
- b There are many versions of the format of this competitive cooking show: the main series, but others involve celebrities, professionals or kids. This show also follows a format of progressive elimination where a contestant is eliminated each week by a judging panel.
- c A fashion based reality show where 10-25 contestants compete in a modeling competition where the winner receives a contract with major modelling agencies along with cover shoots and fashion spreads in magazines.

Adapted from Devolld, T. (2011). Reality TV: An Insider's Guide to TV's Hottest Market. Los Angeles: Michael Wiese Productions.



CHECK THIS OUT!

The number one reality show is...

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

Post Reading

- 5 Rearrange the sentences according to how they appear in the text.
 - a Teams of two people race around the world to compete with other people.
 - b This show also follows a format of progressive elimination where a contestant is eliminated by a judging panel.
 - c A group of people live together in a house for a period of time where they are constantly filmed.

Pronunciation

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



- a Those people are very talented.
- b Those people are ridiculous.



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LANGUAGE IN USE

The contestants are voted off.

The contestants are taken to an unknown location.

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

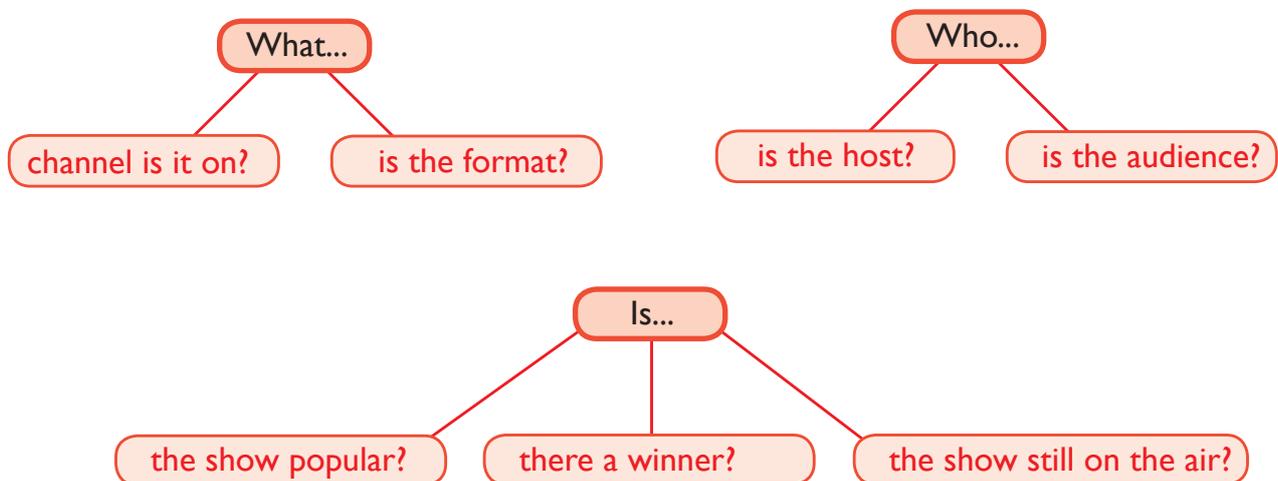
Practice

7 Choose the best option in each sentence.

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

Speaking

8 Choose a show. Don't tell your partners the title of the programme. Use the diagram below to give a complete description of it. Finally, are they able to guess which show it is?



Pre-Listening

- 9 In pairs discuss the following questions.
- What is the first thing that comes to your mind with the word reality?
 - What is your general opinion about reality shows?
 - What Chilean reality shows do you like/dislike? Why?
 - Before you listen, match the following phrases or words to their synonyms. You may use a dictionary. This will help you understand the recording:

get attached	hate
resources	hurt
despise	feel empathy
lack	objective
harm	possibility
deserves	don't have
purpose	merits



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While Listening

- 10 Listen to two people talk about reality shows.
- Which speaker:
- believes that some shows can be damaging to society?

 - feels that shows where the contestants have a purpose are interesting?

- 11 Listen to the track again and check your answers to activity 9.

Post Listening

- 12 Choose a Chilean Reality show, then write 3 reasons why you like/dislike it using 5 words from Activity 10.
- _____
- _____
- _____
- _____
- _____

Writing

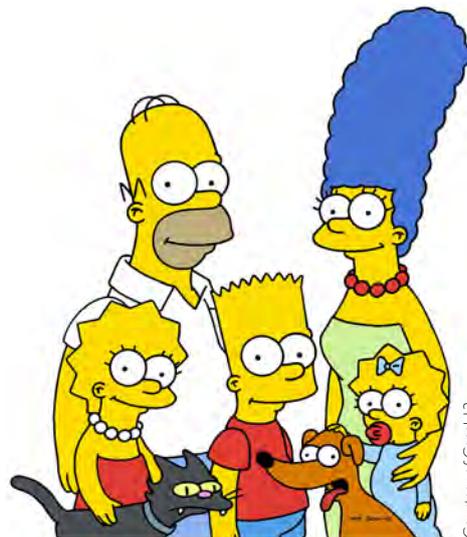
- 13 Write an email to friend explaining the dangers of spending time watching Reality shows on TV.
- Pre-writing.** Brainstorm ideas and organize them.
 - Drafting.** Write a draft using the vocabulary from activity 9 as a guide.
 - Revising.** Once you have finished writing, read your work and check it.
 - Editing.** Read your work again and check spelling and punctuation.
 - Publishing.** Share your work with your classmates.

Making Changes

Pre-Listening

- 1 Look at the image. What is the name of the programme? Discuss the questions below as a class.
 - How is the family a satire?
 - What types of values does the show criticise?
 - Do you think the social criticism of the US applies to Chile, too? In what ways?
 - Are the characters stereotypes? Explain why.
 - If you were writing a similar show, what stereotypes would you criticise in Chilean society?

- 2 Match the words with their meanings.



Courtesy of Canal 13

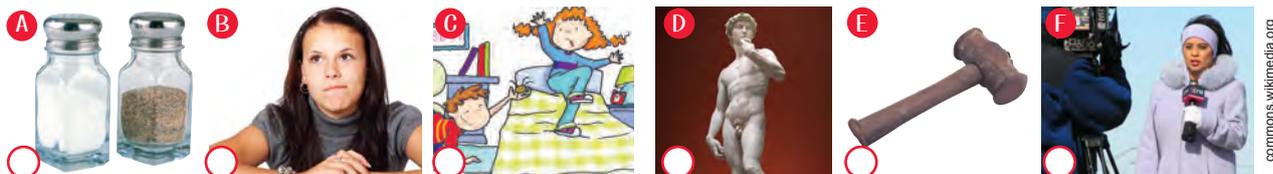
mallet
 spice rack
 to sneak up
 David
 the press
 spices
 to change mind

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

While Listening

- 3 Listen to an episode where Marge blames a TV show for her daughter Maggie being violent. In pairs, discuss:
 - a What happened to the cartoon programme after Marge started a movement against it?
 - b What can you infer about Marge's opinion of the sculpture David?
 - c Do you think her actions were correct?

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



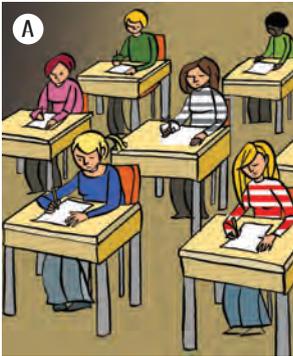
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Post Listening

- 5 Work with a partner. Retell the story of Itchy, Scratchy, and Marge using the pictures from activity 4.

e.g. *Marge was cooking soup in the kitchen.*

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



- i _____
- ii _____
- iii _____
- iv _____

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

Pronunciation



- 7 Mark the stress in the sentences. Practice them with a partner. What happens to the verb to be in these sentences?

e.g. *Marge was cooking soup.*

He was working in his workshop.

They were doing boring things.

The family weren't watching the programme.

He wasn't looking.

The movement was protesting against other things.

CHECK THIS OUT!



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



- 8 Complete these sentences so that they make sense.

- a I was studying all night so...
- b We were talking about the test when...
- c They were playing football when suddenly...
- d Arturo fell and ... while he was...

Vocabulary

9 Complete the email with the words in the box.

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

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

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

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

_____ (d).

_____ (e),

Carolina Maria Valenzuela Gómez

Writing

10 Write an email to an authority about something you would like to change. Do not forget the process of writing:

- Pre-writing.** Brainstorm ideas about these issues below:
 - Unfair policy
 - Broken toilet
 - Immoral content on TV
 - Better education
- Drafting.** Write a draft using the vocabulary from activity 9 as a guide.
- Revising.** Once you have finished writing, read your work and check it.
- Editing.** Read your work again and check spelling and punctuation.
- Publishing.** Share your work with your classmates.



Pre-Reading

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

While Reading

- 2 Read the text quickly. What products are advertised in schools?
- 3 Read the text again and answer the questions using your own words.
 - a Where can teachers obtain commercially produced teaching materials?
 - b Give two examples of inaccurate information found in worksheets.
 - c What do schools agree to do in order to receive equipment from Channel One?
 - d Why are schools attractive to companies and advertisers?
- 4 Choose the correct option. Only ONE answer is possible.
 - a In Maths lessons, students...
 - i learn how to cook a pizza.
 - ii discuss healthy and unhealthy foods.
 - iii cut up pizzas to learn about fractions.
 - b Twenty percent of Channel One broadcasting is dedicated to...
 - i advertising.
 - ii the news.
 - iii sports.



Advertising in schools



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

A recent survey by the Children's Food Campaign found that curriculum packs produced by food companies often contained many misleading statements. Worksheets suggested that crisps were healthier than apples, but without mentioning the fat



and salt crisps contain, and claimed that sugary foods were a good source of carbohydrates. Soft drinks, breakfast cereals, junk foods, dairy products and even toys all featured heavily in the activities and materials found in teaching packs. For example, in Maths classes, students learnt about fractions by dividing pizzas into portions without discussing whether or not pizza is a healthy food.

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

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

Adapted from Children's Food Campaign. (2013). Ban junk food ads to kids under 12: report. Canadian Press. Retrieved October 25, 2013 from <http://www.childrensfoodcampaign.net/www.childrensfoodcampaign.net/>

SPEAK OUT!

Agreeing or Disagreeing
 I disagree with you because...
 I agree because...
 You're absolutely right!
 No way!
 I totally disagree...

Post Reading

- 5 Read the opinions about advertising. Do you agree or disagree? Why?
 - a Some adverts contain misleading or inaccurate information. *I agree because...*
 - b Advertising in schools is good for students if it helps them learn.
 - c I would like to watch Channel One in my school.
 - d I often buy something because I have seen it advertised on TV.
- 6 Write your opinions in the two columns then share with your class. Use the expression in the Speak Out box to help you give reasons.

Agree	Disagree



CHECK THIS OUT!

Advertising companies study your behaviour by trying to match the ads to your interests while you surf the Internet. It is known as 'interest-based advertising' and they collect this data by using cookies (stored data on a web browser).

7 Which word is the odd one out? Why?

- a lessons, classes, worksheets
- b fat, salt, sugary
- c soft drinks, breakfast cereals, dairy foods
- d companies, firms, consumers

Practice

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

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

- a Coke was first sold in 1886.
- b Television advertising was being used throughout the 1960s.
- c Young consumers could be targeted using popular musicians.
- d The commercial has recently been shown on TV.

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

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

Hundreds of campaigns are being planned right now.

- a Large companies hire young sports stars like Rafael Nadal.
- b The Internet will change the future of advertising.
- c The director has already made the decision.
- d The crew were filming the new advert in the park.
- e Companies should not target very young children with unhealthy products.

Pre-Listening

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

Which soft drink do you like the most? Why?

What slogans do you remember that advertise soft drinks?

Which do you like the best? Why?

While Listening

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

- a Coke was invented by...
 - i Doctor Julia Pemberton.
 - ii Doctor John Pemberton.
 - iii Doctor John Pharmacist.
- b Coke is consumed by over...
 - i one million people a day.
 - ii one billion people a year.
 - iii one billion people a day.
- c Coke first sponsored a TV programme...
 - i in 1850.
 - ii in 1955.
 - iii in 1950.
- d There was a period of political uncertainty...
 - i in the seventies.
 - ii in the 17th century.
 - iii in the eighties.
- e A new Coke was introduced in the...
 - i early eighties.
 - ii mid-eighties.
 - iii late eighties.

Pronunciation



Post Listening

- 12** a Now it's your turn to describe a product. Look at the example in the box and use it as a model. Choose a product and write 5 sentences about it. Don't write the name of the product.
- b Read your description to your partner. Can they guess what the product is?

It is advertised all over the world. This product can be found in supermarkets, stadiums, schools, offices, etc. Some people are addicted to it. It can be drunk from a bottle or a can.

Speaking

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

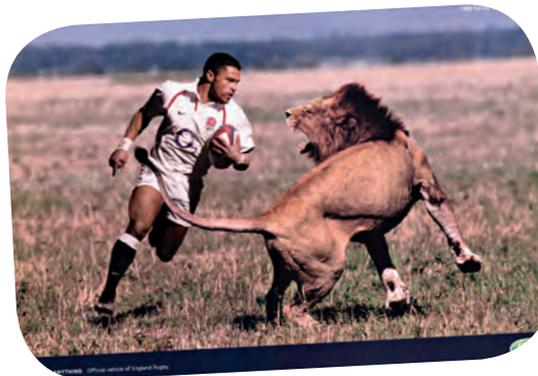
For Introduction with main points

Against Introduction with main points

For Specific arguments with details

Against Specific arguments with details

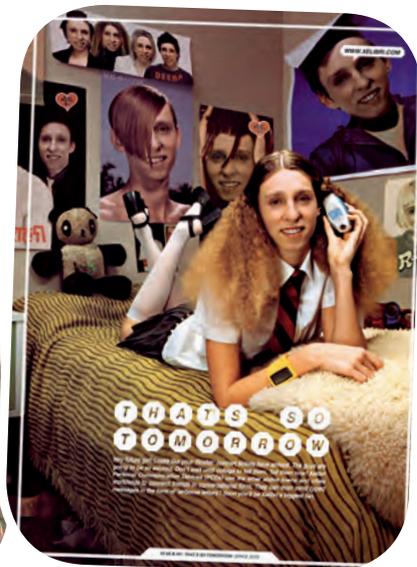
Which side was more convincing?



- 14** Listen to the following words and circle the stress, there are some words which are unstressed write US next to them. In pairs, compare your answers.

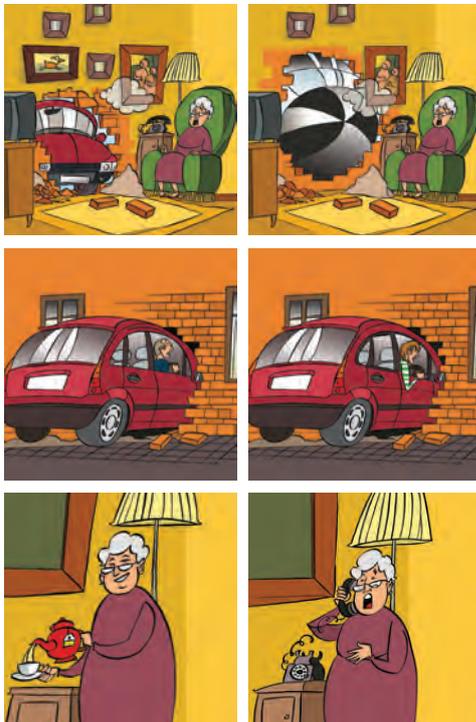
e.g. teachers sounds like (Tea) - chers

- a par-ents
- b knows
- c ad-ver-tise
- d was
- e ls
- f has
- g pur-chase
- h pre-sent
- i mis-lead-ing
- j used
- k broad-cast
- l crit-i-cism



Pre-Listening

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



LEARNING TIP

If you need to identify the order of events in a story listen for time words or phrases (when, yesterday, soon after, before, next) and pay special attention to the verb tenses (past, present or future) in their different forms.

Post Listening

- 5 Match the words to the definitions.

crash	when a vehicle stops suddenly and slides
lad	a safety device in a car
a bend in the road	an accident
licence	not awake
skid	a document that gives you the right to drive
unconscious	a young man
seatbelt	a curve

While Listening

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

Pronunciation



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

Pre-Listening

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

While Listening

- 8 Listen to a girl and a boy talking. How does the boy show interest?
- 9 Listen again. Mark the expressions that you hear:
- Really?
 - What happened?
 - What, the dangerous one?
 - Wow, that's incredible!
 - Screaming?
 - Go on.
 - No, what?
 - Yeah.
 - Oh no!
 - So what did she do?
 - What do you mean?
 - What a story!

Post Listening

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

- 11 a Work with your partner and finish the story the girl started in activity 8.
- b Role play the story with using the expressions from activity 9 a.

LANGUAGE IN USE



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

The boy had just passed his driving test so he wasn't an experienced driver.

I had seen the movie before, but I went with my boyfriend again.

We had finished our homework when we realized we had done it all wrong!

Practice

- 12 Complete the dialogue.
- Carlos:** What (a) _____ you (b) _____ (do) yesterday after you had finished work?
- Javier:** I went home and (c) _____ (watch) *The Simpsons*. I thought that I (d) _____ (see) all the episodes, but I was wrong.
- Carlos:** Which one (e) _____ you _____ (watch/negative) before?
- Javier:** The one where Homer (f) _____ (escape) from a fat farm.
- Carlos:** Is that the one where Marge had brown hair because she (g) _____ (burn) her hair with an iron?

Pre-Reading

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



While Reading

- 14 Read the text to check if you guessed correctly.

Bruno had a really lucky escape yesterday. I had gone into the supermarket to buy some biscuits and had left him tied to a lamppost outside. The next thing I knew, I could hear him barking furiously. He had seen a huge dog and escaped.

As soon as I realized what had happened, I left the biscuits in the shop and ran out to catch him, but he had already gone. Then I saw him running towards the park and I went after him. All of a sudden, he ran straight across the main road! It was terrible! As he was running across the road, a scooter appeared. When the rider saw Bruno he turned violently to avoid hitting Bruno, but unfortunately, he fell off the scooter.

Luckily, I grabbed Bruno in time and nobody got hurt. The boy was very nice about the whole thing. In fact, he invited me to get coffee next week!

Post Reading

- 15 Work with a partner. Without reading the story again, put the main events in order. Only check once you have finished.
- Bruno escaped and ran after the other dog.
 - Carolina went into the supermarket.
 - Bruno saw another dog and started barking.
 - Carolina caught Bruno.
 - They went to have a coffee together.
 - Carolina tied Bruno to a lamppost outside the supermarket.
 - She apologized to the boy.
 - Carolina ran out of the shop to catch Bruno.
 - She saw Bruno running towards the park and crossing the main road.
 - The boy saw the dog, turned and fell off his scooter.

- | | | | |
|-----|-------|------|-------|
| i | _____ | vi | _____ |
| ii | _____ | vii | _____ |
| iii | _____ | viii | _____ |
| iv | _____ | ix | _____ |
| v | _____ | x | _____ |

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

LIVING IN HARMONY



You will experience many changes when this year is over and many decisions will be made. Sometimes we can make mistakes but that's okay as long as we learn from them. Don't forget to take a moment before you make an important decision.

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

sneak up crash change mind unconscious despise deserve

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

- a 6am _____
- b 8am _____
- c 2pm _____
- d 6pm _____
- e 10pm _____

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

Last year I went to the zoo.

The tigers were walking around in circles looking very hungry.

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

My friends were laughing at first, but...

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

tribe task perform audience spices
broadcast advertising crash seatbelt licence

- a _____ a job or assignment.
- b _____ a legal document that gives you the right to do something.
- c _____ a device used for safety in a car, airplane, or bus.
- d _____ used to add flavour to food.
- e _____ a group of people.
- f _____ the industry that produces information directed to the public.
- g _____ to do something in front of people in a theatre or on television.
- h _____ to transmit a TV or radio program.

1 Read the sentences with a partner. In which sentence the message is more effective? Explain why in the line underneath.

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

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

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

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

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

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

3 Use the information below to write *passive* sentences.

- a English – speak
English is spoken in most European countries.
- b Books – write – famous writers

- c Michael Jackson - Cool songs – sing

- d Teachers – tell – stories

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

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

- a I had to turn fast because I didn't see the _____ on the road.
- b I drive slowly because my _____ is expired
- c My grandfather always tells me stories about when he was a _____
- d I stopped fast on my bike and it made me _____ into another car.
- e There was a big _____ in the center of town. All the roads are closed.
- f My little sister always insists that I put on my _____ in the car.

5 Create a story using the vocabulary words in the box.

crash lad a bend in the road licence skid unconscious seatbelt

Yesterday _____

Then, _____

When _____

Finally, _____

6 Circle the correct options to complete the rules.

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

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

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

	Formal letters	Informal letters
Opening a letter		
Within the letter		
Closing a letter		

Are You For or Against Advertising to Children?

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



- 2 Decide what position you are going to take on the issue. Are you for or against it?

*e.g., I think advertising on TV is too much.
In my opinion, advertising on TV is informative.*

- 3 With your team, brainstorm arguments to support your point of view and make notes. You can use the Speak Out! box for help.

*e.g., Advertising stops you from enjoying TV programmes.
Films are interrupted every few minutes or so!*

- 4 Take turns to give your opinions. Be confident and direct.

- I think...
- In my opinion...
- In my view...
- As far as I'm concerned...

- 5 Discuss what other people say, agree or disagree with them, and prepare counter-arguments.

- Do you think so?
- I'm not sure (about that).
- Sorry, but I don't agree.

- 6 At the end of the debate, you can agree or disagree with some of the statements. However, you have to find counter-arguments to prove your point.

SPEAK OUT!



To interrupt a person when they are speaking:
Hold on a minute
Wait a minute
One sec...
Excuse me...
Wait...

- 7 Role - play your debate to the rest of the class.
- 8 Write a formal email to the advertising board confirming your position about the topic: advertising to children. Write between 80 – 100 words.



Listening

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

points /5

Reading

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

Answer the questions in your own words:

- What are billboards?
- Where can billboards be found?
- What are slogans like on billboards?
- Why is billboard advertising different?
- What are the images like on billboards?

points /5

Writing

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

points /10

Keep practising

Let's review

Good job!

Brilliant!

0-5

6-10

12-16

17-20

4 UNIT

Keeping up with Technology



Reading and Understanding

- Use skimming and scanning reading techniques.
- Locate evidence within the text that allows the justification of simple inferences.
- Integrate written expression to demonstrate understanding of texts that have been read.

Listening and Understanding

- Identify relevant details to find out the main points of a listening text.
- Locate expressions and fixed phrases associated to communicative functions.
- Integrate oral and written expression to demonstrate understanding of listening texts.

Living in Harmony

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

Speaking

- Integrate listening skills as a basic ability for oral interaction.
- Signal attention, understanding, agreement and disagreement in conversations, and initiate, maintain and close a conversation.
- Self correct and reword statements.

Writing

- Use connectors to sequence sentences in a logical, cohesive and coherent way for communicational purposes.
- Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.

Effects of Social Media

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

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



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

3 Can you understand the text messages?

a

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

b

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

c

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

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

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

5 Which verb is the odd one out? Why?

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

Writing

6 Write two text messages in English about a future plan to a friend or family member. Use the examples in activity 3 to help you. Then, share them to your classmates.

Pre-Reading

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

While Reading

- 8 Read and answer the questions according to the information in the text. Use your own words.
- What advantages does traditional communication have over texting and emailing?
 - What negative effects is new technology having on our lifestyles?
- 9 Read the following statements and choose the correct option according to the text. Only ONE option is possible.
- a Those that are against a master's degree in social networking...
- i feel there is too much reliance on technology.
 - ii say texting can sometimes help people to communicate effectively.
 - iii feel these courses are to blame for ineffective communication.
- b Texting and similar forms of communication...
- i will never replace traditional ways of communicating.
 - ii will one day replace traditional forms of communicating.
 - iii should be used as well as traditional communication.

Is Technology Destroying Conversation?

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

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

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

LEARNING TIP

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

e.g. take part in – I took part in a theatre play last year
I have taken part in a football game.

mates if we don't develop our conversation skills? In offices, people now send emails to colleagues sitting on the other side of the room, when it would take less time to **get up** and go to speak to them. Three hundred teenagers in Italy tried to survive without their mobiles for two weeks. Some reported a loss in confidence, a lack of appetite and nearly half felt isolated from the 'real world'.

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

Adapted from Cellan-Jones, Rory (2011). *We don't talk any more – is technology harming communication?*. BBC News. Retrieved October 25, 2013 from <http://www.bbc.co.uk/news/technology-16313832>



Post Reading

- 10 a Write down two reasons for using online communication in your life and two where you prefer face to face communication.
- b Is reality in Chile the same as in Britain? Find two differences, and share your answers with the rest of the class.

Vocabulary

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

- c participate
d eliminated
e create
f destroying
g rise

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

- a When you _____ your Facebook account you have to put your personal details.
- b When I _____ in the morning I check my emails.
- c I always _____ in our classes discussions about technology.
- d We need to _____ with so much chatting on line and have more face to face conversations.

Speaking

- 13 After reading the article, discuss the following questions as a class.

- If people continue to use social networking as their preferred form of communication, what are the potential negative consequences to society?
- What are the differences between sending an email and a text message?

LANGUAGE IN USE

You might be in danger if you go down that alley.

You must try this wine. It's excellent.

You have to visit us while you're in town.

In order to persuade somebody of doing something we can use **might**, **must** or **have to** followed by *an infinitive form*.

Practice

- 14** Complete the sentences with the words in the table.

might not | don't | might | have to

- a People nowadays _____ take much part in face to face communication.
- b You _____ realise how someone is feeling through text-messaging.
- c Text messages _____ cause misunderstandings in communication.
- d We _____ adapt to the changes of language if we want to communicate successfully.

Pre-Listening

- 15** Work in groups of 4. Answer these questions in your notebook.
- a Do you ever watch videos online? Where? When?
 - b Have you ever uploaded a video to a website? Which one?
 - c Did people watch your video? If so, what do you think attracted them to it. If not, why do you think it wasn't a hit?

While Listening

- 16**  Listen and choose the best title.
- a How to Make a Video for YouTube
 - b YouTube: Why Use it?
 - c Under Control: YouTube and Governments
- 17**  Listen again. Which ideas are mentioned in the recording? Mark them with a ✓.
- a Millions of people around the world use YouTube.
 - b YouTube has been a huge success in a short period of time.
 - c You can watch a variety of videos on YouTube.
 - d Criticisms of YouTube centre on issues of copyright and content.
 - e Sometimes people upload their personal videos.
 - f Some BBC programmes are shown on YouTube.

Post Listening

- 18** Work as a class. Each student should write a typical sentence of a last year high school student. Then, gather the sentences and make a video. Upload it and show it to the class.

Writing

- 19** Write a short essay based on your opinion about YouTube in terms of pedagogical resources. Use a minimum of 100 words.

What are Gadgets?

Vocabulary

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

download | batteries | handheld | message
headphones | touch | keyboard | rechargeable

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

Pre-Listening

- 2 a Work with a partner. Describe some technological objects to him or her.
- What do they look like? When and how do you use them?
- b Compare and contrast the uses of the different objects you've described. Use these questions.
- How useful are these objects for you?
 - Why would you use them?
 - Can you use them to communicate? When?
 - Which are the advantages and disadvantages of using these objects?

While Listening

- 3  Listen to this news report about the relationship that young people have with new technology. What purpose(s) do technological devices serve to young people?
- 4  Listen again. Choose the correct option.
- a Teenagers are called 'the thumb generation' because...
- they don't use their fingers very much.
 - they always hang out in pairs.
 - they use a lot of handheld devices.
- b The research was commissioned by...
- a television channel.
 - a newspaper.
 - a youth organization.
- c While teenagers are watching television, they often...
- make phone calls.
 - eat junk food.
 - do several other things.
- d Teenagers sometimes send text messages to...
- more than one person at a time.
 - a person who is with them.
 - a person they don't know.

Post Listening

- 5 a Go to the tapescript in the back of the book and find 8 cognates. These words can help you to understand a text.
- e.g., generation*
- b Choose three of these words and write sentences that are true to you.

LANGUAGE IN USE



Can, could, be able to

*I won't be able to finish my homework.
I could help you tomorrow.*

We use these types of verbs to talk about possible situations or things you are or aren't able to do.

Practice

- 6 Complete with the correct form of *be able* to using positive, negative and interrogative sentences.
- e.g. (+) *Teenagers are able to conduct as many as five activities at the same time as they are watching TV.*
- a I _____ use my mobile phone in the underground.
- b _____ you _____ help me with my homework later?
- c When I save my allowance for three months, I _____ buy a new laptop computer.
- 7 Complete the following sentences with appropriate phrases. Use *can*, *can't*, *could*, or *couldn't* or a form of *be able to*.
- a When I bought my new phone I _____
- b My mother has a new digital camera so now _____
- c After you send this message you _____
- d If you are interviewed, you _____
- e The thumb generation _____



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Pre-Reading

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

While Reading

- 9 After reading the essay, answer the following question in your notebook: What does the writer think about mobile phones?
- 10 Complete the essay with the following phrases:
- mobile phones can be used in emergencies,
 - Besides, we can use even the cheapest mobile phones for many different tasks.
 - in the near future everybody will be using one.
 - who live in isolated areas as well.
 - I would say that mobile phones are very useful gadgets
 - You can take photographs and send them to a friend, too.

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

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

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

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

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

Post Reading

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

also | and | as well | besides
 first of all | I think | I would say | in addition
 in conclusion | secondly | too | what is more

To make additions	To give reasons and conclusions	To give opinions

Writing

- 12 Look at the essay title. What's your opinion?
Playing Video Games is Better than Watching TV.
- 13 Work in pairs debate whether playing video games is better than watching TV. You can use the chart below for help.

Reason 1	Why +	Why -
Reason 2	Why +	Why -

LEARNING TIP

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

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

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



Playing Video Games is Better than Watching TV

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

Paragraph 2: your first reason
 Main: First of all,...
 Firstly,...
 Supporting examples:

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

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

- 15 In your notebook, write an essay based on your outline. Write at least 4 sentences for the intro, 5 sentences in each supporting paragraphs and 4 sentences in the conclusion.

3

Addicted to Technology

Pre-Reading

1 In pairs, change the statements into questions.

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

Find somebody who:

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

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

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

Word	Part of speech	Definition
browse	verb	search, look through

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

e.g., *Check emails constantly*

Webaholism: a new addiction

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

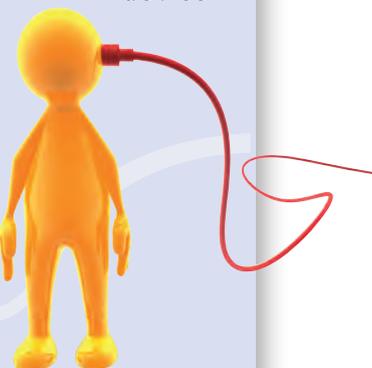


Twenty years ago, no one could have predicted that consulting the Internet would become addictive. There is, however, evidence which suggests that people can develop a compulsive need to be online, to check emails constantly, to **update** blogs daily or to visit social network sites when they should be studying. Normal behaviour, you might say, but Internet addiction is a

serious condition and might be more common than you think. A recent telephone survey from the Stanford School of Medicine found that one out of eight people interviewed could be experiencing problems related to the misuse of the Internet. Spending more hours online means that users are overtired, leading to problems at work or school. But perhaps the social implications of webaholism are even more serious. People share feelings and experiences with online friends they have never met because they feel more confident, but avoid meeting real friends.

Webaholism is not only a problem for computer users. Newer technology **gadgets** make it easier for everyone to access the Internet wherever they are. Take the case of smart phones. ComScore, an online marketing research company, found that smart-phone users regularly use the Internet to send email, check football scores and **look up** facts. Interestingly, it seems that iPhone users are more likely to go online than others. Of course, not all of us have a smart phone, but as these new **devices** become more accessible, the situation may worsen in the near future. It has also been suggested that seventy-one percent of office workers abuse the Internet during working hours.

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



Adapted from Hakan Tuncer; A. (2000). Webaholism: Modern Day Addiction. *Topic Online Magazine for Learners of English* 9. Retrieved October 25, 2013 from <http://topics-mag.com/>

While Reading

- 4 Read the text and choose the correct option. Only ONE answer is possible.
- a Twenty years ago...
- i it was easy to predict that consulting the Internet would become addictive.
 - ii lots of people predicted that consulting the Internet would become addictive.
 - iii it was impossible to predict that consulting the Internet would become addictive.
 - iv consulting the Internet became addictive.
- b A telephone survey from the Stanford School of Medicine found that...
- i eight percent of the people they interviewed were addicted to the Internet.
 - ii one percent of the people they interviewed were addicted to the Internet.
 - iii everyone they interviewed was addicted to the Internet.
 - iv some of the people they interviewed had problems linked to Internet misuse.
- c Spending hours online makes you overtired and this...
- i can cause you problems at work and school.
 - ii might help you to become a leader at work or school.
 - iii may help you with schoolwork.
 - iv means you can solve problems at work or school more easily.
- d People can access the Internet more easily...
- i thanks to new telephone lines.
 - ii because of modern technology gadgets.
 - iii because computers have lots of new gadgets.
 - iv because they use the Internet at work.

Post Reading

- 5 With a partner, make a list of the advantages and disadvantages of using technology. Then, write down a dialogue as parent and child where the parent defends the simpler times before technology and the child argues for the opposite. Finally, role-play the dialogue for the class.

LANGUAGE IN USE

Obligation and Prohibition

e.g. *We don't have to misuse the Internet, it is not good for our health.*

I'll have to learn how to use my new smart phone when I buy it.

a We use **must**, **need to**, and **have to** to talk about obligation.

b We use **mustn't** to talk about prohibition.

c We use **don't have to** and **don't need to**, or **needn't** to talk about no obligation.

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

Practice

- 6 In groups, match the following sentences to the rules in the Language in Use box above (a, b, and c). Explain your reasoning and then discuss as a class.
- a I need to buy a new computer; my old one is too slow.
 - b That smart phone is too expensive; I mustn't spend too much money.
 - c These days you don't have to spend a lot for a smart phone.
 - d The software must be installed before you can use it.
 - e The instruction manual needn't be included because you can get it online.

Writing

- 10 Work with a partner, create a list of rules on the following topic: How NOT to be a Webaholic. Use the Language in Use box and the vocabulary from the text to help you. Post your lists around the classroom and vote on who has the best ideas.

Pre-Listening

- 7 When did you learn how to use a computer? Was it at school or at home? Does anybody else in your family use a computer? Who? What do they use it for?

While Listening

- 8  Listen to a man speaking about his mother and answer the questions.
- a How did the speaker's mother start using the Internet?
 - b What does she love to do on the Internet?
 - c What does she need to be careful about?



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Post Listening

- 9 Read the following statement and decide whether you agree or disagree. After you have taken a position, discuss your ideas with your partner.
- It is impossible for old people to learn how to use new technologies.

Pre-Reading

- 11 Have you ever shopped on the Internet? Do you think it is dangerous? Why?/Why not? Justify your answers.

While Reading

Tips for Online Shopping

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

Tip 1

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

Tip 2

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

Tip 3

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

Tip 4

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

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

Post Reading

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

Pre-Listening

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

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



While Listening

2 a Listen to the text and check your answers.

b Listen again. Complete the gaps in the phrases with the *compound nouns*.

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

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

3 Listen again and answer the questions.

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

Post Listening

- 4 Find compound nouns in the text. Then, match them with their meanings below.
- a long line of vehicles on a road that cannot move _____
 - b a system that makes the air in buildings colder _____
 - c small pieces of plastic you put in your eyes to see clearly _____
 - d a very small part of a computer _____
 - e the force with which blood travels around your body _____
 - f short trips to visit famous or interesting places _____
- 5 Choose three compound nouns and write sentences that are true to you.
- a _____
 - b _____
 - c _____

Vocabulary

- 6 Make *compound nouns* to label the pictures.

alarm
burglar
lip
pedestrian
pen
school
sun
traffic
wind
youth

alarm
bag
clock
crossing
glasses
hostel
knife
lights
screen
stick



a traffic lights



b _____



c _____



d _____



e _____



f _____



g _____



h _____



i _____



j _____

Speaking

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

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

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

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

Pre-Reading

8 Read and discuss the following questions.

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

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

According to experts, we will begin to see early signs of this technology in the gaming and entertainment industry within only a few years.

Moreover, doctors could use the technology to test brain patterns, which could help in rehabilitation from strokes and maybe even understand brain disorders, such as autism.

Adapted from Douglas P K, Harris Sam, Yuille Alan, Cohen Mark S (2011). Performance comparison of machine learning algorithms and number of independent components used in fMRI decoding of belief vs. disbelief. *NeuroImage*. 56(2):544-53.



LIVING IN HARMONY

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



CHECK THIS OUT!

T.J. Watson, the head of IBM in 1943, said 'I think there may be a market for five computers in total in the world.' Today, over 45 million personal computers are sold every year in the USA alone.

While Reading

9 Read the text and answer the following questions.

- a Which are the advances being made in the field of bioinformatics?
- b In what way will you be able to communicate with somebody in the future?
- c How can this technology be useful in the medical field?

Post Reading

10 Write an essay about the effects you believe new technology will have in the future. Remember to follow the writing steps.

- a **Pre-writing.** Brainstorm your ideas and organize them.
- b **Drafting.** Write a draft of your essay and check the main, second and closing ideas.
- c **Revising.** Once you have finished writing, read your work and check it.
- d **Editing.** Read your work again and edit it looking for any mistakes or aspects you want to improve.
- e **Publishing.** Share your work with your classmates and debate about it.

1 Read the following sentences and check if the *phrasal verbs* are used correctly. If not, write down a new sentence using them appropriately.

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

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

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

A: buy / latest / smartphone / want / I / to / the

B: sister / really? / my / it / has

A: work / how / it / ? / does

B: system / too / is / slow / told / the / me / she

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

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

- Children spend too much time on Facebook.
- Social networks are bad for society.
- People might live in the moon one day.

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

- a What are you doing on Saturday evening?
I'm not sure, _____

- b Where are you going on holiday next summer?
I haven't decided yet. _____

- c What are you going to buy your mum for her birthday?
I don't know yet. _____

4 Match the words to their meanings, then write down six sentences using the following words.

- | | | |
|---|--------------|---|
| a | part in | ___ a small machine. |
| b | handheld | ___ rise. |
| c | get up | ___ participate. |
| d | rechargeable | ___ something small enough to be held in your hand. |
| e | gadget | ___ someone that acts on good judgement. |
| f | sensible | ___ something able to be recharged. |

too | besides | in conclusion | also | in fact | even though | provided that | as well

- 1 Identify the compound nouns in the sentences. Why are they used incorrectly?
- The sound of the alarm clock let the students know school was over.
 - Sightseeing tours show tourists the most unknown and surprising aspects of a city.
 - I got into a traffic jam yesterday; my car is destroyed.
 - The traffic lights lit up the park at night so the children could play.
 - I just made cookies with chocolate microchips.

- 2 Complete the following dialogue.



A: What do you think cities _____
_____?

B: I think air pollution _____

A: So, how do you imagine the future?

B: Well, people _____ and
cities _____

A: Wow! Life will _____

- 3 Write sentences with *may / might / could*

- It's possible that she loves me.
She might love me. _____
- It's possible that I'll buy a digital radio.

- It's possible that my mobile phone is broken.

- It's possible that he'll want to borrow my tablet.

- It's possible that my parents will buy me a game console.

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

- _____
- _____
- _____
- _____

- 5 Choose the appropriate phrase or linker in each sentence. Use the words in the box. There is one extra word you do not need to use.

also | and | I think | too

- _____ I need to change my contact lenses every year.
- My mother wants to install air conditioning _____ heating to our home.
- Peter wants to buy a new car, mobile phone and _____ a new house.

Invent a Gadget



- 1 a Work in pairs. Name the electronic devices in the photos. What can you use them for?
- b Read the following statements, discuss with your partner and decide which of the objects can be characterised according to the statements.

- It's educational.
- You can listen to music on it.
- You can watch movies on it.
- It's a good way to stay in contact.
- You can play games on it.
- It's small and easy to carry.
- You can tell the time with it.
- It's useful in emergencies.
- You can take photos with it.
- You can save information on it.

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

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

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

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



Reading

1 Read the text and answer the questions.

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

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

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

- a In what way can we communicate internationally?
- b What do you understand by information overload?
- c Social media has become an important part of society. Do you agree or disagree with this statement? Why?
- d According to the author, will this tendency continue?
- e What title would you give to this paragraph?

points /7.5

Listening

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

- a Why will there be fewer accidents in the future?
- b What kinds of jobs will robots be able to do?
- c What is a possible negative consequence about robots in the future?
- d What are the most extreme predictions?

points /6

Writing

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

download | batteries | handheld | message
headphones | touch | keyboard | rechargeable

points /6.5

Keep practising

Let's review

Good job!

Brilliant!

0-5

6-10

11-15

16-20

5 UNIT

Part Time or Full Time?



Reading and Understanding

- Use skimming and scanning reading techniques.
- Use context and relevant explicit facts to infer information that is clearly suggested.
- Integrate written expression to demonstrate understanding of texts that have been read.

Listening and Understanding

- Identify relevant details to find out the main points of a listening text.
- Locate expressions and fixed phrases associated to communicative functions.
- Integrate oral and written expression to demonstrate understanding of listening texts.

Living in Harmony

Practising good work ethics and rigour while being responsible and perseverant.

Speaking

- Integrate listening skills as a basic ability for oral interaction.
- Signal attention, understanding, agreement and disagreement in conversations, and initiate, maintain and close a conversation.
- Self correct and reword statements.

Writing

- Use connectors to sequence sentences in a logical, cohesive and coherent way for communicational purposes.
- Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.

Future Jobs?



Pre-Listening

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

Need some extra cash?

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



Job	Advantages	Disadvantages
newspaper deliveries		
shop work		
babysitting		
washing cars		
waiting tables		

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

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



4 Listen again and answer the following questions.

- a Why are students getting part-time jobs during the week?
- b Which skills can you learn while you work?
- c What can happen with students who overwork during the week?

While Listening

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



Post Listening

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

- a All teenagers should work while they are studying.
- b If you start working while you are at school you will become more independent.
- c A job will help you to manage your finances.

Pre-Reading

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

While Reading

- 7 Read the text and put the missing phrases into the paragraphs according to the context.

- a technical assistance
- b better employability
- c educational institutions
- d good insertion
- e profit margin
- f connections with companies
- g dependable and competent

- 8 Answer the following questions.

- a Why are electricians and mechanics good choices if you want to work in the mining area?

- b How has computer science become more important?

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



TECHNICAL PROGRAMMES WITH BEST PROSPECTS IN CHILE

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

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

In fact, just like Mario, around 56% of high school graduates enrol in 2½-year-long technical programmes. Less than 10 years ago, there were around 2,000 technical programmes offered by (iii) _____. Today, there are almost 4,000.

The advantages and interest in these programmes are justified: they are less expensive to pursue, take less time to study, and are job-study compatible. Also, at most of the institutions where these programmes are taught, they have (iv) _____ making finding a job easier.





COMPUTER SCIENCE: THE SAFE AREA

Among the safest technical areas with regards to finding employment are those related to IT (information technology). Almost every company works with computerised networks and none of these, as Mario assures, could work without a technician, who specialises in providing (v)_____.



ELECTRICITY AND MECHANICS: THE BEST PAID

Companies are recruiting people who can fix and programme engines. These programmes allow graduates to earn a salary close to 700,000 pesos and, after 5 years, they can earn up to 1,300,000 pesos.

These fields also have a (vi)_____ in mining in general. There's an increasing incorporation of automatised mechanisms in this area and technicians play a paramount role in carrying out maintenance tasks as these companies cannot afford stopping their productive processes.

WHAT'S NEXT?

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

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

Post Reading

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

- | | | | |
|---|------------|-----|--------------|
| a | prospect | i | employ |
| b | recruit | ii | well-suited |
| c | compatible | iii | possibility |
| d | insertion | iv | reliable |
| e | paramount | v | vital |
| f | fields | vi | introduction |
| g | dependable | vii | areas |

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

- i _____
- ii _____
- iii _____

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

STEP IT UP!

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

Practice

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

- a 'I am going to study in order to become an electrician.'
- i He said he was going to study in order to become an electrician.
 - ii He said I was going to study in order to become an electrician.
- b 'My boss told me I should take a day off.'
- i His boss told me he should take a day off.
 - ii His boss told him he should take a day off.
- c 'I have a job interview tomorrow and I'm very nervous!'
- i She said she has a job interview tomorrow and that she is very nervous.
 - ii She said she had a job interview tomorrow and that she is very nervous.
- d '_____'
- _____

12 Complete the sentences with an appropriate phrase using the verbs say or tell. You can use the Language in Use box for help.

- a Her boss _____
- b The expert _____
- c Our teacher _____
- d My friend _____
- e The job consultant _____

CHECK THIS OUT!



Reported speech is highly used in journalism. Therefore, if you want to practice reported speech, you can read online newspapers or articles.

LANGUAGE IN USE



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

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

Speaking

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

e.g., Do you get out of bed in the morning without being told?

My partner said that he/she got out of bed because he/she set the alarm.

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



Mixing Fun and Work

Pre-Listening

- 1 What kind of media consumer are you? How much time do you spend online each day? Do you like playing video games?
- 2 Quickly skim through this text. What do you think would be the best title? Write your suggestions on the board and choose the one that fits best. Justify your answer.



Today's teens spend more than 7 and 1/2 hours a day consuming media. These include watching TV, listening to music, surfing the Web, social networking, and playing video games. Teens today are known as the "digital natives" and are part of the first generation to be so closely identified with technology.

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

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

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

Based on Palfrey, J, Glasser, U. (2008). Introduction. *Born Digital: understanding the first generation of digital natives*. New York: Basic Books. pp. 1-17.

While Listening

- 3  Listen to part 1 of Emilio's interview and answer the following questions.
 - a What does Emilio do at Behaviour?
 - b What projects has he worked on there?
 - c Does he get to play a lot of video games? Why?
 - d Does he speak English outside work? Why?



- 4  Now listen to part 2 of Emilio's interview and complete the chart with the correct information.

a	His interests	
b	He loves	
c	He doesn't like	
d	His favourite video games	
e	His future plans	
f	He thinks technology is	
g	His advice	

LANGUAGE IN USE

*He asked us if we went to the cinema often.
He asked what time I usually went to bed.*

When we report questions we make the same changes to tenses, pronouns and references to time and place as we do with statements.

Post Listening

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

- a** 'What language do you speak at work?'
- i** She asked if he spoke language at work.
 - ii** She asked what language he spoke at work.
- b** 'Do you get to play video games at work?'
- i** She asked him if he got to play video games at work.
 - ii** She asked him what do you get to play video games at work.
- c** 'What do you like about your work?'
- i** She asked him what liked about his work
 - ii** She asked him what he liked about his work

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

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

- a** 'Is Behaviour a Chilean company?'
- _____
- _____
- b** 'What are your future plans?'
- _____
- _____
- c** 'Do you use English outside work?'
- _____
- _____

Pronunciation



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

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

Vocabulary

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

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

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

Writing

9 UNUSUAL CAREERS

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

Snake Milker

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



Couch, C. (n.d.). Odd Jobs and Crazy Careers. ClassesUSA. Retrieved October 25, 2013 from <http://www.wate.com/story/5427244/odd>

Laughter Therapist

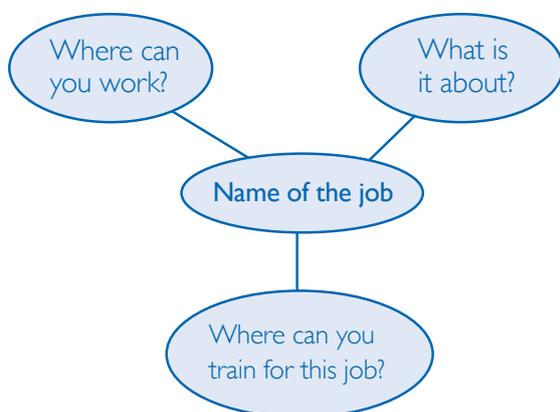
If laughter truly is the best medicine, then a psychologist and Laughter Leader/ Joyologist is the doctor for you. Built on the philosophy that giggles, chuckles and belly laughs is good for us, laughter therapists work with clients to help incorporate a smile into patients' daily lives. Regular doses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



commons.wikimedia.org

Lewis, T. (2013, June 10). Scatologist? Snake milker? Sexologist? 7 odd science careers. NBC News Science. Retrieved October 25, 2013 from <http://www.nbcnews.com/science/scatologist-snake-milker-sexologist-7-odd-science-careers-6C10271335>

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



Speaking

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

A: What do you do for a living?
What is your occupation?

B: I'm a mechanic.

A: A mechanic? That must be a lot of work.

B: It is. I fix cars every day.

A: How interesting. How many cars can you fix a day?

B: I can fix about 5 cars every day, depending on how complicated the problem is.



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

Pre-Reading

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

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

PERFECT JOB BY PERSONALITY

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

How important is a personality evaluation in a job choice?

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

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

Yes, they could. However, competent and intelligent employers use personality tests as one of the many

steps of the selection process.

They also use it to filter when they have too many applicants.

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

Can personality affect your new relationships?

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

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

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

Adapted from Ogallo, G. (2013). Importance of Personality Testing. *Wisdomexchange.tv.com*. Retrieved, October 28, 2013 from <http://www.wisdomexchange.tv.com/importance-of-personality-testing/>



While Reading

- 2 Based on the information in the reading, match the personality traits to the job that best suits them. Write your answers in your notebook.

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

Post Reading

- 3 Read the Learning Tip. Do you use any of these strategies to improve your reading? If you don't, practice them now.
- a Highlight at least five chunks in the text.
 - b Time your reading of the text for the first time. Then re-read the text twice. Time yourself again. Was there a difference?
 - c Read a paragraph aloud to your partner. Was it clear? Did it have the right stress? Listen to your partner now doing the same.
 - d What are your personal strategies in order to improve your reading?

LEARNING TIP

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

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

- Rereading: When students repeat their reading, their amount of word recognition errors decreases, their reading speed increases, and their oral reading expression improves.

e.g., Reading pattern-oriented books or texts.

LANGUAGE IN USE



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

We use **'if sentences'** to describe situations that are imaginary or unreal.

Practice

- 4 Match the columns to make 'if sentences'. Use the Language in Use box for help.
- a My boss would fire me...
 - b If I had talent for music...
 - c I would quit my job...
 - d If I had to take a personality test...
 - e If I found myself trapped in a job I didn't like...
 - f I would be very dissatisfied..
- ___ I would be a rockstar.
___ I would stop doing it.
___ if I came late to work again.
___ I would try to be as honest as possible.
___ if I couldn't find a job.
___ if I had to work overtime every day.
- 5 Now complete the following 'if sentences' using your own words.
- a If I went job-hunting _____
 - b If I had my own company _____
 - c I would be a millionaire _____
 - d If I had problems at work _____
 - e I would tell my colleague off _____

Pre-Listening

6 If you had a good job, how would you keep it?

Discuss with your partner and write down the three most important ideas.

- a _____
- b _____
- c _____

While Listening

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

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

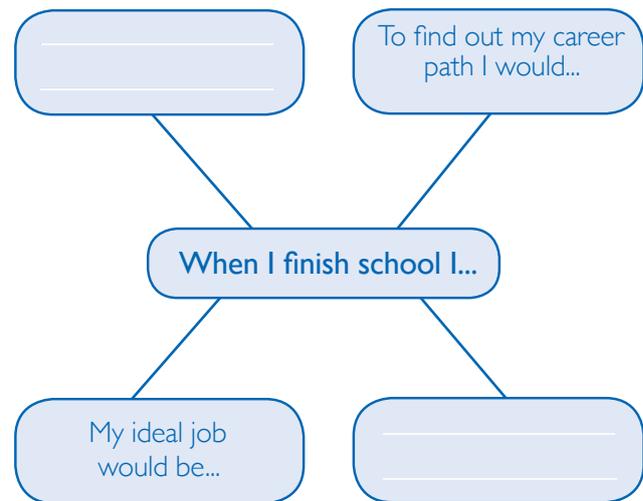
8 Listen to the text again and take notes on 5 pieces of advice you should keep in mind for a future job. Share your ideas with your partner. Do you have the same advice?

- a _____
- b _____
- c _____
- d _____
- e _____

Post Listening

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

- a What would you do to find out what career path to take?
- b If you could choose an ideal job, what would it be?
- c What features of your personality would you choose to get a job?
- d What would you do at work if you needed to show team work?



Pre-Reading

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

While Reading

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

HARD AND SOFT SKILLS TO CONSIDER FOR A JOB

MOST IMPORTANT HARD JOB SKILLS

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

- **No. 1 Critical Thinking:** The process of thinking carefully about a subject or idea, without allowing feelings or opinions to affect you. Try to identify the strengths and weaknesses of different solutions to problems.
- **No. 2 Complex Problem Solving:** Identifying complex problems and revising information related to figuring out options and finding solutions.
- **No. 3 Judgment and Decision-Making:** Weighing the advantages and challenges of the possible actions to choose the ones that fit the best.
- **No. 4 Active Listening:** Being able to actually listen to what the other person is saying, understanding without interrupting while speaking and asking questions or giving feedback as appropriate.



MOST IMPORTANT SOFT SKILLS

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

- **No. 1. Strong work ethic:** Motivation and dedication to get the job done no matter what challenges come along are some of the characteristics of this soft skill. Doing the best work you can and being careful also counts.
- **No. 2. Time management abilities:** It has to do with figuring out which tasks need to be done first and how able the person is to work on different projects at the same time managing time assigned wisely.
- **No. 3. Acting as a team player:** A person with this skill is keen on working with other people in groups or teams and will be cooperative and take the leader role when necessary.
- **No. 4. Ability to accept and learn from criticism:** If the person takes criticism as a way of learning, then he will be able to grow better as a professional.
- **No. 5. Flexibility/Adaptability:** The person should be able to adapt to new situations and challenges.

Adapted from Doyle, A. (2013). Hard Skills vs. Soft Skills. About.com. Retrieved October 28, 2013 from <http://jobsearch.about.com/od/skills/qt/hard-soft-skills.htm>

Post Reading

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

- No. 1 Critical Thinking: _____
- No. 2 Complex Problem Solving: _____
- No. 3 Judgement and Decision-Making _____
- No. 4 Time Management: _____

Excellence is an Attitude

Pre-Listening

- 1 Discuss the following questions with your class.
 - What does it mean to have a good attitude?
 - Do you consider yourself a person with good manners?
- 2 Read the following features necessary for a successful job interview. Which of these features do you possess? Mark them and ask your partners to find out if they think the same.

- a good attitude
- being alert, motivated and enthusiastic.
- good manners
- punctuality
- self-confidence
- making eye-contact

While Listening

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

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

Post Listening

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

VACANCY ANNOUNCEMENT

The company Web Business is looking for an employee who fulfills the following requirements:

- Knowledge about computer networks and operating systems
- Skilled at HTML and CSS validators
- Experience using Adobe

- b Use the newspaper ad and these sentences to help you.

Personnel Manager: Good morning Mr/Mrs/ Miss... Let's start immediately. First of all, tell me about your last job.

You: _____

Personnel Manager: Ok, and what _____?

You: I have experience with _____

Personnel Manager: What are _____?

You: _____
- c Role-play the situation with your partner using the information from the box in exercise 2.

Vocabulary

- 6 Look at the following vocabulary. In pairs, talk about applying for a job in a foreign country of your choice. Think about how it might be different from applying to a job in Chile.
- inquire: to ask about something.
 - qualify: to be suited, to have the necessary training.
 - application: a form with questions you must answer when applying for a job.
 - references: persons who can give information about someone else.

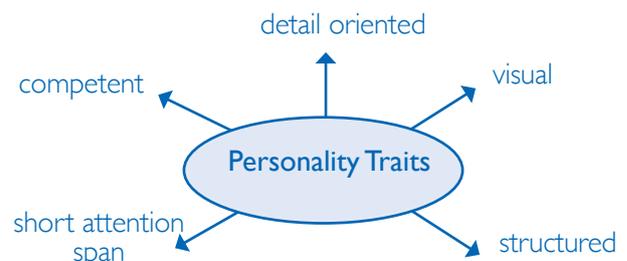
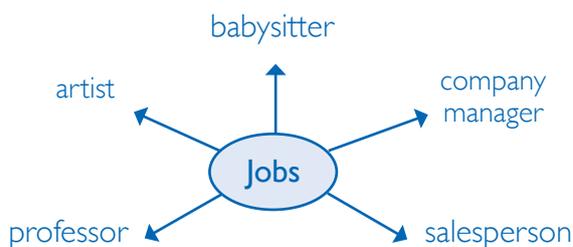
- 7 Look at the following sentences and use the appropriate form of the words from the table in order to complete them.

recruit | paramount | overwork | wait tables | free time expenses | insertion

- a John still hasn't been able to find a job related to his field of expertise so he has been _____ at a restaurant.
- b I have just started working for this company and my salary isn't very high so I can't really afford _____.
- c Job _____ in the field of psychology is very difficult because there are many professionals in the area.
- d I saw a newspaper add that said a company needed to _____ employees. You should apply for it.
- e The woman had been _____ for a long time so she began to have health problems.
- f It is _____ that you don't arrive late for your job interview. It doesn't project a good image of yourself.

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

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



CHECK THIS OUT!



These are real interview situations. What do you think about these candidates behaviour?

- "She wore an MP3 player and said she could listen to me and the music at the same time."
- "...announced she hadn't had lunch and proceeded to eat a hamburger and French fries in the interviewer's office."
- "...said he wasn't interested because the position paid too much."
- "An applicant came in wearing only one shoe. She explained that the other shoe was stolen off her foot in the bus."

Writing

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

JUAN PABLO LEMUS PÉREZ

43824 Álamos Street
Temuco

Education

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

Work Experience

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

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

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

Skills

Office programmes user's management
Holds English level B1 certificate

References

Available upon request



commons.wikimedia.org

- 10 Write the descriptions for each section below, base your answers in the CV of activity 9. Do not forget the process of writing:
- Pre-writing.** Brainstorm ideas.
 - Skills
 - Education
 - References
 - Work Experience
 - Drafting.** Write a draft using the vocabulary from activity 9 as a guide.
 - Revising.** Once you have finished writing, read your work and check it.
 - Editing.** Read your work again and check spelling and punctuation.
 - Publishing.** Share your work with your classmates.
- 11 Design your CV now based on the sample given.

1 Write original sentences using the words given.

regularly CV personality compatible rumours technician

- a _____
 b _____
 c _____
 d _____
 e _____
 f _____

2 Read the following paragraph and rewrite it in your own words.

My first job interview was a total disaster. The night before, my phone died and I woke up very late. I didn't have time to take a shower so I just threw my clothes on and ran to the bus stop. The drivers were on a strike and there were no buses on the street so I had to take a cab. I arrived one hour late and the employer didn't want to see me. Next time I'll make sure my phone is plugged in.

3 Circle the correct choice for reporting information.

- a 'I work from Monday through Friday'.
 i She said she work from Monday through Friday.
 ii She said she worked from Monday through Friday.
 b 'I am a computer programmer and I work at ICM'.
 i He said he was a computer programmer and he worked at ICM.
 ii He said he was a computer programmer and he works at ICM.

4 Complete the following sentences using 'if sentences'.

- a If I get the job at that company, I _____

 b I would quit my job if _____

 c If I was the company manager, I _____

1 Complete the sentences with one of the words given.

advice recruiters programmers subsidized

- a People who look for candidates for a job are _____.
- b Schools that are financed by parents and government: _____.
- c Something someone tells you as a suggestion is a piece of _____.
- d Information technology involves jobs like _____.

2 a Match the columns to complete the word groups.

- | | |
|-------------|------------------|
| a apply for | _____ attitude |
| b neat and | _____ confidence |
| c technical | _____ a job |
| d positive | _____ hunting |
| e job | _____ organized |
| f self - | _____ career |

b Write six sentences that are true to you using all the word groups.

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____

3 Circle the correct answer.

- a 'I can't concentrate'. - I told her, that ...
- i I could not concentrate.
 - ii I was able to concentrate.
 - iii I would not can concentrate.

- b 'You've got nothing to worry about'. - They told me that ...
- i you had nothing to worry about.
 - ii I had nothing to worry about.
 - iii I would have anything to worry about.

- c 'I believed in Richard'. - Her excuse was, that...
- i she did believed in him.
 - ii she had believed in him.
 - iii she had had believed in him.

- d 'I am an optimist' - He said ...
- i he was an optimist.
 - ii he would be an optimist.
 - iii he had been an optimist.

4 Complete the dialogue with phrases in reported speech. Be creative!

- A: I just went to a job interview, it was crazy, the manager screamed, 'Everyone has to stay 3 hours extra!'
- B: She really said _____?
- A: Yeah, unbelievable, right?
- B: Once my boss started screaming like that.
- A: I remember you told me he said _____
- B: Yeah, I'm so happy I found a new job since then.
- A: We are lucky, I was talking to my father about the job situation when he was younger and he said _____.
- B: I know! my mum always tells me _____

5 Complete the sentences with your own ideas.

a If I had the chance to do it again, I

b I would go back to school and get more qualifications, if _____

c If I were you, I _____

d If you don't follow the recommendations, I

e I would be able to buy a new car if

6 Read the following sentences and write a solution using 'if sentences' and your own ideas.

e.g., She got fired from her job.

If I got fired from my job, I would take long holidays.

a Bill doesn't like his job. _____

Pedro wants to go to USA but doesn't know English. _____

b Johanna wants to get a new job. _____

c Alfredo didn't get the scholarship to study in Australia. _____

d Pablo didn't qualify for that job. _____

e My father got fired from his job _____

7 Look at the following newspaper ad from a Government organisation. Imagine that you want to apply for the position and write a text explaining why you would be an ideal candidate. You must write between 120 and 150 words.

JOB OPPORTUNITIES

A Government organisation is looking for employees that comply with the following requirements:

- Highly motivated
- Proactive
- Neat and organised
- Flexible and adaptable
- Able to work without supervision

If you are interested in applying to the position, send us your CV to: government@organisation.org

Interview

- 1 Look at the advert. Which job would you prefer and why?

wanttowork.com

Job opportunities for students

Are you a student?
Are you looking for work?

We are looking for hard-working, enthusiastic people to fill vacancies in:

- Services: bars and hotels
- Retail: shops and petrol stations
- Sales and promotion
- Events: sports, music festivals, catering and stewarding
- Mystery shoppers



We also have vacancies in the voluntary sector and for the summer holidays.

Contact us to find out more! 012 345 6789

- 2
- Decide with your class and teacher how long you need to prepare this interview. Decide what rubrics and criteria you will use to evaluate the final presentation.
 - Work in pairs. Read the advert again and decide which job you are interested in.
 - Read the questions below and answer them with your own information. If you want, you can make up some information. Check the tips given in lesson 4 about job interviews.
 - Take turns with your partner to ask and answer the questions mocking a job interview.
 - Decide with your partner who will be the interviewer and who the interviewee and practice to present it to the class.
 - While the rest of the class presents, remember to evaluate according to the agreed rubrics and criteria.



- 3 Interview Questions

- What job are you applying for? _____
- Tell me about yourself. _____
- Why are you interested in this job? _____
- What are some positive attributes you have that are related to this job?

- What do you know about our company? _____
- What would you prefer a part-time or a full-time job? _____
- What motivates you? _____
- How well can you handle pressure and stress? _____
- Why should I hire you? _____
- What are your salary expectations? _____
- Do you have any questions? _____

Listening

- 1  Listen to a conversation between Sally and Paul and circle the correct answer.
- a Sally's mum wants her to...
- i become an engineer.
 - ii travel around the world
 - iii study architecture in Italy.
- b Paul wants to do an apprenticeship because...
- i he hates the idea of going to university.
 - ii he wants to work and learn at the same time.
 - iii his mum thinks it's a good idea.
- c Paul has already spoken to...
- i some plumbers.
 - ii an electrician.
 - iii some friends.
- d Sally plans to...
- i tell her mum about her plans immediately.
 - ii give her mum different reasons for decision to take a gap year.
 - iii explain to her mum that she wants to live permanently in Italy.
- e Sally thinks her mother is...
- i too structured.
 - ii not well organized.
 - iii very chaotic.

points /5

Writing

- 2 Write a brief summary about what you want to do when you finish school. Use information from the Unit to do so.

points /10

Reading

- 3 Read about the most demanding careers and answer the questions. Write sentences describing the skills needed for each job.

TOP JOBS FOR THE NEXT 10 YEARS.

- Computer Programmer: Developing new operating systems and common code bases has allowed many more industries to develop custom software solutions.
- Environmental Engineer: Environmental engineers are responsible for studying, evaluating and managing the harmful effects of human activity on the environment.
- Networking Specialist: Different from a traditional computer programmer, a networking specialist is responsible for installation, configuration, maintenance and support of networks server hardware, network infrastructure, and network operating systems.
- ESL/EFL Teacher: Involves teaching students of all ages whose first language is not English, through the development of language skills to ultimately be able to communicate in English.

- a _____
- b _____
- c _____
- d _____

points /5

Keep practising

Let's review

Good job!

Brilliant!

0-5

6-10

11-15

16-20

6 UNIT

Spending Time Together



Reading and Understanding

- Discriminate between the main idea/s and irrelevant information to summarize the central meaning of the message.
- Distinguish between fact and opinion by identifying explicit and implicit information.

Listening and Understanding

- Use previous knowledge of different topics, non-verbal clues, gestures and intonation to anticipate the content of the message and to whom it is directed.
- Identify relevant details to find out the main points of a listening text.

Living in Harmony

Understanding relationships with friends and family while respecting other cultures.

Speaking

- Integrate listening skills as a basic for oral interaction.
- Signal attention, understanding agreement and disagreement to initiate, maintain and close a conversation.

Writing

- Use connectors to sequence sentences in a logical, cohesive and coherent way for communicational purposes.
- Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.

Going Out with Friends

Pre-Reading

- 1 Answer the following questions. In pairs, compare your ideas.
 - a What can you see in the picture?
 - b What do you think is taking place?
 - c Who are the people on the picture?
 - d Why are they there?



While Reading

- 2 Read the subheading of the article. In pairs, make some predictions about what the article is about.
 - a What specific things are parents worried about?
 - b What recommendations do you think the experts will give?

Some parents are **worried** about their teenagers' relationships during their school years.

Here are a few recommendations from the experts.

When teenagers start going out with their friends or dating, parents should never **forbid** it. Experts consider this to be the worst strategy. Adults should try keeping open communication with their youngsters and monitor their outings. However, if most of their time is spent going out with their friends and not studying and their marks at school are affected as a result, parents should speak to their son or daughter openly to address the problem.

Many parents think that their kids' friends are a bad influence on their own teenagers. The experts ask them to consider that 'not all the blame should be on the outsider' and to reflect on why their adolescents were attracted to that kind of company in the first place. Experts agree that the more children grow up, the more they search for and

find partners and friends who have similar interests and abilities to their own. This is especially true for the girls who are more interested in their future.

Once teenagers start having boyfriends or girlfriends, parents are not sure when to meet them. Parents should be attentive to these situations and when they notice their kid's growing interest, that is the moment to invite the friend to their homes.

Experts say that healthy and non-violent relationships among teens will help them to develop non-cognitive skills such as communication, empathy and negotiation. These are all skills they are going to need in the adult world they are about to enter.

One last thing to keep in mind: according to research, if adolescents are able to adapt to their environment and develop good relationships with their peers during school life, there are strong probabilities of them choosing a partner who will have similar aspirations.

Adapted from Madsen, S. D. (2008). Parents' Management of Adolescents' Romantic Relationships Through Dating Rules: Gender Variations and Correlates of Relationship Qualities. *Journal of Youth and Adolescence* 37.9. Pp. 1044-1058.

Post Reading

- 3 In your notebook, make a list of recommendations from the article.
- 4 Discuss the questions in groups.
 - a Were your predictions correct?
 - b What do you think about the experts' recommendations?
 - c What do parents usually do in your region?

Writing

- 5 Write an article (100 / 120 words). Give your parents advice on how to act when meeting your boyfriend/girlfriend for the first time. Use a diagram to organize your ideas and put the information in several paragraphs.



STEP IT UP!

Do these words have the same or different meaning in English as in Spanish? Find 5 more words that have the same characteristic.

- relation
- popular
- result
- negative
- adolescent

These words are called cognates and will usually help you understand a text. But be careful with the false cognates. e.g., *Compromiso* means commitment not to compromise.

Pronunciation



- 6 Rewrite these sentences with contractions.
- I do not like people who are egocentric.
 - I would not go out on a blind date.
 - I have a few friends and they are like family to me.
 - I cannot see the point in speed dating.
 - It does not bother me if my friends call me all the time.

- 7 Work in pairs. Say the sentences with contractions.

Pre-Listening

- 8 In pairs, answer the question and order the problems according to your opinion. What are the most common problems that teenagers face today?
- Self-Esteem_____
 - Body image_____
 - Stress_____
 - Bullying_____
 - Cyber addiction_____

While Listening

- 9  Listen to teenagers asking for advice. What are their problems?
- _____
 - _____
 - _____
- 10  Listen again and complete the sentences.
- The first caller's friend is quite popular; he gets good _____ and he's very athletic.
 - She thinks that if she asks him out, it might ruin their _____.
 - The second caller is quite _____.
 - He can't sleep at night and gets terrible _____.
 - The last caller's brother doesn't accept _____ from her.
 - She thinks her brother needs to _____ more.

Post Listening

- 11 What advice would you give the teens about their problems? Discuss in pairs.

SPEAK OUT!



Giving advice:

- You should/shouldn't
- It's a good idea to...
- My suggestion/advice is (to)...
- If I were (you, him, her) I'd...
- Have you tried + verb-ing...?

Speaking

- 12 Think of three problems that you or someone you know has at the moment. Take turns asking your partner for advice and giving advice. Use the Speak Out! box for help.



CHECK THIS OUT!

Public displays of affection (PDA) are acts of physical intimacy in the view of others. What is an acceptable display of affection may be different depending on the culture and context. In some cultures people are offended by displays of affection in public places, such as the street or a park. Some organizations even have rules limiting or prohibiting public displays of affection. What are your country's norms or laws on displays of public affection?

Pre-Reading

- 13 What do you think the expression 'fall head over heels' means?



commons.wikimedia.org

While Reading

- 14 Read the poem. What do you think the title is? With a partner, give the poem a title.



*I never dreamed I could love
Someone like you
In my wildest dreams did I think
I'd meet you
But one sunny day, you walked into my life
And I fell head over heels in love with you

I had never been in love before
Until the moment I met you
and opened my eyes
To all those wonderful things in my life
I thought my first love would last forever.

But here I am with my thoughts
Gone are your smiles, gone is your love
Wondering where you are now
What is the cure for so much hurt?
Theresa - 18*

Post Reading

- 15 Discuss the questions with your partner.
- What is the poem about?
 - What is the best advice for someone who has a broken heart as in the poem?
- 16 Match the words and phrases with the definition.
- in my wildest dreams
 - fall head over heels
 - last forever
 - the cure
- ___ the remedy or something that helps you recover
- ___ never-ending
- ___ unbelievable
- ___ be infatuated

Pre-Listening

17 Song: Boys Don't Cry – The Cure

What do you know about the band The Cure? Which type of music do they play? Are they popular among teenagers nowadays? Why/Why not?

While Listening

18 Listen to the song. Put the words in the box into the song.

plead unkind mind hiding stay granted

I would say I'm sorry

I would say I'm sorry
If I thought that it would change your (a) _____
But I know that this time
I've said too much
Been too (b) _____

I try to laugh about it
Cover it all up with lies
I try and
Laugh about it
(c) _____ the tears in my eyes
'cause boys don't cry
Boys don't cry

I would break down at your feet
And beg forgiveness
(d) _____ with you
But I know that
It's too late
And now there's nothing I can do

So I try to laugh about it
Cover it all up with lies
I try to laugh about it
Hiding the tears in my eyes
'cause boys don't cry
I would tell you



That I loved you
If I thought that you would (e) _____
But I know that it's no use
That you've already
Gone away

Misjudged your limits
Pushed you too far
took you for (f) _____
I thought that you needed me more

Boys don't cry
Boys don't cry

Post Listening

19 Listen again. What is the message of the song?

Free Time!

Pre-Reading

- 1 Read the questions and discuss with your partner.
- a Do you collect anything? If yes, what?
 - b Do you prefer to travel by bus, car, tube or bicycle? Why?
 - c Where would you like to go this weekend?
 - d What do you like to do after school? Why?

While Reading

- 2 Read the three extracts. Who is similar to you?

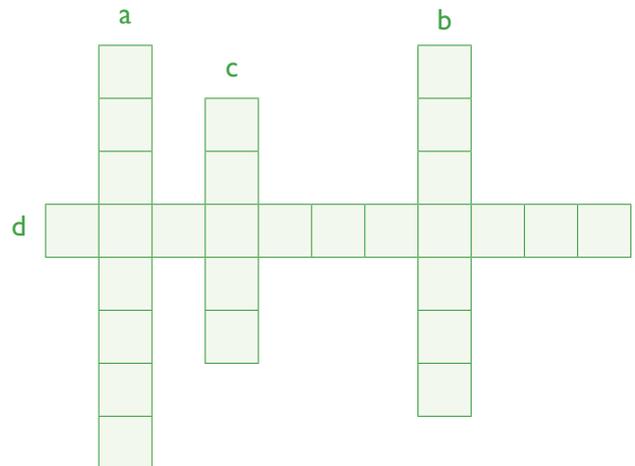


- a I love going to the cinema and sometimes I rent DVDs. I really enjoy comedies and action films. I haven't got a favourite well-known actor, but I think Ken Loach is a brilliant director. I'd love to be an extra in a crowd scene in a film.
- b When I want to have a good time, I go out with my friends and play sports. I've been playing football on a team for years. There's nothing quite like watching a live match at the stadium, where you can feel the energy.
- c Reading is my favourite hobby. I read at home, on the bus, everywhere. Now I'm reading a crime novel, which takes place in Scotland. It's the second book of a trilogy and is based on a true story. It's on the best-sellers list this month.

Post Reading

- 3 Quickly scan the text and find the words for..
- a three people who work in the film industry
 - b a series of three books
 - c two types of films
 - d two words that together mean 'to occur'
 - e a synonym of famous
 - f a group of people
 - g a type of novel

- 4 Complete the following puzzle using words from exercise 3.



- a The person in charge of the whole film making process is the_____.
- b The Lord of the Rings, written by J.R.R. Tolkien, is a famous _____.
- c A person who participates in a dramatic production is called an_____.
- d Harry Potter is a worldwide_____. It has been translated to at least 67 languages.

Pre-Listening

- 5 Look at the photos. What do you think these people are doing?



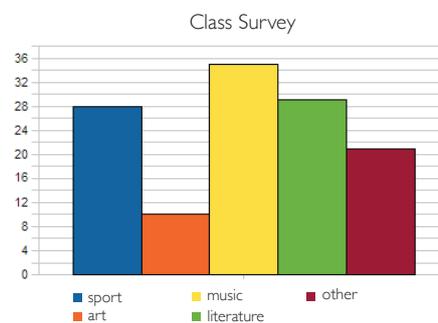
Post Listening

- 8 a In groups of 4, interview 4 classmates each. Fill in the table with the answers.

Name	Hobby?	When?	Where?

- b Using the information from the surveys. Make a bar chart.

e.g.,



While Listening

- 6 Ben is conducting a survey. Listen to his results and complete the table.

Name	Hobby?	When?	Where?
Annie			
Mario			
Ruth			

- 7 Listen again. Answer the questions using your own words.

- What do Annie's parents worry about?
- Where does Annie want to go at the end of the month?
- Why is it difficult for Mario to go surfing?
- What does Ruth take photos of?
- Was Ruth's camera expensive?

Speaking

- 9 Using the information your group gathered in exercise 7, present the results.

e.g.,

We interviewed 4 classmates...

We asked...

The results were...

Writing

- 10 Read Jane's blog. What is it about? What do you like about it? What would you change?



Jane's Blog



Saturday, 28 March
Is there anyone out there?

My name is Jane and I am seventeen years old. I'm in my final year of high school. I want to study at a university in the United States, but I need to get a scholarship first.



I plan to become a journalist so I can travel the world; going wherever the news is. It seems like an amazing job at the moment. The perfect combination of my three passions: writing, travel, and current events. So you never know, maybe I will see my name in a headline of a big news story one day. I am crossing my fingers.

I live in New Zealand, which is very far from absolutely everywhere - the middle of nowhere!! I love it, though, because it's a really beautiful country and people are always friendly.

Tuesday, 31 March
Bad news
I got a bad score on my maths test today. I'm a little worried, but I believe that everything happens for a reason. In fact, when I went to the school guidance counselor to talk about my options, I met a cute boy. I hope he asks me out sometime.



STEP IT UP!

Read the following tips. Discuss in pairs.

- The topic is important, but so is the design. Your blog must be attractive and easy to read. Keep things simple with a clear font and a white background. You shouldn't make blog entries too long, and you must use paragraphs. It isn't a good idea to update your blog every day because your followers may get a bit bored of it. Make it more interesting to read.
- You should be careful about what you post on your blog. Anyone with Internet access can read what you write. This means your parents, teachers and your employers if you work. Remember there are some very unpleasant people using the Internet too. Make sure you use the privacy settings available on your blog to choose who can read it and who can write comments. Only give your URL to people you know and trust.

- 11 Together with the teacher create a class blog and decide on a list of topics (e.g., free time activities, movies that you like, books you are reading, current issues of the country) to write about and publish your entries every week.



3

Travel Broadens Your Horizons

Pre-Reading

- 1 Complete the questionnaire.
 - a Have you ever been on a blind date?
 - b Have you ever done an extreme sport?
 - c Have you ever sung in public?
 - d Have you ever been lost?
 - e Have you ever started a conversation with a stranger?
 - f Have you ever eaten strange food?
- 2 Count your points according to your answers to question 1 and find out how adventurous you are.

No, I haven't and I don't want to = 1 point
 No, I haven't but I would like to = 2 points
 Yes, I have = 3 points

15+ points	You are very adventurous! You like to take risks and try new things. You enjoy being with people who are similar to you and you get bored easily. Be careful though – don't do anything too dangerous!
7 - 14 points	You are quite adventurous but you are cautious, too. You are interested in new things, but at the same time you always think before you act. You are a fun travel companion.
0 - 6 points	You like to stay with what you know. And you like your home comforts. Don't worry – there's nothing wrong with that.

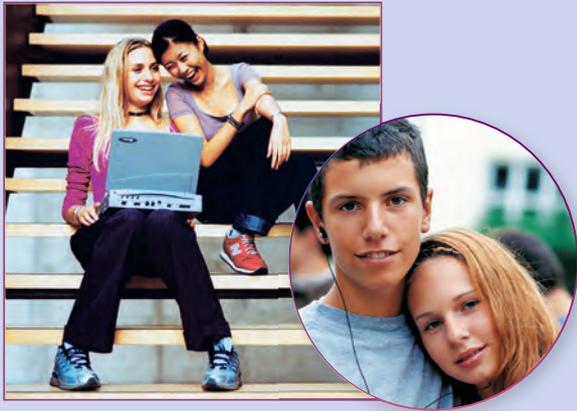
While Reading

- 3 Quickly look through the text, find the information and finish these sentences
 - a Restaurants in the UK close _____.
 - b Chinese hosts _____.
 - c Resting your elbows on the dining table is considered _____.
 - d In the USA, thirteen is _____.
 - e The colour red has _____.

They Do Things Differently Here

Travel **broadens** the mind, but as experienced travellers know, you need to adjust your mindset to enjoy your travels. Different destinations have different cultures and it is easy to make cross-cultural mistakes which lead to misunderstandings. A quick look at eating customs around the world highlights some typical problems. Anyone expecting to have dinner at 10 p.m. in the UK will find many restaurants closing for the night. In fact, eating in someone's house can be just as problematic. Chinese hosts can press guests to eat and drink more than they wish, and it is difficult to say no without causing offence. Refusing coffee in a Muslim house is also considered impolite. To avoid being rude, accept the coffee and a couple of the refills: drinking an odd number of cups is politer than drinking an even number. Be careful how you show your enjoyment of a meal: even simple gestures can lead to problems. Joining the thumb and forefinger in a circle might mean OK in the USA, but in France it can actually mean zero and in Japan, money. Belching after dinner is a sign of appreciation and thanks in some Arabic cultures, although in the UK this would not be taken as a compliment to the chef. Likewise, resting your elbows on the dining table is considered bad manners in Dutch and Russian homes although it is more acceptable in some Mediterranean countries.





Even number and colour associations change from culture to culture. You will find that American hotels do not have a thirteenth floor; while in Korea and Vietnam four is thought to be the unlucky number. Red, the colour of good luck and fortune in China, is often associated with blood and anger in many Western societies. For many Europeans, black is the colour of sadness. However, for the Massai people in Kenya and Tanzania, black represents rain clouds and is a very lucky colour.

So what is the best advice for travellers facing cultural confusion? Perhaps the most useful thing to remember is the old proverb: when in Rome, do as the Romans do. Be prepared and enjoy your trip.

- 4 Scan the text to find the answers to the questions.
- Why should travellers be aware of cultural differences?
 - How many cups of coffee should you drink in a Muslim house?
 - What are the different connotations of joining your thumb and forefinger?
 - Where is it acceptable to belch after a meal?
 - How can travellers avoid cultural confusion?

Post Reading

- 5 In pairs or groups, discuss the article and make a list of cultural differences between Chile and the countries mentioned in the text. Use a diagram for help.

Writing

- 6 Choose the correct option for the following connectors. Some of these words can be used for different purposes. Put them in the correct box according to how they are used in the text.

in fact | likewise | however | although
but | and | also

adds similar
information

adds contrasting
information

- 7 Write a short paragraph about different cultural aspects that you found interesting in the text.
- Pre-writing.** Brainstorm ideas using connectors to join or introduce ideas. Then, organize them.
 - Drafting.** Write a draft of your paragraph and check the main, second and closing ideas.
 - Revising.** Once you have finished writing, read your work and check it.
 - Editing.** Read your work again and edit it looking for any mistakes or aspects you want to improve.
 - Publishing.** Share your work with your classmates.

Vocabulary

- 8 Write a paragraph using at least 5 words from the box. Use a dictionary if necessary.

boarding pass gate board carry-on
departure lounge flight check in

Speaking

- 9 Role-play the following situation in pairs. One of you is flying to Peru this morning and the other friend is calling to ask him/her where they are and what they have done already. Use vocabulary words from exercise 8.

e.g., Have you checked your bags? / Did you check your bags?



commons.wikimedia.org



commons.wikimedia.org

Practice

- 10 Complete the sentences by circling the correct option.
- a This was a last minute decision, *so* / *however* we had thought about it for quite a long time during the last years.
 - b I was watching telly *and* / *although* they started showing a documentary on Chile.
 - c *Therefore* / *But* I immediately phoned my husband and asked him if he could take his holidays during the following month.
 - d He came home that evening with some glossy brochures *also* / *and* we sat down to look at them.
 - e We decided it was time to take a long holiday, *in fact* / *even*, we hadn't had one for several years.
 - f We are very pleased to be going, *likewise* / *although* it is obviously going to be one of the most expensive holidays we've ever planned.

Pre-Listening

- 11 Look at the pictures. Can you guess where the pictures were taken? Where do they use that mode of transport?

While Listening

- 12 Listen to Amalia talking about her holiday and put the paragraphs in the correct order.

Our Holiday Adventure

- a Finally, we got a phone call from our national airline who offered to fly us home three days early. The weather had been getting worse all week, but on our last day it was terrible. Before getting on the plane, it had been raining heavily all morning and the wind was blowing strongly. When I was walking to the taxi, I was nearly lifted off the ground by a powerful gust. I was unbelievably lucky; I was carrying my suitcase and the weight of it kept me on the ground.
- b We arrived home safely after a nine-hour flight. We didn't feel completely calm until we heard that the hurricane had avoided the island and all the lovely people we had met were **unharméd**.
- c The weather forecast predicted powerful hurricanes for the last day on the island. My friends and I were terrified. The first thing we did was speak to our hotel manager about the situation on the island. He advised us to return home before the storm arrived.
- d I'll never forget my holiday in Cuba. It was a time of contrasts: fun and **fright**, relaxation and panic, sun and rain. I had gone there with my friends. We spent our time on amazing beaches, going to discos, and eating delicious local cuisine. We had been having a fantastic time until the end of the first week.
- e Then we called our travel agent to see if we could change our flights and go home early. It was a very difficult time. We spent most of our time making lots of phone calls and not doing the things we had arranged to do.



Post Listening

- 13 Answer the questions in your own words.
- Why was Amalia's holiday a time of contrasts?
 - What happened at the end of the first week?
 - What did the manager advise them to do?
 - How did they get home?
 - What was the best news?
- 14 In pairs, create a leaflet with 4 recommendations you must consider when you are going to travel and while you are travelling. Share!



4

We Love Sports

Pre-Listening

- 1 Do you know how to swim? Can you remember the first time you went swimming? In pairs, ask and answer the questions.
- When was it?
 - Was it in the ocean, a lake or a swimming pool?
 - Who did you go with?
 - What happened?

While Listening

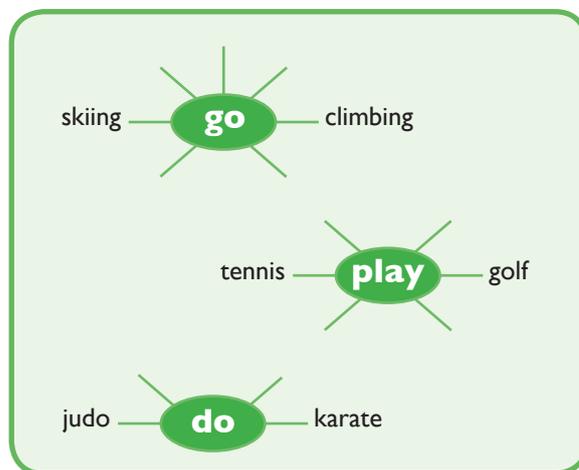
- 2 Listen to Alex describe the first time he went swimming. Choose the correct options.
- eight / nine years old
 - drove / walked to the local public pool
 - really worried / excited
 - the instructor / my dad was waiting
 - I jumped / ran away
 - my feet / my hands didn't touch the bottom
 - I was swimming / sinking
 - I was splashing my arms / moving my legs
 - Someone pushed me down / pulled me up
 - exhausted / scared

Post Listening

- 3 Write a short version of what happened to Alex the first day he went swimming.

Vocabulary

- 4 Look at the diagrams and complete with the sports from the box.



- | | | |
|----------|------------|---------------|
| surfing | volleyball | basketball |
| cycling | football | gymnastics |
| hockey | jogging | skateboarding |
| swimming | yoga | |

- 5 a Complete the rules for using *play*, *do* or *go* before a sport.
- We use _____ with ball sports.
 - We use _____ with sporting activities ending in -ing.
 - We use _____ with other sports.
- b Using the verbs from the previous activity, write a short paragraph about the sports you have practised. Remember to give your opinion about them.

Pronunciation

- 6  Listen to each word. Put each word under the correct 'gh' sound.



g sound (go)	f sound (stuff)	silent (high)

Add two more words in each column.

LANGUAGE IN USE

We add a question at the end of a statement to check information. Can you see a pattern in how the phrases are made? Explain.

*e.g. You are coming to the party, aren't you?
You aren't coming to the party, are you?
He can drive, can't he?
She doesn't own a car, does she?
They will camping, won't they?*

Practice

- 7 Match each statement with the correct question.

- a You want to go skateboarding,
- b Carlos loves surfing,
- c Jogging is boring,
- d Teresa didn't play football last year,
- e Everybody should do exercise regularly,
- f He's a famous tennis player,

_____ don't you? _____ doesn't he?
 _____ isn't it? _____ shouldn't they?
 _____ isn't he? _____ did she?



BRITISH / AMERICAN



pitch field
 football soccer
 practise (verb) practice (verb)

Speaking

- 8 Look at the pictures.

What are they famous for? Make sentences about these people using questions to check information. Practice your sentences in groups.



a _____ c _____
 b _____ d _____

Pre-Reading

- 9 Answer the questions in the sports survey.

What is your favourite sport?
How often do you play it?
Do you enjoy watching sports on TV?
Which famous athlete do you admire?

While Reading

- 10 Read the descriptions and guess what sports they are.

- a This sport was first developed in England in the 19th century. It is played by two teams of 13 to 15 players. The match is played outdoors on a pitch with goal posts at either end. The object of the game is to run with an oval shaped ball in the player's arms across the opponent's goal line or kick the ball through the goal posts. The players cannot pass the ball in a forward direction and there are no time-outs.
- b This is a sport in which a player rolls a heavy ball down a wooden lane. The object is to score points by knocking down as many pins as possible. The earliest version of the game was seen in Egypt in 3200 B.C., but the modern version was developed in Germany in the mid-19th century when competitive clubs were created and it is now very popular all over the world.

- 11 Indicate words, phrases or sentences in the text that helped you decide what sport it was.



STEP IT UP!

Find out what extreme sport is popular in Chile and where people meet to do it.

Post Reading

- 12 a Look at the images. Can you explain what they are doing in each one?



- b Match the names to the pictures.
- | | |
|------------------|------------------|
| i bungee jumping | iii sandboarding |
| ii zorbing | iv coastering. |

Writing

- 13 In pairs, research about a sport and write a description of it in at least 100 words. Include the following information and remember to follow the writing steps.

- a **Pre-writing.** Brainstorm ideas.
- b **Drafting.** Write a draft of your description and check the main, second and closing ideas.
- c **Revising.** Once you have finished writing, read your work and check it.
- d **Editing.** Read your work again and edit it looking for any mistakes or aspects you want to improve.
- e **Publishing.** Share your work with your classmates and debate about your different ideas.

- 1 Make a list of three...
- expressions about love and relationships.
 - things you do in the airport before a trip.
 - sports that end in -ing.
 - connectors used to express contrast.
- 2 How sporty are you? Complete the sentences with the correct form of play, do and go. For letters e, f and g, write your own sentences using the verbs.
- Do you prefer to _____ cycling or to _____ karate?
 - Can you _____ basketball?
 - Which is more exciting: to _____ skiing or to _____ snowboarding?
 - What is the most dangerous sport you _____?
 - _____
 - _____
 - _____
- 3 Order the words in the box and then use them to complete the sentences below.
- torpssap kcehc ni retnuoc erutraped
egnuol gnidraob ssap
- If you want to travel abroad, you need to have a _____.
 - The first thing you need to do in the airport is go to the _____.
 - You can wait for your flight in the _____.
 - Before you board the airplane, you need to show your _____.
- 4 Respond to the negative questions with a positive or negative answer.
- Don't you want something to eat?
(+) _____.
 - Weren't you at the party last night?
(-) _____.
 - Isn't that the best song?
(+) _____.
 - Wouldn't you like to do more homework?
(-) _____.
 - Doesn't that cake look delicious?
(+) _____.
- 5 Finish the sentence with a correct question tag.
- That party wasn't bad, _____?
 - You'd like to go to the beach, _____?
 - Everybody went home early, _____?
 - Your brother's going to go, _____?
 - They haven't been there before, _____?
- 6 Explain what is the difference between the two sentences to your partner.
- I've seen that film.
I saw that film last week.
 - They've been going out for two years.
They went out for two years.

1 Using the expressions from the text on page 111, fill in the gaps.

- a Are you going to _____ Diego _____? I think you would like him. You should go to the cinema.
- b I went on a _____ _____ last night with my cousin's friend. I had never met her before.
- c I don't believe in _____ _____ _____, because I think you need to really know someone before you can fall in love.
- d Did you _____ _____ _____ with Enrique last weekend? Where did you go?

2 Fill in the gaps with an advice.

- a I'm really tired. I _____
- b I think they are too young. They _____

- c If you want to feel better, you _____

- d You can't always trust him. You _____

- e I failed all my tests. I _____

3 Put the words in order to make negative questions. Then respond with a positive or negative answer.

- a what / hear / didn't / hear / you / she / said / ?
(+) _____
- b we / before / met / / haven't / ?
(-) _____
- c goal / beautiful / that / wasn't / a / ?
(+) _____
- d practice / football / don't / have / tomorrow / we / ?
(-) _____
- e you / aren't / to / going / Valparaiso / weekend / this / ?
(+) _____

4 Give advice for each problem.

- a I bought a new backpack but the zipper is broken. _____
- b My tooth hurts. _____
- c I want to lose weight. _____
- d I'm getting bad marks. _____
- e Cycling in the city can be dangerous. _____

- 5 Using the words given, write sentences about the past.
- Javier / Santiago / last week: _____
 - Fran and I / since 2008: _____
 - We/ project / yet: _____
 - mobile phone / June 2013 _____
 - breakfast / this morning: _____

- 6 Complete the text with words from the box.

passport boarding pass check-in
board gate carry-on bag
luggage departure lounge

When you go to the airport, you first need to (a) _____. For international flights, you are required to present your (b) _____. When you reserved your ticket, you probably got a confirmation number. The airline agent will ask if you want to check (c) _____ or if you only have a (d) _____. You should check your large luggage, but you can carry smaller suitcases on the plane. The agent will then give you your (e) _____ and tell you which (f) _____ number your flight leaves from. Next you go through security. After that you can buy any last minute souvenirs or have a coffee in the (g) _____ before you (h) _____ the aeroplane.

- 7 Create your own sentences using the following connectors.

therefore although but
in fact even

- _____
- _____
- _____
- _____
- _____

- 8 Read the situation. Write a question to check information.

- Fred doesn't look good. He looks sick.

- Kate is wearing a sweater and it's very hot.

- Mario is studying in Santiago but he's from Concepcion. _____
- You are very tired and don't want to go shopping. _____
- Pablo isn't at the office, he's probably on holiday. _____

A Holiday Trip with a Purpose

1

Community Service Volunteers (CSV)

Spend time in the UK providing social care to people in need: university students with disabilities; working parents of children with special needs; people in hostels for the homeless. Free food and accommodation with weekly allowances.

www.csv.org.uk



2

Project Trust

Placement in twenty four destinations lasting a full year. Assignments range from running a newspaper in Namibia to working in the children's ward of a hospital in South Africa.

www.projecttrust.org.uk



3

Summer Sports

Help run children's sports projects in Africa and Latin America: football instructor courses and professional training at golf, rugby, cricket and scuba academies.

www.summersports.co.in



1 Read the following adverts and match them with the photos.

2 In groups of four, create a project that you can do during your school holidays.

Choose one of the following topics:

- help a community in need.
- take part in an environmental campaign.
- run sports camps.

3 Decide: What? Where? When? Why? How?

4 Plan a tour trip:

- transport
- housing
- meals
- Schedule

5 Present your project to the class. Use a PPT presentation including music, sounds and pictures.



Reading

- 1 Read the description and answer the questions.
- Where is Llandudno?
 - What is special about the local people?
 - Why was Llandudno important to Lewis Carroll?
 - What can you do and see in Llandudno?
 - Why does the writer recommend Llandudno?

My favourite place is a town called Llandudno. It's on the Welsh coast between Great Orme, Little Orme and the sea. Llandudno has a long history as a mining and fishing town. It's famous for its incredible Bronze Age copper mines. Visitors can see how the mining process was during that time. In 1854, Llandudno became a seaside resort for Victorian tourists. Today, it maintains its Victorian buildings and is still a popular tourist town. The local people speak two languages: English and Welsh, which is nothing like English. One of the most interesting stories about Llandudno is that the writer, Lewis Carroll, spent some time there and it's where he met his wife, Alice. He based his most famous book, *Alice in Wonderland*, on his wife, and some of the Llandudno scenery is described in scenes of the book. I really recommend Llandudno because there is lots to see and do. Visitors can spend time on the beach sunbathing, swimming or surfing. Hiking up and skiing down the Great Orme (on the dry ski slope) is another possibility. If that's too much exercise, you can enjoy the views from Britain's longest cable car system. Llandudno has something for everyone.

points /5

Listening

- 2 Listen to Mandy and Alistair talking about football. Put Alistair's statements in the order you hear them. You will hear the recording twice.
- _____ Both sides had scored three goals.
 - _____ Liverpool and AC Milan.
 - _____ Liverpool won the cup for the fifth time.
 - _____ The matches are boring these days.
 - _____ Well the second half was brilliant.

points /5

Writing

- 3 Write a paragraph about an activity that you do in your free time (100-120 words). Use the questions to help you. Organize the information in at least 3 paragraphs.



points /10

Keep practicing

Let's review

Good job!

Brilliant!

0-5

6-10

11-15

16-20

7 UNIT

Moving Forward

Reading and Understanding

- Use skimming and scanning reading techniques.
- Locate evidence within the text that allows the justification of simple inferences.
- Integrate written expression to demonstrate understanding of texts that have been read.

Listening and Understanding

- Identify relevant details to find out the main points of a listening text.
- Locate expressions and fixed phrases associated to communicative functions.
- Integrate oral and written expression to demonstrate understanding of listening texts.

Living in Harmony

Emphasizing the importance of a healthy diet and good habits to preserve our health. Knowledge of the self, one's potentials and limitations.

Speaking

- Integrate listening skills as a basic ability for oral interaction.
- Signal attention, understanding, agreement and disagreement in conversations, and initiate, maintain and close a conversation.
- Self correct and reword statements.

Writing

- Use connectors to sequence sentences in a logical, cohesive and coherent way for communicational purposes.
- Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.

I Feel Good!

1 Think of the last 7 days and mark the statements that are true for you.



- a _____ I exercised at least one hour a day.
- b _____ I exercised at least one hour during the last weekend.
- c _____ I watched TV for more than one hour a day.
- d _____ I was busy this last weekend.
- e _____ I had nothing to do this last weekend.
- f _____ I had butter, margarine and /or mayonnaise in my meals.
- g _____ I included many vegetables in my meals.
- h _____ I had sugary food such as ice-creams, cakes, biscuits, candies, etc.
- i _____ I had fried food or oily food such as *sopaipillas*, French fries, fried chicken, bacon, etc.
- j _____ I had breakfast every day.
- k _____ I skipped lunch.
- l _____ I had dinner.
- m _____ I snacked a lot.
- n _____ I ate fast.
- o _____ I ate while watching TV or playing on my phone.
- p _____ I ate small bites.
- q _____ I don't eat unless I am very hungry.
- r _____ I ate until I felt full.
- s _____ Once or twice, I ate after I saw a food spot on TV.
- t _____ I just ate because I had to.
- u _____ I ate because I was bored.
- v _____ I ate because I was mad.
- w _____ I ate because I was sad, depressed or stressed.
- x _____ I ate a lot in a short period of time.
- y _____ I felt I was eating out of control but I didn't care.

Speaking

- 2 How many of your answers are bad habits? Compare your answers with your partner: How many are the same?
- 3 Make a list of the food you have eaten and activities you have done in the last 7 days. Discuss with your partner which food and activities in your lists could be classified as healthy.

Food	Activities

Pre-Reading

4 In pairs, answer these questions:

- How much do you exercise weekly?
- How many meals do you eat daily?
- How much do you snack?
- Do you like sugary food? Why?

While Reading

5 a Scan the text and find the words from the list. Can you infer the meaning of the words in context? Check with your partners if they know the meaning. If not, look them up in a dictionary.

- | | |
|------------------|-----------------------|
| i on the move | viii diseases |
| ii average | ix procrastinate |
| iii concern | x once in a blue moon |
| iv major illness | xi legumes |
| v increase | xii in the long run |
| vi enhance | |
| vii prevent | |

- b With your partner, predict which of these words would be essential to give the text meaning. Why?
- c Read the text carefully and check your predictions in activity 5b.

6 In pairs, answer the following questions.

- a What does research say about Chilean teenagers' diet?
- b Why aren't Chilean teenagers exercising as much as they used to?
- c How is sugary food becoming a problem among Chilean children and teenagers?
- d What should the government do to help teenagers have a healthier lifestyle?
- e Name two reasons for leading a healthier lifestyle.
- f Which of the activities mentioned in the text do you actually do?

A LIFE ON THE MOVE: LOOKING BETTER, FEELING BETTER

According to some research done on Chilean teenagers, proper nutrition does not count as one of their priorities. Only 4% of them eat well, 60% have an average nutrition and around 36% do not eat well at all! A few years ago it used to be different but lifestyles have changed.



Currently, only 15% of teenagers have a healthy lifestyle. Young people used to do regular exercise but this has almost been forgotten. With the arrival of new and more exciting technology, more time is spent on sedentary activities such as

watching TV, playing computer games, surfing the net and other related activities. What makes the situation worse is that most of these sedentary activities include food and not just any food: junk food.

Another concern has to do with the high amounts of sugar children and teenagers are consuming these days. Research has shown that around 50% consume excessive sugar and sugary foods and drinks. If this continues, diabetes may become a major illness for Chilean teenagers in the next few years.

Some experts claim that the government should be more straightforward with these problems in schools by educating and informing parents, teachers and teenagers themselves so that they become aware of the problem and find ways to confront it.



But not all is lost!

You can still live a life on the move, looking and feeling better by adopting an improved lifestyle. But the question is, why should you do it?

- You'll notice an increase in your strengths and energy.
- You will enhance your self-confidence and will feel more confident in your abilities.
- You will be able to prevent obesity and heart-related diseases.
- You will also be able to share more quality time with your friends and even make new friends.



Some activities you can carry out with your friends (and family too!) are as follows:

- join after-school sport programmes in your school or neighbourhood.

- try not to procrastinate.

Participate in your regular physical education classes at school.

- if your school or places you

regularly go to are not that far away from home, then walk or ride your bike.

- practise the old fashioned way, too. Make a habit of walking up and down stairs instead of taking the elevator.

Some tips for a healthier and better life are as follows:

- be aware that chips, sodas, ice-cream and candies are high in fat, sugar and salt. Try to consume them only once in a blue moon.

- enjoy fruit and salads daily as they are full of essential vitamins and minerals vital for our bodies to be healthy.

- fish and legumes are excellent for you. Fish contains omega 3 which is excellent for the heart and legumes are rich in fibre. Have them at least twice a week.

- try to “respect” meal time. Too much snacking becomes damaging in the long run. It can mean eating more food and eating more of the wrong food.

- on days with more vigorous activities, you can eat more. On the other hand, if you have been seated or only doing moderate activities, then you should eat less.

Always remember that physical activity in which you move your whole body, helps you develop your abilities of coordination, flexibility, balance, strength (inside and outside) and speed.

Adapted from Aliméntatesano (2012). Primer Reporte del Programa Mi Fitbook. Aliméntatesano.com. Retrieved October 28, 2013 from http://www.aliméntatesano.cl/Resultados_Fitbook_Dic2010.php

9 Match the word groups.

- | | |
|----------------|-----------------------|
| a proper | i _____ disease |
| b regular | ii _____ food |
| c young | iii _____ nutrition |
| d junk | iv _____ new friends |
| e self- | v _____ exercising |
| f heart | vi _____ a week |
| g make | vii _____ people |
| h twice | viii _____ confidence |
| i will have to | ix _____ eat less |

Post Reading

7 Write reasons why you *should* or *should not* eat the following food:

- a chips, sodas, ice-cream because...

- b fruit and vegetables because...

- c snacks whenever I feel like it because...

8 Look at the following word groups taken from the text and write another one changing the adjective only.

e.g. *Proper nutrition = healthy nutrition*

- a **Healthy** lifestyle:

- b **Sedentary** activities:

- c **Junk** food:

- d **Sugary** foods:

- e **Quality** time:



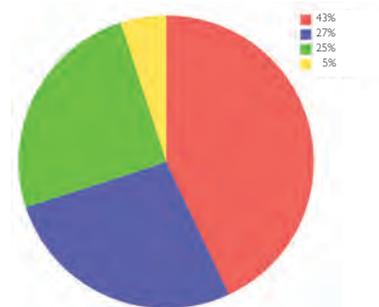
STEP IT UP!

Make a list of activities you do that are unhealthy. Compare with your partner and give each other advice on what you should do to change your lifestyle.

10 Work with a partner. Go to <http://www.nutrition.gov/> and research about the components of a healthy meal. After you've gathered the data, present your results in a pie chart like the following:

Work with a partner:

e.g.



- 11** Explain your pie chart to the class.
Use the following guide to defend your meal.

- This picture shows...
- The percentage of...
- The amount of...
- The reasons we have...
- We could say...
- If a person is able to...
- Their health will be...



Avoid these:



LANGUAGE IN USE

To talk about a habit that used to be common but isn't anymore, we say:

*Young people **used to** do regular exercise but this has almost been forgotten.*

*I **didn't use to** like eating vegetables but I love them now!*

Practice

- 12** Write sentences that are true to you using the Language in Use box for help.

a I / live in a flat when I was a child.

b We / go to the beach every summer

c My friend / exercise/ in primary school

d When I was ten years old I

e My mother

f The person sitting next to me

Pronunciation

- 13**  Listen to the following sentences and underline the words that the speaker emphasizes.



How can you tell if a sentence has positive or negative content? Listen again and repeat. Practise with your partner:

- a But not all is lost and you can still live a life on the move, looking and feeling better by adopting an improved lifestyle.
- b What makes the situation worse is that most of these sedentary activities include food. Junk food.

Not Feeling So Well?

Pre-Listening

1 a Read the following list and underline the ideas that sound familiar to you. Compare with your partner. Do you have the same?

- i depression
- ii bad nutrition
- iii stress
- iv obesity
- v angry all the time
- vi a lot of things to do
- vii in a hurry



- viii psychologist
- ix psychiatrist
- x eating habits
- xi physical activity
- xii polite
- xiii smile back
- xiv 'Right now' comfort

b Look at the list again and talk to your partner about the reasons why some of these ideas are closely related. Share your ideas with the class.

While Listening

2 a Listen to a person giving his opinion on how Chilean people are in regards to their health. How is this reflection similar to the reasons you discussed in activity 1b? Take notes!

b Listen again and check.

3 Listen again and answer the following questions.

a What does the speaker say about why Chileans are becoming famous?

b The speaker says, 'we need to do something about it.' What does 'it' refer to?

c How does the speaker describe people feeling stressed out?

d Apart from the system, why should we blame ourselves for giving in to stress?

e What reasons does the speaker give for the body and the mind to be taken care of equally?

f In your own opinion, how is politeness important for your health?

Post Listening

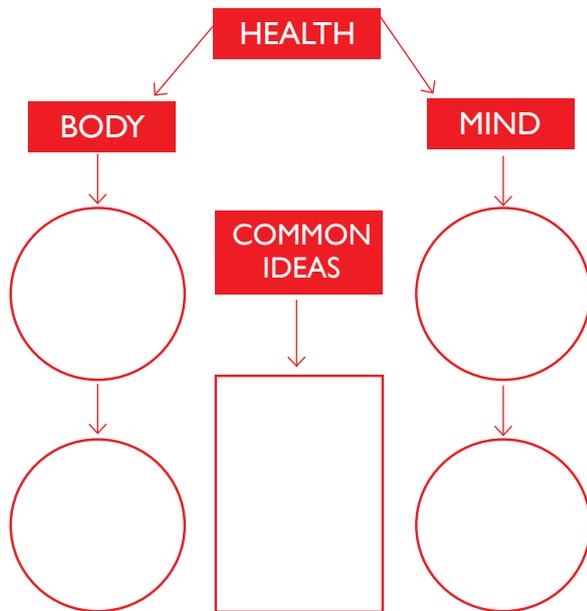
- 4 In pairs, brainstorm ideas related to nutrition that connect to the concepts or words below.

e.g., *Bad nutrition: fatty food, junk food, too much snacking, etc.*

Commitment
Stress

Fast Food lifestyle
Good energy

- 5 Work with a partner. Make a sequence map explaining what you would do to keep your body and mind healthy.



- 6 Discuss your sequence map with your classmate. Justify your ideas. Use the concepts from activity 4 in your discussion.

Explain:

- What you are going to do
- Why you decided to do it
- How you intend to put this into action
- When you are going to start and for how long you are going to do it.

LANGUAGE IN USE



We use **If sentences** to describe situations in the past that did not happen.

If we had been more careful, we would have prevented this from happening.

She would have answered if she hadn't been so busy.

Can you see its form? Can you explain it?

- 7 Finish the If sentences with your own ideas. Use the Language in use box for help.

- a He would have come to the party if

- b If I had eaten all that pizza, I

- c If her grandfather had gone to the doctor, he

- d _____ would do more exercise every day if

- e If we hadn't been so stressed, we



Pre-Reading

- 8 What do you think are the main reasons that teenagers go to the doctor? Make a list.

While Reading

- 9 Look at the words in bold. What are these health problems about? Skim the text to find out.

TOP REASONS WHY TEENAGERS GO TO THE DOCTOR'S OFFICE

The most common health problems teenagers suffer from are:

- a **Drug abuse:** this experimentation phase can lead a teenager to have contact with illegal drugs. Dealing with this problem is one of the most determining moments for teenagers and parents.
- b **Traffic accidents:** many young people get **injured** or die each year in accidents caused by reckless driving and alcohol.
- c **Diabetes:** it can be inherited but it is also caused by bad nutrition habits.
- d **Hypertension:** the number of teenagers that have high blood pressure is increasing day by day.
- e **Stress:** due to hormonal and psychological changes during this phase, many teenagers are likely to suffer from stress which leads to other physical pathologies.
- f **Acne:** this happens basically because hormones are adapting to the new adult body. It can take years to become balanced again.
- g **Anorexia:** the social pressure for looking slim and attractive drives many teenage girls and boys to lose excessive weight so that they can fit into a social group. This damages them not only physically but psychologically, too.
- h **Obesity:** this is mainly caused because of bad nutrition and excessive consumption of junk and sugary food. The worst news is that obesity brings other diseases along.
- i **Sport injuries:** these types of injuries are common among teenagers since they are more exposed to high risk sports and activities at school during this phase of life.



- 10 Which of these problems do you think is the most dangerous? Why?

Post Reading

- 11 Choose three of the above problems and write a paragraph giving practical and everyday strategies to avoid them. Include vocabulary from unit and *if* sentences.

Science in Our Everyday Life

Pre-Reading

- 1 Create a Spider Map with your ideas! Your central word is "Science".

What words come to your mind?



While Reading

- 2 Read the following text quickly. What is the main idea?

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Dennis – Scotland

My current job as a journalist working for BBS Channel allows me to be in touch with many people all over the globe. Telly has changed my life forever; I was born and raised on a small island

in the north of Scotland where we had no running water or electricity! 'The box' has allowed us to watch incredible events like the first steps on the moon, the Olympic Games, New Year's celebrations, and more. The invention of TV opened the door to all the other audio-visual technologies. Nowadays, the world seems a much smaller and more connected place.



Jean Philippe - France

Just over 10 years ago, during the economic crisis, alternative trade markets appeared all over the country, and the tradition continues to this day. In towns and

cities, people gather in the street or a park and exchange their products with no money involved. You can find everything from home-grown vegetables to furniture to dental care! I'm part of this alternative way of living. My family and I grow cherry tomatoes. We exchange them for other food products like potatoes and rice. Living like this makes me imagine a world without money or conflict. This would mean the disappearance of insurance companies and banks, but also the beginning of a friendlier world.



Carol – USA

I lead a busy life as a wife and mum and I also have a part-time job in a laboratory. As I am always on the go, I need help wherever I can get it. In my house, we have technology

that helps with everything from making a cup of coffee to opening my garage. I can't think of life without all these new inventions. I would never be able to enjoy time with my family if we didn't have so many household gadgets and appliances helping to make everything run smoother.



Francisco – Chile

Growing up, we had Nintendo, Super Nintendo, Play station I, II, III and now we have Nintendo Wii. These products are used mostly by children who don't

understand how fragile they are. So, when one of these so-called toys malfunctions, I come to save the day. I started out by fixing my dad's old radio, then the VCR, and then the DVD player. Now, I'm studying to be an electronic technician. I enjoy it and I know there will always be something to fix.

Adapted from Downie, M., Gray, D., Jiménez, J.M. (2011). In Gear. Oxford: Richmond Publishing.

Post Reading

- 3 Answer these questions in your own words.
- How has television helped us understand history?

 - What would we do to obtain food without money?

 - How would our lives be different if electronic devices such as Nintendo or Nintendo Wii hadn't been invented?

 - How do you think your grandmother managed doing everything at home without any household appliances?

Speaking

- 4 In pairs, discuss the following questions:
- Do you agree with Juan Felipe? Why? Why not?
 - Would life be harder without your favourite gadgets? Why?
 - Why do you think the disappearance of money would be disastrous for banks?
 - Can you think of any scientific advances made or invented in Chile?
 - What is something you wish science had never developed or invented? Why?



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LANGUAGE IN USE



I wish / If only

*Sometimes I wish I didn't have a TV because it distracts me.
If only I didn't have a TV to distract me.*

We use **I wish** and **if only** to talk about situations we want to change.

*I wish I had been born with a simpler lifestyle.
If only I hadn't been born in such a complicated lifestyle.*

We use them to express regrets about the past.

*I wish that money would disappear.
If only money disappeared.*

We also use them to complain about something/one else.

Practice

- 5 Complete the sentences so that they make sense to you.
- She has no money. I wish _____
 - Her friends have gone on holiday. If only I _____
 - She didn't save any money for the holiday. If only _____
 - She spent all her money on clothes. I wish _____
 - His mother won't give him more money. I wish _____
- 6 Look at the pictures. In pairs, make sentences with **wish** and **if only**.



Pre-Listening

- 7 Look around your classroom; Can you see anything that has been scientifically developed? What do you think the development process was like?

While Listening

- 8 Listen to a person talking about science and how to understand it better. Check ✓ the words you hear.

microscope
experiment
knowledge
process
reason
discovering
powerful
reliable
global
mistake

electricity
gadget
modern medicine
improve
scientific
robot
explanation
applied
surgeon
overview

revise
tools
observe
investigate
sceptical
microchip
evidence
creatively
researchers



- 9 Listen to the text again and write 3 reasons why science is so useful in our everyday lives. Share your ideas with your partner. Do you have the same?

Science is useful because:

Post Listening

- 10 With your partner:
- Discuss the following question: What do you think has been the greatest accomplishment of science? Explain why.
 - If you had the opportunity to interview the person who accomplished this invention, what would you ask him/her? Make a list of ideas for your interview and then write the questions.

Pre-Reading

- 11 In pairs, ask and answer the questions.
- How long do you sleep at night?
 - Do you think that you get enough sleep?
- 12 Skim the article quickly. Where is it from?
- A fashion magazine.
 - A general interest magazine.

While Reading

- 13 Read the text and answer the questions. Find evidence in the text to support your answers.
- What are some experts now suggesting?
 - What did nearly half the teenagers tell the Denver researcher?
 - What are the writer's conclusions?

Teens need sleep

The way we sleep changes a lot during our teenage years. Many teens have the energy to play computer games until late at night but can't find the energy to get out of bed in time for school. This may be more than just laziness and bad behaviour.

Scientists have found out why adolescents love to lie in bed late at weekends. They say teen sleep patterns are different from those of adults or children and that teenagers don't get as much rest as they need during the week. One problem is school start times. Some experts are now suggesting a later start to the school day because teenagers find it too difficult to wake up early in the morning.

A research project in Denver, Colorado, which studied 729 young people between the ages of twelve and seventeen, found that teenagers need more sleep than they may be getting. Nearly half of the people interviewed reported significant daytime sleepiness and many needed a daytime nap. The project suggested that sleeping late at weekends may be a result of sleep deprivation during the week. Dr Kathryn Reid said, 'We found that teenagers sleep, on average, 8.5 hours during the week and more than 9.5 hours at weekends.'

Other research suggests that getting enough sleep is important for teenagers because it is while they are sleeping that they release a hormone that



is essential for growth. When teenagers do not sleep enough, levels of the growth hormone are reduced, and teens start to feel depressed and unmotivated.

So it seems that teenagers need more sleep than both children and adults, but that they get less than, either. Not only that, but many of the aspects of teen behaviour which adults find annoying may be a direct result of teenagers not getting enough sleep.

Taken from Downie, M., Gray, D., Jiménez, J.M. (2011). Target B1. Oxford: Richmond Publishing P. 46.

Post Reading

- 14** What type of text is this? Choose the best alternative and share your answer with a partner.
- a a report
 - b an essay
 - c a letter
 - d an article
- 15** Write a letter to your parents telling them why it is important to get enough sleep. Do not forget the process of writing:
- a **Pre-writing.** Brainstorm your ideas and organize them.
 - b **Drafting.** Write a letter using the vocabulary from the reading text as a guide.
 - c **Revising.** Once you have finished writing, read your work and check it.
 - d **Editing.** Read your work again and check spelling and punctuation.
 - e **Publishing.** Share your work with your classmates.

4

As Good As It Gets



Pre-Listening

1 Discuss the following questions in groups.

- a What do you think are the best ways to stay healthy?
- b What healthy things have you done in the last month?
- c What unhealthy things have you done in the last week?
- d Which do you think is more important for your health: eating well or sleeping well? Why?

2 Finish each idea with your own information. Compare with your partner. How similar are your answers?

- a Something good I could do for myself is: _____
- b My favourite food is: _____
- c When I am very hungry, I eat: _____
- d To relax, I: _____
- e Most of the time I sleep: _____ hours a day.

While Listening

3 a Listen to an expert giving advice on how to keep your immune system healthy and match ideas from the columns. Check with your partners.

- | | |
|-----------------------|---|
| i Move your body | _____ irritability |
| ii Watch what you eat | _____ the size of a fist |
| iii Eat less | _____ and help your heart get healthier |
| iv De-stress | _____ get help |
| v Sleep | _____ vitamins, seafood and fibre is what you need. |

b Listen again and complete the sentences.

- i Avoid shortcuts; take the _____, walk to school if possible, and try to _____ your dog more.
- ii Get in the kitchen. Try to eat _____ food or if you have the chance, _____ your own food!
- iii The _____ way is to keep your body in shape is eating _____.
- iv _____ can affect a person's physical and _____ health.
- v Alcohol consumption and _____ meals can also interfere with a _____ night's sleep.

Post Listening

- 4 What words would describe your eating and exercise habits better? Compare your answers with your partner. How different are your answers? Use the Check this out! box for help.



CHECK THIS OUT!



Odd Facts about Science and Health

- **Drinking water** faster than your body can eliminate it can kill you.
- **Whale waste is extremely valuable.** It may look like a rock weathered by the sea, but it is actually ambergris which, depending on age, can sell for thousands of dollars.
- **Taking out half of a child's brain** seems not to affect their personality but can prevent dangerous seizure disorders.

source: <http://www.scientificamerican.com>

LANGUAGE IN USE



Prefix

un + healthy = not healthy

non + smoker = doesn't smoke

Prefixes are added to the _____ of a word to modify it or change its meaning.

Practice

- 5 Match the prefix with the meanings.

- | | |
|-----------------|------------------|
| a supermarket | i not |
| b anti-virus | ii very large |
| c unrealistic | iii former |
| d underestimate | iv too little |
| e ex-instructor | v against |
| f microchip | vi too much |
| g overeat | vii in favour of |
| h pro-sports | viii miniature |

- 6 Make five more words with the prefixes and write sentences with them. Use your dictionary to help you.

e.g., Unhappy – He is really unhappy with his weight.

Pronunciation

When prefixes are added to root words, the word stress sometimes changes.



- 7  a Listen to the following words and repeat them. How is the stress changed?

- | | |
|------------|-------------|
| i agree | disagree |
| ii regular | irregular |
| iii virus | antivirus |
| iv smoking | non-smoking |



- b Think of 5 other words that have prefixes. Practise their pronunciation with your partner.

Pre-Reading

- 8 'An apple a day keeps the doctor away'; What do you think this expression means? Is there a similar expression in Chile? Share ideas with your partner.

While Reading

- 9 Read the following text and underline or highlight key words and phrases. Remember that **key words** are those that give the text meaning. Compare with your partner.

An apple a day keeps the doctor away.

Have you heard of this saying before? You probably have, but in the Spanish version. This saying refers to keeping a healthier immune system so that you don't get sick easily.

Here you are some strategies to achieve this:

Exercise: Physical activity helps to support the work of the lymphatic system. The lymphatic system is a series of vessels and glands that transport immune cells and collect waste products from the body. The lymphatic system needs the body to move to help transport immune cells and collect bodily waste.

Think Happy Thoughts: Immunity has a very strong connection with the mind. Stress and depression are known to lower immunity. It is important that when one feels overwhelmed to find comfort with comfort phrases, or employing some relaxation techniques. Usually a little humour makes things look easier; smile, laugh as much as you can.

Include more Colourful Vegetables in your Meals: Believe it or not, plants have their own immune system, known as photochemicals. Photochemicals are what gives fruit and vegetables their rich colours. The more coloured fruit and veggies you eat, the more immunity boost your body receives. Good choices of colourful fruit and vegetables are tomatoes, watermelon, grapefruit, grapes, pomegranates, blueberries, carrots, squash, and sweet potatoes.

Favour Aromatic Herbs: According to traditional Chinese medicine aromatic herbs strengthen your body's chee energy. Aromatic herbs are garlic, ginger, and scallions. These herbs help to open up sinuses and they cause light perspiration which helps you sweat out any flu.

Adapted from Keogh, P. (2012, Autumn). Restoring your immune defence Naturally. Healthy Life, 4, 4-6.



Post Reading

- 10 Write a paragraph of 100 words expressing in your opinion what this reading text tells us about our bodies. Do not forget the process of writing:

- Pre-writing.** Brainstorm your ideas and organize them.
- Drafting.** Write a draft of connectors such as:
 - although
 - however
 - even
 - though
- Revising.** Once you have finished writing, read your work and check it.
- Editing.** Read your work again and check spelling and punctuation.
- Publishing.** Share your work with your classmates.

1 Use your own words to write a definition for the following concepts:

- | | |
|-----------------------|--------------------|
| a Irritability: _____ | d Healthy: _____ |
| b Sugary: _____ | e Dependent: _____ |
| c Mind: _____ | f Diabetes: _____ |

2 Complete the text about habits that were common in the past. Use the words in the box.

be | punish | make | not eat | not show | however | speak | take | wear | although

The Good Old days

(a) _____ 1970's is only a little bit more than 40 years ago, life (b) _____ very different. For example, nowadays, parents buy designer clothes for their children, but my mother (c) _____ clothes for me and my brother. TV was there, (d) _____, there were only a few channels and they (e) _____ cartoons during the week!

School was different too. We had a dress code and girls (f) _____ skirts even in winter! It was stricter too. For example, only the teachers (g) _____ in class: we didn't say anything. And homework (h) _____ ages to do because there was no Internet or anything like that. The food was terrible. I (i) _____ anything at the school cafeteria because it was so disgusting and the teachers (j) _____ me with detention because I refused to eat the food.

3 Match the columns to make sentences.

- | | |
|--|--|
| a If electric power hadn't been invented, | _____ they wouldn't have been struggling with weight problems during adult life. |
| b If children had eaten healthier, | _____ if TV and video games hadn't been invented. |
| c We wouldn't have had so many wars, | _____ we would have appreciated simple things in life. |
| d Children would have played more outside, | _____ he wouldn't have been injured in that traffic accident. |
| e If he had been more careful, | _____ if money hadn't been invented. |
| f Maria would have been happier, | _____ if he had proposed to her before. |

1 Match the ideas.

- | | |
|------------|-----------------|
| a healthy | _____ food |
| b junk | _____ body |
| c on the | _____ lifestyle |
| d health | _____ move |
| e bad | _____ nutrition |
| f mind and | _____ problems |

2 Complete the paragraphs with the correct form of the verbs from the box

help | pass | use to | have (x2) | contain | do

The life we have today is mainly due to the work that many scientists **a** _____ along the years. The discoveries and inventions in medicine **b** _____ many people to have a better quality of life. Other inventions like TV and video games **c** _____ a great impact on children and teenagers but as time **d** _____, they are becoming harmful because people are not exercising as they **e** _____. People **f** _____ more weight problems because much of the food they eat every day **g** _____ high levels of sugar and trans fatty acids.

3 'Bad habits die hard'. Based on this expression, write and illustrate an informative leaflet for adults inviting them to free themselves from their bad eating habits or other.

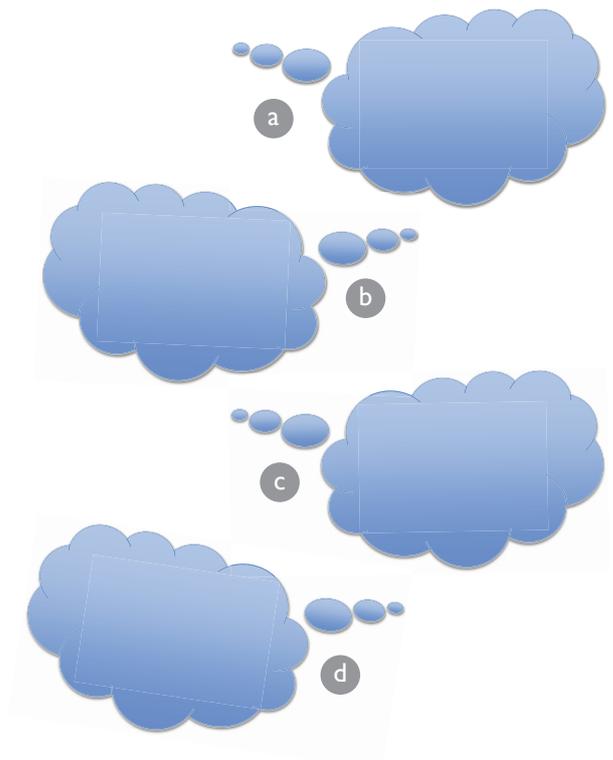
4 Now that you are becoming a high-school graduate, look back into all your school years; How much have you changed?

Use the verbs from the box to write true sentences about you.

responsible | aware | hate | like | organized | study

- a _____
- b _____
- c _____
- d _____
- e _____
- f _____

5 Using **I wish** and **if only** fill the clouds with ideas.



- 6 Complete the sentences using the information given.
- a Sam talks so fast that they don't understand what he says.
They wish _____
 - b He doesn't like his job. He wants to find a better job.
He wishes _____
 - c School starts at 8:00 o'clock, which the children consider too early.
The children wish _____
 - d She should never have begun that project.
She wishes she _____

- 7 Write the meaning of the prefix.

again | against | too much | former | in favour of | miniature | not | too little | very large

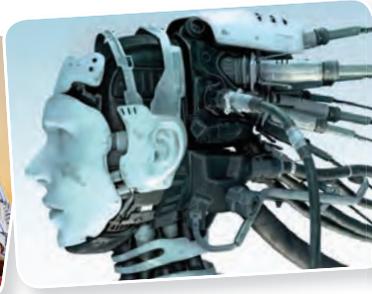
- b anti-war _____
- c ex-husband _____
- d microchip _____
- e overeat _____
- f pro-government _____
- g rewrite _____
- h superpower _____
- i underfed _____
- j unhappy _____

- 8 Write a letter to a magazine editor telling him/her about your current lifestyle concerning health and nutrition and ways you intend to follow to improve it. (100-120 words)
Use the information from activity 5 page 136.

Dear Editor,

Sincerely,

Immortality



Scientists claim that by 2045 immortality could be a possibility. The idea is that stem cells are extracted from your body so that scientists and doctors can generate new organs. This way, you will be able to live longer, and longer, and longer...

- 1 What do you think about being immortal? Do you like the idea? What do you think the disadvantages would be? Why/Why not?
- 2 Work in pairs or in groups of 4 and prepare a magazine that talks about achieving immortality. Do research and include images, questions and answers about the topic, quotes from experts and other sources of information. Remember to give you and your partners a role in the project and to manage your time wisely.
Consider the following aspects in your magazine:
 - i Nutrition
 - ii Exercising
 - iii Medicine
 - iv Everyday practical aspects like housing and friends.
- 3 When your magazine is ready, you will have to present it to the rest of the class. Consider the following aspects:
 - a You will have a maximum of 5 minutes to present to the class.
 - b Organise it so that you take turns to show your visual aids while performing or ask someone else.
 - c Take care of pronunciation and intonation when performing.
 - d Speak loud and clearly towards the class, so that everyone hears what you are saying.



Listening

- 1**  Listen to this radio programme called Science World with Martha Connolly as the host this week and circle the correct answer.
- a** Martha Connolly is _____ of a science magazine.
- i** a photographer
 - ii** a writer
 - iii** a researcher
 - iv** an editor
- b** The transistor measures _____ nanometres.
- i** fifteen
 - ii** fifty
 - iii** five hundred
 - iv** five thousand
- c** The new transistor is:
- i** cylindrical
 - ii** flat
 - iii** vertical
 - iv** horizontal
- d** The new transistor has _____.
- i** no gates
 - ii** one gate
 - iii** two gates
 - iv** lots of gates
- e** Martha thinks the new transistor _____.
- i** will never replace the old ones
 - ii** will replace the old ones immediately
 - iii** will eventually replace the old ones
 - iv** will continue to exist alongside the old ones

points /5

Reading

- 2** Read the conversation. Answer the questions.
- DOCTOR:** Now, what can I do for you?
TEENAGER: I feel tired all day.
DOCTOR: Are you eating properly?
TEENAGER: Oh yes! I eat lots of chocolate, crisps and other snacks to keep me going.
DOCTOR: You shouldn't eat so much junk food! Why don't you eat more fruit or vegetables?
TEENAGER: Mmm...
DOCTOR: And how much exercise do you do?
TEENAGER: I walk to school!
- a** Give two reasons why the boy is tired.
b Write three suggestions to help the boy feel better.

points /5

Writing

- 3** Write a paragraph about a past situation that you wish had never happened. Include sentences using I wish / If only and connectors to organise your ideas. You must write at least 100 words.

points /10

Keep practising

Let's review

Good job!

Brilliant!

0-5

6-10

11-15

16-20

8 UNIT

The Price of Progress



Reading and Understanding

- Use skimming and scanning reading techniques.
- Locate evidence within the text that allows the justification of simple inferences.
- Integrate written expression to demonstrate understanding of texts that have been read.

Listening and Understanding

- Identify relevant details to find out the main points of a listening text.
- Locate expressions and fixed phrases associated to communicative functions.
- Integrate oral and written expression to demonstrate understanding of listening texts.

Living in Harmony

Learning about our own natural resources and being conscious of our and other people's actions.

Speaking

- Integrate listening skills as a basic ability for oral interaction.
- Signal attention, understanding, agreement and disagreement in conversations, and initiate, maintain and close a conversation.
- Self correct and reword statements.

Writing

- Use connectors to sequence sentences in a logical, cohesive and coherent way for communicational purposes.
- Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience.

Chile, a Country of Contrasts

Pre-Reading

- 1 a Look at the pictures. What do they show about Chile?
- b In pairs, discuss what you think the following sentences mean:
- sun burnt country
 - jewel sea
 - sea beard
 - mysterious kisses

*I love a sun burnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror -
The wide brown land for me!*

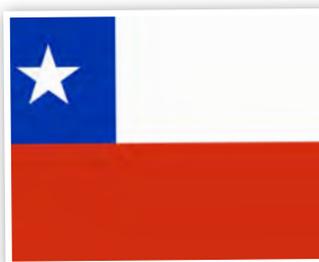
-Dorothea Mackellar

Taken from Mackellar, D. (1993). *My Country. My Country and Other Poems*. New York: Viking Press. P. 9.

*Night, snow and sand
make up the form of
my narrow country,
all the silence is in its long line,
all the foam rises from its sea beard
all the coal fills it with mysterious kisses.
Like a hot coal the gold burns in its
fingers,
and the silver lights like a green moon
its hardened form of a gloomy planet.*

-Pablo Neruda

Taken from Neruda, P. (1991). *Discoverers of Chile. Canto General*. (Jack Schmitt, Trans.). Berkeley, CA: University of California Press. Pp. 59-60.



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Post Reading

- 3 Do you know what Chile produces and manufactures?

Work in groups. Look at the following list and discuss what you know about the various industries. Do an Internet research on the topics that are less familiar to you.

- processed salmon and trout
- petrol, fuel oils, and lubricants
- Chilean wine
- timber and pulp
- methanol
- fishmeal
- copper wire
- nitrate products

While Reading

- 2 Read the two poems about Australia and Chile.
- a Which one is about Chile?
- b What similarities are there between these two countries?
- c How are a country's geographical features important for its progress and economy?



STEP IT UP!

Search the net and make a list of at least 5 agricultural raw materials and 5 manufactured food products that Chile exports.

Vocabulary

4 Match the columns to complete the ideas.

- a mineral resources
- b agricultural raw materials
- c forestry
- d local challenges
- e adequate labour levels
- f protected country

- ___ eucalyptus and pine wood
- ___ energy and water supplies
- ___ apples and pears
- ___ The Andes Mountains
- ___ women
- ___ copper refining

Pre-Reading

5 In pairs, discuss the following questions:

- What do the words 'import' and 'export' mean to you?
- Do you know a company that does one of these two? Which one?

While Reading

6 Read the texts quickly. These texts are part of...

- a a report
- b a story
- c a biography

7 Read the texts again. Answer the following questions:

- a Which areas in Chile's industries are emerging?
- b What factors can affect Chile's economic growth?
- c Why are women mentioned in the text?
- d Why has the food industry become so successful?



Text 1: Chile's Industry

Going to Chile does not only mean encountering nice and generous people but also a great range of natural resources. The industrial sector mainly consists of local mineral resources being exploited in various ways, agricultural raw materials either manufactured or exported directly, and forestry which have made Chile world famous. Although Chile is small in area, its natural resources are abundant and diverse. This includes current industries like copper refining, nitrate products, iron smelting and steel production, oil refining, cement, chemicals, timber and pulp, furniture, and various wood products. Emerging areas are the textile sectors, clothing, and the leather industry concentrated mainly in the urban centres. Doing business with Chile has become very profitable.



CHECK THIS OUT!

- Chile has about 500 volcanoes considered active; 60 of them have recorded eruptions in the last 450 years.
- Chile's lowest point: Pacific Ocean (0 m) and highest point: Nevado Ojos del Salado (6,880 m)
- Only 3% of Chile's land is arable, which means it can be cultivated for agriculture.
- The driest desert in the world is the Atacama Desert.

Text 2: Long-Term Outlook

From my point of view, despite the economic trends in the rest of the world, generally, Chile is doing well. However, we must be aware of the fact that Chile faces some domestic challenges that could slow its growth, such as the effects of environmental issues, like the provision of energy and water supplies. In addition, a low birth rate and an aging population will affect the future working force not so far in the future. I think we should find more effective ways of making progress without overusing our natural and sometimes non-renewable resources.

Text 3: Unemployment

While employment levels have been rising throughout Latin America, Chile has achieved the best figure in the last few years. It is also seeing a significant rise in the number of women entering the work force. Women are an important factor to maintain adequate labour levels and alleviate shortages, although currently less than 40% of women participate in the workforce. Last year Chile's unemployment rate dropped by 1.1%, reaching 7.2%, the lowest rate in 13 years. Currently, the unemployment rate is 6.7%. While youth unemployment remains high, it also fell a few years ago. The regions showing the greatest employment increases year-on-year are Los Ríos, Coquimbo and La Araucanía.

Text 4: Food Production

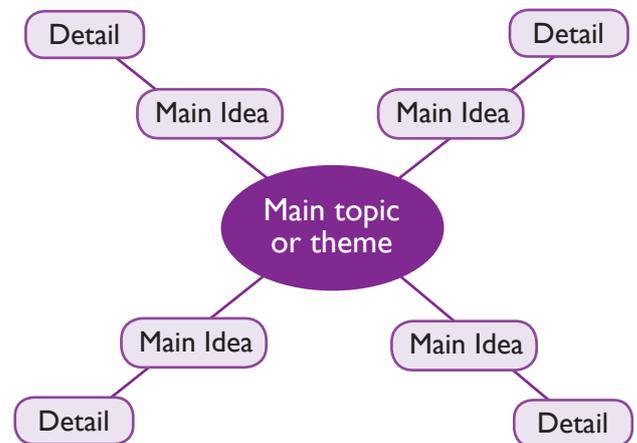
Thanks to its length and its amazingly diverse geography, Chile's soil and climate is optimal for producing award-winning food products. Chile exports a huge range of high-quality food products to approximately 150 countries around the world. Due to the knowledge of Chile's farmers and the top-end technology that they use, the food industry has fast become the second most important exporting area.

Adapted from ProChile (2013). Why Chile. Prochile.gob.cl. Retrieved October 28, 2013 from <http://www.prochile.gob.cl/importers/why-chile/>.

Post Reading

- 8 a If you had to promote Chile to foreign countries, how would you do it?
Make a spider map with your ideas.
- b With a partner, explain each of your main ideas. If you have similar ideas, talk about the different details you could use to support them. Use the Speak Out! box to help you.

Here is an example of a spider map:



- 9 Scan the texts about Chilean manufacturing again and find 4 expressions with make and do. Write them down. Compare your answers with your partner. You can use the Speak Out! box for help.
- a _____
- b _____
- c _____
- d _____

SPEAK OUT!



Talking about facts.

- According to an article I read recently...
- I just heard that...
- Did you know that...?
- I'd like to share an amazing fact with you...
- I'd like to present an interesting figure to you..

LANGUAGE IN USE

Suffixes

Create new words by modifying the _____ of the word.

e.g. *care* + *ful*: *careful* (adjective)

careful + *ly*: *carefully* (adverb)

Various suffixes:

-able -ible, -al, -ial, -en, -er, -ful, -ic, -ing, -sion, -tion, -ity, -ty, -less, -ment, -ness, -ly, -ive, -ous, -y, -age

e.g.: *beautiful* *hotter* *organisation* *easily*

- 10** Add the correct suffixes to the following words to form nouns or adjectives.

The words can be found in the text. Make a new sentence using the word.

e.g., *employ*: *employment*

The employment levels in Chile are high.

- a agriculture: _____
 b forest: _____
 c clean: _____
 d effect: _____
 e refine: _____

Pre-Listening

- 11** In pairs, ask and answer the following questions:

- a Where are there vineyards in Chile?
 b Are there any in your region?
 c Why are they there?
 d Do you know anyone who works or has worked in a vineyard?



While Listening

- 12**  Listen to a person describing the advantages Chile has as a wine producer and complete the chart.

Geography that favours wine production	Climate that helps produce organic wine	Advantages of the Pacific Currents in wine production

Post Listening

- 13** Work with your partner and discuss the following, based on the ideas in activity 12.
- a Two items Chile already produces or may produce in the future.
 b How geography favours the production / manufacturing of these items.
 c How climate may help the production/ manufacturing of these items.
 d Advantages of producing/ manufacturing these items.
 e Challenges the companies may face during the process.

Pre-Listening

- 1 a Use your notes from lesson 1 to list 5 products that Chile exports.
 - What do you know about import/export procedures?
 - Which are the main ports in Chile? Are there any in your region?
- b Put the following vocabulary under the correct category in the box.



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shipping agents – freight – customs – containers – waybills – packing slip – ship – declare

people	verb	documents	objects
	declare		

- 2 Write the vocabulary from activity 1 next to the correct definition.
 - a goods or products that are being transported, cargo _____
 - b a list of goods and shipping instructions; bill of lading _____
 - c officials who collect tax on imported goods _____
 - d someone who represents a ship or ships at a port _____
 - e to send or transport by land, sea, or air _____
 - f a huge box to hold goods for transport _____
 - g a list sent with goods to show that they have been checked _____

While Listening

- 3 Listen to the telephone conversation between Maria José and the buyer, Global Trade, and answer the following questions.
 - a Is Jason concerned with changes in shipping procedures? _____

 - b Which procedures could be affected by the new regulations? _____

- 4 Turn your page to the listening script from activity 3 on page 208 and underline the following phrases. In pairs, discuss what you think they mean.

put someone through
look over
touch base
have a grasp on something
puts a mind at ease
do you mind?
go ahead
let someone know

LEARNING TIP

Don't be afraid!

Never be afraid to try speaking to other people, even if you aren't completely confident. They will appreciate your efforts and you might surprise yourself!

Post Listening

- 5 Read the listening script from activity 3 on page 208. In groups of 3, practice the dialogue. Take turns playing the different roles.
- 6 Get together in groups of three. Imagine that you are a group of new entrepreneurs planning to start your own business. You need to contact a Chinese company in order to import your products. Create a dialogue in which you have to negotiate with the company. Practise and role-play your dialogue together and then share it with the class.

SPEAK OUT!



Checking Facts

If you have a doubt about something use these phrases to clarify:

Let me get this straight.

You mean... ?

If I understand you correctly, ...

So you're saying that...?

LANGUAGE IN USE



Which question is more direct?

What is your name?

Could I ask you what your name is?

By making a question less direct, it becomes more formal. Indirect questions are used when you are talking to strangers or being polite.

Practice

- 7 Change the first question into a less direct question. Use the Language in Use box for help.

e.g., *What's the time?*

Could you tell me what the time is?

- a What time does the supermarket open?

_____?

- b Where are the toilets?

_____?

- c Is Miguel at work today?

_____?

- d Where did we park the car?

_____?



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Pre-Reading

- 8 Read the title and answer, what comes to your mind?
- 9 Define 'Global Trading' using your own words. Compare your definition with your partner.

Chile and Global Trade

Chile, like most countries, has a wide range of natural resources within its borders. These natural resources are used both internally for manufacturing and are also exported in their raw state. They play a large role in the development of the country, bringing in over US \$80 billion in money and investment every year.



Chile is responsible for more than one third of the world's copper. It is also one of the largest exporters of salmon in the world and is the fifth largest global exporter of wines. Along with minerals like silver and gold, agriculture and forestry products like pulp and pinewood bring in billions of dollars annually.



Its 21 trading arrangements with 58 countries give Chile preferential access to markets encompassing over 4.2 billion consumers. This gives Chile business opportunities for goods and supplies as well as services in consulting, engineering, and maintenance.

In addition, because of strong domestic demand in terms of both investment and consumption, Chile also imports approximately US\$70 billion a year.

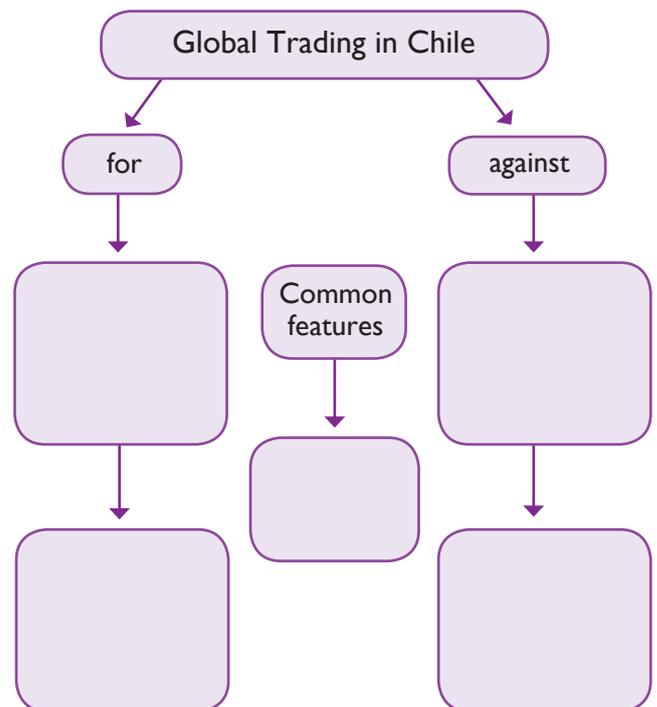
Adapted from CORFO (2012), Mining Cluster in Chile. Retrieved from <http://www.unido.it/americalat/Mining%20Cluster%20in%20Chile%5B1%5D.pdf>

While Reading

- 10 Read the text. What can you infer about Chile's economic position? Give 3 ideas.

Post Reading

- II a Discuss the following questions in groups.
 - What things do you own (shoes, mobiles, etc.) and where do they come from?
 - What products would you like to see imported into Chile? Why?
 - Do you believe that there are any negative consequences to global trading? If yes, what?
 - What other products does Chile have the potential to produce and export?
- b Using your answers and ideas, complete the diagram below.
- c Exchange information with your partners. Do you have the same conclusions?



Pre-Reading

- 1 Read the title of the article. Which of the words in the box will the text contain?

adventure | conference | disaster | experiments | global warming | holiday |
researchers | skiers | spacecraft | species | surfing | threat | tsunami | ice sheet

- 2 Skim the article and check. Were you right? Highlight the words you find. Do your classmates have the same answers?

Ice could collapse, say scientists



British scientists **revealed** a new **threat** to the world at a recent conference about the environment. Researchers from the British Antarctic Survey (BAS) in Cambridge announced
5 yesterday that a huge Antarctic ice sheet may be starting to melt as a result of global warming.

For several years scientists thought that the West Antarctic Ice Sheet (WAIS) was stable. Now they have learnt that it has started to **disintegrate**
10 and could **eventually** collapse. If this happens, sea levels around the world will rise by more than five metres. Professor Chris Riley, the director of the BAS, said, 'After the previous United Nations report on climate change our view was that the WAIS
15 would not collapse before the year 2100. This news has come much sooner than we expected. It is a real **concern**.'

The former UK Environment Secretary, Margaret Beckett, added another very worrying prediction
20 when she spoke at the conference. Ms Beckett started her speech by saying that it will be almost

impossible to **prevent** major damage that will be caused by global warming over the next twenty to thirty years. Scientists and senior climate researchers
25 agree that the level of global warming in the future will be enough to threaten the survival of many ecosystems and wildlife species such as penguins.

Teams from the BAS are carrying out experiments in **remote** parts of the WAIS, where they have discovered that ice is flowing into the sea at the enormous **rate** of 250 cubic kilometres
30 a year. It is calculated that this **is raising** global sea levels by 0.20 millimetres every year.

The collapse of the WAIS would be a disaster. It would put large areas of low-lying, extremely poor countries such as Bangladesh under water, as well as much of southern England. An emergency conference has been arranged for next month to bring governments and scientists together to discuss
35 their plans.
40

Adapted from British Antarctic Survey (2008, 25 March). The Antarctic Peninsula's retreating ice shelves. Retrieved from

While Reading

- 3 Answer the questions.
- Who has discovered that the WAIS is melting?
 - What did scientists use to think about the WAIS?
 - What is Margaret Beckett's opinion?
 - What effect will global warming have on penguins?
 - How much ice is entering the sea each year from the WAIS?
 - What could happen if the ice sheet collapsed?
- 4 Read the topic sentences and choose which one is the best summary of the text.
- Scientists have discovered that the West Antarctic Ice Sheet is melting and that this could flood many low-lying countries.
 - Politicians have discovered that global warming cannot be stopped and are very concerned.
 - Scientists and politicians agree that the damage caused by global warming cannot be prevented.

Post Reading

- 5 Find words or phrases in the text to match these definitions:
- made public
 - danger
 - at an unspecified future time
 - break into smaller pieces
 - worry
 - stop
 - distant / isolated
 - speed
 - increasing
- 6 Write a paragraph using the words from exercise 5 explaining the consequences of climate change. You must write at least 100 words.

LANGUAGE IN USE



Adverbs

e.g. *The ice sheet could eventually collapse.*

Choose the correct alternative (s)

- Adverbs are usually formed by adding / -ly/, /-est/ or /-er/ to an adjective.
- They can modify **nouns / adjectives / verbs or / other adverbs.**
- and can be one **word / a phrase.**

Practice

- 7 Write the adverb form of the following adjectives and create a sentence. Use the Language in Use box for help.

possible *possibly*

It will possibly rain tomorrow.

sad _____

obvious _____

very good (irregular) _____

extreme _____

healthy _____



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Pre-Listening

- 8 Look at the pictures. Match the picture with the weather words in the box.

a fog b smog c a flood d a hurricane
e a tornado f heavy snow



While Listening

- 9 Listen to the weather forecast. Put a check (✓) next to the pictures that you hear.
- 10 Listen again and number the pictures in the correct order as you listen.

CHECK THIS OUT!

The southern part of Chile is considered to witness the most amount of rainfall globally.

Post Listening

- 11 Write an open email to people telling them about the negative impact we humans are having on our natural resources. Use the example below to help you.

Dear Friend,
Did you know.....
If you care about the Earth, you will want to improve it. Here are some practical ideas.

- Try to....
- Don't....
- If we....

- 12 In groups, create a weather forecast in which you best represent your region. Record it!

Pronunciation



- 13 Underline the words that have the same sound.

a	<u>blow</u>	<u>snow</u>	showers	<u>below</u>
b	weather	heat	heavy	eventually
c	flood	cool	loose	typhoon
d	ice	wind	sky	lightening
e	sunny	humid	up	thunder

- 14 Listen and check.

Pre-Reading

- 15 Discuss the following:
- What is the climate like in your area?
Is it the same in every part of your country?
What are the advantages and disadvantages of your local climate?
What kind of changes have you noticed in the climate in recent years?

While Reading

- 16 Read the first paragraph of the article. Name at least three negative consequences of climate change.

Climate Change – How can YOU help?

Over the last few years our weather has obviously changed and it has brought disaster to many communities. Records show that the average temperature has increased by about 0.6°C in the 20th century. Although the planet's climate is constantly changing, some scientists believe that the extreme climate events could be a result of human activity. Studies indicate that the increase of man-made greenhouse gases in the atmosphere may cause conditions like floods, storms, droughts, and heat waves. Furthermore, we are aware that some species on our planet, such as polar bears, are in danger of becoming extinct. Many of us will not be alive to see the more drastic changes, but our grandchildren will, unless we change our lifestyles. Therefore, ask yourself what you can do to ensure that they enjoy what you enjoy in your life.

Facts

- 1 Automobiles are the biggest source of atmospheric pollution, contributing to 14% of the world's carbon dioxide emissions.
- 2 At least 90% of the energy consumed by washing clothes and dishes is just to heat the water.
- 3 It takes between 24 and 36 trees to absorb the CO₂ emissions from just one house.
- 4 Many political parties now make it a priority to combat climate change.
- 5 Buses and trains are much less harmful to the ozone layer than planes.
- 6 Typically, the amount of electricity a computer uses is: between 65 and 250 watts, while a TV can use up to 200 watts.
- 7 One bath can use up to 190 litres of water.

Adapted from Archer, D. and Rahmstorf, S. (2010). *Climate change so far: The Climate Crisis: An Introductory Guide to Climate Change*. London: Penguin Books. Pp. 39-67.



- 17 Read the facts stated in the article. What can be done to solve some of the problems associated with climate change? Discuss in pairs and make at least three suggestions.

Post Reading

- 18 Match the following solutions to the facts about climate change.
e.g.: *Solution, plant trees. Fact 3.*
- a Walk or ride a bike or use public transport. ____
 - b Fly less. ____
 - c Use cold water to clean. ____
 - d Put your computer on standby or switch it off, along with all of your electronic devices. ____
 - e Choose to take a shower. ____
 - f Vote 'green'. ____

4

Going Green

Speaking

1 With a partner, complete the quiz and discuss your answers. Who takes better care of the environment?

2 Match the opinions with the questions in the quiz.

Are you environmentally friendly?

Check the things you do.



1 When I leave an empty room at night, I...

- a leave the lights on.
- b don't turn the lights off if I'm coming back soon.
- c always turn the lights off.



2 When I finish with my computer, I...

- a leave it on.
- b put it on standby.
- c turn it off.



3 When batteries run out, I...

- a throw them in the bin.
- b put them in a cupboard.
- c take them to be recycled.



4 When I have a wash in the morning, I...

- a leave the tap water running.
- b fill the basin.
- c half fill the basin.



5 I take...

- a a bath every day.
- b a bath sometimes but I prefer showers.
- c showers.



6 I usually...

- a come to school by car.
- b take public transport.
- c walk to school.



7 If I were going to Mendoza, I would go by...

- a aeroplane.
- b bus.
- c train.

Conclusions

If you chose **a** more than **b** or **c** you need to think more about protecting the environment.

If you chose **b** more than **a** or **c** you are more environmentally friendly, but you could still improve.

If you chose **c** more than **a** or **b** you are a real eco-warrior. Keep up the good work!

- a I don't think you should use so many batteries. e.g. 3
- b I think air travel causes pollution.
- c If I were you, I would take showers.
- d In my opinion, we should conserve energy as much as possible.
- e It's wrong to waste water.
- f You should turn your computer off when you finish using it.
- g You should walk to school.



SPEAK OUT!

Asking for clarification

I don't understand.

I'm sorry, I don't follow you.

What do you mean?

Can you explain that?

Could you give me an example?

3 Work in pairs. Student A: Express the opinions in activity 1. Student B: Ask for clarification.

e.g.,

A: I don't think you should use so many batteries.

B: I'm sorry, I don't follow you.

A: Well, batteries contain heavy metals that are dangerous for the environment. If you use batteries and then throw them away, these materials can cause pollution.

Pre-Reading

- 4 Do you recycle at home? Do you reuse your clothes or repurpose old items instead of throwing them away? Give an example of how you are environmentally friendly.

While Reading

Have you seen the symbol for the three Rs in Chile? If you have, do you remember where?

A common problem we face today is rubbish, and what to do with it. Practically everything we buy comes in packaging which we are forced to throw away. In fact, the average person throws away their own weight in rubbish every three months. For example, bottles, paper, cardboard and plastic, could all be recycled. People make excuses for not recycling and say that there are no recycling containers near their homes. However, this is not true in many cases.

Rubbish which cannot be recycled is incinerated or buried; both of these methods are bad for the environment. Firstly, incinerating rubbish produces greenhouse gases and uses large amounts of energy. Secondly, burying rubbish in landfill sites produces pollution and reduces the quality of life for people living near the sites.

In conclusion, what can we do about rubbish? The golden rule according to environmental groups is to reduce, reuse, and recycle. If we reduced consumption, we would produce less packaging. If we reused packaging like plastic bags, we would produce less rubbish. If we recycled more, we wouldn't need to bury or incinerate so much rubbish.

Adapted from Greening Princeton (2004). Top Reasons to RECYCLE.
Retrieved from <https://www.princeton.edu/~greening/>

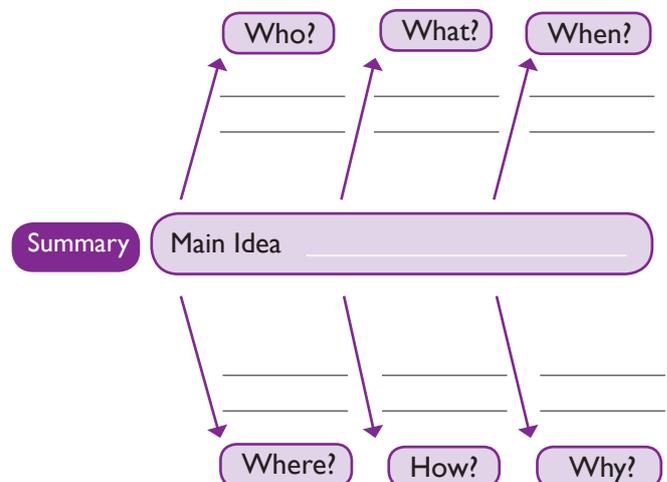
- 5 Read the article and answer the questions.
- What are the two most common methods of rubbish disposal?
 - What are the negative consequences of incinerating or burying rubbish?
 - Based on the statistics about the amount of rubbish we throw away, how much do you, personally, throw away?
 - What are suggested solutions for the rubbish problem?

Post Reading

- 6 Read the article again and underline the following linking words and phrases.

In fact For example However
Firstly Secondly In conclusion

- 7 Write a report on one of the following issues.
- Governments should do more to protect the environment.
 - Young people can help the environment.
 - Pollution is a problem in Chile.
- Look for information.
 - Organize it using a fishbone organizer
 - Write. Include linking words from exercise 6.



Pre-Listening

- 8 Imagine you saw this leaflet in your town. What would your reaction be?
- a to find out more
 - b to support it
 - c to ignore it
 - d to disagree with it



While Listening

- 9 Listen to a teenager and her grandfather. Who is in favour of the ring road and who is against it?
- 10 Listen again. Who mentions the following ideas?
- a Cutting down trees will destroy the town's environment.
 - b The new road will make travel easier.
 - c It is easy to get around the town at present.
 - d Construction work and road building create jobs.
 - e Outdoor activities like horse riding are popular.
 - f A new nature park could create jobs.
 - g Progress is inevitable.
 - h The mines were closed down.

Post Listening

- 11 Choose the best sentence to summarise the girl's position.
- a It is easy to get to college and a new road is not needed.
 - b Everyone should do more outdoor activities like horseback riding.
 - c We can protect the environment and create new jobs at the same time.
- 12
- a Create a slogan using the 3Rs: Reuse-Reduce-Recycle.
 - b Now make a poster you can hang in your school's walls.

Writing

- 13 Write the grandfather's position of 10 sentences. Do not forget the process of writing:
- a **Pre-writing.** Brainstorm your ideas and organize them.
 - b **Drafting.** Write a draft using the answers from activity 10.
 - c **Revising.** Once you have finished writing, read your work and check it.
 - d **Editing.** Read your work again and check spelling and punctuation.
 - e **Publishing.** Share your work with your classmates.

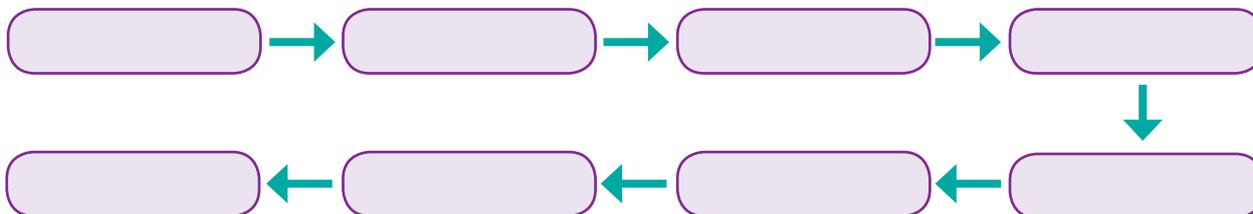
STEP IT UP!

Choose an environmental problem and discuss it with your partner:

- drought
- air pollution
- deforestation
- water shortage

- 1 Organize the words from the box by setting up the correct sequence to follow when importing or exporting a product. Use the sequence diagram.

shipping agents – freight – customs – containers – waybills – packing slip – ship – declare



- 2 Predict the weather. Write a one sentence prediction for each:



- a _____
b _____
c _____
d _____

- 3 Write words using the following suffixes.

- a _____ ful
b _____ tion
c _____ able
d _____ ible
e _____ ment
f _____ ness
g _____ er
h _____ ly

- 4 Match each phrase with its meaning.

- a Is it okay?
b contact
c revise
d connect

i look over
ii touch base
iii do you mind?
iv put someone through

- 5 Write 5 sentences combining one word from box A and one word from box B.

A
never
slowly
nearly
hardly
obviously

B
reduce
pollution
plastic bags
recycle
rubbish

1 Add a suffix that best completes each word and copy an example from the dictionary. Using all the words with the suffixes, write a paragraph describing your relationship with the environment. Take into consideration aspects such as recycling and the use of electricity. You must write at least 100 words.

- a Careful : _____
 b Kind: _____
 c Head: _____
 d Polite: _____
 e Relation: _____
 f Know: _____

Practice

2 Read the email below and change the underlined words to the correct form.

Date: January 3, 2014
 From: Jimmy Chan
 To: rod.espina@winegroup.com
 Subject: Shipment

Hi Rod,

How are things in Chile? I hope you are enjoying the weather this time of year.

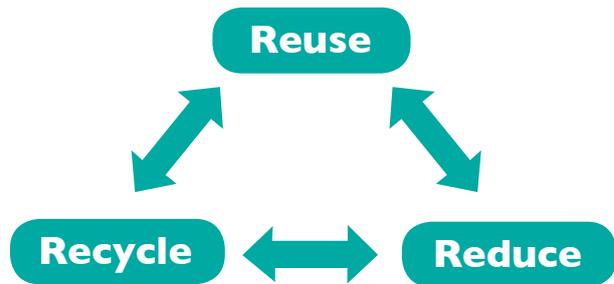
Following our discuss, this is to confirmation that we believe that we have found the waybill for the 200 cases of Casa Silva Gran Reserva Cabernet wine, but the freight has not arrival yet. Can you please let me know the date that the container was shipping?

Also, we received some inform about the regulation changes. We believe that everything is being management well.

Looking forward to hearing from you.

Regards,
 Jimmy

3 Write a short definition of what each R means. Give an example for each one.



4 Complete the questions to form less direct ones.

- a What does it say?
 Could you tell me _____?
- b When is the party?
 Do you know _____?
- c Is the bank open yet?
 Do you know _____?
- d Does Isidora have the book?
 Can you remember _____?

5 Write one sentence on each of the following topics based on the information learned in this unit.

- Things I can do to be environmentally friendly.

- Chilean natural resources.

- What does Chile export?

6 Match the topic sentences with the paragraphs.

- a Deforestation, or the clearing of trees by bulldozers, chainsaws and fire, happens very quickly.
- b You might ask why companies are allowed to fell trees if they are so important.
- c Environmental groups like Greenpeace and WWF are working to save the rainforest.
- d The Amazon rainforest, often called 'the lungs of the world', is under threat.

Can 'the lungs of the world' keep breathing?

A

15-20% of the forest, which covers 5% of the Earth's surface, has been lost due to deforestation. Studies estimate that the forest could be completely destroyed within forty years. As the rainforest is so big – it measures about 7 million square kilometres – it may not seem important that some trees are cut down. However, the Amazon rainforest doesn't only contain trees. There are 2.5 million insect species, tens of thousands of plant species, and over 2,000 types of birds and mammals living there. The rainforest contains 20% of the world's water and much of our food and medicine originally comes from its plants.

B

Every second, one-and-a-half acres of forest disappear and this affects all forest life; 137 plant and animal species have become extinct and the indigenous population has been reduced from 10 million people to 200,000. It is not only the people living in the nine countries with tropical rainforest who are affected by deforestation. As a planet, our biggest source of oxygen is being reduced, while burning trees increases levels of carbon dioxide and other greenhouse gases in the atmosphere.

C

As 60-80% of logging work is illegal, it is difficult to stop them. These companies clear the forest and sell wood to the paper industry or to furniture manufacturers. Once the land is cleared, farmers use it to provide grazing for their cattle or to grow crops like soybeans. Mining causes even more deforestation across large areas of the forest.

D

They want governments to introduce protected areas and controlled logging schemes to ensure that only legal companies can sell wood. In addition, their consumer awareness programmes promote the use of recycled paper and discourage people from buying furniture made from rare, tropical wood. Sadly, pressure from environmental groups is not enough to save the rainforest; governments must be forced to take action too.

Adapted from Archer, D. and Rahmstorf, S. (2010). Impacts of climate change. The Climate Crisis: An Introductory Guide to Climate Change. London: Penguin Books. Pp. 151-190.

7 Write the full answers to the following questions in reference to the text.

- a Why is the Amazon rainforest so important for the Earth? _____
- b How quickly is it being destroyed? _____
- c What are the consequences of burning the rainforest? _____
- d How is the cleared land used? _____
- e What are environmental groups trying to do? _____

Debate



1 Look at the school notice board. Do you have a society like this in your school?

DEBATING SOCIETY

The debating society invites students to our next debate. If you would like to join the debate, contact the club president, Tomas Hall, by tomorrow afternoon.

Topics:

- 1 The positive and negative effects of the mining industry in Chile.
- 2 Is climate change a natural occurrence or is it being enhanced by humans?
- 3 Does recycling really have an impact on the environment or should we be focusing on other issues?



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2 Decide which topic your group would like to debate. Then divide the group into the two sides of the argument. The teacher or one student will be nominated as the chairperson*.
 *A chairperson is the person who controls the debate by deciding who gets to speak and maintaining order during the debate.

3 Brainstorm your argument. Take notes.

- What points are the most important? What is the cause and effect of the issue?
- Think of examples to support your argument.
- Make sure that you consider the other side of the argument, so that you have a counter-argument.

4 The debate starts with each side defining the main causes and effects of the chosen issue.

5 After the initial statements, each side take turns to debate each proposed point.



Listening

- 1 Listen to four speakers and match them with the terms in the box. There are two extra topics.

plastics and packaging recycling traffic food production water shortages office equipment

Speaker 1 _____

Speaker 3 _____

Speaker 2 _____

Speaker 4 _____

Reading

points /4

A Dangerous Time for Earth?

There are reasons to be optimistic about the future of the planet, but many scientists warn us that the changes will be for the worse. One example of a negative change is in the world's population. There are more than 7 billion people on this planet but the population is projected to grow to 9 billion by 2050. This increase puts huge pressure on natural resources. The challenge of feeding the growing population will be made worse by a second major concern: climate change. Carbon dioxide concentration levels are expected to reach twice the pre-industrial level by around 2050. A higher carbon dioxide

concentration means more global warming and a greater chance of terrible and irreversible damage. A third possible negative change is that the human lifespan could be greatly extended which could cause even further problems.

What 2050 looks like depends on the choices we make today. Idealistic scientists, environmentalists, and humanists can use the knowledge and technology of the twenty-first century to make prudent and ethical decisions, but they should also work on influencing politics so the right choices can be made.

Adapted from Archer, D. and Rahmstorf, S. (2010). Avoiding climate change. The Climate Crisis: An Introductory Guide to Climate Change. London: Penguin Books. Pp. 191-196.

- 2 Answer the questions according to the information in the text. Use your own words.

- a What does the line 'human lifespan could be greatly extended' infer? _____
 b What changes will we see by 2050? _____
 c Does the text indicate that the world will be a better or worse place in 2050? _____

points /6

Writing

- 3 Write a mini report about 'Natural Resources'.

- Use the report on page 163 as a guide.
- Linking words are important. Use the ones from page 136 to organize your ideas.
- Use around 50 words.
- Organize the information in at least 2 paragraphs.

points /10

Keep practising

Let's review

Good job!

Brilliant!

0-5

6-10

11-15

16-20

Answer Key

Welcome

p.9

- 4 b i speaking; ii jealous; iii talking to herself; iv to improve her English; v to feel more comfortable speaking
- 5 a i Why do you think speaking and writing in English is important?
- ii How does learning English help us access information?
 - iii Does it help us communicate with people in other countries?
 - iv Does it help us get better jobs?
 - v What jobs or programmes require people who speak English?
 - vi What kind of information would you like to read or listen to?

Unit 1

p.11

- 1 **Francisco:** trousers, tie, shirt
Camila: hoodie, necklace, earrings, boots
Javier: ring, belt
Sol: headband, leggings, sweatshirt
- 3 **Tops:** hoodie, sweatshirt, shirt
Bottoms: trousers, leggings
Accessories: headband, belt, tie
Jewellery: ring, necklace, earrings
Footwear: boots

p.12

- 6 b stereotypes
- 7 i F ii F iii T iv F

p.13

- 9 **Hair:** spiked, dyed, shaggy
Clothes: multi-coloured, coats, scarves, shorts, gloves, ear muffs, hats, turbans, baggy, trainers
People: extroverted, reserved, old-fashioned, boring

p.14

- 13 a i The girl in the picture looks younger; not older.
- ii The girl has black hair and not red hair.
 - iii The girl is texting and not reading a book.
 - iv In the background you can see a big city and not a park with children playing.
- 16 b He thought that British people were very reserved, that they dressed traditionally and ate fish and chips. These are common stereotypes of British culture, but Paul discovered that they were incorrect.

p.15

- 2 The following sentences must be underlined:
the culture of other countries; other cultures are more interesting than my own; every time I travel; things about other cultures; I went to the USA as a child; Brits are very different people; I think this is happening.

p.17

- 5 a composes the melodies b in the 1960's c their own experiences d guitar or piano
- 6 a Chicago and New York
b He travelled in a van.
c He travelled with his friend.
d They slept in parking lots.

p.18

- 2 **Story 1:** The Ghost Who Hitchhikes
Story 2: Keep Your Promise, Receive Your Wish
Story 3: A Hungry Beast

p.19

- 5 a claimed= alleged b conductor=driver c not changed=untouched d report= descriptions e come form=originated f seen=sighted
- 6 but, when, so, and

p.20

- 10 a help me
b borrow it please
c lend it
d won't have
e I'll go upstairs

p.22

- 2 i f ii a iii c iv e v b vi d vii g

p.23

- 4 a were able to b searching for c revealed to d seeking e return f appeared g grief h wept i spot j remain k spread l bloom
- 5 a The man came searching for gold.
b No.
c She died from grief.
d Because when *Añañuca* died, she became a flower in order to spread her love.

p.24

9 bird: were, learn; ear: near; clear; bed: wept, red; tree: seek, me

p.25

2 finished, project, bought, lend

p.27

9 a who/that; b that; c which; d that; e where

10 b like c listened d are planning e haven't got
f do you think g go h are i closes j takes

p.29

1 a As diverse.

b In the way they dress, music they listen to, and the way they enjoy themselves.

c Music (The Beatles), pubs (a pint of beer), food (fish and chips), London taxis, the red buses and telephone booths, the Royal Family and, of course, the BBC.

d BBC.

e Radio and TV popular entertainment programmes and others of minority interests.

2 a I've known Paula for ten years.

b I don't think that he's been to Argentina yet.

c I started playing computer games at 10 o'clock.

d Were you studying at home last night?

Unit 2

p.31

1 b blues, bachata, indie rock, folk, hip hop

2 a i Why, c; ii What, c; iii Who, c; iv When, b; v How many, b;
vi How, c; vii Whose, b; viii Which, c ix Where, b

p.32

5 a iii b iv c ii d i

7 a WOMAD's objective is to bring together and celebrate different forms of music, art and dance from countries and cultures all over the world.

b It also offers workshops where you can taste or cook different foods, learn new dance steps or play handmade instruments.

c It is important because it can help Cáceres to be named the 2016 European City of Culture.

8 a iii b ii c iv d i

p.33

10 b Where are you from originally?

When did you start playing music?

What music inspires you?

Who is your favourite musician?

How long have you been performing?

p.34

11 a Where is WOMAD held?

b What happens at a WOMAD festival?

c Do the bands perform live?

d How often do you go to concerts with your friends?

e Are you fond of jazz?

f Who is teaching you to play the guitar?

12 a What's; b Where do you; c How far is; d How often do;

e Who do; f How many

14 a g b h c i d j e f

p.35

2 c

p.36

6 a sky-high

b open-mouthed

c clown-like

d brightly-coloured

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

p.38

1 a ii b ii

p.39

5 b

8 a 1 b 6 c 9 d 10 e 3 f 8 g 7 h 4 i 5 j 2

p.40

9 a exciting b interested c disappointed d depressing

e bored

10 a i b ii

p.43

5 Internet, to talk about life, blog, emotions, display photos, pastimes, parents, be more careful, upset

6 a meet up; b post; c anxious; d encouraging; e snoop

p.45

2 where, what, when

4 a iii b i c vi d v e ii f iv g vii

p.46

5 a but; b and; c but; d but; e but; f and; g so; h and; i so

p.47

7 How much...? a water b coffee c time d money e homework

How many...? a students b artists c exams d books c marks

8 a goes/got b went c arrived/ started d plays/stayed

p.49

1 a 4 b 2 c 1 d 5 e 3

Unit 3

p.51

2 b an audience c a range d join e divide

3 a They contain unscripted content based on true events.

p.52

5 c a b

p.53

7 a was made b are designed c participated d is eliminated
e was filmed

p.54

9 b get attached-feel empathy; resources-possibility; despise-hate;
lack-don't have; harm-hurt; deserves-merits; purpose-objective

10 a Speaker 2 b Speaker 1

p.55

2 **spice rack:** a place to keep spices that are used in the kitchen
to sneak up: to go close to someone quietly so they don't see you

David: a famous sculpture by Michelangelo

the press: the people who work in the media (TV, newspaper, magazine, etc.)

spices: powders with a strong taste or smell used in cooking
to change mind: to change opinion about something

4 A 1; B 6; C 3; D 5; E 2; F 4

p.56

6 i C; ii D; iii A; iv B

p.57

9 a Dear Sir b I am writing c We would like d I look forward
to hearing from you e Yours faithfully

p.58

2 food products

4 a iii b ii

p.60

7 a worksheets b sugary c dairy foods d consumers

8 a was, past simple b was being used, past continuous c could
be, future possibility d has recently been shown, present perfect

9 a Young sports stars like Rafael Nadal are being hired by large
companies.

b The future of advertising will be changed by the Internet.

c The decision has already been made by the director.

d The new advert was being filmed in the park by the crew.

e Very young children should not be targeted with unhealthy
products by companies.

11 a ii b ii c iii d i e ii

p.61

14 /s/ parents; teachers, purchase, misleading, broadcast
/z/ used: advertise, knows, was, is, has, present, used, criticism

p.62

5 crash: an accident

lad: a young man

a bend in the road: a curve

licence: a document that gives you the right to drive

skid: the action when a vehicle stops suddenly and slides

unconscious: not awake

seatbelt: a safety device in a car

p.63

9 Really? What Happened? Go on

10 a Asking for information – *What happened?; So what did she do?*
Echoing- *Screaming?*

Encouraging the speaker to continue-*Go on*

Using adjectives and exclamations- *Yeah*

Asking for clarification- *No, what?; What do you mean?*

12 a did b do c watched d had seen e hadn't you seen
f escapes g had burnt

p.64

15 i f ii b iii c iv a v i vi h vii j viii d ix g x e

p.65

4 a task b licence c seatbelt d spices e tribe e advertising
g perform h broadcast

p.66

1 a Football is played everywhere.
b He lost some money.
c The army recognizes that mistakes were made.
d A letter was sent to parents.
2 a seatbelt b winner c performer d stubborn e paperwork
4 a bend b licence c lad d skid e crash f seatbelt

p.67

6 formal letters, with, yours faithfully
7 **Formal letters:** (opening) Dear Ms Hennessy, Dear Sir or Madam,
To whom it may concern (within) I found our meeting most
interesting, did not (closing) I look forward to hearing from you,
Please do not hesitate to contact me again, Best wishes
Informal letters: (opening) Dear Vicky, Hi Sally (within) Thanks for,
didn't, It was great to see you (closing) Let me know, Love from,
See you soon.

p. 69

1 a was cleaning b be written c take place
d were eating e had died

Unit 4

p.71

5 a whisper b talk c cry d argue e say goodbye

p.72

9 a i b iii

p.73

11 a take part in b wiped out c set up d doing away with
e get up
12 a set up b get up c take part d do away with

p.74

14 a don't b might not c might d have to
16 YouTube: Why Use It?
17 a, c, e

p.75

1 a handheld b touch c download d headphones
e rechargeable batteries f keyboard g message
4 a iii b i c iii d ii

p.76

6 a am not able b will you be able c will be able
10 a in the near future everybody will be using one.
b mobile phones can be used in emergencies.
c who live in isolated areas as well.
d Besides, we can use even the cheapest mobile phone for
different tasks.
e You can take photographs and send them to a friend, too.
f I would say that mobile phones are very useful gadgets.

p.77

10 To make additions: also, and, as well, besides, in addition, what is
more, too
To give reasons and conclusions: first of all, secondly, in
conclusion
To give opinions: I think, I would say

p.78

3 Anxious when not connected to the net, spend too many hours
surfing the net, not sleeping enough.

p.79

4 a iii b i c i d ii

p.80

6 a a b b c c d a e c
8 a In a course for pensioners b She likes to chat c She needs
to be careful about getting too addicted to the Internet.

p. 81

12 a ii b iv c viii d vi e iii f vii g v h i

p.82

1 a will b will c will d won't e will f will
2 b air conditioning c contact lenses
d microchip, blood pressure e sightseeing tours
3 a scanning device will let you in

- b solar panels on the roof
- c special contact lenses will stream images from the Internet
- d a personal virtual representation of yourself called an avatar will attend work
- e sightseeing tours, shopping trips abroad, Siberia, Antarctica, outer space

p. 83

- 4 b air conditioning c contact lenses d microchips
e blood pressure f sightseeing tours
- 6 b wind screen c youth hostel d lip stick e school bag
f burglar alarm g pen knife h sun glasses i pedestrian crossing j alarm clock

p. 84

- 9 a Scientists are researching how to link your brain to technology devices.
b Through your mind.
c Rehabilitation from strokes and understanding brain disorders.

p. 85

- 1 Correct: b, d
- 2 A: I want to buy the latest smart phone
B: Really? My sister has it.
A: How does it work?
B: She told me the system is too slow.
A: Maybe I should wait until the next model comes out.
- 4 a i participate ii something small enough to be held in your hand iii rise iv something able to be recharged
v a small machine iv someone that acts on good judgment

p. 86

- 1 a alarm clock is different from school bell, one is used in the house and the other exclusively in schools
b sightseeing tours show tourists the most famous aspects of a city
c a traffic jam is when there is a lot of traffic, a car crash is when two cars hit each other.
d Traffic lights give directions to cars, street lights illuminate public spaces.
e Microchips are in cellphones and computers, chocolate chips are in cookies.
- 3 a I might not buy a digital radio.
b My mobile phone couldn't be broken.
c He might not borrow my tablet.
d My parents might not buy me a game console.
- 5 a I think b and c also

p. 87

- 6 a have to b don't have to c have to d have to
e don't have to f have to g have to
- 8 a to change something to suit different conditions
b a small device with a particular purpose
c giving your opinion about something or someone
d to communicate with
e something that makes you understand there is a possible danger

p. 89

- 2 a Domestic robots will do all the boring jobs b Robots will do the dangerous jobs. c Jobs such as doctors, pilots and scientists.
d We won't be able to control them. e Robots will destroy the human race and possibly the entire planet.

Unit 5

p. 91

- 4 a To do something else that is useful, to make more friends and to earn money for free time expenses.
b How to fill out an application, how to interview well, how to work responsibly, and how to get along with coworkers and superiors.
c They may have less time to sleep, exercise, and spend time with their families.

p. 92

- 7 i better employability; ii profit margin; iii educational institutions; iv connections with companies; v technical assistance; vi good insertion; vii dependable and competent
- 8 a Companies are recruiting people who can fix and programme engines because they are incorporating automatized mechanisms that need maintenance.
b Because most companies need to work with computerized networks.

p. 93

- 9 a iii; b i; c ii; d vi; e v; f vii; g iv

p. 94

- 11 a i; b ii; c i

p. 95

- 3 a He creates games interfaces.
b Hollywood films and Will Smith movies.

- c Yes, he plays at home and from his cell.
 - d Mostly Spanish and speaks English when he needs a common language to communicate with people from different nationalities.
- 4 a Music, ska punk, HxC, bike riding and football when he has time.
- b Latest technology.
 - c Working extra hours.
 - d FPS (First Person Shooter) games and online games like: Quake live, Call Of Duty, and now I play Battlefield 3.
 - e A master's degree in USA and earn a better salary.
 - f Part of everyone's life.
 - g Look for a job that brings joy to your life.

p.96

- 5 a ii; b i; c ii
- 6 a The reporter asked Emilio if Behaviour was a Chilean company.
- b The reporter asked Emilio what his future plans were.
 - c The reporter asked Emilio if he used English outside his work.
- 7 **Legal:** Legal Services Manager
Energy: Electric Operations Manager; Exploration Manager
Mining: Mine Engineer
Teaching: Professor
Information Technology: Business Analyst, Development Manager
Banking: Business Administrator; Consultant
Engineering: Electrical Engineering Manager; Field Engineer

p.98

- 1 a **Profile:** a short description of someone's life, work, character, etc.
- b **Success:** the achieving of the results wanted or hoped for.
- c **Figure out:** to finally understand something or someone, or find the solution to a problem.
- d **Requirement:** something that you must do or something you need.
- e **Relationship:** the way in which two things or people are connected.
- f **Misunderstanding:** an occasion when someone does not understand something correctly.
- g **Satisfying:** making you feel happy and satisfied.

p.99

- 4 a My boss would fire me if I came late to work again.
- b If I had talent for music, I would be a rockstar.
 - c I would quit my job if I had to work overtime every day.

- d If I had to take a personality test, I would try to be as honest as possible.
- e If I found myself trapped in a job I didn't like, I would stop doing it.
- f I would be very disappointed if I couldn't find a job.

p.100

- 7 consistently, good attitude, challenge yourself, a good relationship with others, appreciate, neat and organized, gossip, rumours, work without supervision, a good and professional relationship

p.102

- 3 a T; b F; c F; d F; e T; f F
- 4 a 5 years; b Mac OS X and Linux; c skilled at HTML; d computer games

p.103

- 7 a waiting tables; b free time expenses; c insertion; d recruit; e overworked; f paramount

p.105

- 3 a ii; b i

p.106

- 1 a recruiters; b subsidized; c advice; d programmers
- 2 a a apply for a job; b neat and organized; c technical career; d positive attitude; e job hunting; f self-confidence

- 3 a i; b ii; c ii; d i

p.109

- 1 a i; b ii; c ii; d ii; e i

Unit 6

p.112

- 7 a I don't like people who are egocentric.
- b I wouldn't go out on a blind date.
 - c I have a few friends and they're like family to me.
 - d I can't see the point in speed dating.
 - e It doesn't bother me if my friends call me all the time.
- 9 a She's too shy to ask her friend out.
- b He's stressed because he started going to a new school.
 - c She wants to help her brother but he always gets angry.
- 10 a marks; b friendship; c stressed; d headaches; e help or advice; f relax

p.113

- 16 a unbelievable: in my wildest dreams.
b fall head over heels: be infatuated.
c never-ending: lasts forever.
d the remedy or something that helps you recover: the cure.

p.114

- 18 a mind; b unkind; c hiding; d plead; e stay; f granted;

p. 115

- 3 a actor; director; and extra; b trilogy; c comedies and action films; d takes place; e well-known; f crowd; g best-seller
4 a director b trilogy c actor d best-seller

p.116

- 6 Annie: listening to music; often; on the bus, at home, doing exercise
Mario: skateboarding and surfing; in the evenings, once a week; park, beach
Ruth: photography; weekends; in the city
7 a They worry about her safety at concerts and going to concerts.
b To the Great Band concert.
c It depends on the weather.
d Buildings in city centres, and her friends.
e Yes.

p.119

- 4 a Cross-cultural mistakes can lead to misunderstandings.
b An odd number.
c OK in the USA, zero in France, money in Japan.
d Arabic cultures.
e When in Rome do as the Romans do.
6 Adds similar information: in fact, likewise, and, also
Adds contrasting information: however, although, but

p.120

- 10 a however; b and; c Therefore; d and; e in fact; f even; g and; h although

p.121

- 12 d; c; e; a; b
13 a It was a mix of good and bad things.
b They began to worry about the weather forecast.

- c Go home before the storm arrived.
d They flew home 3 days early.
e The storm had avoided the island and the people they had met were unharmed.

p.122

- 2 a eight; b walked; c excited; d the instructor; e jumped; f my feet; g sinking; h splashing my arms; i pulled me up; j exhausted
4 play: volleyball, basketball, football, hockey
go: surfing, jogging, skateboarding, swimming, cycling
do: gymnastics, yoga
5 a play; b go; c do

p.123

- 6 g: ghost
f: cough, laugh
gh: eight, thought, weigh
7 a don't you?; b doesn't he?; c isn't it?; d did she?; e shouldn't they?; f isn't he?
8 a Usain Bolt, athlete;
b Lionel Messi, soccer player;
c Michael Schumacher, race car driver;
d Serena Williams, tennis player

p.124

- 10 a rugby; b bowling
12 a iii b ii c i d iv

p.125

- 2 a go, do; b play; c go, do; d have done
3 a passport; b arrive; c check in counter; d departure lounge;
4 a Yes, I do; b No, I wasn't; c Yes, it is; d No, I wouldn't; e Yes, it does
5 a was it?; b wouldn't you?; c didn't they?; d isn't he?; e have they
6 a I've seen that film. We use present perfect to talk about life experiences. I saw that film last week. We use past simple to talk about events that happened in the past at definite times.
b They've been going out for two years. This action started in the past and will perhaps continue into the future. They went out for two years. They are not together anymore.

p.126

- 1 a ask, out; b blind date; c love at first sight; d go out with;
3 a Didn't you hear what she said? (+) Yes I did.
b Haven't we met before? (-) No we haven't.

- c Wasn't that a beautiful goal? (+) Yes, it was.
- d Don't we have football practice tomorrow? (-) No, we don't.
- e Aren't you going to Valparaiso this weekend? (+) Yes, I am.

p.127

- 6 a check-in; b passport; c luggage; d carry-on bag; e boarding pass; f gate; g departure lounge; h board

p.129

- 1 a It's on the Welsh coast between Great Orme, Little Orme and the sea.
- b The local people speak two languages: English and Welsh, which is nothing like English.
- c Lewis Carroll, spent some time there and it's where he met his wife, Alice.
- d Visitors can spend time on the beach: sunbathing, swimming or surfing. Hiking up and skiing down the Great Orme (on the dry ski slope) is another possibility.
- e Because Llandudno has something for everyone.

2 a 4; b 2; c 5; d 1; e 3

Unit 7

p.132

- 6 a Chileans have a poor / bad nutrition.
- b They spend more time watching TV, surfing the net and playing video games.
- c Diabetes may become a major problem as children and teenagers consume excessive amounts of sugary food.
- d They should directly reach parents, teachers and teenagers themselves to work out the problem.
- e Suggested answers: Exercise more and have a balanced diet.

p.133

- 7 a Shouldn't, they are high in fat, sugar and salt.
 - b Should, they are full of vitamins and minerals.
 - c Shouldn't, we can eat more food than we need or the wrong food.
- 9 f i; d ii; a iii; g iv; b v; h vi; c vii; e viii; i ix

p.134

- 13 The tone of voice tells us if the content is positive or negative.

p.135

- 3 a Bad nutrition and mental illness.
- b Bad quality lifestyle becoming an epidemic.
- c Always in a hurry and in a bad mood.

- d Because we have neglected our eating habits and physical activity.
- e By exercising the body, the mind produces good energy. The body is closely tied to the mind.

p.137

- 9 Illnesses and accidents that make teenagers need a doctor.

p.138

- 2 The text includes different reflections on how technology and science has made an impact on our lives and their wishes.

p.139

- 3 a It has shown us historical moments in images that otherwise we would never have been able to witness.
- b Exchange goods and services.
- c We would have a simpler lifestyle.

p.140

- 8 microscope, knowledge, process, discovering, powerful, reliable, global, electricity, modern medicine, improve, scientific, explanation, applied, overview, tools, observe, investigate, skeptical, evidence, creatively

12 b

- 13 a Experts suggest that school should start later:
 - b They reported that they were sleepy during the day and even needed a daytime nap.
 - c Teenagers need more sleep than what they are getting.

p.141

14 d

p.142

- 3 a i Move your body and help your heart get healthier
 - ii Watch what you eat. Vitamins, seafood and fibre is what you need.
 - iii Eat less. The size of a fist.
 - iv De-stress. Get help.
 - v Sleep. Irritability.
- b i stairs, walk; ii homemade, cook; iii best, less; iv stress, mental; v heavy, good

p.143

Language in Use: beginning

5 a ii; b v; c i; d iv; e iii; f viii; g vi; h vii

- 7 i agree, disagree; regular, irregular; iii virus, anti-virus; iv smoking, non-smoking

p.145

- 2 a Although b used to be c used to make d however
e didn't use to show f used to wear g used to speak
h used to take i didn't use to eat j used to punish
- 3 a If electric power hadn't been invented, we would have appreciated simple things in life.
b If children had eaten healthier, they wouldn't have been struggling with weight problems during adult life.
c We wouldn't have had so many wars, if money wouldn't have been invented.
d Children would have played more outside, if TV and video games hadn't been invented.
e If he had been more careful, he wouldn't have been injured in that traffic accident.
f Maria would have been happier, if he had proposed to her before.

p.146

- 1 a healthy lifestyle; b junk food; c on the move;
d health problems; e bad nutrition; f mind and body
- 2 a have done; b have helped; c have had; d passes; e used to;
f are having; g contains

p.147

- 6 a They wish he talked slower.
b He wishes he found a better job.
c The children wish school didn't start too early.
d She wishes she hadn't begun that project.
- 7 a against; b former; c miniature; d too much; e in favour of;
f again; g very large; h too little; i not

p.149

- 1 a iv; b ii; c iii; d iii; e iii
- 2 a His diet is not very healthy and he walks to school.
b He should eat more fruit, vegetables and do more exercise.

Unit 8

p.151

- 1 a Different regions of Chile.
2 a The second poem.

p.152

- 4 a mineral resources, copper refining;
b agricultural raw materials, apples and pears;
c forestry, eucalyptus and pine wood;
d local challenges, energy and water supplies;

- e adequate labour levels, women;
f protected country, The Andes Mountains

6 a a report

- 7 a food production and textile industry;
b environmental factors, low birth rate;
c more women are joining the workforce;
d talented farmers and excellent technology used

p.153

- 9 a to make famous; b do business; c do well; d make progress

p.154

Language in Use: ending

- 10 a agricultural; b forestry; c cleaner; d effective; e refining
- 12 Geography that favours wine production: the natural barriers, including the Andes Mountains, Atacama Desert, Patagonian ice fields.
Climate that helps produce organic wine: the natural barriers and the Mediterranean climate.
Advantages of the pacific currents in wine production – the climate has a cooling effect.

p.155

- 1 b people: shipping agents, customs
verb: declare, ship
documents: waybills, packing slip
objects: freight, containers
- 2 a freight; b waybills; c customs; d shipping agent; e ship;
f container; g packing slip
- 3 a No, he isn't.
b custom procedures for the containers and freight.

p.156

- 8 a Do you know at what time Walmart opens?;
b Can you tell me where the toilets are?;
c Do you know if Miguel is at work today?;
d Can you remember where we parked the car?

p.158

- 1 conference, disaster, experiments, global warming, researchers, species, threat, ice sheet

p.159

- 3 a Researchers from the British Antarctic Survey (BAS).
b That the ice sheet was stable.
c Becket thinks it will be almost impossible to prevent major damage caused by global warming.

- d The existence of the penguin species are threatened.
- e 250 cubic kilometers a year.
- f A disaster: some areas would be flooded (under water).

4 a

- 5 a revealed; b threat; c eventually; d disintegrate; e concern; f prevent; g remote; h rate; i is raising

- 7 sad – sadly; obvious – obviously; very good – very well; extreme – extremely; health – healthy

p.160

- 8 i e; ii b; iii a; iv heavy snow; v hurricanes; vi floods

- 9 showers, snow and fog

- 10 showers, snow and fog

- 13 a blow, snow, below; b weather, heat, heavy; c cool, loose, typhoon; d ice, sky, lightning; e sunny, up, thunder

p.161

- 16 Greenhouse gases may cause floods, storms, droughts, and heat waves, and some species are in danger of becoming extinct.

- 18 a 1; b 5; c 2; d 6; e 7; f 4

p.162

- 2 a 2; b 7; c 5; d 1; e 4; f 3; g 6

p.163

- 5 a throw away, recycle; b produce greenhouse gases, using large amounts of energy, and burying rubbish produces pollution and reduces quality of life; d recycle, reduce consumption, reuse packaging

p.164

- 9 The granddaughter is against the ring road and the grandfather is in favour.

- 10 a Girl; b Grandfather; c Grandfather; d Grandfather;

- e Girl; f Grandfather; g Girl; h Girl

- 11 c

p.165

- 1 freight, waybills, shipping agent, container, ship, customs, packing slip, declare

- 4 a iii; b ii; c i; d iv

p.166

- 1 a carefully

- b kindness

- c headache

- d politeness

- e relationship

- f knowledge

- 2 discussion, confirm, arrived, shipped, information, managed

- 4 a Could you tell me what it says?;

- b Do you know when the party is?;

- c Do you know if the bank is open yet?;

- d Can you remember if Isidora has the book?

p.167

- 6 a d; b a; c b; d c

- 7 a The destruction of the Amazon rainforest has harmful effects on the environment. It contains millions of insects, plant species, birds and mammals that live there. The rainforest contains 20% of the world's water and many of our food and medicines originally come from the forest.

- b Every second, almost one hectare of forest disappears and this affects all forest life.

- c Burning trees increases levels of carbon dioxide and other greenhouse gases in the atmosphere.

- d Farmers use it to provide food for their animals or to grow crops and mining causes even more deforestation across large areas.

- e To introduce protected areas and controlled logging schemes to ensure that only legal companies can sell wood. They also promote the use of recycled paper and discourage people from buying furniture made from rare, tropical wood.

p.169

- 1 **Speaker 1:** plastics and packaging;

- Speaker 2:** recycling;

- Speaker 3:** traffic;

- Speaker 4:** water shortages

- 2 a people will live longer

- b not enough natural resources, food scarcity, climate change and possibly global warming, 9 billion people on earth

- c worse

Grammar Reference

Unit 1

PRESENT SIMPLE

Use:

- Habits
- Facts, general truths
- Routines

Affirmative:

- I/you/we/they + verb infinitive
I get up at 7:00 o'clock every morning.
- He/she/it + verb + s/es
She gets up at 7:00 o'clock every morning.
He watches TV after school.

Negative:

- I/you/we/they + don't + verb infinitive
They don't work much at the factory.
- He/she/it + doesn't + verb infinitive
He doesn't work much at the factory.

Interrogative/Question:

- Do + I/you/we/they + verb infinitive + ?
Do you play video games on weekends?
- Wh+ do + I/you/we/they + verb infinitive + ?
What do you do on weekends?
- Does + He/she/it + verb infinitive + ?
Does she chat with her friends on Facebook?
- Wh+ does + He/she/it + verb infinitive + ?
Where does she go after school?

Signal Words: every day/week, sometimes, always, often, usually, seldom, never, first ... then

PAST SIMPLE

Use:

- Action finished in the past
- Action happened in the past
- Past event

Affirmative:

- I/you/we/they/he/she/it + verb in past (2nd column of verbs)
I went to a party last night.
He ate a big hamburger at the restaurant.

Negative:

- I/you/we/they/he/she/it + didn't + verb infinitive
They didn't travel because of the bad weather.
She didn't arrive to school on time.

Interrogative/Question:

- Did + I/you/we/they/he/she/it + verb infinitive + ?
Did you do your homework?
- Wh+ did + I/you/we/they/he/she/it + verb infinitive + ?
What did he say about the plan?

Remember:

Many verbs have irregular past forms. Refer to the verb table.

Signal Words: last ..., ... ago, in 1990, yesterday

CONDITIONAL: Zero

Use:

- to talk about things which are always true; such as scientific facts and general truths

IF CLAUSE (CONDITION)

If + present simple
*If you heat water at 100°C,
If the sun rises in the east,*

MAIN CLAUSE (RESULT)

present simple
*It boils.
it sets in the west.*

CONDITIONAL: 1st

Use:

- For real situations.
- Possible condition and its probable result.

IF CLAUSE (CONDITION)

If + present simple
*If you study, grade in the test.
If you make a mistake,*

MAIN CLAUSE (RESULT)

will + infinitive verb
*you will get a good
no one will notice.*

RELATIVE CLAUSES

Use:

- To give additional information about something without starting another sentence.
- To make a text more fluent and avoid repeating certain words.

Relative pronoun

Who	Subject or object pronoun for people: <i>I told you about the woman who lives next door.</i>
Which	Subject or object pronoun for animals and things: <i>Do you see that guy next to the door?</i>
Which	Referring to a whole sentence: <i>He didn't believe in Chupacabras which surprised me.</i>
Whose	Possession for people animals and things: <i>Do you know the boy whose girlfriend has a tattoo?</i>
Whom	Object pronoun for people, especially in non-defining relative clauses: <i>I talked to the guy whom I met yesterday.</i>
That	Subject or object pronoun for people, animals and things in defining relative clauses (who or which are also possible): <i>I don't like piercings that are big.</i>
Defining Relative clauses	Give detailed information defining a general term or expression. Defining relative clauses are not put in commas. <i>Do you know the girl who is talking to Tom?</i>
Non-Defining Relative clauses	Give additional information on something, but do not define it. Non-defining relative clauses are put in commas. <i>Jim, who we met yesterday, is very nice.</i>

Remember:

Who's, who is or who has is not the same as whose.
Who's that boy? He is John.
Whose pencil is this? It's Jenny's.

Unit 2

QUESTIONS WITH AND WITHOUT AUXILIARIES

With auxiliary:

Question word + auxiliary + subject + verb+?

Where do you go during the summer?

What did you do last night?

Without auxiliary:

When the question word is the subject there is no auxiliary verb and the verb agrees with the subject.

Question Word + verb + object

Who wrote Romeo and Juliet?

Who won the World Cup?

What happened?

GERUNDS

- A gerund is a noun made from a verb by adding -ing.

- The gerund form of the verb read is reading. You can use a gerund as the subject, the complement, or the object of a sentence.

-Subject of sentence: *Reading helps you learn English.*

-Complement of sentence: *Her favourite hobby is reading.*

-Object of sentence: *I enjoy reading.*

- Gerunds can be made negative by adding not.

He enjoys not working.

The best thing for your health is not smoking.

- We use gerunds with verbs that express likes and dislikes:

can't stand - enjoy - dislike - don't mind -

hate - like - love - prefer

Do you like playing computer games?

QUANTIFIERS

Use:

- to give information about the number of something: how much or how many.

- Sometimes we use a quantifier in the place of a determiner: Most students start school at 8:00 o'clock.

There are some beautiful paintings in Bellas Artes Museum.

We saw lots of singers in Lollapalooza.

- We use these quantifiers with both countable and uncountable nouns:

all – any – enough – less – a lot of – lots of – more – most – no – none of – some

Less than 50% of students got a bad grade in the test.

- Some more colloquial forms:

plenty of – a load of – tons of

There are plenty of activities to do in MIM.

- Some quantifiers can be used only with countable nouns:

both – each – a few – few – many – several

- Some more colloquial forms:

a couple of – hundreds of – thousands of

There were hundreds of people at the party!

- Some quantifiers can be used only with uncountable nouns:

a little – little – (not) much – a bit of

We have little time to read the book. The test is tomorrow.

COMPARATIVES AND SUPERLATIVES

Adjective form	Comparative	Superlative
Only one syllable, ending in e: wide, fine, cute.	Add -r: wider, finer, cuter <i>My baby brother is cuter than yours.</i>	Add -st: widest, finest, cutest <i>My baby brother is the cutest baby here.</i>
Only one syllable, with one vowel and one consonant at the end: hot, big, fat.	Double the consonant, and add -er: hotter, bigger, fatter <i>The mural in Metro U. de Chile is bigger than the one in my street.</i>	Double the consonant, and add -est: hottest, biggest, fattest <i>The mural in Metro U. de Chile is the biggest of all Metros.</i>
Only one syllable, with more than one vowel or more than one consonant at the end: light, neat, fast.	Add -er: lighter, neater, faster <i>People in Chile speak faster than in Argentina.</i>	Add -est: lightest, neatest, fastest <i>My best friend, Carmen, is the fastest runner I know.</i>
Two syllables, ending in Y: happy, silly, lonely.	Change y to i, then add -er: happier, sillier, lonelier <i>My sister looks happier than yesterday.</i>	Change y to i, then add -est: happiest, silliest, loneliest <i>You are the happiest person I know!</i>
Two syllables or more, not ending in Y: modern, interesting, beautiful	Use "more" before the adjective: more modern, more interesting, more beautiful <i>Valparaiso is more interesting than La Serena.</i>	Use "most" before the adjective: most modern, most interesting, most beautiful. <i>The most interesting artist I know is Inti Castro.</i>

Unit 3

PASSIVE VOICE

Use:

- to give more importance to the action being performed not the subject.
- when we don't know who or what performed the action or it's irrelevant.

• Present Simple:

Active: *People speak English all over the world.*

Passive: *English is spoken all over the world*

• Present Continuous:

Active: *They are launching a new range of jeans.*

Passive: *A new range of jeans is being launched.*

• Past Simple:

Active: *Levi Strauss manufactured the first jeans*

Passive: *The first jeans were manufactured by Levi Strauss.*

• Past Perfect:

Active: *Cowboys had worn jeans for years before they became popular.*

Passive: *Jeans had been worn by cowboys for years before they became popular.*

• Present Perfect:

Active: *Someone has stolen my jeans from the washing machine!*

Passive: *My jeans have been stolen from the washing machine!*

• Going to:

Active: *They are going to reduce the price of jeans in the sale.*

Passive: *The price of jeans is going to be reduced in the sale.*

• Will:

Active: *They will appreciate a good pair of jeans.*

Passive: *A good pair of jeans will be appreciated.*

• Modals:

Active: *You should not wash your jeans with white clothes.*

Passive: *Your jeans should not be washed with white clothes.*

PAST CONTINUOUS

- We use past continuous to talk about actions in progress in the past:

Nobody was dancing at the party. They were all watching the Reality show in my bedroom.

- To describe the scene, when we are telling a story:

The sun was shining and all the guests were wearing their best clothes.

- With the past simple to talk about interrupted activities:

Pedro was having a lot of fun when his parents arrived and saw the party mess.

PAST SIMPLE AND CONTINUOUS

Use:

- to talk about interrupted activities
- the past continuous tells us which activity was in progress and the past simple tells us which activity interrupted it.

I was getting ready for school when my friend called.

- We use when with the past simple and as or while with the past continuous.

As/While I was getting ready for school, my friend called.

PAST PERFECT SIMPLE

- Use the past perfect simple to talk about past events which happened before others:

Classes had started when we arrived to school.

- Use the past perfect simple to talk about events which happened before a specific time.

By the time the Reality show was over, everyone in my family had seen it at least once.

- With the expression the first/second/third time (that):

It was the first time my mother had followed a TV series.

Signal Words: ever, never, already, just, still, yet, for and since.

Unit 4

MODALS VERBS

Modals of Possibility and Certainty:

- We use could, might and may with an infinitive to talk about possibility in the present.

I think my cell phone might be lost

It could be somewhere in your bedroom.

It may be under your bed or pillow.

- We use can't and must with an infinitive to talk about the present.

It can't be in my room. I didn't sleep there last night.

It must be somewhere else in the house. I haven't gone anywhere.

Modals of Ability and Permission:

- We use can and can't to talk about ability in the present:

Can you play the piano?

My dad can't swim

- We use could and couldn't to talk about ability in the past.

My nephew could play video games before going to school. But he couldn't read until he was 7!

- We use can to talk about permission in the present and could to talk about permission in the past:

You can't chat in class!

Students couldn't log in their Facebook until they finished school.

- To talk about ability and permission in the past or the future, we use the verbs be able to and be allowed to:

I have never been able to run a kilometre in one minute.

Will you be allowed to go on holiday this summer?

Modals of Obligation and Prohibition:

- We use must and mustn't to talk about obligation and prohibition.

You must log out of your e-mail account correctly.

You mustn't download music without paying.

- We can also use the verbs have to and need to to talk about obligation but not prohibition.

We have to update our antivirus software regularly.

Remember:

- We often use have to to indicate an external legal obligation:

You have to wear a helmet when you ride a motorbike.

- And we use must to indicate an internal, personal obligation:

I must remember it's Elizabeth's birthday tomorrow.

- We use don't have to to express lack of obligation:

You don't have to be a professional cyclist to enter the race.

FUTURE SIMPLE: WILL

Use:

- a spontaneous decision
- an opinion, hope, uncertainty or assumption regarding the future
- a promise
- an action in the future that cannot be influenced

Affirmative: I/you/we/they/he/she/it + will + verb infinitive
 Negative: I/you/we/they/he/she/it + will + not (won't) + verb infinitive
 Interrogative: will + I/you/we/they/he/she/it + verb infinitive+?

Signal Words: in a year, next ..., tomorrow

Expressions: I think, probably, perhaps

Unit 5

REPORTED SPEECH

Use:

- to repeat what a person has said

Direct Speech: 'I am not going to school today, but I will tomorrow'.

Reported Speech: She said that she wasn't going to school that day, but she would go the next day.

- We often omit that in reported speech, especially in informal situations:

Direct Speech: 'Tom's been to London many times'

Reported Speech: She said (that) Tom had been to London many times.

- We don't use quotation marks (") in reported speech. Only to indicate direct speech:

Direct Speech: 'I love travelling and meeting new people'

Reported Speech: She said (that) she loved travelling and meeting new people.

Remember:

- We often use the verbs say and tell to introduce reported speech. Tell is always followed by an object, but say is not:

She told me she was eighteen years old.

She said she was eighteen years old.

REPORTED QUESTIONS

- When we report questions we make the same changes to tenses, pronouns and references to time and place as we do with statements:

Direct Speech: 'Do you often go to the cinema?'

Reported Speech: He asked us if we often went to the cinema.

Direct Speech: 'Why are you so serious?'

Reported Speech: He wanted to know why I was so serious.

- We don't use auxiliaries like do, does or did in reported questions:

Direct Speech: 'What time did you go to bed?'

Reported Speech: He asked what time I had gone to bed

- When we report yes/no questions, we use if or whether in the reported question:

Direct Speech: 'Do you like eating crisps?'

Reported Speech: He wanted to know if we liked eating crisps.

Remember:

- We use affirmative and NOT interrogative, word order in reported questions:

Direct Speech: 'Why are you wearing red clothes today?'

Reported Speech: She asked me why I was wearing red clothes that day (NOT why was I wearing..?)

CONDITIONAL: 2nd

Use:

- To talk about imaginary or improbable situations in the present or the future
- To give advice

IF CLAUSE (CONDITION)

If + past simple
 If you saved money,

MAIN CLAUSE (RESULT)

would + infinitive verb
 you would be able to buy a house.

- We can replace would with other modal verbs in second conditional sentences:

We could go to the theatre tonight if you wanted to.

If we phoned Julie, she might come with us.

NOTE:

- We often use were and not was in second conditional sentences with the pronouns I/he/she/ it: If Sally were here, she would know what to do.

FUTURE: GOING TO

Use:

- to talk about intentions
- To make predictions based on evidence

Affirmative: I/you/we/they/he/she/it + be + going to + verb infinitive

Negative: I/you/we/they/he/she/it + be + not + going to + verb infinitive

Interrogative: be + I/you/we/they/he/she/it + going to + verb infinitive+?

Signal Words: in one year, next week, tomorrow

Unit 6

MODAL VERBS: GIVING ADVICE

- We use should, shouldn't, ought to, and ought not to to give advice and making recommendations:

You should think about taking up a new sport.

We ought to do more to help other people.

Young children shouldn't watch violent TV shows.

NEGATIVE QUESTIONS

Uncontracted negative questions

auxiliary verb + n't + subject
Didn't she come?
Don't you understand?
Weren't you surprised?

Uncontracted negative questions

Auxiliary verb + subject + not
Did she not come?
Do you not understand?
Were you not surprised?

Unit 7

WISH and IF ONLY

- Negative questions can have two different kinds of meaning. For example, a negative question can ask for confirmation of a positive belief. In this case it expects the answer 'yes'.
Isn't it true that she is going out with your brother? (I am just asking for confirmation.)
- A negative question can also ask for confirmation of a negative belief. In this case it expects the answer 'no'.
Aren't they coming? (Am I right in thinking that they aren't coming?)

PRESENT PERFECT SIMPLE

Use:

- to talk about actions which began in the past and continue in the present
- to talk about actions completed in the past if we don't say when they happened
- to talk about periods of time that have not finished

Affirmative: he/she/it + has + past participle

She has lived in Chile for 5 years.

you/they/we/you + have + past participle

We have studied quite a lot today!

Negative: he/she/it + has + not + past participle

She has not lived in Chile for 5 years.

you/they/we/you + have + not + past participle

We haven't studied at all today!

Interrogative: Has + he/she/it + past participle?

Has she spoken to you yet?

Have + you/they/we/you + past participle?

Remember:

- if the action began in the past and finished in the past, we use the past simple.
- if we mention the specific time a past action happened, we use the past simple.

QUESTION TAGS

Use:

- to check that something is true, or to ask someone to agree with us.

We change the verb from affirmative to negative (or negative to affirmative) to make the question tag. We also change the order of the verb and personal pronoun.

It's cold, isn't it? / It isn't cold, is it?

You haven't lost it, have you? / You have lost it, haven't you?

Alan didn't phone me, did he? / Alan phoned me, didn't he?

- We can also form question tags with would/can/could, and there is / there are,

Henry would like this, wouldn't he?

They can swim, can't they?

It couldn't happen, could it?

There's a telephone here, isn't there?

There are three apples, aren't there?

- For imperatives, we use will,

Don't forget, will you?

- We use wish and If only with a clause to talk about situations we want to change.
- We use wish and If only with the past simple or past continuous to express a wish in the present:
I wish I didn't have to get up early tomorrow.
If only we were spending more time together.
- We use wish and If only with the past perfect to express regrets about the past:
I wish we had gone to the party last night.
If only the teachers hadn't taken that test!
- We use wish and If only with would and an infinitive to complain about somebody else:
I wish she wouldn't speak so loud.
If only the students would come on time to class.

FUTURE: GOING TO

Use:

- to talk about intentions
- To make predictions based on evidence

Affirmative: I used to love watching horror movies but now they scare me!

Negative: I didn't use to listen to rock. Now we do.

Question: Did you use to wear bright colours as a child?

NOTE: There is no present tense equivalent of used to.

CONDITIONAL: 3rd

Use:

- To talk about impossible hypothetical conditions in the past
- To talk about situations we regret

IF CLAUSE (CONDITION)	MAIN CLAUSE (RESULT)
If + past perfect, If you had saved money,	would + present perfect you would have bought a house.

- We can replace would have with could have or might have in third conditional sentences:

If you had told me about the concert, we could have bought the tickets.

Phil might have come with us if he had known about the party.

NOTE: The contracted form of both had and would is 'd. Be careful not to confuse the words:

If he'd (had) remembered my birthday, he'd (would) have bought me a present.

PREFIXES

- a word, or letter(s) placed at the beginning of another word (a base word) to adjust or qualify its usage or meaning

ADVERBS

Use:

- to modify a verb, adjective, or another adverb

MOST COMMON PREFIXES

Prefix	Meaning	Example
anti-	against	antifreeze
de-	opposite	defrost
dis-	not, opposite of	disagree
en-, em-	cause to	encode, embrace
fore-	before	forecast
in-, im-	in	infield
in-, im-, il-, ir-	not	injustice, impossible
inter-	between	interact
mid-	middle	midway
mis-	wrongly	misfire
non-	not	nonsense
over-	over	overlook
pre-	before	prefix
re-	again	return
semi-	half	semicircle
sub-	under	submarine
super-	above	superstar
trans-	across	transport
un-	not	unfriendly

MOST COMMON SUFFIXES

Prefix	Meaning	Example
-able, -ible	can be done	comfortable
-al, -ial	having characteristics of	personal
-ed	past-tense verbs	hopped
-en	made of	wooden
-er	comparative	higher
-er,	one who	worker
-est	comparative	biggest
-ful	full of	careful
-ion, -tion,	act, process	occasion
-ity, -ty	state of	infinity
-ive, -ative, -itive	adjective form of a noun	plaintive
-less	without	fearless
-ly	characteristic of	quickly
-ment	action or process	enjoyment
-ness	state of, condition of	kindness
-ous, -eous, -ious	possessing the qualities of	joyous
-s, -es	more than one	books, boxes
-y	characterized by	happy

Most (but not all) adverbs end in -ly

The rabbit jumped quickly. In this example, quickly is an adverb because it is used to modify the verb jumped.

Albert Einstein was a very smart mathematician. In this example, very is an adverb because it is used to modify the adjective smart.

It started to rain just after the clouds appeared. In this example, just is an adverb because it is used to modify the conjunction after.

Jonas usually does his homework. In this example, usually is a (frequency) adverb because it is used to modify the verb does.

Unit 8

SUFFIXES

- A suffix is an affix that is added to the end of a word that conditions its usage or meaning in an inflectional or derivational way:
 - Inflectional (grammatical): for example, changing singular to plural (dog > dogs), or changing present tense to past tense (walk > walked). In this case, the basic meaning of the word does not change.
 - Derivational (the new word has a new meaning, "derived" from the original word): for example, teach > teacher or care > careful

ARTICLES: THE, NO ARTICLE

NO ARTICLE	THE ARTICLE
General words (indefinite).	General words (definite).
Life in a clean environment is better.	I've read a book on the life of people living in polluted environments.
Names of people on the singular; relatives.	Family names in the plural.
Francisca and Maria are my classmates.	The Pérez family I know lives in San Bernardo.
Public buildings, institutions, means of transport (indefinite).	Public buildings, institutions, means of transport (definite).
Most students go to public schools in Chile.	The school that is on Apoquindo Avenue is not public.
Names of countries in the singular; summits of mountains; continents; towns.	Names of countries in the plural; mountain ranges; regions.
Germany, France, Chile, Mount Whitney Africa, Europe; Cairo, New York	The United States of America, the Netherlands; the Highlands, the Rocky Mountains, the Alps; the Middle East, the west of Australia.
Parks; lakes; streets.	Name with of-phrase; oceans; seas; rivers.
Central Park, Hyde Park; Lake Michigan, Loch Ness; 42nd Street, Oxford Street	The Statue of Liberty, the Tower (of London), the Atlantic (Ocean); the Mediterranean (Sea); the Nile, the Rhine, the Suez Canal

- We use the seasons of the year (spring, summer, autumn, winter) with or without the definite article. in summer or in the summer

Rubrics

GENERAL SPEAKING / ORAL ACTIVITY RUBRIC

7: Excellent

The student has given a very clear and organised presentation delivered with confidence. High level and varied vocabulary and grammar structures. Very clear pronunciation, sounding natural.

6: Very Good

The presentation was nicely organized, delivered with only occasional hesitation. Very good level of vocabulary and grammar structures. A few errors in pronunciation.

5: Good

The presentation was organized generally well. There were some confusing points because of hesitation. Good level of vocabulary and grammar structures. Pronunciation was sometimes unclear.

4: Satisfactory

The presentation was generally organized. Hesitation sometimes caused confusion for the listener. Grammar and vocabulary sometimes inaccurate, but message was generally clear. Some pronunciation errors caused speech to be occasionally unclear.

3: Modest

The presentation has some elements of organization. Hesitation often leads to communication breakdown. Inaccuracies in grammar and vocabulary cause problems with understanding. Pronunciation generally unclear.

2: Basic

Is able to communicate a very simple message although grammar and vocabulary limitations and pronunciation problems prevent clear understanding.

1: Introductory

Severe problems in communicating a simple message in spoken English.

ORAL PRESENTATION RUBRIC

	EXCELLENT	GOOD	SATISFACTORY	INSUFFICIENT	POOR
Content & Organization 20%	<ul style="list-style-type: none"> Very clear message & intention Logical sequencing Very cohesive 	<ul style="list-style-type: none"> Clear message & intention Logical sequencing Cohesive 	<ul style="list-style-type: none"> Somewhat unclear message Intention not clear 	<ul style="list-style-type: none"> Unclear message & intention Illogical or incomplete sequencing 	<ul style="list-style-type: none"> Ideas confused or disconnected Lacks logical sequencing and development
Fluency 15%	<ul style="list-style-type: none"> Very fluent (no hesitation) 	<ul style="list-style-type: none"> Fluent 	<ul style="list-style-type: none"> Some hesitation 	<ul style="list-style-type: none"> Difficult to follow because of hesitation 	<ul style="list-style-type: none"> Hesitation causes severe strain for listener
Vocabulary 25%	<ul style="list-style-type: none"> Very effective word/idiom choice and usage Very appropriate register 	<ul style="list-style-type: none"> Effective word/idiom choice and usage Appropriate register 	<ul style="list-style-type: none"> Adequate range Occasional errors with word form, choice or usage (but meaning not obscured) 	<ul style="list-style-type: none"> Limited range Frequent errors with word form, choice or usage Meaning confused or obscured 	<ul style="list-style-type: none"> Heavy L1 influence
Language Use 25%	<ul style="list-style-type: none"> Effective use of more complex constructions Few grammar errors 	<ul style="list-style-type: none"> Effective use of simple constructions Minor problems with more complex constructions 	<ul style="list-style-type: none"> Somewhat effective use of simple constructions Some problems with complex constructions 	<ul style="list-style-type: none"> Frequent problems in simple/complex constructions Frequent grammar errors 	<ul style="list-style-type: none"> Major problems in sentence construction Grammar errors tend to obscure meaning
Pronunciation 15%	<ul style="list-style-type: none"> No obvious errors in pronunciation 	<ul style="list-style-type: none"> Fewer errors in pronunciation 	<ul style="list-style-type: none"> Occasional errors in pronunciation 	<ul style="list-style-type: none"> Frequent errors in pronunciation 	<ul style="list-style-type: none"> Dominated by errors

PAIR/GROUP WORK RUBRIC

	EXCELLENT	GOOD	SATISFACTORY	INSUFFICIENT	POOR
Participation 20%	<ul style="list-style-type: none"> High level of participation Contributions are very thoughtful & appropriate 	<ul style="list-style-type: none"> Good level of participation Contributions are thoughtful & appropriate 	<ul style="list-style-type: none"> Satisfactory level of participation Contributions are relevant 	<ul style="list-style-type: none"> Very little participation Contributions are not always appropriate 	<ul style="list-style-type: none"> Not much participation Contributions are inappropriate
Fluency 15%	<ul style="list-style-type: none"> Very fluent (no hesitation) 	<ul style="list-style-type: none"> Fluent 	<ul style="list-style-type: none"> Some hesitation 	<ul style="list-style-type: none"> Difficult to follow because of hesitation 	<ul style="list-style-type: none"> Hesitation causes severe strain for listener
Vocabulary 25%	<ul style="list-style-type: none"> Very effective word/idiom choice and usage Very appropriate register 	<ul style="list-style-type: none"> Effective word/idiom choice and usage Appropriate register 	<ul style="list-style-type: none"> Adequate range Occasional errors with word form, choice or usage (but meaning not obscured) 	<ul style="list-style-type: none"> Limited range Frequent errors with word form, choice or usage Meaning confused or obscured 	<ul style="list-style-type: none"> Heavy L1 influence
Language Use 25%	<ul style="list-style-type: none"> Effective use of more complex constructions Few grammar errors 	<ul style="list-style-type: none"> Effective use of simple constructions Minor problems with more complex constructions 	<ul style="list-style-type: none"> Somewhat effective use of simple constructions Some problems with complex constructions 	<ul style="list-style-type: none"> Frequent problems in simple/complex constructions Frequent grammar errors 	<ul style="list-style-type: none"> Major problems in sentence construction Grammar errors tend to obscure meaning
Pronunciation 15%	<ul style="list-style-type: none"> No obvious errors in pronunciation 	<ul style="list-style-type: none"> Fewer errors in pronunciation 	<ul style="list-style-type: none"> Occasional errors in pronunciation 	<ul style="list-style-type: none"> Frequent errors in pronunciation 	<ul style="list-style-type: none"> Dominated by errors

GENERAL WRITING RUBRIC WITH DESCRIPTORS

	EXCELLENT	GOOD	SATISFACTORY	INSUFFICIENT	POOR
Content	Content is creatively expressed and well developed.	Content is clearly conveyed, but rather repetitive.	Content is generally clear but not developed.	Content is not clear.	Content not related to task.
Grammar & Vocabulary	Uses language consistently well. Displays syntactic variety and appropriate word choice. There may be a few errors.	Displays ability to use language, errors do not obscure meaning. Attempts to use more complex structures and vocabulary.	Multiple errors, but do not obscure meaning. Notably inappropriate word choice and form.	Frequent errors in language use and sentence structure.	Serious and frequent errors in language use and sentence structure. Reader may strain to understand.
Coherence	Details are placed in a logical order. The way they are presented effectively keeps the interest of the reader.	Most details are in a logical and expected order.	Many details are not in a logical or expected order.	There is little sense in organization.	There is no sense of organization.

Pronunciation Guide

Consonants

SYMBOL	Examples
p	p <u>e</u> n, h <u>a</u> ppy
b	b <u>a</u> ck, b <u>u</u> t
t	t <u>w</u> o, t <u>a</u> lk
d	d <u>o</u> g, d <u>o</u>
k	c <u>a</u> me, k <u>e</u> y
g	g <u>a</u> me, g <u>i</u> rl
tʃ	w <u>a</u> t <u>ch</u> , <u>ch</u> air
dʒ	J <u>u</u> ly, b <u>r</u> id <u>g</u> e
f	p <u>h</u> ot <u>o</u> graph, f <u>o</u> r
v	h <u>a</u> ve
θ	t <u>h</u> ing
ð	t <u>h</u> e, t <u>h</u> is
s	s <u>e</u> e, c <u>i</u> ty
z	p <u>l</u> ease, g <u>o</u> es
ʃ	sh <u>i</u> rt, st <u>a</u> ti <u>o</u> n
ʒ	p <u>l</u> ea <u>s</u> ure
h	h <u>a</u> t, w <u>h</u> o
m	m <u>a</u> n, s <u>o</u> me
n	s <u>u</u> n, k <u>n</u> ow
ŋ	s <u>i</u> ng
l	l <u>i</u> ke
w	w <u>h</u> ite, w <u>e</u>
r	r <u>u</u> n, v <u>e</u> ry
j	y <u>e</u> s, y <u>o</u>

Vowels

SYMBOL	Examples
/i:/	s <u>e</u> e, e <u>a</u> t
/ɪ/	d <u>i</u> d, c <u>i</u> ty
/eɪ/	d <u>a</u> y, e <u>i</u> ght
/e/	b <u>e</u> d, d <u>r</u> ess
/æ/	c <u>a</u> t, b <u>a</u> d
/ɑ/	b <u>o</u> x, f <u>a</u> ther
/ɔ/	b <u>o</u> ught, d <u>o</u> g
/oʊ/	g <u>o</u> , n <u>o</u>
/ʊ/	b <u>o</u> ok, g <u>o</u> od
/u/	f <u>o</u> od, st <u>u</u> dent
/ʌ/	b <u>u</u> t, m <u>o</u> ther
/ə/	b <u>a</u> na <u>n</u> a, c <u>o</u> m <u>p</u> u <u>t</u> er
/ə/	sh <u>i</u> rt, h <u>u</u> rt, h <u>e</u> r
/aɪ/	b <u>u</u> y, e <u>y</u> e, m <u>y</u>
/aʊ/	h <u>o</u> w, n <u>o</u> w
/ɔɪ/	b <u>o</u> y
/ɪr/	n <u>e</u> ar, h <u>e</u> re
/ɛr/	h <u>a</u> ir, th <u>e</u> re
/ɑr/	b <u>a</u> r
/ɔr/	d <u>o</u> or
/ʊr/	t <u>o</u> ur

	LEARNING OBJECTIVES	U1	U2	U3	U4
Listening Comprehension	<ul style="list-style-type: none"> ▪ Use previous knowledge of different topics, non-verbal clues, gestures and intonation to anticipate the content of the message and to whom it is directed. ▪ Identify relevant details to identify the main points. ▪ Locate expressions and fixed phrases associated to communicative functions appropriate to the level. ▪ Integrate oral and written expression to demonstrate understanding of texts that are heard. 	✓	✓	✓	✓
Reading Comprehension	<ul style="list-style-type: none"> ▪ Apply speed and targeted reading techniques. (skimming and scanning) ▪ Discriminate between the main idea/s and irrelevant information to summarize the central meaning of the message. (gist) ▪ Distinguish between fact and opinion by identifying explicit and implicit information. ▪ Use context and relevant explicit information to infer information that is clearly suggested. ▪ Locate evidence within the text that allows the justification of simple inferences. ▪ Integrate written expression to demonstrate understanding of texts that have been read. 	✓	✓	✓	✓
Oral Expression	<ul style="list-style-type: none"> ▪ Integrate listening skills as a basic ability for interaction. ▪ Signal attention, understanding, agreement and disagreement to initiate, maintain and close a conversation. ▪ Self correct and reword statements. 	✓	✓	✓ ✓	✓ ✓
Written Expression	<ul style="list-style-type: none"> ▪ Use connectors to sequence sentences in a logical way, with cohesion and coherence for communicational purposes. ▪ Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience. 		✓	✓ ✓	✓

	LEARNING OBJECTIVES	U5	U6	U7	U8
Listening Comprehension	<ul style="list-style-type: none"> ▪ Use previous knowledge of different topics, non-verbal clues, gestures and intonation to anticipate the content of the message and to whom it is directed. ▪ Identify relevant details to identify the main points. ▪ Locate expressions and fixed phrases associated to communicative functions appropriate to the level. ▪ Integrate oral and written expression to demonstrate understanding of texts that are heard. 	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓	✓ ✓ ✓ ✓
Reading Comprehension	<ul style="list-style-type: none"> ▪ Apply speed and targeted reading techniques. (skimming and scanning) ▪ Discriminate between the main idea/s and irrelevant information to summarize the central meaning of the message. (gist) ▪ Distinguish between fact and opinion by identifying explicit and implicit information. ▪ Use context and relevant explicit information to infer information that is clearly suggested. ▪ Locate evidence within the text that allows the justification of simple inferences. ▪ Integrate written expression to demonstrate understanding of texts that have been read. 	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓	✓ ✓ ✓ ✓ ✓ ✓
Oral Expression	<ul style="list-style-type: none"> ▪ Integrate listening skills as a basic ability for interaction. ▪ Signal attention, understanding, agreement and disagreement to initiate, maintain and close a conversation. ▪ Self correct and reword statements. 	✓ ✓ ✓	✓	✓	✓ ✓
Written Expression	<ul style="list-style-type: none"> ▪ Use connectors to sequence sentences in a logical way, with cohesion and coherence for communicational purposes. ▪ Correction of cohesion and coherence of their writing tasks according to its communicational purpose and audience. 		✓	✓	✓



Welcome Unit

Track 2 page: 9 Activity 4.

Carla: Hi Patricia, how are you?

Patricia: Hi Carla, What do you think about your English class this year?

Carla: I'm not sure, this year we're doing a lot more speaking in class. I'm a bit shy when I have to speak in English because I worry too much about making mistakes. There are other people in my class who speak much better than I do.

Patricia: I know, I have people like that in my class too. They don't care about making mistakes. They just talk.

Carla: Yeah, and they are able to get their message across even using bad grammar! I'm so jealous! I think they practise out of the classroom too.

Patricia: I listen to music but I don't read books or magazines. My teacher says that it's best to learn by doing. You know what I mean?

Carla: Absolutely, if I don't start practising speaking now I won't be able to use it when I need it in the future. All I do is watch television in English.

Patricia: Good for you. I'm afraid I don't, but I usually surf the Internet at the weekends. You know what I have started doing?

Carla: What?

Patricia: You're not going to believe this but I started talking to myself... like having short conversations with myself.

Carla: Really, have you lost your mind?

Patricia: No! I think it works. I make up stories about people and say them out loud. I sometimes record them and then I listen to them...

Carla: You're joking!

Patricia: Of course, I do this at home in my room, so nobody can hear me.

I think it helps me feel more comfortable using the language.

Carla: Really? Hmmmm maybe I'll try it.

Patricia: You should.

Carla: Thanks for the advice, see you after school.

Patricia: See you.

Unit 1

Track 3 page: 11 Activity 2

Speaker 1: Javier is wearing a ring on his thumb, a belt that holds up his jeans because they're not tight-fitted. He is also wearing a black sweatshirt and has a chain around his neck, like a necklace.

Speaker 2: Camila is wearing a black hoodie, a long, frilly skirt though she doesn't seem to be wearing earrings and I can't see if she has boots on her feet.

Speaker 3: Francisco is wearing part of his uniform: black trousers, a white shirt, and dark tie. He looks a bit untidy and informal.

Speaker 4: Sol is very much in fashion. She's wearing light grey leggings with a blue hoodie and a wide headband in matching colours.

Track 4 page: 14 Activity 13

There is a young woman in this picture. She's in the middle of the photograph. She looks older, maybe in her fifties. She's slim, with red hair. I don't think she's very tall because of her shoes—they have very high heels. Perhaps she's quite short and wears shoes like this to seem taller. She's wearing quite unusual clothes: a dress that seems to be taken from the 19th Century, ripped tights and those shoes. She looks as if she's reading a book. In the background you can see a park with children playing. I think it might be a big city like London or Tokyo. She could be waiting for a friend.

Track 5 page: 15 Activity 2

Speaker: I'm really interested in the culture of other countries. I don't know why but I always think other cultures are more interesting than my own culture. Every time I travel I learn wonderful and interesting things about other cultures.

One of the biggest surprises I had was when I went to the USA as a child. I'm English so I thought Americans had the same culture as me. When I went to America I understood Americans and Brits are very different people. Understanding the culture of other people is very important. It helps us all to get along. If everyone really tried to learn about other cultures, the world would be a more peaceful place. And as the world is becoming smaller, I think this is happening.

Track 6 page: 17 Activity 6

I fell in love again
all things go, all things go
drove to Chicago
all things know, all things know
we sold our clothes to the state
I don't mind, I don't mind
I made a lot of mistakes
in my mind, in my mind

Chorus

you came to take us
all things go, all things go
to recreate us
all things grow, all things grow
we had our mindset
all things know, all things know
you had to find it
all things go, all things go
I drove to New York

in a van, with my friend
we slept in parking lots
I don't mind, I don't mind
I was in love with the place
in my mind, in my mind
I made a lot of mistakes
in my mind, in my mind

Track 7 page: 20 Activities 10 and 11

Sonia: Hi Richard. Have you finished your project work for school?

Richard: Hey Sonia, I've nearly finished it but I'll finish sooner if you help me.

Sonia: OK, How can I help you? Your project is about spooky stories, isn't it?

Richard: Yep, and I know you love them...Have you got any story or film about the Yeti that I can borrow please?

Sonia: In fact I do... I have the latest zombie film. If you want it, I can lend it to you.

Richard: Oh, that would be great Sonia. I have an idea. Why don't we watch it this evening?

Sonia: Thanks Richard but I have to go to the dentist this evening. You can watch it alone a bit earlier so you'll have time to write the summary by tomorrow. If you're decided, then I'll go and get it, it's in my bedroom.

Richard: Oh... OK then.

Sonia: Just wait a minute till I finish this and I'll go upstairs to get it.

Richard: Thanks Sonia, I'll let you know how it turns out in the end.

Track 8 page: 22 Activities 3 and 4

The Far North: The Origin of the Flowering Desert.

During Spanish rule, there was a beautiful, young woman who lived in a small village near the Limarí

River. All the young men were in love with the lovely Añañuca, but none of them were able to win her love. One day, a handsome, young miner came through town, searching for gold. When he saw Añañuca, he fell in love with her too, and this time she loved him back. One night, the miner had a disturbing dream, in which a mountain spirit revealed to him the precise location of the gold that he was seeking. He revived his search for the gold, promising Añañuca that he would return soon. Añañuca waited for him day after day, but her miner never appeared again.

Añañuca's heart was broken, and, inconsolable, she eventually died from grief. Her funeral was on a rainy day and all the villagers wept for her.

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

Today, you can still see the Añañuca flowers bloom in the area that is now known as the Elqui Valley, creating spectacular fields of wildflowers. This amazing phenomenon is known as 'desierto florido', or desert in bloom.

Track 9 page: 24 Pronunciation Activity 9

bird – ear – bed – tree
please – search – spread – appear

Track 10 page: 29 My Progress Unit 1 Activity 2

- a I've known Paula for ten years.
- b I don't think that he's been to Argentina yet.
- c I started playing computer games at 10 o'clock.
- d Were you studying at home last night?

Unit 2

Track 12 page: 31 Activity 1b

- 1. blues
- 2. bachata
- 3. indie rock
- 4. folk
- 5. hip hop

Track 13 page: 31 Activity 3

A: Welcome to the show! Today we have a special music quiz for all our listeners. We are going to test your knowledge of Latin American Music... Let's see... starting with the first contestant. Question 1: Why did Los Prisioneros break up?

B: Because Jorge González went solo.

A: Alright, Question 2: What is the real first name of Daddy Yankee?

B: It's Ramon!

A: And who wrote the song La Joya del Pacifico?

B: Hmm... Victor Acosta wrote it.

A: OK, fourth question: What year was the legendary psychedelic band, Aguaturbia, formed?

B: It was 1968, I think.

A: And how many studio albums had the alternative rock band, Los Bunkers, released by 2012?

B: Six

A: Question 6: How are the members of Calle 13 related to each other?

B: They are step brothers.

A: OK, and whose father was a famous bolero singer?

B: Americo's father.

A: Which female artist has a reputation for writing songs about her ex boyfriends?

B: I think Taylor Swift does.

A: And finally, question 9: where did DJ Mendez start his career?

B: He started it in Sweden.

A: Alright, Thanks! Let's move on to the next contestant...

Track 14 page: 33 Pronunciation Activity 10

a Where are you from originally?

b When did you start playing music?

c What music inspires you?

d Who is your favourite musician?

e How long have you been performing?

Track 15 page: 35 Activity 3

Interviewer: Inti, How did you become an artist?

Interviewee: I began in Valparaíso at the age of 14. I started with small sketches and graffiti tags in the streets, but later I studied painting.

Interviewer: Why did you decide to start doing graffiti?

Interviewee: When you start as a kid, you have no conscious of what you're doing. You just want to see your name in the streets, invade spaces to make them your own.

Interviewer: Did your goals change when you grew up?

Interviewee: Yes. When you get older, you see that what you are doing touches other people, that it has a political and social background. Now I use it to say something or give something back to society.

Interviewer: Where does your inspiration come from?

Interviewee: Latin American people and the cultures before the Spanish invasion.

Interviewer: Why do you always include food, shelter, music, and alcohol in your art?

Interviewee: Because they are things I never want to live without.

Interviewer: What does your name "Inti" stand for?

Interviewee: It means sun' in the Incan language.

Interviewer: Do you prefer to paint in Chile or in Europe?

Interviewee: In Europe the process to get permission is too bureaucratic. Here, you just ask the owner of the house to paint on their walls.

Interviewer: You are very passionate about your work. Do you enjoy other forms of artistic expression?

Interviewee: I see art in everything—in music, in people, in the streets. It's all art to me.

Interviewer: Street art is more common nowadays. Do you think that the messages and images behind the art have gained importance?

Interviewee: I see influence in the long term, especially with politics. What we can cultivate today is not for tomorrow. It grows slowly. Over generations it can change and influence.

Interviewer: Graffiti has been seen as a form of protest and rebellion against the system and status quo. Is there less opposition to street art around the world today?

Interviewee: Now that there is world-wide fame of street artists, people's perspectives are changing. It is now viewed as legitimate art with commercial value. In fact, artists are often contracted and paid to produce paintings in the

streets and in galleries, especially in Europe. The progression of underground to commercialized art is slower in Latin America.

Interviewer: How is street art changing?

Interviewee: Many years ago people were painting for ideology. Now, everyone is working for their own individual ideals. Chile has been a centre for radical propaganda painting since 1940. Today, there is an art explosion in the streets of Latin America. Chile is leading the innovation. I did not know my art would have an impact when I began, but I will continue to create and bring Latin America to the world.

Track 16 page: 36 Pronunciation Activity 8

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

Track 17 page: 39 Activity 8

Monica: What do you prefer to read: comics or books?

Roberto: Oh comics, definitely!

Monica: Why? Some people say that comics are for lazy people.

Roberto: I'm not lazy! Sometimes books are complicated and have too many characters. Comics are easier to understand.

Monica: They are also shorter than books!

Roberto: That's true. Books are longer, often too long.

Monica: I don't mind a long book if it's good. When you get to the end of a good book you feel like you would like it to go on...

Roberto: Yeah, but sometimes the ending of a book is really disappointing. I hate that. You feel like you've wasted a lot of time...

Monica: Yes, but it's not really a waste of time. You just have to hope the next book you read is better!

Roberto: Maybe you're right, but I still prefer comics.

Track 18 page: 43 Activities 5 and 6

For today's teenagers the Internet is as much a part of life as TV or music. It's a place to meet up, to talk about life, to search for new friends and to get support.

Yasna, a 15-year-old from Concepción, uses her blog to communicate with friends and as a way to express her emotions. She finds it easier to say things in blogs that she could never say in public.

Blogs are also an ideal place to post songs, display photos or write about everyday life. Some teens use their blogs to reveal their most private thoughts or to explore their deepest emotions.

Innocent pastimes, you might think; but many parents are worried.

The police have warned teenagers that posting too much information about themselves could be dangerous, and are encouraging them to be more careful. The risks don't end there. Recently, Yasna found her younger sister and her dad reading her blog. She was upset. She felt like family and close friends shouldn't be reading her diary in secret. She said they should tell her. She does not snoop on them!

Track 19 page: 49 My Progress Unit 2 Activity 1

Literature is one thing that makes me very happy. I have loved books of all kinds since I was very small. I don't know what I would do in life without

novels, poems and plays. It's amazing how literature can change your life. It educates you, makes you happy, makes you sad, and inspires you. I think I'd be a completely different person without it. Literature has been a big influence on my life, perhaps, as much as my friends, and I think it's really powerful; it can help us understand other cultures. Recently I have read a lot of Indian literature, in English of course. The books I read have totally changed my image of India and Indians, my experience has really made me want to read more books from other countries.

Unit 3

Track 21 page 54 Activity II

Speaker 1: Reality TV shows... do you like them? I used to love American Idol, like back when Fantasia Barrino was on it. And I started watching Project Runway recently. I like those shows because they are about things like singing and making cool clothes. The people on the shows are talented.

Speaker 2: The ones I despise are those that glamourise sexual promiscuity, lack morals, or have abusive verbal or physical behaviour. To me, these cause even more harm to society. I don't think any contestant deserves an award for losing their dignity and self-respect for money. Those people are ridiculous!

Track 22 page: 55 Activities 3 and 4

Marge Simpson doesn't like cooking very much. One day, Marge was cooking soup in the kitchen when Homer walked in and noticed she didn't have a spice rack to keep her spices in. Homer

decided to build a spice rack for Marge. While he was working in his workshop, Maggie sneaked up behind Homer, quietly, when he wasn't looking and she hit Homer on the head with a mallet.

At first they were shocked about Maggie's bad behaviour. Marge realized that it was because she had mimicked the violent cartoon programme, *The Itchy and Scratchy Show*. Marge wrote a letter to the producers of the programme and asked them to tone down the violence, but they didn't.

Then Marge formed a group and started a movement to protest against the programme and many angry letters were sent to the press and to the producers. Finally, the producers conceded and changed the actions of the characters, Itchy and Scratchy, so they were doing only boring things. Marge was happy, but the rest of the family wasn't watching the programme anymore.

Meanwhile, the group was protesting about other things they considered offensive, including an exhibition of the beautiful Michelangelo sculpture, David. The movement, except for Marge, believed that the sculpture was offensive because David was nude. In the end, Marge changed her mind about censorship.

Track 23 page: 60 Activity II

Coke was first sold in May 1886 by its inventor, Doctor John Pemberton, a pharmacist from Atlanta, Georgia. Nowadays, 1.3 billion Cokes are sold every day all over the world.

Advertising has always been crucial to Coke's success. The first adverts were attractive posters with catchy slogans, but things soon got sophisticated. The first television programme sponsored by Coke was broadcast in 1950.

Both radio and television advertising were being used throughout the 1960's with the *Things Go*

Better with Coke slogan becoming very popular. Marketing personnel soon realised that younger consumers could be targeted by using popular musicians like Roy Orbison and Ray Charles. During the mid-1970's, the political uncertainty in the United States made them change their campaigns to make Americans feel better. The strategy was a great success and sales kept on rising. In early 1982, Coke launched its most memorable campaign with the slogan *Coke Is It!*

Coke has not been completely without problems! When the company introduced a new taste for it in North America in 1985, the public demanded the return of the traditional drink so insistently, that the company was forced to bring it back!

Track 24 page: 61 Pronunciation Activity 14

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

Track 25 page: 62 Activities 3 and 4

News Host: And for our last story tonight, we're going over to Simon with a story of a lucky escape. Simon?

Simon: Hello. I'm here with Mrs Barbara Brady, who had a lucky escape this evening. Mrs Brady, can you tell us what happened?

Mrs Brady: I was in my living room, waiting for my favourite TV programme to start: it's on at seven o'clock. I had just made a cup of tea and sat down...

Simon: I see...

Mrs Brady: Well, I'd just sat down when there was a tremendous crash and a car came through the sitting room wall.

Simon: A car came through your wall?

Mrs Brady: That's right, it just appeared, right there in my living room.

Simon: That's incredible! What happened?

Mrs Brady: Apparently the driver, a young lad, had been going too fast and my house is on a bend, and...

Simon: Go on...

Mrs Brady: He lost control of the car on the bend, it skidded, hit my house and came right through the wall.

Simon: What did you do?

Mrs Brady: Well, I was really shocked, I can tell you.

Simon: But you reacted quickly, didn't you?

Mrs Brady: Yes, I went outside and went over to the car. I thought he was unconscious at first...

Simon: He wasn't moving?

Mrs Brady: No, at first, no, but then he shook his head and started to get out of the car slowly. Luckily, he'd been wearing his seat belt. Then I dialled 999 and the police came with the ambulance.

Track 26 page: 63 Activities 8 and 9

Girl: I had a really scary experience last week.

Boy: Really? What happened?

Girl: Well, I was on my way home and I was crossing the bridge...

Boy: What, the one over the railway?

Girl: That's right, yeah. I was half way across when I suddenly heard this woman screaming and pointing, pointing at something behind me.

Boy: Go on....

Track 27 page: 69 My Progress Unit 3 Activity 1

Susana had a lot of visitors to her new apartment. At 10pm last night, Susana was cleaning her TV when her sister came over and they started chatting. They were discussing the newest post on a popular gossip blog. Susan believed the post was completely true, but her sister insisted that the blogs can be written by anyone with a computer. Then, they spoke about reality shows that sometimes take place in exotic places and they mentioned Man vs. Wild. Susana's sister insisted that this show, also, was fiction. Later, they were eating dinner when their dad showed up. They were excited to see him, and Susana wanted to make it a family affair, so she called up her brother, José. She had tried to call him before dinner to invite him, but his mobile phone had died.

Unit 4

Track 29 page: 74 Activities 16 and 17

I'm sure most of you have logged on to YouTube and watched, or even uploaded a video. Millions of people do every day.

You might have chosen the most-viewed video of the week or searched for something different. After all, you can watch extracts from TV shows, music videos, and even films, not to mention the thousands of homemade videos that users upload onto the site. Teachers use it to show clips in class, office workers to have a laugh in their coffee breaks, and there is a growing list of people who have become famous after being spotted on the video-sharing website. I wonder if the founders of the site had any idea what they had started!

Track 30 page: 75 Activities 3 and 4

These days, teenagers are called the thumb generation because they spend all day using their thumbs: to send text messages, to play hand-held games, to listen to music on MP3s and MP4s or to exchange photographs in real time. You name it, they use their thumbs to do it!

Recently, Channel 4 TV commissioned research into the relationship that young people, between the ages of twelve and twenty-four, have with new technology. Youths own an average of eight digital devices. These include MP3s, mobile phones, game consoles, PCs, and digital cameras.

Most young people are expert multitaskers. This means they can conduct as many as five activities at the same time as they are watching TV. And as an interesting fact, twenty-five percent of the interviewees admitted that they sometimes send a text message to friends they are actually with at the time.

31 page: 80 Activity 8

Last year my mother said she was too old to start using computers. Since she hated using them, she obviously wasn't used to sending emails. However, recently in a course for pensioners she began to chat and she hasn't stopped since!

She says she loves meeting new people on the Internet, although, sometimes she would prefer to have a coffee with them. Last week she asked me to help her create her own web page. She said that after so long without Internet, now she felt like learning as much as she could. I told her that she'd better stop spending so much time online. Using the Internet for longer than you had planned can be a symptom of becoming a webaholic.

Track 32 page: 82 Activities 2 and 3

Have you ever wondered what your life will be like in the year 2025? On a typical evening you will drive through a traffic jam in your hydrogen-powered car. Your home will have the very latest technology, which means that you won't need a key to open the front door: putting your finger on a scanning device will let you in. As you walk in, your movement will activate a sensor and the lights and air conditioning will come on. All the energy that your house needs will come from solar panels on the roof. A robot will offer you a drink and you will then watch TV using a pair of special contact lenses which stream images directly from the Internet. Your dinner will be a healthy pill. If you feel unwell, you won't have to leave the house to go to the doctor's. A microchip under your skin will allow your doctor to check your blood pressure and other body functions. Holidays will take you to unusual destinations. There will still be beach holidays, sightseeing tours and shopping trips abroad, but you will also want to try places like Siberia, Antarctica and maybe outer space.

Track 33 page: 89 My Progress Unit 4 Activity 2

Are you tired of cleaning the house and taking out the garbage? Don't worry. Soon, domestic robots will do all the boring jobs while you relax. But will this new technology be a positive or negative change? Some scientists believe that robots will make the world a better place because they will do all the dangerous and difficult jobs. Life will be safer with fewer accidents. In addition, they think that inventors will develop robots that are highly intelligent and that will do the jobs of doctors, pilots, and scientists. However, other scientists have serious worries about robot technology. They believe that intelligent robots will be difficult to control. The most extreme

predictions say that robots will destroy the human race and possibly the entire planet.

Unit 5

Track 35 page: 91 Activities 3 and 4

These days, many high school or university students are getting part-time jobs during the week.

The reasons why many of them are getting so enthusiastic to get a job may be due to the following reasons:

- To get something else to do that is useful.
- To make their own money for free time expenses.
- To make money to help finance a degree.

Pros:

- Jobs are opportunities for teenagers to learn work skills they will need throughout their lives, such as how to fill out an application, how to do well in an interview, how to work responsibly, and how to get along with co-workers and superiors.
- Jobs can be taken as opportunities to build confidence and independence.
- Jobs assist students in managing their finances responsibly.
- Jobs are excellent chances for students to find the essence of their career paths.

Cons:

- Students who work more than 13 to 20 hours a week are more likely to feel stressed.
- Students who work may have more difficulty maintaining friendships or doing other extracurricular activities.

- Overworked students may have less time to sleep, exercise, and spend time with their families.

Track 36 page: 95 Activity 3

Part 1

Interviewer: What do you do?

Emilio: I'm a graphic designer. My job title is User Interface Graphic Designer.

Interviewer: Where do you work?

Emilio: At a video game company called Behaviour Interactive.

Interviewer: What do you do at Behaviour?

Emilio: I create game interfaces, like splash screens, menus, HUD, the tally, etc. The users need to be able to interact with all the screens.

Interviewer: What interesting projects have you worked on there?

Emilio: We've done lots of work making games for Hollywood films, such as the Ice Age movies, and at the moment we're making a game for a new Will Smith movie that's just about to be released.

Interviewer: That sounds like a lot of fun! Do you get to play video games?

Emilio: Yes, when I want to, but I also have a lot of work to do.

Interviewer: What language do you speak at work?

Emilio: I speak mostly Spanish, but also English. A lot of people speak different languages, but we use English as the common one, especially concerning computer technology.

Interviewer: Do you use English outside of work?

Emilio: Yes, I like to socialise with my foreign colleagues at work.

Track 37 page: 95 Activity 4

Part 2

Interviewer: What are some of your other interests?

Emilio: Music, especially ska, punk, and hardcore. I also ride my bike everywhere and play football when I have time.

Interviewer: What do you like most about your job?

Emilio: I like working with the latest technology.

Interviewer: And what do you like the least about it?

Emilio: Working extra hours. We have deadlines and we need to work so that the game is finished on time.

Interviewer: What are your favourite video games?

Emilio: I play online games like: *Quake Live*, *Call Of Duty: Ghosts*, and now I play *Battlefield 4*.

Interviewer: What are your future plans?

Emilio: I would like to do a master's degree in the United States. I think it will improve my chances of getting a better job with a higher salary. It would also be a great life experience to live in another country and learn about the culture.

Interviewer: How important do you think it is to be familiar with computer and Internet technology nowadays?

Emilio: I think today technology is part of everyone's life and that's also why so many people play games just for fun, too.

Interviewer: What advice would you give a student here in Chile who is trying to decide what to study and where to study?

Emilio: I would tell them to look for something they really enjoy doing, because they will have to do it 8 hours a day, every day! So it's a difficult decision.

Interviewer: Thanks Emilio, that was great!

Emilio: You're welcome.

Track 38 page: 100 Activities 7 and 8

HOW TO KEEP YOUR JOB

- Try to be on time. This shows they consistently count on you for work.
- Have a good attitude everyday and you will do a better job.
- Do your best work. Find new ways to challenge yourself through smarter, faster and more effective and efficient work.
- Cultivate a good relationship with others. Work in teams when appropriate.
- Always be alert to training possibilities and new assignments.
- Take on new duties or assignments no one wanted if you have time.
- Try to participate in your company celebrations, reunions, seminars and any other extracurricular activities you are invited to.
- Be neat and organized in all your tasks.
- Appreciate the job you have.
- Dare to innovate and create in the position you have at work.
- If necessary, do what is required even though it's not on your list of duties.
- Whenever you are not busy, see if you can help complete someone else's tasks in the spirit of team work.
- Do not waste your time gossiping or spreading rumours about a colleague or your company.
- Show pride in yourself and respect toward others.

- Motivate yourself and learn the ability to work without supervision.
- Work to have a good and professional relationship with your supervisor.

Track 39 page: 102 Activities 3 and 4

Man: Okay, Mr. Pérez. First of all, tell me about your last job.

Mr. Pérez: Well, I worked for five years at Smart Computers.

Man: Okay. Smart Computers. And what do you know about computer networks and operating systems including Windows, Mac OS X and Linux?

Mr. Pérez: Well, let me see. I don't know those films but I can tell you for sure that I did use computers to watch free movies every night at my last job.

Man: Right. And how about tools and skills for building web pages? We are looking for someone who is skilled at HTML and CSS validators, link checkers, and an understanding of content on the web to create and manage our site.

Mr. Pérez: Umm . . . uh, web page, web page. Huh . . . I don't think I've watched that film or is it a book...and I'm afraid I've never used those HTML things.

Man: Huh?! And what about Adobe?

Mr. Pérez: Well . . . I think I've tried Adobe at a foreign friend's home one time but didn't like it very much! It tasted weird, if that's what you mean.

Man: Okay, Mr. Pérez, I believe I don't have any more questions for you. Your information has been very clear!

Mr. Pérez: Oh, and I don't only watch films I also play computer games.

Man: Right, right. Thanks Mr. Pérez. Please don't call us, we will call you.

Track 40 page: 109 My Progress Unit 5 Activity 1

Sally: Hello Paul, are you here to see the career counsellor too?

Paul: I am. I'm surprised to see you, though. Your mother told my mother that you were going to study Aeronautic Engineering at university next year.

Sally: That's my mother's plan! I want to take a gap year and travel to Italy and Spain.

Paul: Goodness! I'm planning to become an apprentice. It's the best of both worlds. You get paid and learn at the same time. I've already spoken to a local electrician. He works with a team of apprentices. I start in July.

Sally: Sounds good! You can learn a lot, and you'll always have work!

Paul: How are you planning to convince your mother about your gap year idea? She'll go mad.

Sally: Well, my next argument is that twenty per cent of the people who finish a degree course never work in that field in their life. I think many young people and their parents are too structured. They think you have to go automatically from primary education, to secondary education to university, and then to work. Other cultures don't think the same way. I can go to university at any point in my life – not that I will ever want to be an engineer!

Paul: Um, I'm convinced, but knowing your mother...

Sally: Then I'll remind her of my cousin Alfred. He studied for nine years and after he left university he opened an Internet café!

Unit 6

Track 42 page: 112 Activities 9 and 10

Caller 1: I really like the boy next door. We've known each other for five years and we are friends. He's quite popular: he gets good marks at school and he's very athletic. The problem is I'd like to go out with him. But I'm not sure if he likes me in that way. I'd love to ask him out, but I don't want to ruin our friendship.

Caller 2: I started a new school last week and as I'm quite shy, I find it difficult to make friends. I can't sleep at night, and I've been getting very bad headaches. I find it hard to concentrate when I'm in class. What can I do to feel less stressed?

Caller 3: My brother is doing his exams and every time I talk to him he gets angry and shouts at me. He doesn't want to accept any help or advice from me. I can't understand him! I think he needs to relax more. What should I do to help him?

Track 43 page: 114 Activities 18 and 19

I would say I'm sorry
If I thought that it would change your mind
But I know that this time

I've said too much
Been too unkind
I try to laugh about it
Cover it all up with lies
I try and
Laugh about it
Hiding the tears in my eyes
'cause boys don't cry
Boys don't cry
I would break down at your feet
And beg forgiveness
Plead with you
But I know that
It's too late
And now there's nothing I can do
So I try to laugh about it
Cover it all up with lies
I try to laugh about it
Hiding the tears in my eyes
'cause boys don't cry
I would tell you
That I loved you
If I thought that you would stay
But I know that it's no use
That you've already
Gone away
Misjudged your limits
Pushed you too far
took you for granted
I thought that you needed me more
Boys don't cry
Boys don't cry

Track 4 Page: 16 Activities 6 and 7

Conversation 1

Ben: Hi, Annie. I'm doing a survey on hobbies and I'd like to ask you a few questions.

Annie: OK.

Ben: What do you like doing in your free time?

Annie: I'm really keen on listening to music.

Ben: I see. Where do you listen to music?

Annie: Everywhere I can: on the bus, at home, doing exercise...

Ben: Do you ever listen to music with your friends?

Annie: Oh yes, we go to each other's houses and listen to music together there. My friends also go to concerts, but I can't go with them because my parents worry a lot about safety, the people there and transport to and from the concert.

Ben: It sounds difficult.

Annie: It is, and I'd really like to go to the Great Band concert at the end of the month and I don't know what to do so my parents will let me go!

Ben: Oh, Good luck with your parents! Thanks for answering my questions Annie.

Annie: Bye Ben

Conversation 2

Ben: Hello to both of you. I'm doing a survey on teen hobbies. Can you answer a few questions?

Mario: OK, but we haven't got much time.

Ben: It will only take a few minutes Mario. The first question is for you then: How do you spend your free time?

Mario: I'm mad about skateboarding and surfing.

Ben: Do you skate and surf often?

Mario: Not very often. My friends and I meet up in the evenings and go skating in the park. It isn't easy to go surfing: you have to go to the beach and it depends on the weather. I normally go about once a week.

Ben: And what about you Ruth? Do you like surfing?

Ruth: Not really, no. I'm not mad about sports. My favourite hobby is photography.

Ben: Great! and what types of photos do you like taking?

Ruth: I love taking photos of buildings in city centres. And, of course, I take lots of photos of my friends.

Ben: When do you take your photos?

Ruth: Mainly at weekends.

Ben: What a great hobby! Is it expensive?

Ruth: I spent a lot of money on my camera, but other than that, you just need time and patience.

Ben: OK. Thanks for answering my questions.

Ruth: No problem. Bye.

Mario: Bye Ben, see you around.

Track 45 page: 121 Activity 12

I'll never forget my holiday in Cuba. It was a time of contrasts: fun and fright, relaxation and panic, sun and rain. I had gone there with my friends. We spent our time on amazing beaches, going to discos, and eating delicious local cuisine. We had been having a fantastic time until the end of the first week.

The weather forecast predicted powerful hurricanes for the last day on the island. My friends and I were terrified. The first thing we did was speak to our hotel manager about the situation on the island. He advised us to return home before the storm arrived.

Then we called our travel agent to see if we could change our flights and go home early. It was a very difficult time. We spent most of our time making lots of phone calls and not doing the things we had arranged to do.

Finally, we got a phone call from our national airline who offered to fly us home three days early. The weather had been getting worse all week, but on our last day it was very bad. Before getting on the plane, it had been raining heavily all morning and the wind was blowing strongly. When I was walking to the taxi, I was nearly lifted off the ground by a powerful gust. I was unbelievably lucky: I was carrying my suitcase and the weight of it kept me on the ground.

We arrived home safely after a nine-hour flight. We didn't feel completely calm until we heard that the hurricane had avoided the island and all the lovely people we had met were unharmed.

Track 46 page: 122 Activity 2

The first time I went swimming I was eight years old and I went with the school. We all walked to the local public pool.

When we arrived, my best friend was very relaxed, but I was really nervous. This was my first time. The instructor was waiting for us. 'Jump in!' he shouted. There were thirty of us. I looked nervously at the water and jumped. My feet didn't touch the bottom and I realised I was sinking in the water. I panicked and I started splashing my arms frantically but I was still sinking, when suddenly someone pulled me up. It was my best friend. 'What are you doing?' he asked me. I was exhausted, but coughed back, 'Swimming...I think!' We both laughed.

Track 47 page: 123 Pronunciation Activity 6

eight ghost cough laugh thought weigh ghetto

Track 48 page: 129 My Progress Unit 6 Activity 2

Mandy: Did you see the game last night?

Alastair: No, the matches are boring these days.

Mandy: What was your favourite game then?

Alastair: I think Liverpool and AC Milan in the 2005 UEFA Championship.

Mandy: Was it good?

Alastair: Yes! AC Milan scored three goals in the first half of the match.

Mandy: In the first half? What a bad start for Liverpool!

Alastair: That's what everybody thought. I mean, Liverpool needed to score four goals to win, but well, the second half was brilliant. Liverpool scored their first goal nine minutes into the second half and then they scored another.

Mandy: So that was three goals for AC Milan, but only two for Liverpool.

Alastair: Yeah, but Liverpool scored again! Both sides had scored three goals. It was so exciting - The atmosphere was incredible, even on TV!

Mandy: But why? Liverpool hadn't won.

Alastair: No, but the game went to penalties and that's when Liverpool won.

Mandy: It sounds like an exciting match!

Alastair: It was! Liverpool won the cup for the fifth time.

Mandy: Five times. That's a lot of cups.

Alastair: Well, AC Milan weren't too unhappy – they've won the competition six times!

Unit 7

Track 50 page: 134 Pronunciation Activity B

- a But not all is lost and you can still live a life on the move, looking and feeling better by adopting an improved lifestyle.
- b What makes the situation worse is that most of these sedentary activities include food. Junk food.

Track 51 page: 135 Activities 2 and 3

Not careful enough with our own health?

Rumour has it that we, Chilean people, are becoming "famous" for bad nutrition and mental illnesses such as depression, stress and eating disorders.

We know we are not the only country in a situation like this, but this is our country and we need to do something about it.

If you take the Metro, get on any public transportation or even drive your own car, you will see, hear and feel people of all ages acting stressed out. They seem to be angry all the time, making everyone around feel useless because they are the only ones who have problems, have a lot of things to do or are always in a hurry to be successful. It's alarming that many 9 year-old children in Chile have already been diagnosed with stress.

We should not only blame the system, which is helping us collapse, but consider we have neglected our eating habits and physical activity too. Unhappily, we seem to have developed ineffective lifestyles.

Mind and body need to be balanced. Physical

Education and Sport should be considered as core subjects in schools like Maths and Language are.

Mind and body need to be fed and exercised regularly. Remember that by exercising our body we help our mind produce “good” energy.

How many people do you see running or riding their bikes in the early morning? You will probably see some, but not enough.

A recommendation: be as polite as you can, try to smile. Notice how many smile back in return. Another healthy habit to consider:

Track 52 page: 40 Activities 8 and 9

If you think science doesn't matter much to you, think again. Science affects us all, all through our life. The modern world would not be modern at all without the advancements of science.

Science affects us all, every day of the year. Just try imagining a day without scientific progress. Electricity for example. Without science, there would be no way to use electricity. There would be no plastic, modern agriculture or modern medicine.

In fact, without science, many people alive today would have died of diseases that are now easily treated. Scientific knowledge can improve the quality of life at many different levels: from the routine work of our everyday lives to global issues.

Think science! Because many aspects of scientific thinking are just extensions of the way you probably think everyday. Have you ever seen something surprising and tried to figure out how it happened, or looked for more evidence to come up with a new explanation for a mystery? These might seem like trivial examples, but in fact, they represent scientific habits of the mind applied to an everyday situation. Scientists use these ways of thinking to revise their topics of study and you can use the same tools in your own life.

Track 53 page: 42 Activity 3

Did you know that you have many opportunities to do something good for yourself, from the time you wake up to the time you go to bed?

Here we show you 5 ways to improve your health.

1. Move your body to make your heart healthier.
 - Avoid shortcuts, take the stairs, walk to school if possible, and try to walk your dog more.
2. Watch what you eat.
 - Get in the kitchen. Try to eat homemade food or if you have the chance, cook your own food!
3. Eat less.
 - The best way to keep your body healthy is eating less. As simple as that.
 - Use portion control. Limit your serving size to the size of your fist, really.
 - Get real. It's better to find a level of dieting and exercise that you can maintain all along than eating soup the rest of your life or going through awful diets.
4. De-stress.
 - Related with everything from headaches to heart disease, stress can affect a person's physical and mental health. Yoga, meditation and deep breathing techniques help diffuse stress and its harmful effects.
5. Sleep. Yes, true. Not sleeping enough hours causes irritability, depression and high blood pressure.
 - Put nicotine and caffeine away, as they are stimulants and shouldn't be consumed before sleeping. Alcohol consumption and heavy meals can also interfere with a good night's sleep.

Track 54 page: H3 Pronunciation Activity 7

- i agree disagree
- ii regular irregular
- iii virus antivirus
- iv smoking non-smoking

Track 55 page: H4 My Progress Unit 7 Activity 1

Simon: Today we are very happy to welcome Martha Connolly. Martha is an editor of the science magazine *What's new?* and she's come along today to tell us about the world's smallest transistor radio. Hello Martha. Welcome to the programme.

Martha: Thank you, Simon. It's a pleasure to be here.

Simon: So how small is "small", Martha? I'm sure our listeners will be interested in the dimensions of this transistor.

Martha: Well, we are talking about nanotechnology so everything is already pretty small. This is a fifty-nanometre transistor, which means more or less one two-thousandth ($1/2,000$) the width of a human hair.

Simon: That's small!

Martha: Yes! The transistor is special not only because of its size, but also because all of its components are built on top of a silicon sheet. It's called a "vertical" transistor because of this. Up until now transistors have been horizontal. The fact that this is vertical means it occupies much less space.

Simon: So, this kind of creation has never been seen before, has it?

Martha: That's right. In fact, it has several novelties. One important difference is that with a conventional transistor you only have one "gate" which switches the current on and off. The new

transistor has a gate on each side. In real terms, having two gates makes the processing faster. So everything is twice as fast.

Simon: So, tell us Martha, is this new transistor going to replace the traditional transistors?

Martha: I think so, yes. But it might take some time. I can't see companies replacing expensive existing transistors immediately. But when they need a new transistor, it makes sense to develop a vertical one.

Simon: So Martha, what about the...

Unit 8

Track 57 page: I54 Activity 12

Chile's geographic barriers—the Atacama Desert to the north, the Andes Mountains to the east, the Patagonian ice fields to the south, and the Pacific Ocean to the west make Chile an authentic agricultural island. Together they help maintain healthy conditions and protect vineyards against pests and disease. And with geography as diverse as in Chile, the combination of beneficial natural barriers and a generous Mediterranean climate make sustainability and organics a true choice in Chilean winegrowing. In wine production, Chile's climate is highly influenced by the cooling effect of the Pacific Ocean and the Humboldt Current.

Track 58 page: I55 Activity 3

Receptionist: Good morning, Global Trade.

Maria José: Good morning. May I talk to Jason, please? It's Maria José calling from Mining Exports in Copiapó, Chile.

Receptionist: Sure, I'll put you through.

Jason: Hello Maria José! What can I help you with?

Maria José: Well, the reason for my call is that I want to touch base about the new regulations coming into effect next month. Could you tell me if you have had a chance to look them over yet?

Jason: I have only taken a quick look, but I believe most of the new regulations won't be applicable to us when we ship. There should be no need to worry as long as our shipping agents are well informed of the changes and the certificates of origin are in order.

Maria José: That's great. However, do you know what the different procedures for customs will be? As I understand it, the regulation changes could affect how we use particular containers and the way we transport our freight.

Jason: No, luckily for us, all we need to do is put some additional information on our waybills and make sure our packing lists reflect the same information.

Maria José: What a relief! That really puts my mind at ease.

Jason: Good, I'm glad you called then.

Track 59 page: 160 Activities 9 and 10

This is the weather forecast for the U.K. for the next 24 hours.

Most of the country will start the day overcast with a few moderate showers. Over the mountain range, you can expect heavy snow above 2,000 meters. Near the western coasts there will be isolated patches of fog.

During the afternoon sunnier weather will extend gradually eastwards but these clear conditions aren't expected to reach southeast England before midnight. However, in the evening, the weather will become windy and cloudy and temperatures will drop to 15 degrees.

Track 60 page: 160 Pronunciation Activities 13 and 14

- a blow snow **showers** below
- b weather **heat** heavy eventually
- c **flood** cool loose typhoon
- d ice **wind** sky lightening
- e sunny **humid** up thunder
- f

Track 61 page: 164 Activities 9 and 10

Grandfather: What are you looking at?

Granddaughter: It's a leaflet about the demonstration on Saturday. I'm going with some friends.

Grandfather: Ah, so you're against the ring road?

Granddaughter: Yes, I am. If we keep destroying the woods, we won't have any trees left!

Grandfather: But people need to move around the town and get to work faster. If they build the new road, it will be a lot easier.

Granddaughter: It isn't just about getting to work. And anyway, I have to travel to college everyday and I don't have any problems.

Grandfather: Building new roads creates employment too. Have you anti-road protesters thought about that?

Granddaughter: Protecting the environment can mean jobs as well. If we had a natural park or nature reserve, we would have space for outdoor activities like trekking, cycling and horse riding, which are all really popular in town.

Grandfather: But the ring road is progress for the town, you can't stop progress!

Granddaughter: Come on Grandpa! That's what people said about closing the mines. And you protested then!

Grandfather: That was different...anyway, they closed the mines.

Track 62 page: 169 My Progress Unit 8 Activity 1

Speaker 1: Nowadays, plastic bags and bottles are everywhere. I try not to buy things in plastic containers and I tell shop assistants not to put my fruit and vegetables into plastic bags and I pop them straight into the trolley!

Speaker 2: I recycle all my paper, glass, and containers like milk cartons or yoghurt pots. There are recycling containers near the house, so it's easy for me.

Speaker 3: My family uses public transport! We travel by bus and metro as much as possible. It's annoying when the bus arrives late or the metro is busy, but there's no way to avoid that.

Speaker 4: Water is a big problem in my country. I always have a shower and not a bath. I make sure the washing machine is full before I use it, and I never brush my teeth with the tap running!

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Glossary

A

Advice – *n*, an opinion that someone offers you about what you should do or how you should act in a particular situation
Annoy – *v*, to make angry
Appearance – *n*, the way you look
Audiences – *n*, the group of people together in one place to watch or listen to a play, film, someone speaking, etc.
Average – *n*, the result you get by adding two or more amounts together and dividing the total by the number of amounts

B

Basin – *n*, an open, round container shaped like a bowl with sloping sides, used for holding food or liquid



Beliefs – *n*, the feeling of being certain that something exists or is true; something that you believe
Break up – *v*, to end a relationship
Broadcasting – *n*, sending out a programme on television or radio

C

Career – *n*, the job or series of jobs that you do during your working life, especially if you continue to get better jobs and earn more money
Chart – *n*, a drawing that shows information in a simple way, often using lines and curves to show amounts
Chore – *n*, a job or piece of work that is often boring or unpleasant but needs to be done regularly
Contestant – *n*, someone who competes or participates in a contest
Countless – *adj*, very many, or too many to be counted
Currently – *adv*, of the present time

D

Dangerous – *adj*, describes a person, animal, thing, or activity that could harm you
Deep – *adj*, *adv*, going or being a long way down from the top or surface. Profound
Disagreement – *n*, an argument or a situation in which people do not have the same opinion

E

Employment – *n*, the fact of someone being paid to work for a company or organization
Excitement – *n*, a feeling of being enthusiastic and waiting for something to happen

F

Fail – *v*, to not succeed in what you are trying to achieve or are expected to do
Fright – *n*, the feeling of fear, especially if felt suddenly, or an experience of fear that happens suddenly

I

Illness – *n*, a disease of the body or mind
Injured – *adj*, hurt or physically harmed
Insurance – *n*, an agreement in which you pay a company money and they pay your costs if you have an accident, injury, etc.
Investment – *n*, the act of putting money, effort, time, etc. into something to make a profit or get an advantage, or the money, effort, time, etc. used to do this

J

Job – *n*, the regular work that a person does to earn money

L

Lyrics – *n*, the words of a song, especially a pop song

M

Mainly – *adv*, usually or to a large degree
Misjudgments – *n*, to guess an amount or distance wrongly or to form a wrong opinion

Moreover – *adv*, (used to add information) also and more importantly

O

Overwhelm – *v*, to cause someone to feel sudden strong emotion

S

Skill – *n*, an ability to do an activity or job well, especially because you have practised it

Speech – *n*, the ability to talk, the activity of talking, or a piece of spoken language

T

To broaden – *v*, to make/become wider, or to cause something to become wider

To conduct – *v*, to organize and perform a particular activity

To credit – *v*, to believe - to believe something that may not be true

To encourage – *v*, motivate and give confidence to someone to do something or to make something more likely to happen

To forbid – *v*, not to allow something, especially officially, or to prevent a particular plan of action by making it impossible

To grab – *v*, to take hold of something or someone suddenly and roughly with your hand

To get hooked – *v*, + *adj*, informal - enjoying something so much that you don't want or are unable to stop having it, watching it, doing it

To grant – *v*, to give or allow someone something, usually in an official way

To infer – *v*, to form an opinion or guess that something is true because of the information that you have

To supply – *v*, to provide something that is wanted or needed, often in large quantities and over a long period of time

U

Unfair – *adj*, not treating people in a equal way, or not morally right

Unharmd – *adj*, not hurt or damaged

W

Waste – *n*, an unnecessary or wrong use of money, substances, time, energy, abilities, etc.

Whole grains – *n*, cereals in their natural state, without manufacture

Willing – *adj*, describes someone who does their work energetically and enthusiastically

Witness – *n*, to see something happen

Worried – *adj*, unhappy because you are thinking about problems or unpleasant things that may happen



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Irregular Verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	lay	laid	laid
beat	beat	beaten	learn	learnt/learned	learnt/learned
become	became	become	leave	left	left
begin	began	begun	let	let	let
bite	bit	bitten	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
choose	chose	chosen	read	read	read
come	came	come	ride	rode	ridden
cost	cost	cost	ring	rang	rung
cut	cut	cut	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
dream	dreamt/dreamed	dreamt/dreamed	sell	sold	sold
drink	drank	drunk	send	sent	sent
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt/smelled	smelt/smelled
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	understand	understood	understood
hold	held	held	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written



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