

STUDENT'S BOOK

English 7^o básico



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7^o

básico

INGLÉS

IDIOMA EXTRANJERO

TEXTO DEL ESTUDIANTE

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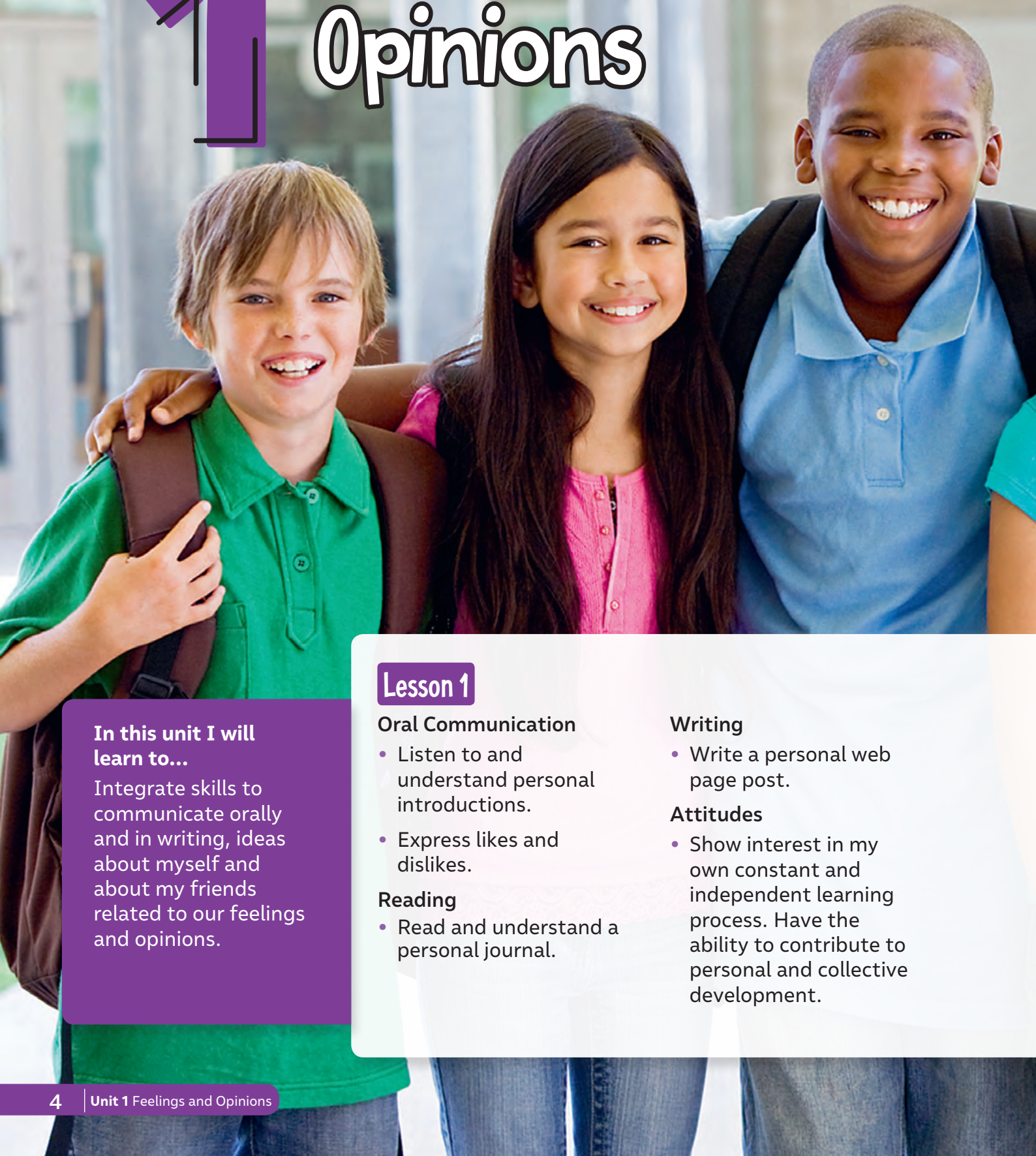
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UNIT



Feelings and Opinions



In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about myself and about my friends related to our feelings and opinions.

Lesson 1

Oral Communication

- Listen to and understand personal introductions.
- Express likes and dislikes.

Reading

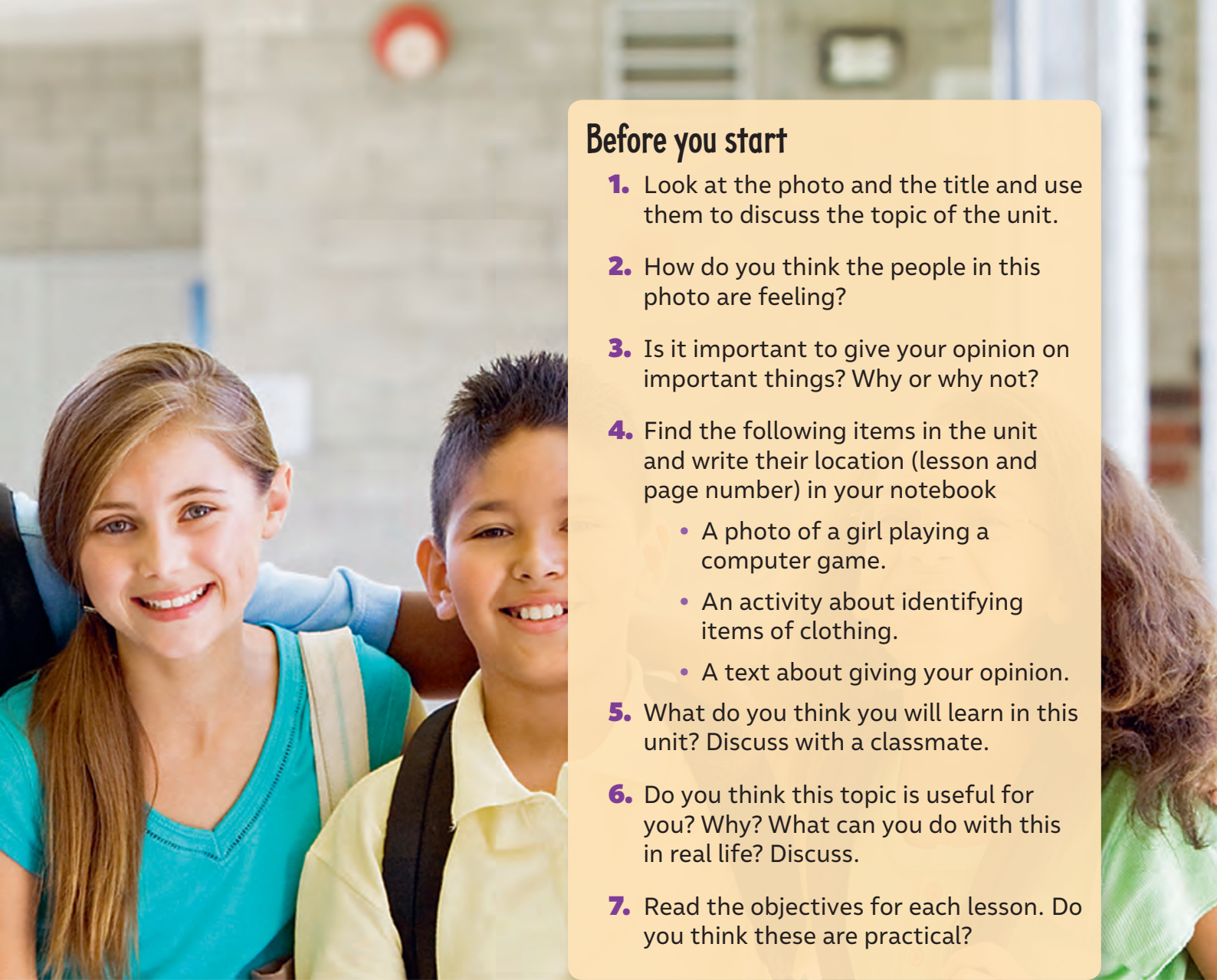
- Read and understand a personal journal.

Writing

- Write a personal web page post.

Attitudes

- Show interest in my own constant and independent learning process. Have the ability to contribute to personal and collective development.



Before you start

1. Look at the photo and the title and use them to discuss the topic of the unit.
2. How do you think the people in this photo are feeling?
3. Is it important to give your opinion on important things? Why or why not?
4. Find the following items in the unit and write their location (lesson and page number) in your notebook
 - A photo of a girl playing a computer game.
 - An activity about identifying items of clothing.
 - A text about giving your opinion.
5. What do you think you will learn in this unit? Discuss with a classmate.
6. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
7. Read the objectives for each lesson. Do you think these are practical?

Lesson 2

Oral Communication

- Listen to and understand an advertising jingle.
- Give and ask for information in a dialogue.

Reading

- Read and understand an internet article about different fashion styles.

Writing

- Write social media posts.

Attitudes

- Show a positive attitude towards my own ability to learn and use the language. Respect my own achievements and those of others.

Lesson 1

This Is Me!

In this lesson you will listen, speak, read and write about your own opinions and feelings through personal introductions, a journal and articles.

What is the difference between an opinion and a feeling?


Personal Introductions

Before Listening

1. Look at the pictures below and answer the questions.
 - a. What things do you mention when you introduce yourself?
 - b. What are some of the main differences between the three people in the pictures?



While Listening

2. Listen  to the personal introductions and match the three dialogues with the pictures A-C using your fingers.
3. Listen again and answer the questions orally. Discuss your answers as a class.
 - a. Why does Antonella feel tired?
 - b. When does Jaime feel happy?
 - c. What does Amy do before she does her favorite thing?
 - d. All three speakers feel excited for different reasons. What are those reasons?
4. Say if these adjectives are positive or negative. Then use one word in a sentence created by you .

a. Friendly	c. Bored	e. Tired
b. Excited	d. Happy	f. Sad

Listening Tip

Prediction

Look at pictures to generate ideas about an audio.

After Listening

- Using the personal introductions as an example, introduce yourself to a classmate. Use words from activity 4.

Speaking Task: Expressing Likes and Dislikes

- Read the sentences below and express your likes or dislikes exchanging your sentences with your classmates.
 - I **dislike** going to the cinema.
 - I **prefer** to take it easy with friends.
 - I **love** to study!
 - I **don't like** to study either!
 - They **hate** playing basketball in the summer.
 - Do you **like** reading?
 - I **can't stand** watching TV.
 - Manuel **enjoys** skateboarding.

Expressing likes	Expressing dislikes
like, ...	hate, ...

- Read and complete the text about Antonella and Jaime's favorite movies orally, using the bold words from exercise 1.



My Favorite Movie

My favorite movie is *Avengers: Endgame*. I was very happy when it came out!

I (1) everything in that movie. The action, the special effects, and the characters!

My favorite thing about the movie are the characters. I really (2) Thor!

The one thing that I (3) about superhero movies is that there are too many! I don't have time to watch all of them.

I (1) superheroes, so I don't watch superhero films. Instead, I prefer *Star Wars* films! My dad really (2) them, so when I was little he showed them to me.

What (3) about the movies is that they are too long, but I still watch every new *Star Wars* film. I am really glad that we have new movies! And my dad (4) the new movies too, so we watch them together.

Source: Archivo editorial.



- In your notebook, write questions to ask a classmate about his or her favorite movie. Eg: Who is your favorite character from *Avengers*?
- Exchange your questions with your classmates. Are there any mistakes?
- In pairs, ask and answer each other's questions. Talk about your likes and dislikes concerning other things (TV shows, music, etc.).

A Journal

Before Reading

1. Look at the text and images below and discuss the following questions.
 - a. Do you keep a personal journal? Why or why not?
 - b. What feelings do the images communicate?
 - c. Have you ever felt like the pictures? What makes you feel like that?

Today I feel...



Afraid



Relaxed

Katie's Super Secret Journal

Monday, April 6th.

Dear Diary,

Today is the start of a new week! Last week we went to the beach with my family and it was very fun! Now I am well-rested and ready to start the week.

I have an important math test this week, but my friends say that it is nothing to worry about. The test is on Friday, and it's only Monday! So I have a looooot of days to study. I am a little worried, but maybe I am overreacting.

Wednesday, April 8th.

Dear Diary,

Ugh! Today was not a good day.

My friend Paulina always bothers me because she wants me to go out with her brother. But I don't like him! He is super mean, and he is not very intelligent. I always tell her that I don't want to go out with him, but she insists every day. I hope that she stops insisting soon.

The math test is only two days away so I am a bit anxious now. I study every day after school, but I am very tired today so I don't think I can study. I blame Paulina, she insists so much that when I get home I don't want to do anything! I want her to stop talking to me about her brother.

While Reading

2. Read the text quickly and answer the questions below. Answer orally and discuss your answers with a partner.
 - a. Why was Katie annoyed?
 - b. How did Karla help Katie?
 - c. Why was Thursday the worst day of Katie's life?

Today I feel...



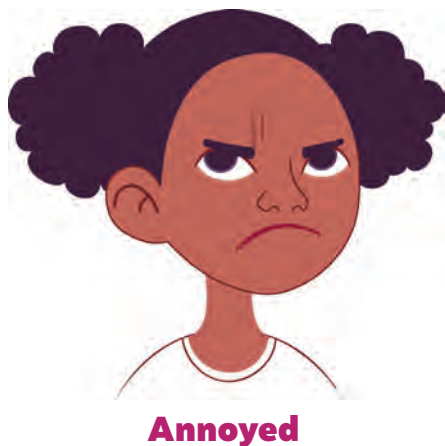
Thursday, April 9th.

Dear Diary,

Today is the worst day of my life!

I hate fighting. I hate fighting with my friends even more! I had to tell my friend to stop bothering me about her brother because she asks me every single day! I hate it because I'm her friend and she doesn't want to understand.

The worst thing is that tomorrow is the test and I haven't studied! I'm very lucky to have Karla because she is at my house right now to help me study for the test. But I'm terrified! I regret not studying before, I made a terrible mistake and now I'm scared for tomorrow.



Friday, April 10th.

Dear Diary,

The math test was not that bad! I was so afraid but studying helped. I learned a valuable lesson this week: always study many days before a test!

After the test, something better happened. Paulina talked to me and she said that she was sorry. She told me that she feels bad for insisting so much and that she wants to be friends with me again. I know that she was really annoying this week, but I love her and she's one of my best friends. Now everything is cool again and we are back to being friends! I'm so happy!!

Source: Archivo editorial.

After Reading

3. Read the descriptions of some of the feelings that Katie felt this week and label them with the correct drawing from pages 8 and 9. Write the answers in your notebook.

Today I feel...

I'm super happy because I am friends with Paulina again, and because I did well on my math test!

Today I feel...

I just got home after a weekend at the beach. I have a test, but it will be on Friday. I love feeling like this!

Today I feel...

Paulina asks me to date her brother every single day. I don't like him and she never stops asking me. That really bothers me.

Today I feel...

The math test is tomorrow and I haven't studied! I also got into a fight with Paulina and I'm scared that we will not be friends again.

4. Find the following intensifiers in pages 8 and 9 and order them in terms of intensity **in your notebook**.

- | | |
|---------------------|------------------|
| a. So afraid | d. Super mean |
| b. Really annoying | e. A bit anxious |
| c. A little worried | f. Very Lucky |

Vocabulary Tip

Intensifiers

We use intensifiers to make an adjective stronger (or less strong in some cases).

5. Complete the sentences below in your notebook with the correct form of the intensifiers from activity 4.

- I am ____ tired today, but I think that I can still go running!
- Karina is ____ happy because she finally bought a new computer.
- He's usually confident, but today he's feeling ____ nervous, but not too much.
- That movie made me ____ sad. I've been crying for half an hour!
- I am ____ bored! I really don't know what to do.
- My dog is ____ friendly. He will never bite you.

6. Compare your answers with a classmate. Are there any differences between your answers? Is there only one correct answer for intensifiers?

Reading and Vocabulary

1. Read the text again and write **T** (*true*) or **F** (*false*) for the following statements **in your notebook**.
 - a. One of the reasons why Katie didn't really like Paulina's brother was that he was not a good person.
 - b. Katie had a fight with Paulina because Paulina didn't want to study.
 - c. All of the different feelings that Katie had were exclusively related to her math test.
 - d. Katie learned that it is always better to study many days before a test.
 - e. In the end, Katie and Paulina remained friends.
2. Read the events below and say them to a partner in the correct order. Use connectors such as *first*, *second*, *next* and *finally*.
 - a. Karla helps Katie.
 - b. Katie comes back from a weekend at the beach.
 - c. There's a big fight between Katie and Paulina.
 - d. Katie's friends tell her not to worry about the math test.
 - e. Paulina tells Katie to go out with her brother.
 - f. Katie does well on her math test.
3. Katie mentioned many feelings in her journal. Write **in your notebook** different situations that make you feel:
 - a. Happy
 - b. Annoyed
 - c. Relaxed
 - d. Scared
4. Compare your answers with a classmate. Is there any situation that makes you feel differently?
5. Look at the images below and discuss; what feelings do the images communicate?



Language Focus: Present Simple

- Copy the following sentences **in your notebook** and underline the verbs.
 - Katie has an important math test on Friday.
 - What things do you like to do to relax?
 - She feels annoyed because her friend Paulina tells her to date her brother.
 - Katie is afraid because the math test is only one day away.
 - Paulina and Katie are friends again after Paulina tells Katie that she is sorry.
 - How does Katie feel today?
- Write the rule in your notebook and underline the correct option below to complete the rule.

We use the present simple tense to talk about *habits and routines / something we are doing now*.

- In pairs, answer the following questions.
 - How do we form questions and negative statements in the present simple?
 - What happens to the verb in affirmative statements in the third person singular (*he / she / it*)?
- Use the correct verbal form in each case. Use the words from the word bank (you may use a verb more than once).

Be – Do – Play – Sleep – Sound – Know – Seem – Listen – Feel

Matt: Hey Finn, how (1) you today?

Finn: I (2) great! Thank you. Hey, (3) you (4) José?

Matt: Yes! He (5) friendly. (6) you his friend?

Finn: Yes! We (7) the same sport and (8) to the same music.

Matt: Awesome! Hey, your voice (9) a bit tired.

Finn: Yeah, I am a bit tired. I (10) like I don't (11) enough at night.

Matt: Well, sleeping (12) very important, Matt.

Finn: Yeah, I think you're right. I will start sleeping better!

Matt: Okay, buddy. Goodbye!

Source: Archivo editorial.



An Article

Reading Task

Speak Up!  3

Adults like to say that the opinions of kids and teenagers don't matter that much. Well, they're wrong! Your opinion is very important and you have the right to say it.

If you feel happy, sad or angry, say it! But remember that it is always important to respect the ideas of others.

It is crucial to say what you think and what you feel, because it will make you a unique person, with your own opinions about things. Don't let anybody make you think that your voice can't be heard or listened to.

Take the time to listen to your friends too. The best way of learning about somebody is to listen to what they have to say.

Remember: Your best weapon is your voice. Use it!

Source: Archivo editorial.



1. In pairs, look at the picture and read the text. Answer the following questions in your notebooks.
 - a. What does she have in her hand? What is it for?
 - b. What does "your best weapon is your voice" mean?
 - c. Why is it important for you to give your opinion?
2. Say if these sentences are T (true) or F (false).
 - a. Adults don't respect the opinion of kids, but respect the opinion of teenagers.
 - b. Giving your opinion is important, but you also have to respect different opinions.
 - c. Listening to what other people have to say is important. It will help you to know that person better.
 - d. It is better if you give your opinion only when you are happy.
 - e. You have a right to give your opinion.
3. In pairs, answer the following questions.
 - a. Do you usually give your opinion?
 - b. Do you listen to other people's opinion?
 - c. What opinions do teenagers have which are usually ignored by adults?
4. Write **in your notebook** sentences that contain your opinion about important things. Compare them with your partner.

Writing Tip

Verbs of opinion

You can use many verbs to express your opinion, such as *think*, *feel* and *believe*.

Writing Task: A Personal Web Page

1. In pairs, look at the text and make predictions.
 - a. Who do you think is the author of the text?
 - b. Who do you think is going to read it?
 - c. What type of information are you going to find in the text?

My Life Home Profile Friends Comments

Name: Dave Stevens
Network: United States
Date of Birth: July 14, 2005.
 45 friends
 Send message

Favorite (1)
 I listen to many different artists. I don't play the guitar but I sing! My favorite artist is J Balvin and I want to see him live. Post me a message about bands you like!

Favorite (2)
 I really like tennis and basketball and I go swimming every week because it is relaxing. I train every weekend at the park and I have many friends there!

Favorite (3)
 I watch TV every day and my favorite TV show is *Stranger Things*. I don't watch many movies but my favorite one is *Spider-Man: Far From Home*. It's so fun!

Favorite (4)
 I like wearing comfortable clothes. I like to wear jeans and a t-shirt. What clothes do you like to wear? Do you have a style? Send me a message!

Source: Archivo editorial.

2. Read the online profile and complete the section headings **in your notebook** from the choices in the box below.

Clothes - Music - Sports - Movies/TV Shows

3. Look for any contractions on the web page. Decide if the text is formal.
4. Write an online profile describing your interests following these instructions:
 - Create sections about each area of interest.
 - Write a short paragraph about each. Describe routines and the things that you like or dislike.
5. In pairs, exchange and correct your work.

Writing Tip

Punctuation

Remember to use capital letters at the beginning of names of people, songs, movies, places, etc.

Cross Curricular Literature

Thinking

Walter D. Wintle, 1905


If you think you are beaten, you are,
If you think you dare not, you don't,
If you like to win, but you think you can't,
It's almost a "cinch" you won't.
If you think you'll lose, you've lost,
For out in the world you find
Success begins with a fellow's will;
It's all in the state of mind.

If you think you're outclassed, you are,
You've got to think high to rise,
You've got to be sure of yourself before
You can ever win a prize.

Life's battles don't always go
To the stronger or faster man,
But sooner or later, the man who wins,
Is the fellow who thinks he can.



Adapted from: <https://allpoetry.com/poem/8624439-Thinking-by-Walter-D-Wintle>

- 1 Listen to the poem  and answer the following questions. Write the answers **in your notebook**.
 - a. Is the poem about negative feelings or positive feelings? Why?
 - b. How does the poem relate to the picture?
 - c. What do you feel when you read or listen to it?
- 2 Are there any words that you do not understand? Look for their definitions in a dictionary and write their meanings **in your notebook**.
- 3 Get together with a partner.
 - a. Think about a feeling or topic that you both like.
 - b. Write a poem that represents that feeling or that talks about that topic.
 - c. Compare it to your partner's poem and decide which of the two is better.

Final Task

Act It Out!

1 | Decide rules and roles

- In groups, get together and prepare to play a game of “Act It Out” with different feelings and emotions.
- Before you start playing, decide if there will be any special rules (no talking, raising your hand before guessing, etc).
- Decide who will be the first actor. The actor doesn’t get to guess, he or she only acts a feeling or emotion with body language, while the others try to guess.



2 | Create the full list of words

- As a group, discuss all of the words that can be acted out. The more words that you choose, the better!
- Be careful! Only choose feelings and emotions that can be acted out.
- If you write too many words, you can write all of them on a sheet of paper and keep it in the middle of the table.
- Write the words on small pieces of paper and put them in a bag.



3 | Play!

- The person who was chosen to be the actor draws a piece of paper from the bag and acts it out. Without saying the word, he or she tries to act it while the other players try to guess the word.
- The person that guesses first, scores a point.



4 | Rotate and keep playing

- After a point is scored, another person takes the role of the actor.
- Play until somebody scores five or ten points!

Self-evaluation

- 1 Assess your performance during the “Act It Out” game session. Complete the table on page 11 of your Activity Book.

Lesson 2

My Fashionable Friends

In this lesson you will listen, speak, read and write about your feelings and opinions about your friends and their clothing through jingles, articles and social media posts.

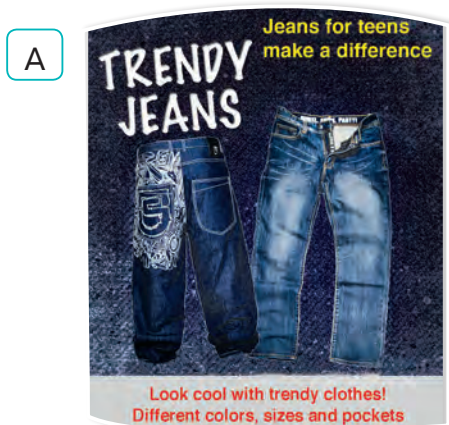
What is your opinion about fashion trends?

What fashion trends do you know of? Do you follow any trends?


An Advertising Jingle

Before Listening

1. Work in pairs. Compare the ads below and discuss which one you think is better.



While Listening

2. Listen to  and identify the correct ad.

After Listening

3. Discuss the following questions with a classmate. Then, share your answers with the class.
 - a. What are the characteristics that make the jeans “cool”?
 - b. What is your opinion about the jingle? Do you like it? Why or why not?
4. Compare the word pairs between clothing items or accessories and other words that start with *h*. Is the pronunciation of *h* the same or different in the two words?
 - a. Hat – History
 - b. Hairpin – Honor
 - c. Headband – Hour
 - d. Hoodie – Hit

Pronunciation tip

Silent

consonants

Remember that sometimes consonants are not pronounced.

Speaking Task: A Dialogue

1. Read the dialogue and discuss with a classmate who is giving information and who is asking for information.



2. Match the questions with the answers **in your notebook**.

- | | |
|--|---------------------|
| a. Do you have a best friend? | (1) Yes, she does. |
| b. Does Gabriela wear cool clothes? | (2) Yes, she does. |
| c. Does Chris like to wear caps? | (3) No, he doesn't. |
| d. Does Alicia enjoy going out with her friends? | (4) No, I don't. |
| e. Do you like fighting with your friends? | (5) Yes, I do. |

3. Complete the following rules **in your notebook**.

- a. With *he*, *she* and *it*, we use ____.
- b. With *I*, *you*, *we* and *they*, we use ____.

4. Use the words provided in the word bank to complete the sentences **in your notebook**. Then practice saying it with your partner.

do - like - do - doesn't - Does - don't - does

A: Do you (1) to leave messages on other people's phones?

B: To my friends, but I (2) send messages to my mother.

A: Why not?

B: Because she (3) have a cell phone.

A: (4) your father have a cell phone?

B: Yes, he (5). He needs it for his job.

A: How (6) you get in touch with your friends?

B: I use social media. (7) you?

Source: Archivo editorial.

5. Personalize the dialogue with a classmate. Talk about the way you communicate with your friends and relatives.

An Internet Article

Before Reading

- Look at the pictures and discuss the questions.
 - What clothes can you see in the pictures?
 - What's your favorite style?
 - How can you define "style"?

While Reading

- Scan the text and write five clothing styles in **your notebook**.
- Think about your friends. Do any of them dress according to the styles from the images below?

Reading Tip

Scanning

Read the texts quickly and look for specific information.

<http://kids.usa.gov/>

My Friends' Styles

What clothes do you like to wear?

What are you wearing now? Some people dress in order to identify with a particular group. Others choose their own individual style. The clothes you are wearing can tell others what you are interested in and what you like. Here are a few of my friends' styles!

Sporty

In summer, a simple T-shirt with a sports logo, three-quarter length shorts, and sneakers or sandals will do. In cooler weather, put on a hoodie, some denim pants and a cap. "I am wearing this hoodie because that way I am warm and ready for action!" says Jack. "I play basketball with my friends in the evenings. We are practicing for the school team."



Skater

It is easy and inexpensive to create the skater look. This summer, James is following skater fashion. "I like designing my own T-shirts" says James. "Hoodies are popular this year." He usually wears a beanie or a cap, loose-fitting jeans, and some sneakers.



Hip-Hop

Hip-hop fashion is big business, but the clothes are not necessarily expensive. Sam achieves the hip-hop look with colorful baggy clothes, khaki pants, or a cap tilted at an angle.



4. Choose the correct option and say it to your partner.
- You wear beanies and caps on your *feet* / *hands* / *head*.
 - People who follow the *skater* / *sporty* / *hip-hop* style often wear colorful clothes.
 - A *mall* / *swap meet* / *thrift shop* is a place where you can negotiate the price.
 - The *comfy* / *skater* / *hipster* style is for young people who wear trendy clothes and glasses.
 - Belts, bracelets and necklaces are types of *clothes* / *accessories* / *bargains*.
 - In many cities, people can find a wider range of clothing styles at *street markets* / *shopping malls* / *thrift stores*.

Hipster

Hipsters are young people who usually don't like mainstream culture. They wear trendy clothes such as tight jeans and beanies, and they like to wear glasses. Brothers Claire and Jon are hipsters. "We love going on Instagram and taking selfies!" says Jon.



"We keep it simple!"



Comfy

If you are not interested in any particular trend, then maybe the comfy style is for you. Girls look great in a casual dress with leggings, while boys with no interest in fashion can still look cool in a short-sleeved T-shirt and jeans.

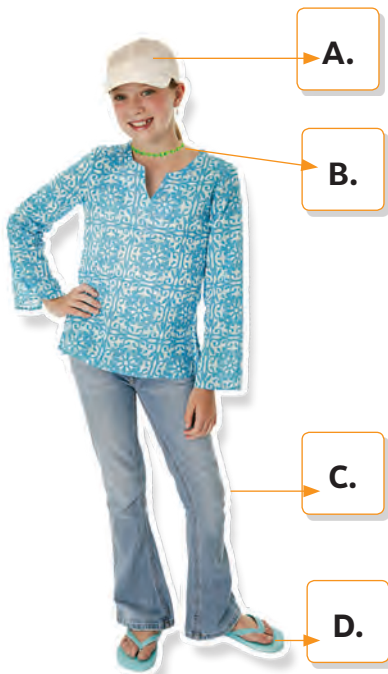


You can get fabulous clothes almost anywhere. Some kids in big cities often go to shopping malls with friends. However, in many cities, people buy their clothes from thrift shops or swap meets. You can sometimes find a wider range of clothes at these places than in stores. Another advantage of swap meets is that you can find bargains and negotiate the price. A thrift shop is also a great place to find accessories such as bracelets or necklaces!

Source: Archivo editorial.

After Reading

5. Write **in your notebook** what style corresponds to the descriptions.
- I don't like the clothes that many of my friends wear, but I like fashion! I have a selection of tight jeans and glasses.
 - I like to wear comfortable clothes. I'm not interested in fashion at all.
 - I like colorful clothes and big, baggy jeans. I always wear a baseball cap.
 - I like wearing a cap and loose jeans. My style is inexpensive.
 - My clothes depend on the weather, but I am always wearing something that I can use to play sports.



6. In pairs, label the clothes below. Use a dictionary if necessary. **Write the answers in your notebook.**
7. Classify the items from activity 6 into the groups in the box below. **Write the answers in your notebook.**

accessories - headwear - legwear - footwear - upper body

8. In groups, come to a consensus about the most appropriate clothing for school, for outdoor activities and for parties. Share your ideas with the class.

Vocabulary Tip

Classification

Classify vocabulary into groups to help you remember words and phrases..

Reading and Vocabulary

1. Write the items of clothing that you can remember from the text or pictures, **in your notebook**.

Accessories
Headwear
Legwear
Footwear
Upper body

2. Match the words from the left column to the right column **in your notebook**.

- | | |
|------------------|--|
| a. bargain | (1) comfortable |
| b. baggy clothes | (2) a type of headwear |
| c. beanie | (3) cheap |
| d. comfy | (4) something that costs less than it usually does |
| e. inexpensive | (5) loose fitting clothes |

3. Complete the sentences below with the words in activity 2 **in your notebook**.

- In our school, students can't wear _____.
- It's difficult to find _____ clothes in a mall.
- My mom likes changing into something _____ when she gets back from work.
- I don't like baseball caps. I prefer to wear a _____.
- You can usually find a _____ at swap meets.

4. Answer and discuss the following questions.

- Which clothing styles are popular among your friends?
- What do you think about popular styles among young people in your country?



Language Focus: Present Continuous

1. Read the examples of the present continuous in the box below. Choose the correct option from the sentences that follow. Write them in your notebook.

What are you wearing now?
Skater fashion is getting popular.
I'm not buying any new clothes this winter.

- a. We form the present continuous tense with the verb *to be* / *to do* + present participle (verb + *ing*).
 - b. We use the present continuous to talk about *habits and routines* / *things happening in the moment*.
2. Complete the sentences writing the correct form of the verb **in your notebook**.

Tom and Sara like sports. This year, they (1) (play) basketball for the school team. Tom (2) (wear) a red shirt to practice in. Sara (3) (not wear) red because in this practice she (4) (play) for the other team. "At the moment, we (5) (practice) for a tournament that starts next week," says Tom.

Source: Archivo editorial.

3. Look at the pictures and write five sentences **in your notebook** to describe what the people are doing and wearing.



4. Write a message to a friend describing what you are doing now or around now. Use the questions to help you.
 - a. What are you learning at school?
 - b. What music are you listening to? What television programs are you watching?
5. Exchange messages, and tell the class about your partner.

Reading Task: An Article

How to Bargain

Not everybody has the money to buy what they want. Fortunately, we can sometimes negotiate prices. Bargaining is not appropriate at regular stores or malls, but is an old tradition that is still popular at some markets or swap meets around the world. Bargaining takes a bit of practice, but it is good fun once you learn how to do it. Here are a few bargaining tips and rules!

1. When you ask "How much...?" the store owner will respond with the starting price. This is sometimes much more than he or she actually expects to receive.
2. Always offer lower than you are willing to pay—but not too low!

Source: Archivo editorial.



3. You can only raise your price. If you start at \$50, your next offer must be \$51 at least!
4. Smile each time you make an offer.
5. Walk away if the store owner does not accept your final offer (if it is a fair price).


Remember, if the store owner is smiling when you finally buy something, you did not bargain enough. Try harder next time!

1. In pairs, look at the pictures and answer the questions.
 - a. What places can you see?
 - b. What can you buy at these places?
 - c. Do you have similar places in your city?
2. Read the article and say if the sentences are True or False. Compare your answers with a partner.
 - a. To bargain means to spend money.
 - b. Bargaining is easy.
 - c. The starting price is what you offer the store owner.
 - d. If the store owner says no you need to offer more.
 - e. A successful bargain means that you are smiling but the store owner is not smiling.
3. In pairs, answer the questions.
 - a. What's your opinion about bargaining? Do you do it?
 - b. According to your personal opinion, what items would you bargain for? Compare your answers orally.



Writing Task: Social Media Posts

1. Read social media posts from your virtual friends below and answer the following questions. Discuss your answers as a class.
 - a. Why do people use emojis?
 - b. Do you express your opinion in social media websites?
 - c. What is your opinion about using emojis instead of text?



Diego @diegomanchesterunited
 Manchester United won the friendly match! Let's go Red Devils! 😍
 12:18 – Apr. 3 2020

🔄 ❤️ 📄

Katie @idonthaveajournal
 Paulina is driving me crazy. Sometimes I can't stand her 😡
 12:16 – Apr. 3 2020

🔄 ❤️ 📄

Mitch @keepthelight11
 The power went out! I hope that it comes back soon because I'm secretly
 terrified of the dark 😱 😞
 22:58 – Apr. 2 2020

🔄 ❤️ 📄

Yari @ironmanisthebest
 One of the worst things in the world is when you're feeling lonely. 😞
 21:42 – Apr. 2 2020

🔄 ❤️ 📄

Source: Archivo editorial.

2. Match the social media post with one of the following adjectives **in your notebook**. Use a dictionary to look up the words you don't know.

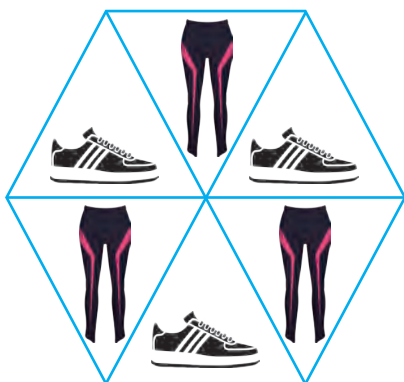
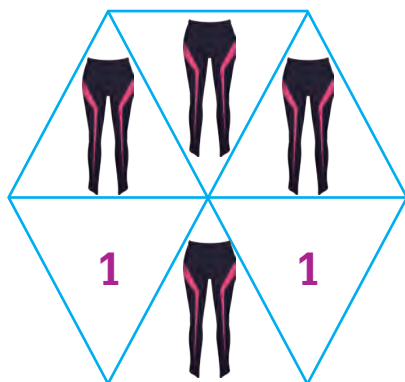
a. Afraid	c. Sad
b. Fed up	d. Excited
3. Write a social media post for each one of the adjectives from activity 2 **in your notebook**. Use the social media posts from activity 1 as an example.
4. Read the text again and look for adjectives that end with the suffix *-ly*. Can you think of any others? Exchange words orally with your classmates.

Cross-Curricular Math


Guess the number for each clothing item

A clothing item always represents the same number and if you add the items, you always get the same result, for each hexagon. What are the missing numbers for the clothing items below? Write the answers in your notebook.

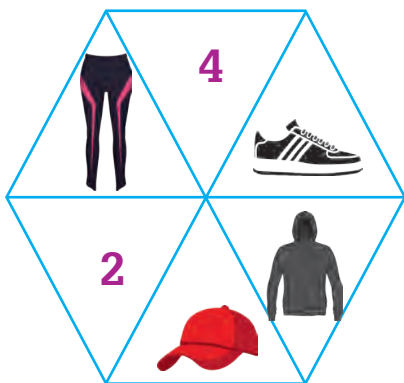
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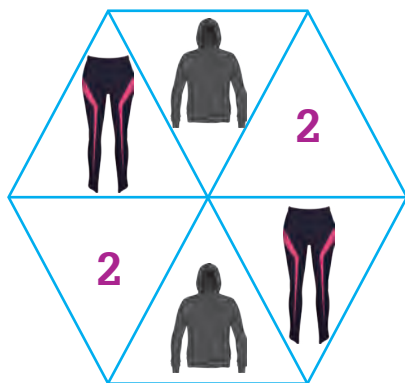
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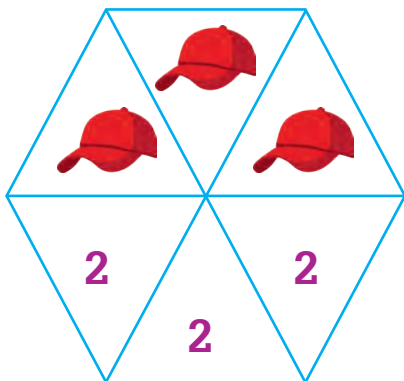
1



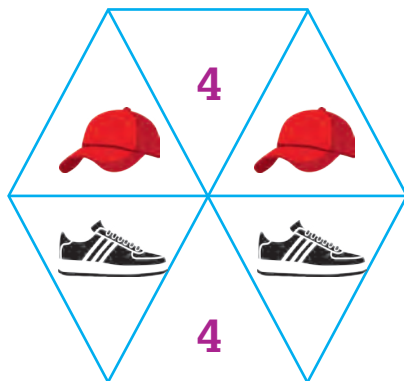
4 2



2 2



2 2 2



4 4

Final Task

Favorite Styles Presentation

1 | Ideas session

- In groups, think of fashion styles or designs you like (hipster, sporty, comfy, etc.).
- Think of ideas for adding to or improving the style. Be creative, and design a new style if necessary. Make a list of clothes and colors you will use.



2 | Plan your designs

- In your groups, sketch and describe your ideas. Check each other's work, and change and improve your designs.
- When you are happy with the designs, make notes describing them.
- If you have the clothes you need for your favorite style, bring them to the next class.

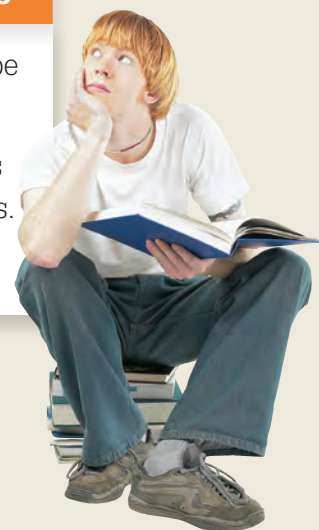
3 | Prepare your style presentation

- In your groups, put together your drafts and copy them onto a sheet of poster paper. Write the report questions and make sure the layout is logical and easy to read.
- Ensure that the results are presented correctly and easy to follow.
- Check each other's work.



4 | Present your style

- Do a presentation. Describe your designs to the group.
- Ask and answer questions about each other's designs.
- Vote for the best design.

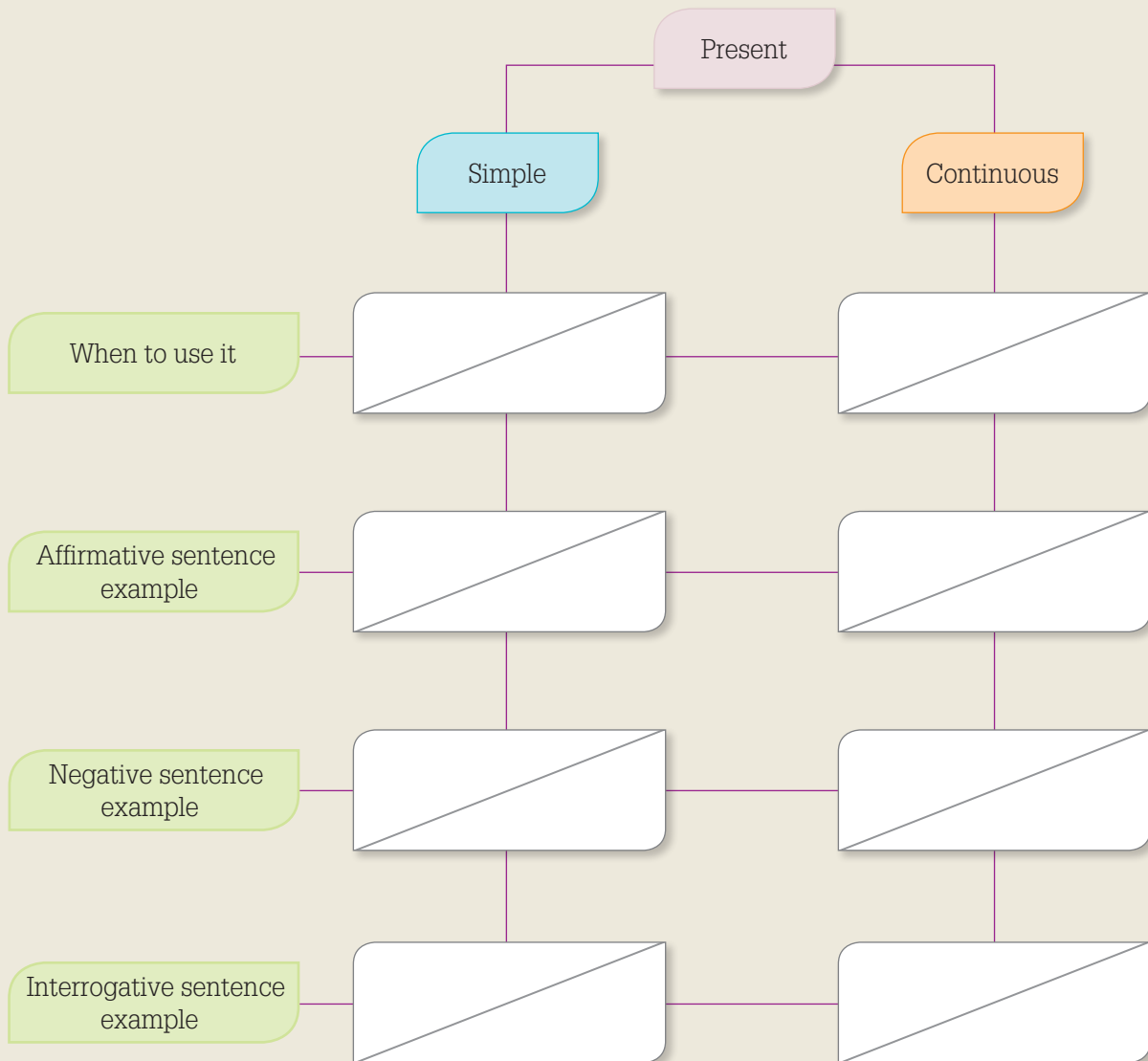


Self-evaluation

- 1 Assess your performance during the favorite styles presentation. Complete the table on page 19 of your Activity Book.

Synthesize

1. In your notebook create a mind map with the ideas below. Remember to use vocabulary related to feelings, opinions or clothes.



2. Compare your mind map with a classmate to check the differences. Is there only one correct answer for each box?

Check point

1. Read the report and write **T** (*true*) or **F** (*false*) in your notebook. (4 points)

Around the World

Different people from different parts of the world express their feelings and opinions in different ways. In Chile, greeting somebody with a kiss on the cheek is normal but in other countries, like Japan, it could lead to a misunderstanding. This is why it's important to know other people's boundaries. Learning how to express your feelings and opinions is very important to develop your own personality, but listening to the other person is equally important.

If you visit another country, learn a few polite phrases, listen to traditional music, taste the food - every little effort can have a positive effect. After you understand a few basic rules, you will soon discover just how similar we all are.



Source: Archivo editorial.

- a. People communicate their feelings and opinions in the same way in all countries of the world.
- b. It is important to try to adapt to the culture of another country if you go there.
- c. Expressing feelings of affection in another continent can lead to misunderstandings.
- d. Travelling around the world will develop your personality.
2. Complete following sentences from the text **in your notebook** (2 points).
- a. It is important to know how to express your opinion but also ____.
- b. Learning how to express your feelings and opinions is important to ____.
3. Indicate orally to your classmates which options are the correct ones. (3 points)
- a. What ____ you ____ now?
- *do / wear*
 - *are / wearing*
 - *is / wear*
- b. I ____ my basketball uniform
- *'m wearing*
 - *'re wearing*
 - *'s wearing*
- c. How ____ you ____ when you're on vacation?
- *does / feeling*
 - *do / feel*
 - *do / do*
- d. I usually ____ very ____!
- *feel / annoyed*
 - *felt / fed up*
 - *feel / relaxed*

4. Complete the dialogue below with the correct form of the verbs in parentheses, **in your notebook**. (5 points)

JENNY: Who is Tom?

PAUL: He is the one standing over there. He (1) (wear) jeans and a shirt. Tom's shirt (2) (be) red.

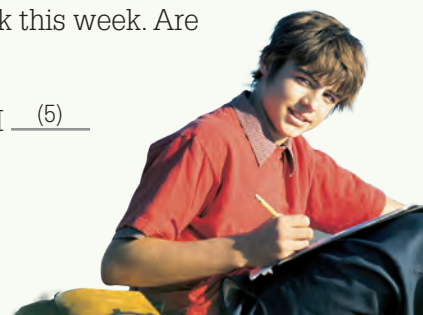
JENNY: Oh, I see him now.

PAUL: Tom's friend (3) (help) me with my math homework this week. Are you ready with that?

JENNY: Yes! I (4) (work) on the science project now. But I (5) (write) the report yet.

PAUL: That's too bad. I'm OK with my report.

JENNY: Lucky you!

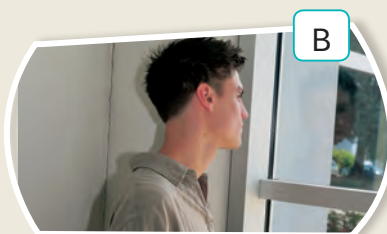


Source: Archivo editorial.

5. Look at the pictures below and describe the things the students are doing and not doing **in your notebook**. (3 points; 0.5 each)



A



B



C

- a. The student (think) about the weekend. She (not pay) attention.
- b. The student (look) out of the window. He (not study).
- c. The students (chat). They (not listen) to the teacher.

6. Indicate whether the items below are an accessory or if they are headwear, legwear, footwear or upper body items of clothing. Give yourself (0.5 each) point for every correct answer. (5 points)

- | | |
|-------------|----------------|
| a. Glasses | f. Hoodie |
| b. Sneakers | g. Leggings |
| c. Cap | h. Beanie |
| d. Dress | i. Khaki pants |
| e. Jeans | j. Sandals |

7. Write a journal entry about a day where you experienced an intense feeling (minimum: 35 words). (10 points)

- Explain how you were feeling.
- Explain why you were feeling that way.
- What happened at the end?

Write in your notebook.

8. In pairs, choose one of the following situations and have a conversation. (10 points)

	Student A	Student B
Situation 1	You want to tell a story about the happiest day of your life.	You ask Student A for more details about how they were feeling.
Situation 2	You express your opinion while also asking Student B's own opinion on the matter.	You want to know Student A's opinion about an important and relevant topic.

With your teacher, correct your Checkpoint and count your points. Good job!

UNIT

2

Healthy Habits

In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about healthy habits related to food and everyday activities.

Lesson 3

Oral Communication

- Listen to and understand a phone conversation about healthy food.
- Express agreement and disagreement.

Reading

- Read and understand a recipe.

Writing

- Write an informative poster offering advice and possibilities.

Attitudes

- Work responsibly and collaboratively with a common goal, showing respect for the interests and ideas of others.



Before you start

1. Look at the photo and the title and use them to discuss the topic of the unit.
2. What habits can you identify in the image?
3. Does the person in the picture have a healthy lifestyle?
4. Find the following items in the unit and write their location (lesson and page number) in your notebook.
 - A photo of a man speaking to his doctor.
 - A text about weight problems in Latin America.
 - A text about brushing your teeth.
5. What do you think you will learn in this unit? Discuss with a classmate.
6. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
7. Read the objectives for each lesson. Do you think these are practical?

Lesson 4

Oral Communication

- Listen to and understand a TV documentary about cycling in the Netherlands.
- Express suggestions, obligation and prohibition.

Reading

- Read and understand an informative article about physical and relaxation activities.

Writing

- Write an essay about healthier habits for teenagers in Chile.

Attitudes

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

Lesson 3

Healthy Food

In this lesson you will listen, speak, read and write about healthy food through phone conversations, a recipe and a poster.

Do you know which foods are healthy? Do you think about what you eat being healthy or unhealthy before eating it?


A Phone Conversation

Before Listening

1. Look at the picture and answer the following questions.
 - a. What do you think the conversation is about?
 - b. Do you think the food we eat is important for our health?



While Listening

2. Listen to  and mark the following sentences **T** (true) or **F** (false) in your notebook.
 - a. The doctor told Ben that he is not eating enough fruit.
 - b. Ben doesn't eat junk food regularly.
 - c. Ben doesn't like sweet food very much.
 - d. When Ben is feeling thirsty, he drinks soda.
 - e. The doctor thinks that Ben eats healthy.

Listening Tip

Intonation

Yes / no questions have a rising intonation, while questions that ask for information have a falling intonation.

After Listening

3. Listen again and look at the pictures below. Point at the food and drinks mentioned in the conversation.



4. Answer the following questions. Discuss your answers with a partner.
 - a. What are some of Ben's unhealthy habits?
 - b. What changes can Ben make to improve his eating habits?
5. Discuss the following questions with a classmate. Then, share your answers with the class.
 - a. What is your favorite healthy food?
 - b. What are some healthy food items that you can bring to school?

Speaking Task: Expressing Agreement and Disagreement

1. Read the sentences below and discuss with a classmate whether they express agreement, disagreement or qualified agreement.

- a. Uh, no, not really.
- b. No, it isn't.
- c. Oh yes, completely.
- d. Yes, that's right.
- e. Of course!
- f. Hmm, I'm not sure.
- g. Absolutely not!
- h. Well, yes, but it's not only



Learning Tip

Qualified Agreement

Qualified agreement is when someone partially agrees with what is being said, or agrees but is unsure.

2. Read the sentences about healthy and unhealthy foods below and agree or disagree with them **in your notebook**, using expressions from activity 1.
- a. Eating healthy food can make you a happier person.
 - b. Drinking water is healthier than drinking soda.
 - c. It's okay to eat fast food many times in a week.
 - d. Junk food is always more delicious than healthy food.
 - e. Having healthy habits means that you can only eat salads.
 - f. There is a great variety of healthy foods that you can enjoy.
3. Write a small text of at least four sentences about eating healthy **in your notebook**. Think about your routine and the type of food commonly found at school and at home. You can look for information online.
4. In pairs, share your texts. Express agreement or disagreement with your partner's statements.
5. What other phrases do you know that express agreement or disagreement? Share them with your partner!



A Recipe

Before Reading

1. Look at the pictures below and discuss the following questions as a class. Then, go to exercise 2.
 - a. Do you know how to make any healthy snacks?
 - b. How can we make sure that what we cook is healthy?

Healthy and Delicious!



Hello everybody, and welcome to a brand-new episode of Healthy and Delicious. I'm your chef, Lila!

Do you have a party coming up soon and want to impress all of your friends? Maybe you want to prepare a snack for your family or just yourself? Well, today we are preparing *bruschettas*! And even better, today we will be making healthy *bruschettas* so you can eat and enjoy with your friends and family!

But first, what are *bruschettas*? Well, *bruschettas* are a typical Italian snack that is eaten at the beginning of a meal. Their main characteristic is that they are made with toasted bread, garlic and olive oil. Think of it like a healthier version of a pizza, but equally delicious! Yum!

So, before going into the preparation of your *bruschetta*, here are all the ingredients we will need:

- Baguette bread
- 1 garlic clove
- Olive oil
- Basil
- Salt and pepper
- Tomatoes
- Onions
- (Optional) Avocados and a lemon



Attention!

Cooking can be very fun, but it can also be dangerous. If you want to prepare these bruschettas, you must ask for the help of an adult first.



While Reading

2. Read the text quickly and answer the questions.
- What is the main characteristic of a *bruschetta*?
 - Why is it important to cook with the help of an adult?
 - Why is the *bruschetta* described as a healthy version of a pizza?

Reading Tip

Skimming

Read texts quickly to get the general idea.



Let's start with the preparation! The first thing that you need to prepare is the vegetable mix that will go on top of the bread. First, ask for an adult to chop the onions and tomatoes. You will be in charge of taking the chopped ingredients and adding them into a bowl, mixing them with some olive oil, salt, pepper and basil. If you want to, you can squeeze a lemon to add some more flavor.

Next, add the chopped garlic clove to the mix. Be careful! Garlic is small, but powerful, so make sure that it is properly mixed.

Once every ingredient is mixed, it's time to cut the baguette into thin slices. Then, lightly put some olive oil and garlic on the bread slices and put them in the oven until they are toasted.

If you want to add an extra touch of flavor, put a little bit of avocado on your bread. Finally, put the ingredient mix on the toasted baguette and you're good to go! It's an easy, affordable, and healthy snack for you, your friends and your family.

But don't limit yourself. If you don't like onions or tomatoes, you can put your creativity to work and make many other healthy types of *bruschettas*! You can use ingredients such as mushrooms, shrimp, chicken, carrots and many more!

Bruschettas are one of many examples that demonstrate that eating healthy can be fun, and most of all, delicious!

Source: Archivo editorial.



3. Read the text on pages 38 and 39. Write the correct version of the sentences below **in your notebook**.
- Because of its strong taste, it's better to be very careful when you're adding *onion* / *garlic*.
 - Put some *olive oil* / *lemon* on one of the sides of the baguette bread before toasting it.
 - If you're looking to add some extra flavor to your preparation, you can put some *avocado* / *garlic cloves* on it.
4. Write the parts of the recipe below in order **in your notebook**. Use the connectors *first*, *second*, *next* and *finally*.
- Put the bread in an oven or toaster.
 - If you want to, put some avocado on the bread.
 - Start preparing the ingredient mix.
 - Ask an adult to help you.
 - Put the ingredient mix on the toasted bread and serve.

After Reading

5. Write a recipe for your own version of a healthy *bruschetta*. Use the note card below as a base. You can look in your dictionary for other ingredients that you want to use. Write the recipe **in your notebook**.




- Name of my dish
- Ingredients
- Preparation
- First
- Second
- Next
- Finally



6. Share your recipe with a classmate and discuss the following questions.
- Is his *bruschetta* recipe healthy? Why or why not?
 - Would you eat your classmate's *bruschetta*?

Reading and Vocabulary

1. Get together in pairs and talk about different food that can be classified in the following food groups: healthy food, fast food and junk food.
2. Copy and fill in the chart below in your notebooks.

Healthy food	Fast food	Junk food
<p>Tomato, carrot...</p> 	<p>Pizza, burgers...</p> 	<p>Chocolate, ice cream...</p> 

3. Copy the sentences below **in your notebook** and complete them with the food groups from activity 2.
 - a. ___ receives its name because it is usually prepared and served in a matter of minutes.
 - b. Food that has little to no nutritional value and causes negative effects on your health is called ___.
 - c. Eating ___ is very important to be in shape and to have better health in general.
4. Complete in your notebook the food you usually eat for the different meals of the day.

Breakfast
Lunch
Dinner

5. Compare your answers with a classmate. Mark the food items your classmate wrote in his/her notebook **H** (*healthy*) or **U** (*unhealthy*).

Language Focus: Countable and Uncountable Nouns

1. Copy the sentences below **in your notebook** and underline the nouns.

- How many apples do you have in your kitchen?
- I have a lot of potatoes.
- There is no need to bring any snacks.
- How much food do you need?
- Put a little salt on it.
- Eat some chocolate.
- Do you want some water?
- Some types of bread are delicious.
- There aren't any salads.

2. Classify the nouns in countable or uncountable.

Countable (C)	Uncountable (U)
---------------	-----------------

3. Indicate orally which quantifiers are used with Countable (C) or Uncountable (U) nouns. Say if we use the words in affirmative (+), negative (-) or interrogative (?) sentences. Discuss your answers as a class.

Quantifier
much
many
some
any
a few
a little
a lot of



4. Choose the correct option and share it with your classmates.

- a. "How *many* / *much* apples did you eat?" "Only *a few* / *little*. I ate something before."
- b. "Is there *any* / *few* milk?" "Yes, there is *some* / *any* in the kitchen."
- c. "How *much* / *many* cake do you want?" "Just *a little* / *few*. I'm full!"
- d. "There are *a lot of* / *little* potato chips, but there isn't *any* / *some* popcorn. "

5. In pairs, describe a party you went to. Talk about the food and drinks that you enjoyed at the party. Use quantifiers.

Reading Task: An Article

1. Read the article below and write the correct title. Then discuss your option with your classmates and teacher.

Sedentary Lifestyle

Obesity in Latin America

Junk Food in Mexico

Obese Teenagers

13

Obesity in Latin America is an increasing problem. More and more children and teens are becoming overweight or obese. There are many possible causes for this problem. These include an increase in urban living, dietary changes towards unhealthy US-style snacks, and a more sedentary lifestyle that involves watching TV and playing video games.

In Mexico, Congress passed legislation in 2010 in order to decrease the amount of junk food schools sell to children. Specialists also suggest that schools should provide students with at least thirty minutes of exercise per day.

Source: Archivo editorial.



2. Say if these sentences are True or False, then talk to your partners about them.
- One reason for obesity in children is the amount of junk food they eat.
 - Another reason is living in cities.
 - Watching TV and playing video games are examples of an inactive lifestyle.
 - The Mexican government wants to increase the sale of junk food in schools.
 - The article suggests that students should do more exercise at school.
3. In groups, read the text again and discuss the following questions.
- What is obesity?
 - Is obesity a problem in Chile among teenagers?
 - What can teenagers do to avoid the risk of obesity?

Writing Task: An Informative Poster

- Read the sentences and express if it is an A (advice) or P (possibility), discuss your answer with your classmates.
 - I think everybody should eat healthy food.
 - 60% of teenagers say that they could live without eating fast food.
 - You shouldn't eat junk food regularly.
 - You can cook many healthy snacks that are also delicious.

- Look at the sentences in activity 1 again and determine the rule.

"We use ___ after the modal verbs should, can and could."

- the infinitive without to
- the full infinitive

- Match the modal verbs below to their function in activity 1. **Write the answer in your notebook.**

a. *should / shouldn't*

b. *can / could*

possibility

advice

Grammar Tip

Modal Verbs

A suggestion is an idea for someone else to think about. Advice is stronger than a suggestion; it implies that you are telling someone what you think they should do.

- Read the poster and complete it by writing in your notebook sentences that express advice and possibility.

Let's Eat Healthier!

There are many ways improve your eating habits and start enjoying a healthier lifestyle! Here are some things you can do to start living healthier.

- You should eat a salad when you're having lunch/ dinner.
- You should ___.
- You can look for healthy food recipes on the internet to always have new ideas!
- You can ___.
- You shouldn't eat fast food regularly.
- You shouldn't ___.



- Compare sentences with a classmate and select the best ones to create a final poster.

Cross Curricular Natural Sciences

The Food Pyramid 14

Did you know that there are different food groups? Different food provides different nutrients and different benefits to your health. But you should be more careful with certain groups, because eating too much of them is not healthy.



Food and drinks high in fat, sugar and salt.

Meat and Dairy products

Fruits and vegetables

Grains and carbohydrates

- 1 Look at the different groups in the food pyramid and answer the following questions. Answer orally.
 - a. Why are the groups presented in a pyramid? What does it mean?
 - b. According to the image, what are dairy products?
- 2 Get together in groups and discuss the following questions. You can look for information online.
 - a. Why is it important for us to eat carbohydrates?
 - b. What would happen if we ate a lot of food high in fat, sugar and salt?
- 3 Copy the pyramid in your notebook, writing the food items that you regularly eat.
- 4 Compare your pyramid with a classmate. Which section seems healthier?

A Healthy School Menu

1 | Make a list of possible food options

- In groups, start thinking about possible food options that a school cafeteria could serve.
- Remember that the dishes must be affordable and easy to make.

2 | Choose healthy foods

- Discuss the different food options and choose only the healthy ones for the school menu.
- You can also modify them to make them healthier.
- Look at the pyramid on page 45 to make sure it's a balanced and healthy menu.



3 | Design your menu

- Write the weekly menu, taking into account both breakfast and lunch options.
- Organize them by day and let each member decide on how to make one or two days of the menu.

4 | Present your menu

- Present your weekly menu to the class.
- Ask and answer questions.



Self-evaluation

- 1 Assess your performance during the creation of a healthy school menu. Complete the table on page 27 of your Activity Book.

Lesson 4

A World of Healthy Habits

In this lesson you will listen, speak, read and write about other healthy habits through documentaries, articles and essays.


What other kinds of habits can contribute to your health?

Are there other healthy habits in different countries?


A TV Documentary

Before Listening

1. In pairs, look at the pictures and predict what the audio will be about.

Channel	20:00 ▶	21:00 ▶	22:00 ▶
 20	Danube: War and Peace		World War I

While Listening

2. Listen  to the TV documentary and say if the sentences below are **T** (true) or **F** (false).
 - a. The majority of people in Amsterdam travel by bicycle.
 - b. A lot of people go to their jobs on their bicycle.
 - c. Bicycles have their own traffic lights.
 - d. Cycling inside a city is as easy and comfortable as cycling outside of it.
3. Listen again and select the health benefits of cycling.
 - a. Improved mental health
 - b. Lowered blood pressure
 - c. Weight loss
 - d. Cancer prevention

Listening Tip

Listening for the Gist

Focus on the overall idea even if you don't understand every phrase or sentence

After Listening

4. In pairs, discuss alternatives for exercising in the city. Share your thoughts with the class.
5. Read the words below aloud with the rest of the class and determine whether the final sound of the words is /s/ or /z/.
 - a. Cyclists
 - b. Bicycles
 - c. Netherlands
 - d. Bikes
 - e. Roads
 - f. Exercise
 - g. Muscles
 - h. Cities

Listening Tip

Word Ending

Words ending in 's' can have two different sounds: /s/ and /z/.
Words with /s/: likes, gets, hates, etc.
Words with /z/: sometimes, movies, goes, etc.

Speaking Task: Expressing Suggestions, Obligation and Prohibition

1. Point at the picture that goes with the instruction.
 - a. You must study.
 - b. You could help your grandfather.
 - c. Don't cross.



2. Answer these questions about activity 1.
 - a. Which sentence expresses obligation?
 - b. Which sentence expresses a prohibition?
 - c. Which sentence expresses a suggestion?
3. Decide if the sentences below express suggestion (S), obligation (O) or prohibition (P).
 - a. You must listen to your parents.
 - b. We could help clean the neighborhood.
 - c. Don't throw trash on the street!
 - d. You mustn't speak loudly in the library.
 - e. We could start soon.
4. Tell your partner the complete sentence by connecting the two parts.
 - a. You have (1) respect any sign you see in the street.
 - b. You could (2) go to school by bicycle if you want to exercise.
 - c. What do I need (3) say no to a healthier life.
 - d. You must (4) to buy to start exercising?
 - e. Don't (5) to stop at a red light.
5. List other healthy habits you might be interested in.
6. Create new sentences using the model in activity 4.
*I'd like to start using my bicycle more. You must... I need...
 I have to... We could...*
7. In groups, share your sentences and give each other advice.

Speaking Tip

Ask to Clarify or Check

To clarify information or check if you understand your interlocutor, ask questions such as:
*Could you repeat that?
 What do you mean by...?
 Do you mean...?*

An Informative Article

Before Reading

1. Look at the pictures below and answer the following questions.
 - a. What differences can you see between the images in pages 50 and 51?
 - b. Is it important to do both types of activities? Why or why not?

A Healthy Balance

A healthy life is commonly associated with physical activity. If you do a lot of physical activities, you will probably be a healthy person. Here you will find some physical activities that you can enjoy in order to start living healthier!

Walk: Probably the easiest one to do, because you walk multiple times every day. You can create a new healthy habit if you walk to school every day.

Go Running: If you live too close to your school or walking isn't enough for you, you can always try running! You can do it after you finish your homework, and it is a better exercise than walking.

Play Sports: Playing a sport can be much more fun to do because most sports require other players, which means that you will be able to play with your friends or with your family.

Dance: Do you like music? Then dancing might be your favorite activity. You might think that dancing is not a good exercise, but if you dance for more than 15 minutes, you will do a lot of exercise.

Games: There are many games that you can play with your friends which are also great physical activities. You probably remember games from your childhood such as racing or playing tag.



While Reading

2. In pairs, discuss the questions.
 - a. Why is the article titled “A Healthy Balance?”
 - b. Is it common for young people to achieve this healthy balance? If not, what kind of activities do they prefer?

But it is important to keep in mind that physical activities are only one half of a healthy lifestyle. It is easy to forget about it, but your mental health is sometimes even more important! Here are some great activities that will help you relax and are great for your mental health.

Cook: Some people love cooking because they find it relaxing and fun. It is also a great opportunity to start eating healthier, too.

Listen to Music: Music is an important part of our lives and listening to your favorite music will make you feel happier and more relaxed.

Sleep: Sleeping 8 hours a day is very important for your health, especially when you are growing up. If you don't get 8 hours of sleep every night, try going to bed a little bit earlier.

Read: Reading a book or a story is great for your imagination and will help you discover worlds that are hidden inside the pages.

Play Video Games: Between cellphone, console and computer games you will find many video games that will help you relax and have a lot of fun! Keep in mind that it is better to play video games only for a couple of hours.

Relax: But sometimes, the best thing to do if your mind needs a break is to do nothing. Just rest! It will help you relieve stress and you will feel better.

It is always important to look at how you are spending your own time and see if you have a healthy balance between physical activities and other ways of spending time. Doing too much of one activity, even if it is a healthy one, will be bad for your health.

Source: Archivo editorial.



After Reading

3. Talk with your classmates about the following activities.
 - a. Games that you usually played more when you were little.
 - b. Something that you can do after you are done with your responsibilities.
 - c. A good opportunity to start eating healthier.
 - d. A very fun activity that should be done only for a couple of hours.
 - e. An activity that doesn't look like it's a good workout.
4. Indicate the frequency with which you do the activities below. Use words like *usually*, *frequently* or *occasionally*.

Play video games

Go running

Dance

Read

Writing Tip

Frequency Adverbs

You can also add the suffix *-ly* to words that express time (like hour, day, week, etc.) to indicate frequency.

Example: *daily*, *weekly*, *monthly*.

5. Interview a classmate and ask her or him about the frequency with which he or she does some of the activities that appear on pages 50 and 51. Use the question below as an example.

"How often do you eat healthy food?"

6. Compare your answers and determine which one of the two has more balance between physical and relaxation activities. Give each other advice to have a more balanced and healthier lifestyle.

Reading and Vocabulary

1. Look at the images and tell your partner, if they are a physical activity, a relaxation activity or a physical activity that also helps you to relax. Exchange your answers with your classmates.



2. Think about your favorite activities which contribute towards your physical or mental health, and write them down **in your notebook**. You can use a dictionary to find words that you don't know.
3. Interview four classmates and ask about their favorite activities which contribute to their physical and mental health. Look at the chart below as an example of how to organize your classmates' answers. Write the answers **in your notebook**.

Name	Physical activities	Relaxation activities
José	Go running, trekking, playing tennis.	Watching Netflix, playing console games, reading, listening to music.
Total	3	4

4. Compare the results of the four classmates you interviewed and see if they keep a balance between types of activities.

Language Focus: Parts of Speech

1. Identify the parts of the sentences.

Function	Examples
Show actions or being	be, go, eat, play
Name persons, places, things, or ideas	food, habit, dog
Describe nouns and pronouns	healthy, pretty, blue
Describe verbs, adjectives, and other adverbs	very, always, quickly
Indicate time, place, or position	up, down, at
Take the place of nouns	I, they, him, her
Join words and phrases	and, but, because

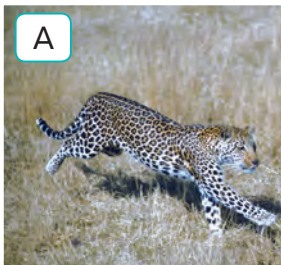
2. Identify the parts of the sentences., by writing its functions in your notebook.

A **healthy** life **is** **very** important.

3. Copy the sentences **in your notebook** and write the part of speech of the underlined word.

- The other day I ate an apple.
- I am running a marathon next month. I train every day.
- She is trying to eat healthier, so she only eats light snacks.
- Turn on the light, I can't read.
- When I was in Amsterdam, everybody rode their bicycles to work.
- The road sign says to turn left at the next corner.

4. Look at the example and describe the pictures using different parts of speech.



It runs quickly.
it—pronoun, run—verb, quickly—adverb

Reading Task: An Article

Some Ways to Change Your Body and Get Fit Easily 

- 1 Hide the TV remote control. Getting up and changing the channel manually ten times per day with the TV two meters from the sofa will burn calories.
- 2 Go through regular doors, not automatic ones. Pushing the door works the triceps.
- 3 Don't drink water with meals. Water prevents a feeling of fullness.
- 4 Towel dry your hair. This is a small workout for the biceps.
- 5 When sitting, occasionally lift your feet from the floor, then hold. This works the abdominal muscles.
- 6 Don't wait for the bus, walk to the next bus stop. By walking you burn six calories every minute.
- 7 Carry objects. Keeping the arms extended requires powerful static contraction. Shoulders and chest muscles are worked.



- 8 Relax. Not relaxing causes release of the hormone cortisol, which takes muscle and burns it as fuel, leaving fat cells in its place.
- 9 Wear lace-up shoes, not slip-ons. Tying laces works the thumb and finger flexor muscles.

Source: www.guardian.co.uk

1. Read the magazine tips and answer the following questions. Discuss your answers with a partner.
 - a. Which activities do you do already?
 - b. Which activities would be easy for you to incorporate into your daily habits?
 - c. Which activities don't interest you? Why not?
2. In pairs, discuss your daily habits and answer the following questions.
 - a. Do you consider yourself fit? Why or why not?
 - b. In what ways are you lazy?
 - c. What simple things could you do to be more active?
3. Say other 5 different activities that you can do to burn more calories or that are good for the upper and lower body. Share your answers with the class.

Language Focus: Parts of Speech

- Skim the essay below and choose the correct title from the following options.
 - English in My Country
 - The Importance of English
 - Travel English



I am Mexican and my first language is Spanish. I speak Spanish with my family and friends every day. However, at school I have to learn English for three hours every week. Why is it important that I learn English?

People speak English all over the world - more than any other language except Mandarin Chinese. English is the international language of business, science, technology, banking, medicine, and more. It can also be fun. A lot of great music is in English, as well as movies and TV shows.

I want to speak English because I want to travel to other countries and communicate with people. I also have family in the US, and I want to have conversations with them.

For all of these reasons, I think English is a very important language to learn. I also think that learning English will help me get a job when I leave school.

- Read the essay and arguments below that were used as reasons for learning English.

<ol style="list-style-type: none"> People speak English all over the world. English is the international language of business, science, technology and more. 	<ol style="list-style-type: none"> A lot of great music, movies and TV shows are in English. English is useful if you want to travel to other countries and communicate with people.
--	--

Writing Tip

Checking

When writing in English, check vocabulary and spelling in your dictionary or glossary.

- Write an essay to answer the following question.

How can a teenager in Chile have healthier habits?

- In pairs, exchange and correct your work.
- Write a neat version of your essay.

Cross-Curricular Biology

What is Kefir?

Kefir is a **cultured**, creamy product with amazing benefits for your health.

Kefir's **tart** and refreshing flavor is similar to a drinking-style yogurt, but it contains beneficial yeast and 'probiotic' bacteria found in yogurt, too. Its natural bacteria and **yeast** produce health benefits when consumed regularly. It contains vitamins, minerals and, proteins.

For the lactose intolerant, kefir's abundance of beneficial yeast and bacteria provide lactase, an enzyme which consumes most of the lactose left after the culturing process.

How is kefir made?

Kefir can be made from any type of milk, cow, goat or sheep, coconut, rice or soy. Although it forms a mucous that has a "clean" quality, it creates ideal conditions in the digestive tract for the colonization of friendly bacteria. Kefir is made from

white and yellow "grains." This makes kefir unique, as no other milk culture forms grains. These grains contain the bacteria/yeast mixture clumped together with milk proteins and complex sugars. They look like pieces of coral or small clumps of cauliflower. The grains ferment the milk, incorporating their friendly organisms to create the cultured product. The grains are then removed with a strainer before consumption of the kefir and added to a new **batch** of milk.

Source: <https://www.kefir.net/what-is-kefir/>



1 Read the article and answer the following questions in your notebook.

- What is kefir?
- How is kefir similar to yogurt?
- Why is kefir good for lactose intolerant people?

2 Orally discuss with your partner which goes with each word. Check your answers with a dictionary if it is necessary.

Cultured	Fungus
Tart	Refined
Yeast	Amount
Batch	Sour

3 Discuss the following questions with a partner. Answer orally and share your answers with the class.

- Why does the text say "friendly bacteria"?
- Why do you think consuming kefir is good for your organism?

Final Task

Plan a Healthy Day

1 | Brainstorm!

- In groups, start thinking about a detailed plan for a day filled with both physical and relaxation activities that are healthy.
- Start brainstorming different ideas so you have many alternatives to choose from.

2 | Narrow down your choices

- Determine the different hours where the things you do everyday will take place: waking up, having breakfast, having lunch, going to bed, etc.
- Decide how long each of the activities you chose will take.



3 | Plan your entire day

- Now that you have set times for waking up, having your daily meals and going to bed, you can start filling your days with healthy activities.
- Remember to keep a balance between physical activities and relaxation activities!

4 | Present your day

- Finish organizing and writing down your routine.
- Present it to the rest of the class. You can read your schedule aloud or write it so the rest of the class can read it.

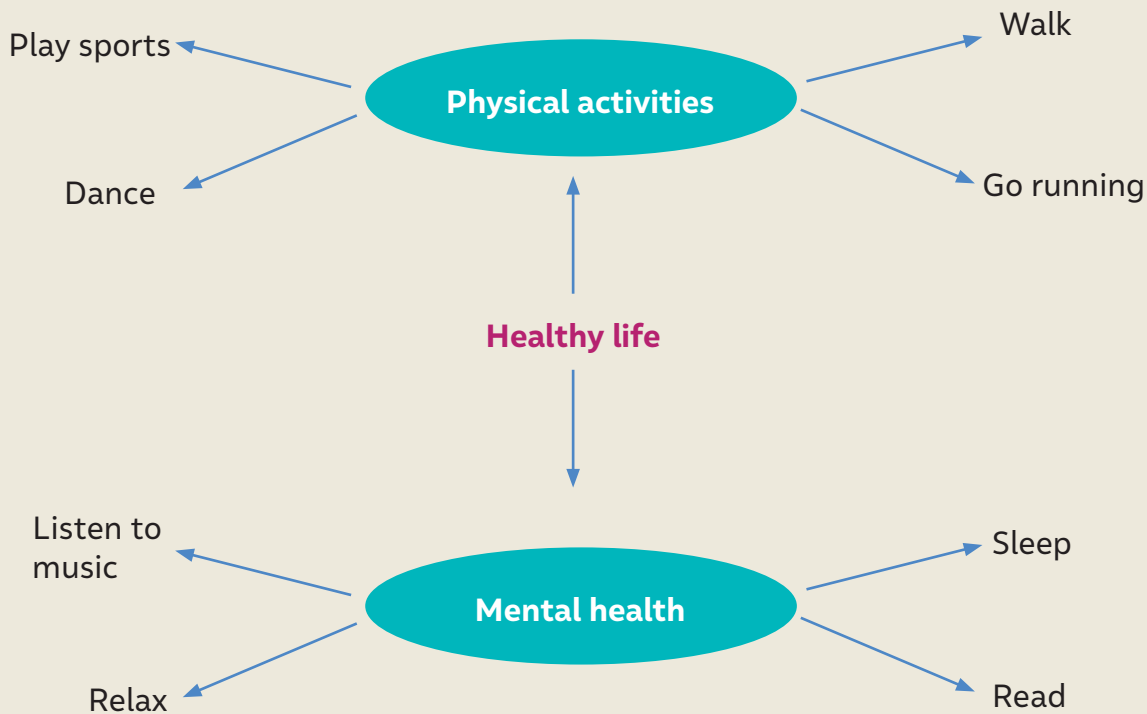


Self-evaluation

- 1 Assess your performance during the creation of a healthy day. Complete the table on page 35 of your Activity Book.

Synthesize

- Using your own ideas create a map mind in your notebook using the following elements.



- Copy and complete the word chart below in your notebook.

Noun	Verb	Adjective	Adverb
Mystery	Mystify		
		Creative	Creatively
	Differentiate		Differently
	Succeed	Successful	
		Analytical	Analytically
Identity		Identifiable	
Economy	Economize		

- Compare your mind map and chart with a classmate to check for differences. Is there only one correct answer?

Check point

1. Read the article and match the statements below to the five benefits from the article in your notebook. (5 points)

The Importance of Play

Do you remember when you were a little child? What games did you play? Kicking a ball? Jumping rope? Creating an imaginary world? Experts agree that playing is important for children to develop into healthy adults. Here are five ways that play benefits kids:

- 1 Play helps children develop their own interests.
- 2 When they play, children learn how to make decisions and solve problems.
- 3 Children learn how to control their emotions, such as anger and fear, when they play.
- 4 Play helps children make friends.
- 5 Play makes children happy!

Play is not just for kids, but for teenagers and adults as well. It helps us learn, it relieves stress, and it makes us more productive at school and at work. Play isn't a luxury—it is a necessity. So when you have some free time, don't just sit and watch TV. Engage in some brain-stimulating play!

Source: Archivo editorial.



- a. Climbing trees is frightening but fun!
 - b. Children laugh and joke when they play.
 - c. When I play, I do what I want to do, not because I have to do it.
 - d. We make the rules for the games we play.
 - e. We all enjoy playing. If somebody is not happy, we change the game.
2. In pairs choose the best option and then discuss with your other classmates. (5 points)
 - a. You should take *a / some* bottle of water if you are going out for a long walk.
 - b. I drank *a / some* milk for breakfast today.
 - c. I went to the supermarket yesterday and bought *a lot of / much* tomatoes.
 - d. You need *some / much* potatoes if you want to make that salad.
 - e. Pasta is not one of the healthiest foods out there, but you can still eat *a little / a few*.

3. In pairs, choose the correct word for each sentence and then write them down in your notebook. Discuss your options with other classmates. (6 points)

have to – can – shouldn't – should – could – must

- a. You ___ go there alone. It's really dangerous and something could happen to you.
- b. I ___ go to bed now. If I don't, I will not be able to get eight hours of sleep!
- c. If you want to stop being so lazy, there are many things you ___ do. Why don't you look on the internet for some fun and healthy habits?
- d. If you see trash on the floor, you ___ pick it up and put it in the garbage.
- e. Students in Chile ___ wear a uniform to go to school.
- f. When you are finished with your homework and other responsibilities, you ___ go running to get some exercise every day.
4. Indicate which words in the sentences below are adjectives which are adverbs. Discuss your answers with a partner. (3 points; 0.5 each)
- a. Jane eats her salad quickly.
- b. Beautiful flowers are nice.
- c. He always wears very nice shoes when he goes to school.
- d. Carol's dresses are usually black and trendy.
- e. Long words are not easy to remember.
- f. My friend watches her new television peacefully.
5. Complete the sentences in your notebook using the parts of speech in parentheses. (3 points; 0.5 each)
- a. A ___ (adverb) ___ (adjective) morning.
- b. John is looking up at the ___ (adjective) sky.
- c. John's ___ (noun) is ___ (adjective).
- d. Her ___ (noun) are in fashion. ___ (pronoun) are ___ (adjective).
- e. He ___ (verb) to school and he's a ___ (adjective) student.
- f. They walk ___ (adverb) ___ (preposition) the street.

6. Write an article about how having healthier habits can have a positive impact on your life (minimum: 50 words). (10 points)
- Mention healthy foods or snacks that can improve your diet.

Write in your notebook.

- Include examples of activities that can be considered healthy habits.
7. In pairs, choose one of the following situations and have a conversation. (10 points)

	Student A	Student B
Situation 1	You want to start eating healthier.	Give advice to Student A about how his or her eating habits can be improved.
Situation 2	You tell Student B some obligations and prohibitions about riding a bicycle in the city.	You want to start going to school on your bicycle.

With your teacher, correct your Checkpoint and count your points. Good job!

UNIT

3

Sports and Free-time Activities



In this unit I will learn to...

Integrate skills to communicate, orally and in writing, ideas about sports and free time activities.

Lesson 5

Oral Communication

- Listen to and understand a guessing game about different sports.
- Describe different sports.

Reading

- Read and understand a historical description of a sports event.

Writing

- Write about the different roles in sports.

Attitudes

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



Before you start

1. Look at the photo and the title and use them to discuss the topic of the unit.
2. What are the people in the photo doing? How would you describe them?
3. Are they playing a sport or is this a free time activity?
4. Find the following items in the unit and write their location (lesson and page number) in your notebook.
 - Pictures of famous tennis players.
 - A text about an indigenous sport.
 - An activity about compound words.
 - A text about a musical trend.
5. What do you think you will learn in this unit? Discuss with a classmate.
6. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
7. Read the objectives for each lesson. Do you think these are practical?

Lesson 6

Oral Communication

- Listen to and understand a radio interview about sports and free-time activities.
- Use compound words.

Reading

- Read and understand a report about free-time activities for young people.

Writing

- Write a report about free-time activities.

Attitudes

- Work responsibly and collaboratively with a common goal, showing respect for the interests and ideas of others.

Lesson 5

The Wonderful World of Sports

In this lesson you will listen, speak, read and write about sports through articles and historical descriptions.

What are some of the most popular sports in your country?


A Guessing Game

Before Listening

1. Look at the pictures below and answer the questions.
 - a. What sport does each person play?
 - b. What things are needed to play these sports?



While Listening

2. Listen  to Carla, Zack and Anika talk about their favorite sport without saying its name. Pay attention to what they say and write down the sport that each one of them is talking about. Write the answers **in your notebook**.
3. Listen again, and answer the following questions. Write the answers **in your notebook**.
 - a. What are the easiest and hardest sports to play or do?
 - b. When did Carla start playing her sport?
 - c. When was the last time Zack played his favorite sport?
 - d. What is Anika's favorite thing about her sport?

After Listening

4. Think about a different sport that you like and say special words related to it. Talk to a partner about it without saying its name, but using specific words to help your partner.
5. Take turns and try to guess your partner's sport. Pay attention to every word that helps you guess your partner's favorite sport. Discuss your answers as a class.

Speaking Task: Describing Sports

1. In pairs, look at the groups of words. Choose words from the two different groups to create three sentences and then read them to your partner.

Volleyball

Basketball

Swimming

Football

Karate

...is fun to do with friends.

...is a little boring.

...is very exhausting to do.

...seems like a good way to exercise.

...is my favorite sport in the world.

2. Read the following sentences out loud and match them with the pictures. Write **in your notebook** which of the sentences is described by A and B.



Crédito editorial: / Shutterstock.com

- a. I want to become a black belt this year.
 b. I love it when I score three points with one shot.
 c. My strategy is to score points with my serve.
 d. I love playing this at the beach with all my friends.
3. Read the following sentences and take turns with your classmate from activity 1, reading them to one another.

- a. I'm going to get great so I can go to the Olympic games and win gold.
 b. Me and Gonzalo are playing a good game of golf on the green grass.

Listening Tip

Words that Have /g/

Pay attention to words that have the /g/ sound and how they are pronounced differently from Spanish.

A Historical Description of a Sports Event

Before Reading

1. In your notebook, write predictions about the text. ←
Then, go to question 2.
 - a. What sport did they play?
 - b. What is the title of the text about?
 - c. Why is this considered a historical event?

Reading Tip

Predicting

Use visual clues such as pictures of the title to generate ideas about a text.

Olympic Heroes in Greece

In the Olympic Games of 2004, the unthinkable happened. The best tennis players of the world were competing for Olympic medals, and the tournaments included Nicolás Massú and Fernando González, who were the 14th and 17th best players in the world at the time.

Both players made it to the finals in the doubles tournament on Thursday. They also played the semi-finals in singles on Friday, but then something happened. González was playing his semi-finals match against Mardy Fish when he injured his ankle. He lost the match. At the same time, Massú beat Tyler Dent, and he became an Olympic finalist.

The first miracle happened on Saturday. González was still injured and he had to play against Tyler Dent for the Bronze medal. The match lasted over two hours, but González won the last set 16-14 and with it, the bronze medal.



Crédito editorial: / Shutterstock.com

While Reading

2. Read the text quickly, and then say the correct option.
 - a. This happened in the city of *Patras* / *Athens* / *Rome*.
 - b. Fernando González suffered a *leg* / *hand* / *ankle* injury.
 - c. Nicolás Massú played the finals against *Tyler Dent* / *Mardy Fish* / *Fernando González*.

But Saturday's excitement was not over. Only four hours later, González had to step onto the court again, this time for the finals of the doubles tournament against the German team. At first, it seemed like Chile would win the match easily, but González's injury affected him, and his legs did not respond well. The German team recovered and at one point had four match points.

The Chilean players didn't give up and they kept swinging their racquets until they won. For the very first time in history, Chile had won a gold medal in the Olympics.

The very next day, in the Olympic finals, Nicolás Massú faced off against Mardy Fish. Mardy Fish had defeated an injured González, so Massú had to even score. After an hour of intense tennis, Nicolas Massú won gold again, and these two Chilean tennis players became heroes in Athens.

Source: Archivo editorial.



Crédito editorial: / Shutterstock.com

3. Read the text again and decide if the following sentences are True or False.
 - a. This was the first time Chile won an olympic medal.
 - b. Both tennis players faced the same opponent in the tournament.
 - c. After his injury, González lost and did not keep playing in the Olympics.
 - d. The Chilean duo lost the doubles finals.
 - e. Nicolás Massú is a double gold medalist.

Reading Tip

Skimming

Read the texts quickly to get the general idea.

4. These events below were interrupted by another event. Look at the two events put together and write them as only one sentence in your notebook.

I am skateboarding in the park. It starts to rain.



I was skateboarding in the park when it started to rain.

Fernando González plays his semi-final match. He injures his ankle.

González rests from his injury. The Chilean team has to play the doubles finals.

Massú and Fish are playing the finals. Massú scores the last point after more than an hour.

After Reading

5. Write the correct order of the events A-E **in your notebook**.
- Chile wins its first gold medal in history.
 - Fernando González gets injured.
 - Fernando González beats Tyler Dent.
 - Mardy Fish loses to Nicolás Massú.
 - The Chilean team wins gold in the men's finals.
6. Get together in groups and think about another sports event that made history in your country, or anywhere else in the world.
- Discuss with your classmate and tell each other about the events you chose.
 - Choose the most important sports event that was mentioned and tell the rest of the class about it.

Reading Tip

Order of events

Identify the first and last events. This will make it easier to put the others in order.

Reading and Vocabulary

1. Look at the following words and write **in your notebook** only those that you found in the text or that can be used when talking about tennis.



bat	field	ball	stick
team	helmet	track	pitch
goggles	racket	referee	gloves
court	boots	pool	player

2. Write **in your notebook** which of the words from activity 1 matches the following definitions.
- An official who watches the action in sports closely to make sure that the rules are being followed and respected.
 - Something made out of wood that is used in certain sports to strike a ball.
 - Equipment that has been designed to protect the eyes.
 - A round object that is typically used in many different games.
 - A place that is usually related to sports, but can also be used for concerts and other important events.
3. In your notebook, complete the following table by adding more sports or physical activities that go with the verbs.

yoga - skateboarding - karate - basketball - football - swimming

play	do	go
tennis, ...	gymnastics, ...	climbing, ...

4. Discuss the following questions with a classmate.
- Which of the sports that you listed on activity 3 is something that you have always wanted to try?
 - Is there a sport that you listed to in activity 3 that you would never play or do?

Language Focus: Past simple

1. In pairs, read the sentences and answer the questions in activity 2.

A band played music and the mayor made a speech.

It did not rain as much as last week.

"Did you see him?" I asked.

2. Discuss with a classmate:

- Do the sentences refer to events in the past or in the present?
- How do we form the simple past tense of the regular verbs in these sentences?
- What auxiliary verb do we use in questions and negatives?
- What irregular verb can you see in the examples?

3. Below you can see the base form of many irregular verbs. You can find the past version of those verbs on pages 68 and 69. Write the past tense of these verbs (Base Form) in your notebook.

Base Form	
be	make
lose	have
win	do
keep	become

4. Complete the last part of Nicolás and Fernando's story with the correct form of the verbs from activity 3. Write the correct form of the verbs in parentheses **in your notebook**.


From the commentator's booth

There ⁽¹⁾_(be) somebody else who ⁽²⁾_(become) famous that day: Fernando Solabarrieta, the sports commentator who narrated the action. He called the match in which González ⁽³⁾_(win) the semi-finals and when Massú ⁽⁴⁾_(win) the finals. His commentary ⁽⁵⁾_(keep) everybody entertained, and he ⁽⁶⁾_(make) us believe the imposible. When the Chilean tennis players ⁽⁷⁾_(win) the unthinkable, he screamed at the top of his lungs: "Yes, it's true. I'm crying in this booth. His effort is an example for millions! He's a sports hero." History ⁽⁸⁾_(be) changed for him too.

Source: Archivo editorial.

5. In pairs, ask and answer more questions about other sporting events you remember.

Reading Task: An Article

Palin, the  24
Mapuche Sport

It's not exactly a sport, but an ancestral game that strengthens bonds between communities. According to tradition, the two teams that face each other share a meal after each game and treat each other as honored guests. In the past, it was also used as a way to end disputes or as a ritual. Here are five of the most important features of *Palin*:

Source: Archivo editorial.



1. *Palin* is played between two teams that may have between 5 and 15 players.
2. Each *palife* (player) has a *wiño* (wooden stick) with which they hit a *pali* (ball).
3. The *pali* usually has a 5 cm diameter, and it can be made from various materials.
4. Each *palife* plays a different position on a field that is usually 200 meters long.
5. Each team has to score points with the *pali*. A game ends when a team manages to score four points in a row.

6. In pairs, look at the article and discuss what things *Palin* has in common with other sports that you know.
7. Read the article again and say which opinions correspond to the 5 main features of *Palin*.
 - a. "It's easy to play! You can use many things to play it."
 - b. "It can be hard! Scoring many points in a row doesn't seem easy."
 - c. "It's very diverse! You can play matches with a lot of people if you want."
 - d. "It's very exciting! There are a lot of positions that you can play."
 - e. "It's easy to understand! The equipment you use is very similar to hockey."
8. Write the following quantities in your notebook.

a. The diameter of the <i>pali</i> .	c. The length of a normal field of <i>palin</i> .
b. The maximum number of players per team.	d. The number of teams that are playing.
9. Discuss with a classmate whether or not you would play a friendly match of *palin*.

Writing Task: The Different Roles in Sports

- Look at the cards below and make predictions
 - What are all the roles that people play?
 - Why do they matter?
- Read the cards and look at the images to figure out which role they are talking about.

Language Tip

Possessive 's

Remember that 's at the end of a word shows possession.
Jack's mother = The mother of Jack.

referee - fan - player - referee - player - fans



A (1)'s mission is to play and be the best competitor around. Many people are involved in a sport, but the (2)'s importance is bigger than all the others. Without them, a sport can't be played.

A (3)'s responsibility is to make sure that the rules are not being broken. It's so important that the (4)'s way of handling situations will probably decide who is the winner.



A (5)'s duty is to watch the sporting events and give support to the player or team. Thanks to the (6)'s participation in sports as supporters, players become famous and they can make a living from it.

- Add in your notebook the possessive 's to the words.
 - This is John house.
 - My dog favorite food.
 - Scorpion* is Drake latest album.
 - Yellow Submarine* is The Beatles 10th album.
 - I'm in Cass car right now.
 - Bob and Lucy are my parents friends.

Cross-Curricular History



The History of the Olympic Games 25

The Olympics is one of the most famous sporting events, but what many people don't know is that the Olympics is one of our oldest traditions as human beings. Evidence shows that the Olympics were celebrated in 776 BC, when somebody from the city of Elis won an almost 200-metres foot race. This was the stadion race, which was the only Olympic sporting event of the first twelve ancient Olympic Games.

The Olympic Games lost popularity, and it is believed that they ended in the year 393 when the emperor Theodosius I demanded all practices similar to the Games be eliminated. There were some attempts to revive the Olympics, but it wasn't until 1894 when Pierre de Coubertin founded the International Olympic Committee, that there was any

serious progress. Two years later, the first modern Olympic Games were held in Athens, Greece.

After this, the olympics became an international success. In 1924, the first edition of the Winter Olympic Games took place in Paris, featuring sporting events that could not be held in the summer. Some decades later, the first edition of the Paralympics took place in Rome in 1960, featuring athletes with disabilities.

Probably the most famous symbol of the Olympics is the Olympic Flame. This tradition comes from the 1936 games, and it involves thousands of athletes running from Greece to the place where the Olympics will take place to light the Olympic torch.

Source: Archivo editorial.

1 Say to a partner what happened in the following years.

- | | |
|---------|-----------|
| a. 1936 | d. 776 BC |
| b. 393 | e. 1960 |
| c. 1924 | |

2 Go back to your answers in activity 1 and rearrange some of them by using the following connectors.

First – second – next – finally

3 In pairs, discuss the questions

- What do you think about the Olympic Games becoming more inclusive with the Paralympics?
- Do you think that it is important to include people with disabilities in sporting events?

Learning Tip

Connectors

There are connectors that are useful to describe a sequence of events, such as: first, second, next, after that, and finally.

A SPORTS FAIR

1 | Decide

- In groups, choose a sport that was not mentioned in the lesson.
- When choosing the sport, you have to keep in mind some of its most important details: number of players, rules, places where the sport is popular, famous players, and more.
- Make notes about the things that you think will be necessary later.

*Example:
Volleyball*



2 | Distribute the roles

- Depending on the sport that you choose as a group, there will be different things that need to be researched.
- Taking that into account, decide duties and responsibilities for each group member.

Example:

Carlos will research the rules of volleyball, Diego will talk about the different types of volleyball, and Miguel Ángel will be in charge of talking about the countries where volleyball is more popular.

3 | Research and create your presentation

- Take a look at the notes you did in Step 1 and make sure to research all the information that you think is important.
- Check with your group that all the relevant information is mentioned at some point and that nobody is repeating information.
- Create a presentation of the sport that you chose. You can use images that show the sport being played.

4 | Present and Display

- Present your sport to the class. Each group can take turns presenting, or all the presentations can be displayed at once so students walk around the classroom.
- Ask and answer questions about the different sports being displayed.

Self-evaluation

- 1 Assess your performance during the creation of the sport presentation. Complete the table on page 43 of your Activity Book.

Lesson 6 My Hobbies

In this lesson you will listen, speak, read and write about sports or hobbies through interviews and reports.

What free-time activities do you do? How often do you do them?

A Radio Interview

Before Listening

1. In pairs, look at the pictures and answer the questions.
 - a. What are the people in the pictures doing?
 - b. Do you like doing these things? Why or why not?




Listening Tip

Prediction

Look at pictures to generate ideas about the audio.

While Listening

2. Listen  to the radio interview and tell a partner which activities from the pictures Scott did and the ones Jessica did last week.
3. Listen again. Write the answers **in your notebook** and read the correct versions of the sentences to a partner.
 - a. Scott *had too much* / *didn't have much* free time.
 - b. *Jess* / *Scott* danced with a group of friends.
 - c. *Jess* / *Scott* went roller-blading on Thursday.
 - d. *Jess* / *Scott* watched a movie on the weekend.

Listening Tip

-ed Pronunciation

Pay attention to the final sound of the verb in the infinitive to determine the pronunciation of -ed. The possible pronunciations are:
/ɪd/ - /d/ - /t/

After Listening

4. Answer the questions.
 - a. What did Scott do on weekend?
 - b. What did Jess do on Thursday?

Speaking Task: Compound Words

1. Read the sentences and write the highlighted words **in your notebook**. Classify them into simple and compound words.
 - a. **Indoor** activities are my favorite.
 - b. Mom goes **running** every morning.
 - c. I can play **videogames** on the weekend.
 - d. Tomorrow we are going **rock climbing**!
 - e. Let's watch the **football** match.
 - f. **Outdoor** activities are usually healthy!
 - g. We should play a **board game**.
 - h. I need to **exercise** more.

Simple words	Compound words
Exercise, ...	Indoor, ...

2. Read the magazine profiles and complete them orally by using the highlighted words from activity 1.

Our Free Time!

Name: Johanna Mendez

What do you like to do in your free time?

I prefer (1) activities because I don't really like going out. My favorite activity to pass the time is to play (2) online with my friends.

But every now and then we get together with my friends in the same house to play (3) in my house. They are very fun! But they usually take a lot of time to play and you need a big table to play them.

I also like sports, especially (4). I'm always watching when La Roja plays and I'm a big fan of Manchester United!

Name: Drew Stone

What do you do in your free time?

I love (1) activities! In fact, my entire family loves doing things outside. The thing that I like is doing (2). I love doing it as fast as I can and feel the wind in my face!

Next week, my father is taking me to the mountains to do some (3) for the very first time. It sounds very intimidating, but we are taking all the health precautions possible.

I'm very excited about that, but I need to be responsible and (4) some more before I do an activity that could be dangerous.

Source: Archivo editorial.

3. Think of a question that you can ask a classmate about his or her free time.
4. In pairs, ask and answer each other's questions. Talk about your likes and dislikes

A Report

Before Reading

1. Think about possible predictions about the text using: I think this text is about... Then, go to question 2.
 - a. What are the people in the picture on the opposite page doing?
 - b. How do young people rest and relax?
 - c. Which activities do you think are most popular among young people?

Reading Tip

Predicting

Use visual clues such as pictures and graphs to generate ideas about a text.

http://kids.usa.gov/

Rest and Relaxation ²⁷

Top 5

Free-time activities for 11- to 13-year-olds (weekly participation)

Activity	Percentage
Hanging out	95.2%
Biking, jogging, skateboarding, walking, etc.	84%
Playing or practicing team sports	54%
Reading or studying while sitting outdoors	49.5%
Other sports, e.g., tennis, golf	48.9%

What do you like to do in your free time? Rest and relaxation are important for our health, and free time gives us a chance to do the activities we enjoy. However, it is important to use the time we have in constructive ways.

Activities can be indoor, outdoor, active or sedentary. In the United States, current research shows that young people enjoy doing outdoor activities. In fact, 61 percent of young people between the ages of six and nineteen spend at least two hours outdoors every weekday.

While Reading

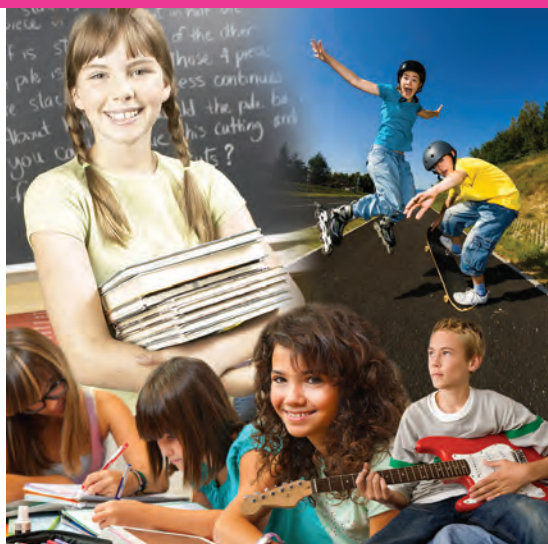
2. Read the text quickly and choose the correct option. Write the answers in your notebook.
- The report shows children's participation in free-time activities each *month* / *year* / *week*.
 - The report shows the top *ten* / *five* / *three* free-time activities.
 - 84% of young people between the ages of 11 to 13 prefer *biking* / *playing team supports* / *golf*.

The survey found that a number of sports are popular. Teens play basketball or American football very often. Young people also enjoy going on field trips, camping, bird and wildlife watching, doing karate or gymnastics, and aquatic sports such as swimming, diving, and snorkeling.

On the other hand, many youngsters spend a lot of their free time indoors. Indoor activities include playing videogames, watching television or going to the movies, and using computers for non-homework activities.

Studies show that playing videogames and using computers are extremely popular among young people. Children under twelve buy one quarter of all the videogames that sold. Three quarters of all twelve-year-olds play videogames, while 81 percent of the same age group uses computers for non-homework activities.

However, watching television is still by far the most popular activity among young people. In the US, the average eight- to eleven-year-old spends 28 hours per week



in front of a TV screen and four hours per week on homework.

What is clear from studies around the world is that young people from different cultures share similar interests and do similar activities. The difference is how much free time they have. In some countries, young people complain they do not have enough free time, while in others they say that they have so much free time that they are bored.

What do you think?

Source: Archivo editorial.

3. Read the text on pages 80 and 81. Answer the following questions.

- a. What is the purpose of the report?
- b. Where are you likely to see a report like this?
- c. Who would read it and why?

4. Read the numbers and complete the Supporting idea bubbles in your notebook.

61 – one quarter – three quarters – 28 – 4 – 95,2

Reading Tip

Predicting

Use visual clues such as pictures and graphs to generate ideas about a text.



Main idea

Young people spend some of their free time outdoors.

Young people also like playing video games.

The most popular free-time activity is watching TV.

Supporting ideas

a. Sixty-one percent of six to nineteen-year-olds spend over two hours per day outdoors.

b.

c.

d.

e.

f.

After Reading

5. Discuss free-time activities in groups.

- a. Make a list of your top five free-time activities. Use the verbs play, do, and go.
- b. Work in groups. In your notebook, make a list of the top five most popular free-time activities.

Reading and Vocabulary

- Look at the information on pages 80 and 81 again. Now read the sentences below and correct them in your notebook.
 - Sixty-one percent of young people spend at least two hours indoors every weekday.
 - The most popular outdoor activity for ten-to-twelve-year-olds is surfing on the Internet.
 - Eighty-four percent of this age group like to play tennis and golf.
 - Studies show that playing video games and using computers are not popular among young people.
 - Three quarters of all ten-year-olds play video games.
- Look at pages 80 and 81 again and tell a partner what the percentages refer to.

a. 95,2%	d. 84%
b. 49,5%	e. 54%
c. 81%	
- Look at the illustration. Identify the sedentary and active free-time activities. Classify them in your notebook in your own words.
- Discuss the questions and answer.
 - Do young people have a lot of leisure time in your country? How do they use it? Do they spend time outdoors or indoors?
 - Do you think active hobbies are better than sedentary ones? Why?
 - Do you think young people in your area spend their free time in a positive way? Why?

Learning Tip

Scanning

Read the text quickly to find key words that give specific information.



Language Focus: Past Continuous

- Copy the sentences in your notebook and underline the verbs.
 - The boys were playing videogames in the living room.
 - He was watching TV for 8 hours.
 - The teenagers were playing basketball at school yesterday.
 - She was reading in the park all day long.
- Read the rules below and choose the correct option. Answer orally.
 - We use the past continuous to describe *something we were doing at a past moment in time / a completed action in the past*.
 - We can use the past continuous to describe *two actions happening at the same time / a sequence of events*.
 - We form the past continuous with the past tense of the verb *to be / to have +* the ing form of the main verb.
- Write full answers to the questions below in your notebook, using past continuous.

<ol style="list-style-type: none"> What were you doing last Friday night? Were you wearing a black shirt the other day? 	<ol style="list-style-type: none"> What was the last book that you were reading? What were you eating for lunch yesterday?
---	--
- Come up with an ending to what you see in the pictures. Use connectors *while* and *when* to join sentences related to events that are happening at the same time or interrupting each other. Write the endings **in your notebook**.

Writing Tip

Connectors

Use connectors *when* and *while* to talk about events happening at the same time or that interrupt something.

I was running in the street while my daughter was riding her bike.

I was reading a book when you called me.



Reading Task: An Article

Taking Over the West 28

That is the best way of describing the image you see here. In case you didn't know, that's Jimin, one of the members from K-pop sensation group BTS. There are not many things that represent America better than the most famous cola drink, so having their faces on it can really show how much influence they have.

BTS is a Korean band that debuted in 2013, but as time went on they started to become famous all around the world, and now they are the world's most popular K-pop group.

The people who like them say that it's because their music is a great mix of pop and hip-hop, and fans also appreciate that the group members write their own lyrics. If

that doesn't impress you, then their talents at singing, rapping and dancing are enough to convince anybody.

In fact, in 2018 they made history by being the first Asian artist to reach number 1 on the Billboard 200 chart with their album *Love Yourself: Tear*. Music specialists and fans agree that they're just beginning, and that they will keep breaking records in the future.



Source: Archivo editorial.

1. Answer these questions and discuss with your partner.
 - a. Why do people like K-pop?
 - b. Why is it important that K-pop artists appear on cans of the most famous cola drink?
 - c. How did they make history in 2018?
2. Copy this activity **in your notebook** and unscramble the sentences. Use the correct punctuation when rewriting the sentences.
 - a. K-pop group / really likes BTS / they are her favorite / my friend Francisca
 - b. but she admits that they / listen to BTS / sing and dance really well / Karla doesn't really
 - c. I asked / and she said yes / my friend Paulina / do you like BTS
 - d. but he prefers other bands / he likes BTS / Esteban said that / like Twenty One Pilots
3. Discuss the following questions with your classmate.
 - a. Do you like or dislike K-pop? Why?
 - b. Why is K-pop different from the pop music from other countries?

Writing Tip

Punctuation

Remember to use capital letter at the beginning of a sentence and a period at the end.

Writing Task: A Report

1. Read the report and answer the questions exchanging information with your partner.
 - a. Which section of the report makes suggestions?
 - b. Which section of the report states objectives?

Introduction



This report investigates popular free-time activities among 12- to 13-year-olds in the U.S. Many teenagers around this age enjoy different outdoor or physical activities, but some of them spend a lot of time indoors doing sedentary activities. Here we make suggestions for using free time based on a questionnaire applied to forty-one secondary students.



According to the questionnaire, the most popular free-time activity among teenagers at this age is hanging out with friends. Nearly 90% of teens do this every day. However, team sports (soccer, baseball, etc.) are also popular daily activities (80%). Only 50% of teens spend more than an hour a day outdoors. At the same time, 75% of them watch television for more than two hours a day.

Recommendations

1. Teenagers should have a balance of indoor and outdoor activities.
2. Teenagers should be more active.

Findings



Conclusion

Many adolescents like physical activities, but don't do them very often. In summary, young people should spend less time watching television and find ways to be more active in their free time.



Source: Archivo editorial.

- c. Which section of the report gives statistical information?
2. Write in your notebook two connecting words in the report that indicate contrast.
 3. Write a report about the free-time activities you do at home. Decide on an objective and think of three questions to ask.
 4. Use the following four headings for the different sections of your report.

Introduction – Findings – Recommendations – Conclusion

5. In pairs, exchange and correct your reports. Write a final version in your notebook.

Writing Tip

Connectors

Remember to use connectors that express contrast.

Cross-Curricular Physical Education

The Activity Pyramid


There are lots of reasons to get off the couch and start exercising! Playing sports or doing exercise improves health and fitness. They also help you make friends and develop personal qualities like cooperation and competitiveness. Look at the activity pyramid and see how you can get more active. Think of more activities you can do!



- 1 Read the pyramid and circle the things that you do.
- 2 In groups, compare your results. Decide who has the most active lifestyle.
- 3 With your group, make a weekly planner of physical activity. Use the information in the pyramid to help you.
 - Decide what and how much activity to do each day.
 - Present your ideas to the class.
 - Follow your weekly planner.

Final Task

A Poster Presentation



What we do in our
free time

1 | Collect Results

- In groups, look at the results from the reports you wrote on p86.
- Collect the results to make a bigger report. Ask classmates more questions to complete any missing information.

2 | Write the Presentation

- Decide how you are going to display the results of your group report.
- Assign writing roles for each section of the report: Introduction, Findings, Recommendations, and Conclusion.
- Write a draft for your section. Create more questions to complete any missing information.



3 | Design the Poster

- In your groups, put together your drafts and copy them onto a sheet of poster paper. Write the report questions and make sure the layout is logical and easy to read.
- Ensure that the results are presented correctly and are easy to follow.
- Check each other's work.

4 | Present the Poster

- You can either present the posters group by group or put all of them in the classroom at the same time
- After the presentations, ask and answer questions about the presentations.



Self-evaluation

- 1 Assess your performance during the creation of a healthy day. Complete the table on page 51 of your Activity Book.

Synthesize

1. Look at the timelines that represent the two different tenses from the unit. Write three different sentences for each tense in your notebook.

Tense	Past Simple
Representation	
Example Sentence	

Tense	Past Continuous
Representation	
Example Sentence	

2. Compare your sentences with a classmate to check for differences. Correct any mistakes.
3. Reread the text in pages 68 and 69 and complete the supporting ideas below. **Write the answers in your notebook.**

Main idea

Supporting ideas

The Chilean tennis team was very successful in Athens 2004



a.
b.

Nicolás Massú evened the score for Fernando González.



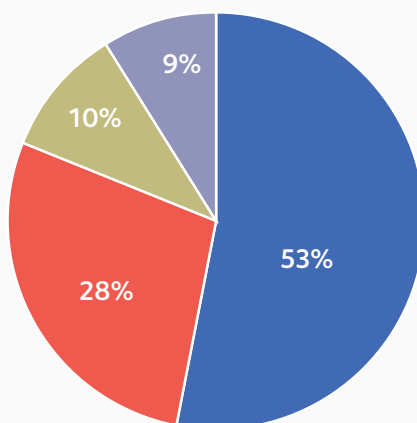
a.
b.

4. Write in your notebook 10 compound words. Use a dictionary if necessary.

Check point

Young people in Chile who play sports regularly (three 30 - minute sessions per week)

- Play sports
- Don't play sports due to lack of time
- Don't play sports due to lack of interest
- Don't play sports for other reasons



Source: INJUV, Vida Sana y Juventud 2013.

1. Decide whether the statements are **T** (true), **F** (false), or **DS** (doesn't say). Then talk to your partner about your answers. (4 points)
 - a. The number of people who play sports is higher than the number of people who do not.
 - b. The percentage of people who don't play sports because they don't have the time is lower than the percentage of people that don't want to.
 - c. Other reasons for not playing sports are lack of money and disability.
 - d. 47% of Young people in Chile do not play sports.
2. Indicate **in your notebook** which one of the following alternatives completes the sentence. (4 points)
 - a. What ____ you ____ yesterday?
 - *did / doing*
 - *were / doing*
 - *are / doing*
 - b. I ____ my homework.
 - *was doing*
 - *were doing*
 - *am doing*
 - c. What sport ____ you ____ last summer?
 - *do / play*
 - *did / play*
 - *do / played*
 - d. I ____ volleyball on the beach.
 - *played*
 - *playing*
 - *was play*

Check point

3. Match the quantities below with their corresponding option. Answer orally and share your answers with the class.(5 points)

109.1 meters

Teenagers that watch television for more than two hours every day

13

The normal length of an American football field

75%

The weight that Adriana can lift

50 kg

The number of people who watched the final of the 2018 FIFA World Cup

3.5 billion

The total amount of medals that Chile has won in the Olympics

4. Give two examples for the following sports and activities orally. (4 points; 0.5 points each)

a. Outdoor activities

c. Team sports

b. Individual sports

d. Indoor activities

5. Put the conversation below in the correct order. (5 points; 0.5 points each). Write the answers in your notebook.

Hi Tony! I want to play some sports this weekend. Do you want to come?

I'll bring two rackets then! See you there. Bye!

No. I don't want to play football. Let's play some tennis!

Yeah, sure! Do you want to play football?

Do you want me to bring anything?

Great idea! When?

Seven's great. Where are we going to play?

At the park!

Can you bring your racket? I can't find mine.

Tomorrow at seven.

6. Write a note about a popular free time activity that is enjoyed by people your age (minimum: 75 words). (10 points)

- Express your opinion about the free time activity.
- Explain why it is popular.

Write in your notebook.

7. In pairs, choose one of the following situations and have a conversation. (10 points)

	Student A	Student B
Situation 1	Your school makes you take two after-school courses: a sport and an outdoor activity, but you are not very good at sports.	You advise Student A about what courses to take.
Situation 2	You are a sports fanatic and you are asked by your friend to take part in an indoor activity with him/her.	You are a friend inviting Student A to an indoor activity.

With your teacher, correct your Checkpoint and count your points. Good job!

UNIT

4

Green Issues

In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas and solutions related to green issues, such as protecting the environment and natural disasters.

Lesson 7

Oral Communication

- Listen to and understand a lecture about pollution.
- Express possibility.

Reading

- Read and understand an article and a survey.

Writing

- Write a flyer about recycling.

Attitudes

- Work responsibly and collaboratively, showing respect for the interests and ideas of others.



Before you start

1. Look at the photo and the title and use them to discuss the topic of the unit.
2. Does the picture have anything to do with the current state of the environment?
3. What natural and human-made disasters do you know? What is the difference between them?
4. Find the following items in the unit and write their location (lesson and page) in your notebook.
 - A drawing of an evil hurricane.
 - A text about noise pollution.
 - An activity about matching pictures with headlines.
 - A text about human-made disasters.
5. What do you think you will learn in this unit? Discuss with a classmate.
6. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
7. Read the objectives for each lesson. Do you think these are practical?

Lesson 8

Oral Communication

- Listen to and understand a news interview about a natural disaster.
- Ask for information.

Reading

- Read and understand a news story about being careful in the event of natural disasters.

Writing

- Draw a comic strip about natural disasters.

Attitudes

- Use information and communication technologies to do research responsibly.

Lesson 7

Protecting the Environment

In this lesson you will listen, speak, read and write about pollution and how to take care of the environment through lectures, articles, surveys and flyers.

What is pollution?

How can we protect the environment against pollution?


A Lecture

Before Listening

1. Look at the pictures and answer the questions.
 - a. What do you think the lecture is about?
 - b. What do the two pictures have in common? In what sense are they different?



While Listening

2. Listen  and say if the sentences are T or F, then talk to your partner about your answers.
 - a. Pollution occurs when the environment can't get rid of something that was introduced into it.
 - b. There are only two types of pollution, air and water pollution.
 - c. Air pollution can cause diseases.
 - d. Industries are the only ones to contribute to water pollution.

Listening Tip

Listening for Main Ideas

Listen for the main points without trying to understand every word.

After Listening

3. Say if the following pollutants correspond to **A** (*air pollution*) or **W** (*water pollution*). Discuss with your partner.
 - a. Plastic
 - b. Aerosol spray
 - c. Fertilizers
 - d. Smog
 - e. Fossil fuels
4. Get together with a classmate and discuss other types of contamination.

Speaking Task: Modal Verbs - Could

1. Look at the types of contamination and then write possible solutions to those problems in your notebook, using *could*.



“To fight against air pollution, we could plant more trees”.



“To fight against water pollution, we could stop using plastic bags”.

2. Get together with a classmate and read your sentences to each other. Write your partner's in your notebook.
3. Match the two parts of the sentences in pairs orally.

a. People who buy plastic bags	(1) could emit less carbon dioxide.
b. Urban areas	(2) could not throw waste in the sea
c. Cars	(3) could switch to other materials.
d. Factories	(4) could burn less chemicals.
4. Write the correct description of could in your notebook.
 Could can also be used as a(n) *modal* / *auxiliary* verb to express *obligation* / *suggestion* in a(n) *agressive* / *polite* way.
5. Pay attention to the difference in sounds / dʒ / and / g /. Say sentences with these words, to compare.
 - /dʒ/ Ecology – egological
 - /g/ agriculture - agricultural

An Article and a Survey

Before Reading

1. Look at the pictures below and discuss the following questions with the class. Then, go to activity 2.
 - a. What is happening in the pictures?
 - b. What theme do the pictures have in common?
 - c. What is volunteering? How can it help the environment?

Teens ⁽³⁴⁾ Volunteering

A recent survey showed that today more teens are volunteering in comparison to earlier generations. Many teens are spending more time helping out while getting experience at the same time.

There are many different ways to volunteer and a variety of jobs to do. Teenagers can decide what they want to do, how they want to do it, and where they can help out the most. What is more, these teens work for free and do not expect any reward.

In the US, a survey of over 22,000 students discovered that 30% of teens now volunteer for over 80 hours a year. It reported that 22%

of students visit sick kids in hospitals and 54% belong to an organization that requires volunteer work. Furthermore, 22% say they might continue to volunteer throughout their life. 32% of volunteers like the new experiences they have and 83% say they do not feel pressured into doing volunteer work.

Most teenagers think that volunteering is more enjoyable if you do it with friends. It is also better if you choose activities that interest you. If you love animals, you can work for an animal rescue foundation. If you like helping the elderly, you ought to volunteer at a senior citizen home. You may care about the environment. If so, you might want to help pick up trash in your area. You can help in any number of ways. Here is what teenagers said:

Source: Archivo editorial.

"I think everybody should volunteer. You make new friends and experience new situations. I met some of my best friends volunteering on weekends."

Amanda, 14



"Volunteering is interesting. It gives me the opportunity to learn new things. All my friends volunteer, and we always go together. It's a big responsibility, and I love it!"

Raul, 15



"I love volunteering. The children I work with are good fun, and they make me laugh! That's important! It gives me a good feeling."

James, 15

"I like helping others. It helps me appreciate the good things in life and behave more responsibly. I certainly don't have to do it; it's my choice! You shouldn't volunteer to do something if you don't like it."

Luisa, 15

While Reading

2. Read the text again and say if the sentences are T or F, discuss with your partner.
 - a. More teenagers volunteer now than in the past.
 - b. Teens can gain experience doing volunteer work.
 - c. Volunteering is more fun if you do it alone.
 - d. You can work for an animal rescue foundation if you like animals.
 - e. Volunteers like to help people.

Teen Volunteering Questionnaire

What do you think about volunteering? Read the questions and choose the answer that best reflects your attitudes and opinions. Compare with your partner orally.

1. How many hours do you volunteer per year?
 - a. Fewer than 20 hours per year.
 - b. 20 to 39 hours per year.
 - c. More than 40 hours.
2. What is your opinion of volunteering?
 - a. I want to volunteer to get experience.
 - b. I want to try all kinds of volunteering.
 - c. I don't want to volunteer. It's a waste of time.
3. Should schools put pressure on students to volunteer?
 - a. Yes, they should.
 - b. No, they shouldn't.
4. Which type of volunteer work would you like to try?
 - a. Visit sick kids in hospitals.
 - b. Help feed the homeless.
 - c. Visit old people in a nursing home.
 - d. Do sponsored walks, runs, or bike rides.
5. What should be the main purpose of volunteer work?
 - a. To offer people new experiences.
 - b. To respond to a social need.
 - c. To make you feel good.
6. What stops you from volunteering?
 - a. You are too busy with other activities.
 - b. You need more opportunities to volunteer.
 - c. You don't want to volunteer.



After Reading

3. Answer the questionnaire on page 99 and write your answers in your notebook.

Students	1	2	3	4	5	6
Me						
Classmate 1						
Classmate 2						
Classmate 3						
Classmate 4						
Total	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____

4. Interview four classmates and complete the chart in your notebook.
5. Complete the table below in your notebook. Use some of the words from pages 91-92.

Noun	Adjective	Verb	Adverb
	voluntary	volunteer	
	responsible	X	
		organize	X

Vocabulary Tip

Parts of Speech

Look carefully at the words in the text and the sentences where they appear. This will help you to decide what the word is (noun, verb, adjective, adverb, etc).

6. Complete the sentences below with words from the table, in your notebook.
- Volunteers learn how to be more ____.
 - There are many different ____ that encourage volunteering.
 - Volunteers can help ____ sponsored walks or bike rides.
7. Speaking • Class Discussion
- Would you volunteer? Why or why not?
 - Do you think that it is important for teenagers to volunteer?

Reading and Vocabulary

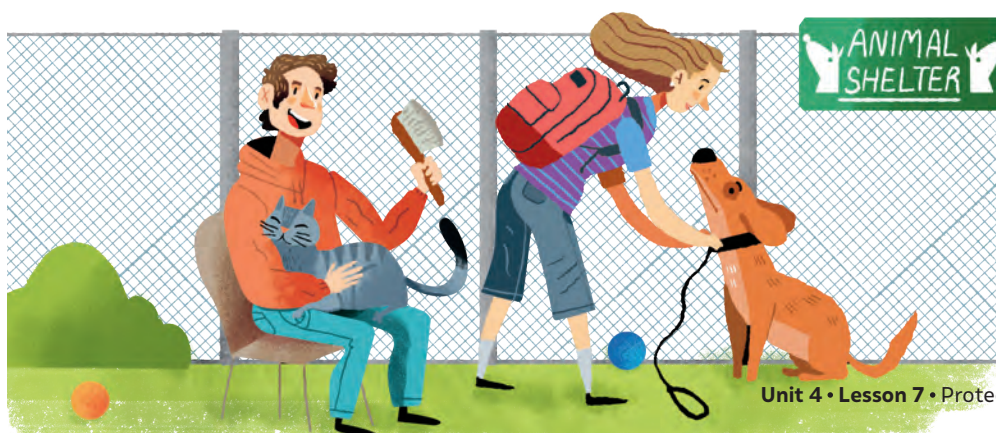
- Work in pairs or groups saying which letter goes with each number. Discuss your choices orally.
 - 32% of volunteers...
 - The majority of teenagers...
 - Slightly more than half of the teenagers interviewed...
 - Volunteering can be more fun if you..
 - Volunteering can...
 - be fun and rewarding.
 - work with friends or choose something that interests you.
 - belong to an organization that requires volunteer work.
 - do not feel pressured into volunteering.
 - like the new experiences they have.
- Read the report again and mark (✓) under the name the sentences refer to in your notebook.

Who...	James	Amanda	Raul	Louisa
a. thinks volunteers gain skills?				
b. thinks volunteering has made them more responsible?				
c. believes that more people should volunteer?				
d. believes it is important for volunteer work to make you feel good?				

Learning Tip

Scanning
Read the text quickly to find key words that give specific information.

- Name different types of volunteer work you can think of, as well as who can do them.
- Discuss the questions.
 - What reasons do the teenagers in the report give for volunteering?
 - Do people in your community volunteer? What do they do?



Language Focus: Zero Conditional

1. Read the sentences and complete the rule in your notebook.

If there is an earthquake, houses and buildings move.

The zero or real conditional is formed using if + _____, _____.

2. Look at the examples and answer the questions that follow, in your notebook.

"If we put artificial things in the environment, we pollute the environment".

"If a plastic bag ends up in the sea, sea creatures die because of it".

- a. Is the zero or real conditional about the past, present or future?
- b. Is the situation in the if clause the cause or the effect?
- c. If the condition occurs, is the result definitive or improbable?

Condition

Result

- | | |
|--|---|
| a. If there is a tsunami, | (1) plants die. |
| b. If a pandemic spreads, | (2) it develops an eye at the center. |
| c. If there is a drought, | (3) governments vaccinate people to minimize risk |
| d. If there is heavy rain for a long time, | (4) the waves increase in size. |
| e. If a hurricane is very strong, | (5) floods occur |

3. Match the two parts of the sentences below in your notebook.
4. Read the sentences and write the correct verb from the alternatives **in your notebook**.
 - a. If there is a wildfire, the local fauna *die* / *dies*.
 - b. If there *is* / *are* a tsunami wave, the land is seriously damaged.
 - c. If there *is* / *will be* an earthquake, many people lose their homes.
 - d. If it *rains* / *rain* a lot, the rivers overflow.
5. In pairs, think about another possible type of pollution. Talk about what happens if the environment gets exposed to that type of pollution. Write sentences in your notebook using the zero conditional.

Reading Task: An Article

- Express five different situations or things that can cause noise pollution.

Noise Pollution

Usually, pollution and contamination are related to things like trash or smoke, but pollution comes in many other shapes and forms.

One of the types of pollution that usually gets overlooked is noise pollution. Noise pollution is the propagation of noise or sound waves that is harmful to nature or the living beings that are part of the environment.

Have you ever been disturbed in the street by noise coming from construction sites, machines and other things that are too loud? That's because the streets of busy cities produce a lot of noise pollution. You might even suffer from noise pollution inside your house, when your neighbors are playing music too loud or someone turns on the vacuum.

It sounds like noise pollution is a recent problem, but it has been documented that noise pollution was a thing even in the days of ancient Rome.

Noise pollution can actually have very negative effects on our health. The effect of loud noises on children can be permanent, and it can damage their learning and behavior. The elderly also suffer a lot from noise pollution, and they can have heart problems because of it. Adults are not immune to noise pollution either, and they can develop hearing or psychological problems if they're exposed to too much noise.

Source: Archivo editorial.



- Answer the questions below.
 - What is noise pollution?
 - How does noise pollution affect kids and older people?
- Look at the occupations in the box and write the ones that you think might be negatively affected by noise pollution, in your notebook.

Teacher - Profesional musician - Movie actor - Chef - Bus driver
- Soccer player - Doctor - Construction worker

- Write two additional occupations that you think are negatively affected by noise pollution, in your notebook.
- Get together with a classmate and compare your answers. If there are any differences regarding an occupation one of you chose, explain to each other why you think that it is negatively affected by noise pollution.

Writing Task: A Flyer

1. In pairs, look at the flyer below and make predictions.
 - a. What is the flyer about?
 - b. What type of information are you going to find in the flyer?
 - c. Why is the information on the flyer important?

The Fourth R

You have probably heard about the three R's related with the environment. They stand for Reduce, Reuse and Recycle, and they are the key to protecting the environment against global warming. However, there is a fourth R that we can add: **Refuse**.

Did you know that you can take care of our planet just by saying no? Here's how!

Reduce

- "take shorter showers."

Recycle

- "buy products that can be recycled."

Reuse

- "use reusable bags instead of plastic ones."

Refuse

- say no to plastic straws."

Source: Archivo editorial.



2. With your partner, write sentences in your notebook using the imperative form to fill the spaces below *reduce*, *reuse*, *recycle* and *refuse*.
3. Get together with another group and compare your sentences. Discuss which ones are better.
4. Discuss, with the rest of the class, the following questions.
 - a. Why is it important to refuse?
 - b. Should kids be worried about the environment?

Writing Tip

Imperatives

The imperative form of a verb is used when you want to give a command or an order.

"Clean your room!"

Cross-Curricular Arts

Valpo Street Arts Tour

Paint Your Own Graffiti...

This tour takes you to the underground world of Graffiti, where you'll learn about many things.

Owning the Streets

Our Owning the Streets Workshop tour was designed so you can see what it means to be a graffiti artist for a day. It consists of you meeting one of our resident graffiti artists, who will draw with you, and show you what to do, and what not to do. From there you walk over to either a Wall or a Cello (plastic wall)... and your piece will be up in the streets, so give it your best shot!

What We Include in the Price:

- Professional guide
- Paint (Spray and/or Latex)
- Drawing with our artist either at our secret spot or by the wall.

Tour Meeting Place:

Our office: Plaza Anibal Pinto in front of the Neptune Statue.

Schedule: Shared Tour: 16:00 / Private can be whenever you choose

The tour is about 2.5 hours long.

Shutterstock.com



Private workshops: \$50 USD per person

Includes:

- Drawing Class
- Walking Tour en route to Wall (35-40 minutes)
- Design your own Graffiti with the help of our artist/ Instructor
- Wall Permits or Canvas to take your work home

Shared Workshop: \$30 USD Per person

Includes:

- Short tour en route to the wall (25 minutes approximately)
- Stock Spray Paint*
- Wall Permits or Wall Material in case of it being a CelloGraff
- Design predetermined by our artist/ Instructor

Source: <https://www.valpostreetart.com/hands-on-tours.html>

- 1 Read the text and answer the questions. Discuss with your partner.
 - a. What does the Owning the Streets Workshop tour consist on?
 - b. What does the price include?
 - c. What time is the shared tour? What time is the private one?
- 2 In groups, discuss the following questions. Share your answers with the class.
 - a. Do you consider graffiti a kind of art? Why? Why not?
 - b. Would you like to take the Owning the Streets Workshop tour in Valparaíso?
- 3 In groups, create a graffiti as a poster. Once you finish, present your work to the class.

Final Task

AN ECOLOGICAL HANDBAG

1 | Planning

- Work in groups. Look at the ads or find out where you can buy a blank handbag, with no design printed on it. You can also bring a blank handbag from home.
- Alternatively, you can look up instructions online to create your own handbag.
- Whether you buy or craft your own handbag, make sure that it is made from materials that are not harmful to the environment.



2 | Design

- Discuss the design of the handbag with other members of the group. You can choose a phrase or quote, or create an original design.
- You can use any materials that you want, but it has to be an ecological handbag.

Example: Save the earth.



3 | Get to work!

- For more efficiency, you can distribute roles in the making of your ecological handbag. Discuss your strengths and weaknesses to help you with this.

*Example:
Karina likes painting, but she is...*



4 | Present your creations

- Present your ecological handbag to the class.
- Ask and answer questions about the materials used and the bag's message or decoration.

Self-evaluation

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

Lesson 8

Natural Disasters

In this lesson you will listen, speak, read and write about natural disasters through interviews and news stories.


What natural disasters do you know? Are natural disasters common in Chile? Which ones?

A News Interview


Before Listening

1. What kind of skills can be of help during a natural disaster? Discuss in small groups.

While Listening

2. Listen  to the radio interview with Tina and choose the headline of the story you hear. Then number the events in the correct order in your notebook.
 - a. The family went on vacation.
 - b. The girl realized a tsunami was coming.
 - c. The girl was a fan of geography.
 - d. The tide went out and everybody was amazed.
 - e. The girl's parents did not believe her.



3. Listen  to the last part of the interview and choose the option which shows how the story ends. Answer orally and discuss your answer as a class.
 - a. There was no tsunami.
 - b. The hotel owners didn't listen to Tina's parents and didn't evacuate the beach.
 - c. Everybody evacuated the beach and everybody survived.

After Listening

4. In pairs, role-play the end of Tina's interview.

Student A: You are the interviewer. Ask questions about what happened.

Student B: You are Tina. Answer the questions and give details about your story.

Speaking Task: Asking for Information

5. Say what type of information the questions refer to.

things / events - place - time - people - reason

- a. Who were you with?
 - b. What happened?
 - c. Where were you?
 - d. When was the accident?
 - e. Why did you say that?
6. Complete the questions about the story with the correct question word, in your notebook.
- a. ... spoke to Tina? News reporters.
 - b. ... did the story happen? On Maikhao beach in Thailand.
 - c. ... happened? A tsunami was coming and I told everybody.
 - d. ... didn't they believe you? Because I was too young to know about tsunamis.
7. In your notebook, write questions about a recent news story.
- What happened to...? What was he/she doing?*
8. Ask and answer questions about your stories.



A News Story

Before Reading

- With your class, discuss these questions.
 - What do you think will happen in the story?
 - What could the sign mean?
 - How can a natural disaster affect the people in the pictures?
- Skim the text and label the pictures. How do you think people feel in the story?
 - Happy
 - Sad
 - Frightened
 - Relieved



Be safe out there! 38



My friend James spent a week with me last summer. We were staying in the mountains, at my father's cabin near Valdivia. There was a big tremor in Valdivia the day we got there, and the news warned that there could be an earthquake.

"Carmen, I'm really bored," James said the next day.



"Let's go hiking up the mountain behind your house!"

I was telling James it was very dangerous because of the earthquake alert, when he picked up his backpack and left the house. So I followed him. The news specifically said that hiking during an earthquake was very dangerous.

While Reading

3. Say the sentences to a partner. Start with *James* or *Carmen*.
- ... suggested climbing the mountain.
 - ... didn't think climbing the mountain was a good idea.
 - ... fell down while he was climbing.
 - ... called her father to get help.



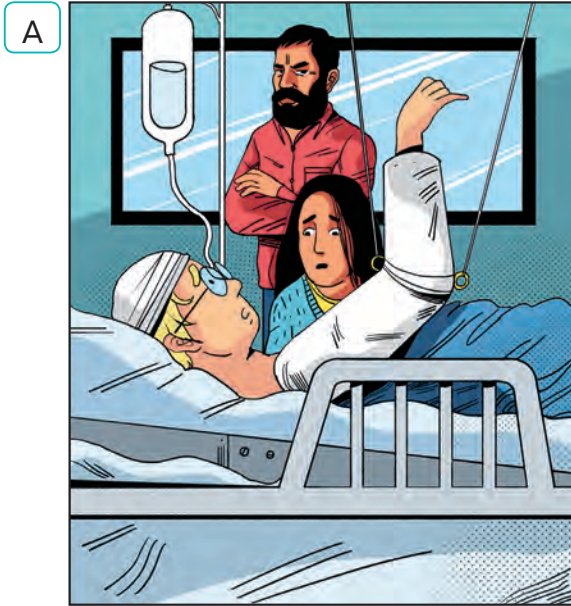
While James was climbing up the mountain, we felt another tremor! It was a really big one, and some rocks were loosened because of it. James fell downhill and hurt his arm and head. I called my dad while checking if James was OK.



My dad was so mad! He drove us to the hospital, where they took care of James. I'm sure we both learned our lesson and will think twice before doing something this scary and irresponsible again! We both feel that we were really lucky because it was just a tremor and not an earthquake.

Source: Archivo editorial.

4. Tell a partner which image matches which caption.



1 Teenager falls off mountain!

2 Have a safe climb!

5. Tell a partner if the sentences below are true or false. Correct the false statements in your notebook.

- a. The story took place in the north of Argentina.
- b. James and Carmen were spending their vacation in the mountain.
- c. The news talked about a tsunami alert.
- d. Carmen's father didn't help them.

After Reading

6. Have a group discussion following these steps.
 - a. In groups, discuss any news stories you know that are similar to the one in your text. Say who the people were and describe what happened.
 - b. Share your stories with the class. Identify similarities and differences to Carmen and James' story.

Reading and Vocabulary

1. Decide who or what the words in *italics* refer to.
 - a. They were in a cabin. *It* was near Valdivia.
 - b. What did James do? *He* went hiking on a dangerous mountain during an earthquake alert.
 - c. James and Carmen did something irresponsible. *They* didn't listen to the earthquake alert.
 - d. Carmen called her dad to get help for James. *She* did the right thing.

Vocabulary Tip

Pronoun Reference

Pronouns refer to a noun or other pronoun that comes before it.

2. Read the events below to a partner, in the correct order. Use connectors such as *first*, *second*, *next* and *finally*.

- James was climbing up the mountain.
- Carmen called her dad.
- Carmen and her family were staying in a cabin.
- Some rocks were loosened and he fell.
- Carmen's dad drove them to the hospital.
- They took care of James at the hospital.

Reading Tip

Order of Events

Identify the first and last events. This will make it easier to put the others in order.

3. Discuss the questions.

- a. How would you feel if you were Carmen or James?
- b. What do you do if you are not at home and there's a natural disaster alert?
- c. Discuss, as a class, an emergency plan in case there is an earthquake.



Language Focus: When and While

1. Read the sentences and mime the actions.
 - a. Carmen invited James to her cabin.
 - b. James fell off the mountain while he was climbing.
 - c. Carmen was taking care of James when her dad arrived to take them to the hospital.
2. Read the sentences and give a partner the best definition.

Writing Tip

Connectors

Use connectors *when* and *while* to talk about events happening at the same time or that interrupt something.

- a. Carmen and James *were spending* their vacation in the mountains.

- Something they were doing at a past moment in time.

- A completed action in the past.

- b. Carmen *was helping* James while her father *was driving* to the mountains.

- Two actions happening at the same time.

- A sequence of events.

3. In your notebook, describe what happened in the end. Use connectors *while* and *when*.



Reading Task: A Joke

A Q: What kind of storm is always in a rush?
A: A hurry-cane.



B Q: What do you call fifty penguins in the Arctic?
A: Lost! Really lost! (Penguins live in Antarctica.)



C Q: Why did the man smoke?
A: Because he was on fire.

D Q: Why do earthquakes shake?
A: Because they like to rock and roll.



1. Match the jokes to the pictures. Write the answers in your notebook.

2. Rate the jokes from 1 (not funny at all) to 5 (extremely funny).

3. In pairs, discuss the following questions.

- a. Which jokes are easy to understand and why?
- b. Which jokes don't you understand? If you understand a joke that your partner doesn't, explain it.
- c. What vocabulary is difficult? Is it essential to understand the joke? Check new words in your dictionary.
- d. Which jokes can be translated effectively into your language?



4. In groups, translate a joke you know in Spanish and tell it in English.

Writing Task: A Comic Strip

1. In groups, think of a natural disaster that has happened recently (earthquake, a natural phenomenon, river / sea pollution, etc.). It can be from any part of the world.
2. Express your intention behind the comic strip by using *verb + to + infinitive*.

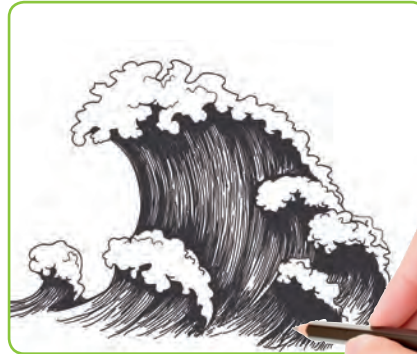
“I want to talk about earthquake protection.”
 “I choose to give more information about wildfires.”

Writing Tip

Verb + to + infinitive

Some verbs like want, need or choose, are followed by to + infinitive.

3. Go back and look at the comic panels from pages 110 and 111. Use them as inspiration for your own comic strip about natural disasters.
4. Draw your own comic strip! It has to contain valuable information about the consequences of or how to protect yourself from a natural disaster.



5. Display your comic strip to the rest of the class, explaining your intention and the message behind the comic strip.
6. As a class, discuss which comic strip is the best one in terms of providing useful information about natural disasters.

Cross Curricular Social Sciences

Human-made disasters in Chile 40

When we talk about natural disasters, we refer to events that happen as part of nature, like earthquakes. However, there is another type of disaster caused by people, which is known as human-made disaster. This disaster severely

affects people, property and the environment (animals, plants, soil and water). In Chile there have been several human-made disasters, which include: forest fires and oil spills.



Forest fires

A forest fire is a specific type of wildfire (an uncontrolled fire). They can occur naturally, but many forest fires are caused by humans with actions such as intentional fires and people's negligence with cigarettes, matches and campfires. Its effects can be devastating because it can destroy property, animals, vegetation and agricultural resources.



Oil spills

Oil spills can take place on land, but they usually refer to marine environments (especially oceans). They can happen by accident or intentionally when oil from ships and factories spills and pollutes the water. As a result, not only the animals and vegetation of the area could be affected, but also humans could breathe polluted air or eat contaminated food.

Source: Archivo editorial.

- 1 Read the information sheet and answer the questions. Answer orally.
 - a. What are human-made disasters?
 - b. What happens if there is a forest fire?
 - c. What happens if there is an oil spill?
- 2 In pairs, discuss the following questions.
 - a. How does a polluted environment affect the population?
 - b. Do you think that human-made disasters can be prevented? How?
- 3 In groups, write about one of these human-made disasters that happened in Chile.
 - Mention when and where this human-made disaster took place.
 - Explain how the actions of humans affected the environment of the area.
 - Give two examples of measures that can reduce the damage already done in that place.

A VIDEO DOCUMENTARY



1 | Research and discuss

- In small groups, research some recent natural disasters in the world. Use the Internet, magazines, or the library to help you.
- Decide which natural disaster is the most interesting.

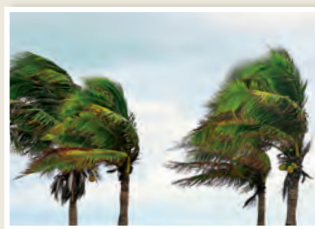


2 | Make notes and assign roles

- Make notes about your disaster. Think about action, prevention, the history of such disasters, and the problems in different countries.
- Assign roles for a video documentary (project manager, writers, illustrators, designers, etc.). Each member of the group must work on a different section of the documentary.

3 | Prepare your documentary

- Individually, start working on your part of the project. Prepare your information in a precise way.
- Exchange and correct your work with other members of your group.



4 | Present your documentary

- Put all the different parts together and present your video documentary to the other groups in your class.
- Talk about why you chose that natural disaster and how you researched your part of the project.
- Have a question-and-answer session about each natural disaster presentation.

Self-evaluation

- 1 Assess your performance during the creation of the video documentary. Complete the table on page 67 of your Activity Book.



Synthesize

1. Complete the sequences with possible answers in your notebook, following the example.

If there is low water supply, the vegetables die.

If the vegetables die, there is nothing to eat.

If there is nothing to eat, humans do not survive.

If there is a large explosion under the sea,

the rivers overflow.

2. Compare your answer with a classmate to check the differences. Is there only one correct answer for each box?
3. What's the desired effect that we are looking to obtain when we use the imperative form of verbs? Compare its use with the use and function of the modal verb *could*.
4. Briefly explain in your notebook what the differences are between using *when* and *while* as connectors. Write two examples of how each connector is used.

Check point

1. In pairs, orally match the beginning of each sentence to their corresponding endings. Do not write in the textbook. (2 points; 0.5 each)
 - a. If I go to the countryside,... (1) if we don't waste so much paper.
 - b. If you take a shower instead of a bath,... (2) you save a lot of water.
 - c. We don't waste so much electricity... (3) I protect the flora and fauna.
 - d. We will save thousands of trees... (4) if we turn off the lights when we leave a room.
2. Complete the phrases with your own ideas in your notebook. (5 points)
 - a. If we don't protect our flora and our fauna...
 - b. If global warming continues...
 - c. If we use cars in excess...
 - d. If we continue to pollute the environment...
 - e. If we don't recycle...
3. Write the correct option in your notebook. (5 points)
 - a. I was taking a shower *when/while* my father was washing the car.
 - b. My friend was sleeping *when/while* I called.
 - c. Esteban was looking for his keys *when/while* he found his childhood toys.
 - d. My dad was wearing his favorite jacket *when/while* we were walking in the mall.
 - e. I was watching my favorite TV show *when/while* my sister was watching the new Avengers movie.
4. Write possible solutions with *could be related* to things that people could do in order to stay safe during the following natural disasters. (4 points)
 - a. A tsunami
 - b. A wildfire
 - c. A hurricane
 - d. An earthquake



Eyewitness Reports from Chile

At 3.34 a.m. local time, Chile, my country, suddenly changed. The earthquake lasted about three minutes. My world, and that of my countrymen and women, became a massive horror story played out on the world stage. I was in Chile on vacation from my job in New York with the United Nations when the earthquake started. The earth screamed; a sound of thunder that came from its belly as it violently shook the plants, the cars, the walls, and the pavement that I stood on. It seemed like a very long time. Then silence. From my yard, high on a mountainside, I looked down at the city below and saw a cloud of dust. After the earthquake there was a tsunami, which devastated six regions.

Monica Contreras



Earthquake damage in Angol.

It started off as kind of soft shaking, then really intensified. There was no way I could have gotten out of the building. It was shaking too hard. I stood in a doorway to try to protect myself. Everything that was standing fell over. Computers fell off desks and pipes burst everywhere. Once the earthquake stopped, I ran to the window that looks down over the city. I saw a huge cloud of dust. I have never seen anything like it in my life. There was screaming, crying, yelling, and panic coming from the city. Many of our neighbors' houses collapsed. Later, there was a tsunami which affected the coast. It was really scary.

Marco Vidal



Pelluhue after the earthquake.

Source: Archivo editorial.

5. Read the article and say if these sentences are T or F.
 - a. The earthquake lasted three seconds.
 - b. Monica works in New York.
 - c. Before the earthquake there was a tsunami.
 - d. The tsunami affected the entire country.

6. Read the eyewitness accounts and answer the questions. Write the answers in your notebook.
 - a. How long did the earthquake last?
 - b. What was Monica doing in Chile?
 - c. Why could Marco not leave the building?
 - d. How did he try to protect himself?

7. Write in your notebook about a specific situation you went through recently and include the following information: things, events, place, time, people, reason. (minimum: 100 words). (10 points).

Write in your notebook.

8. In pairs, choose one of the following situations and have a conversation. (10 points)

	Student A	Student B
Situation 1	You tell your friend about recycling, mentioning the 4 R's.	You ask your friend about the main principles of recycling.
Situation 2	You are concerned by the possibility of an earthquake and you are not sure about what to do.	You advise your friend what do to in case of an earthquake.

With your teacher, correct your Checkpoint and count your points. Good job!

Notes

Notes are short, informal texts usually written to friends or relatives.

When writing a description, always include:

- A greeting: Hey Mom,
- A body: *I am riding my bike with Patricia. We are going to the store. I'll be right back.*
- An informal closing: Isidora



Task

Write in your notebook a note to a friend to help you with something (35–50 words)

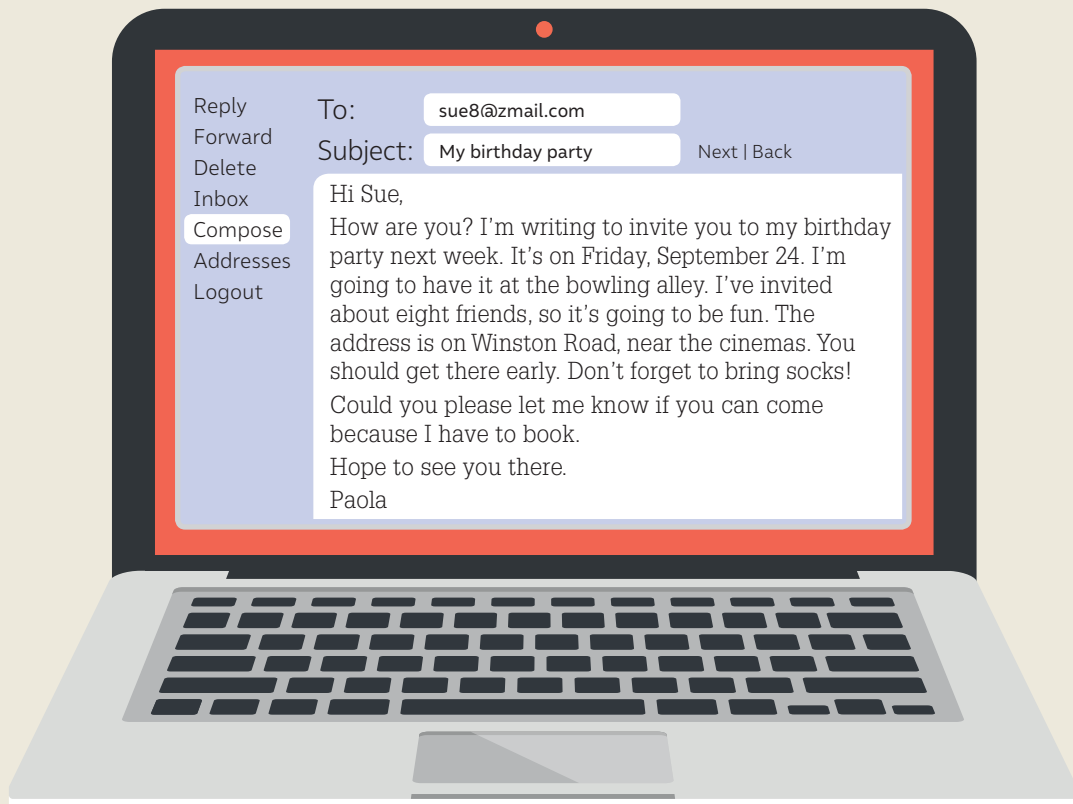
- Explain what you are doing now.
- Ask your friend to do something for you.

E-mails

E-mails can be long or short, formal or informal and you can send them to friends, relatives, teachers, or employers.

When writing e-mails, always include...

- The subject: Friday, Tim's birthday party
- An introduction: How are you? I'm writing to invite you to my party...
- The main information about when, where, what time the party is, the type of party, and what they should bring. My birthday party is on Friday...
- A closing: I hope to hear from you soon.



Task

You have some extra tickets for a concert. Write an e-mail to a friend in your notebook asking him or her if they would like to go (35–50 words).

- Explain what the concert is about.
- Write where and when it is.
- Tell him/her what he/she should do.

Essays

Essays are short compositions on a single subject that usually present the personal view of the author.

When writing an essay, always include:

- A title: Is Technology a Bad Thing?
- The introduction to the topic: Technology is part of our daily life...
- A body with opinions for and against the topic: In my opinion technology is a great tool for students. On the other hand it can make students lazy...
- Conclusion. To sum up, technology is here to stay...

Is Technology Bad for Us?

Nowadays, technology is an essential part of our lives. Some say it helps us by making things easier, while other people say it makes us lazier. I think it is a mix of the two.

Technology can make things much easier. You can read a book, buy concert tickets, order dinner, and talk to someone in another country just with a computer.

On the other hand, technology can make us very lazy. Most kids

today use the internet to search for information and don't go to libraries. There is no need to leave your house when you have all the information in your hand.

In conclusion, I think we need to have a balance in our lives. We should take advantage of the good things technology offers, but we should also remember to go out into the world and interact with real people, real books, and real situations.

Task

Write an essay about video games in your notebook. Are you for or against them? (85–100 words).

- Write a title.
- Introduce the topic.
- Write a paragraph with opinions for video games.
- Write a paragraph with opinions against video games.
- Write a conclusion making predictions.

A News Article

A news article is an informative text that can usually be found in newspapers and magazines.

When writing news articles, always include:

- *A title: Hero Rescues a Girl*
- *Who: Alan Townsend, a firefighter...*
- *What: One of the strongest hurricanes in US history...*
- *When: This hurricane season...*
- *Where: New Orleans, Louisiana...*
- *Why: The levee system failed...*
- *Details: He rescued a 13-year-old girl from the roof of a house...*
- *A conclusion: In the end, he was the hero of the day.*



Hero Rescues a Girl

A hurricane category five hit the state of Louisiana yesterday. The torrential rains caused flooding in New Orleans because the levee system failed. The flooding forced many people to go to the roof of their houses to be safe. A 13-year-old girl was trapped on a roof for ten hours until firefighter Alan Townsend rescued her. He became the hero of the day during one of the strongest hurricanes in US history.



Task

Write a short news article for the school magazine in your notebook. Write about a natural disaster you have heard about or experienced (35–50 words).

- Write information about who, what, when, where, and why.
- Include details and an opinion.
- Write a conclusion saying what happened in the end.

