



Student's Book

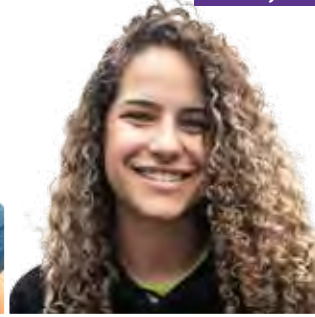


# High School English 1

Martyn Hobbs • Julia Starr K.



English



joins



us!





# Student's Book

# High School English

1

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Original Text References: *Achievers A2 Student's Book*. Authors: Martyn Hobbs and  
Julia Starr Keddle. Printed in Oxford 2015. *Achievers B1 Student's Book*. Authors:  
Martyn Hobbs and Julia Starr Keddle. Printed in Oxford 2015.

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Impreso en Chile por Sistemas Gráficos Quilicura ISBN: 978-956-15-3667-8. Inscripción N° 2020-A-9836.

Se terminó de imprimir esta 1a edición de 219.822 ejemplares, en el mes de diciembre del año 2020. [www.richmondelt.com](http://www.richmondelt.com)

# Student's Materials



## Presentation

Each unit begins with two pages that will encourage discussion in the class. These pages introduce the theme of the unit. It also shows the unit goals.

## Checkpoint /Reflect

In each unit, you will have Checkpoint and Reflect sections. These activities will foster your creativity, collaboration, and critical thinking skills.

## Reviews

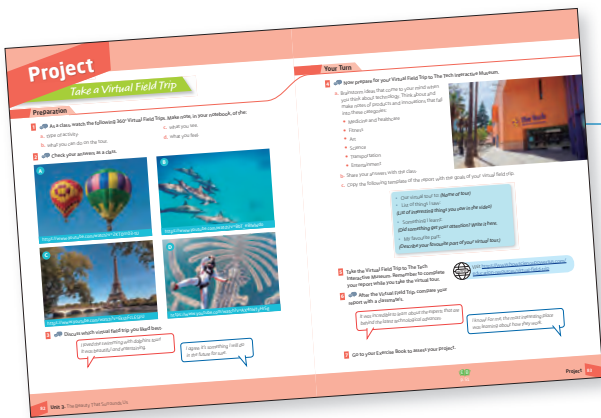
Each unit presents instances where you can evaluate your learning of the structures and vocabulary of each lesson via activities and games.

## Think Back / 3Ws

At the end of each lesson and unit, we invite you to reflect on your learning process by answering questions about the themes seen during the lesson and overall unit.

## Extra Material

Throughout the book, you will have Extra Material given by your teacher to help you complete certain activities.



## Project

Each unit ends with a project which is aimed at doing an activity that has an impact at the school level. The idea is that you can share meaningful experiences with your classmates which have an actual impact.

## Exercise Book

Your Exercise Book contains extra material for you to reinforce what you have learnt in each lesson. It contains, at the end of each unit, a Test Yourself section, where you can measure your knowledge and an assessment sheet for the unit project.



## Icons



This icon indicates an activity in pairs or groups.



This icon shows the pages in the Exercise Book where you can continue your learning.



This icon indicates a listening activity.



Valle de la Luna, Chile.



1992



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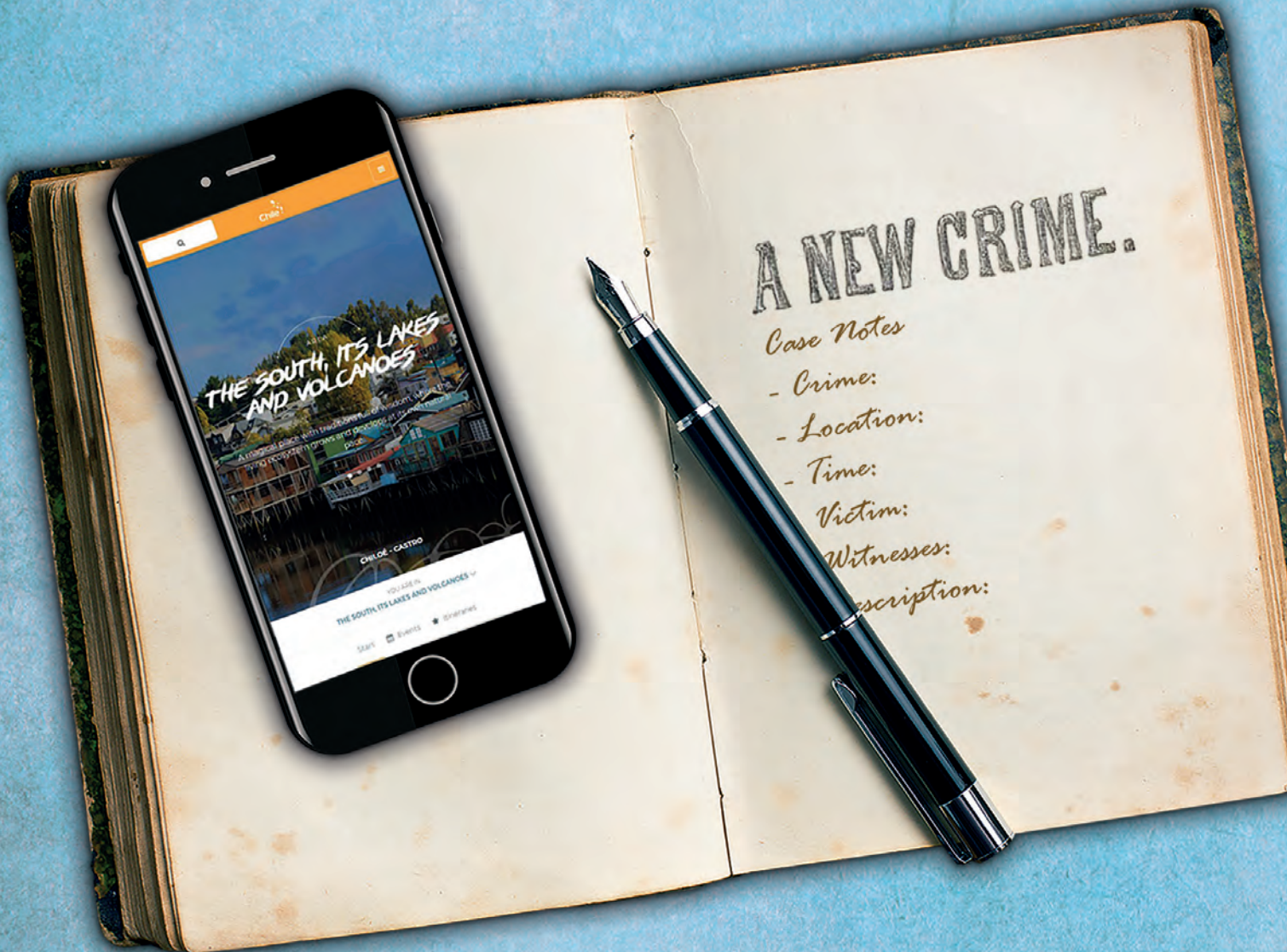
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# 1 Days Gone By

## Look and discuss

- › Name the items on these pages.
- › What ideas come to your mind when looking at these items?
- › What action words would you use to describe these items?







*Valle de la Luna, Chile.*



*Conguillío National Park, Chile.*

## Unit goals

- › Describe actions that happened in the past.
- › Work with large numbers.
- › Practise the final /-tion/ sound.
- › Describe objects in detail.
- › Design your own poster to raise security awareness while going on holidays.
- › Show interest in independent learning as part of a personal and shared project.

# 1 Going Places

## Reading

### A Voyage Into the Past

4,000 years ago, the Ancient Egyptians built incredible pyramids. These pyramids are similar to ancient pyramids in Mexico. So, did the Ancient Egyptians build pyramids in Mexico, too? Most people said this was impossible – how could they sail thousands of kilometres across the ocean in light reed boats? The Norwegian explorer, Thor Heyerdahl, wanted to prove it was possible! Did he succeed?

**1** First, Thor studied paintings of boats found in Egyptian pyramids. Then, African boat builders built a 15-metre-long reed boat in Egypt and drove it on a lorry to the port of Safi, Morocco. He named the boat *Ra*, after the Egyptian Sun God.

**2** Thor chose seven men from seven countries, including an Egyptian, a Mexican, and an American, and sailed under a United Nations (UN) flag. They started their journey across the Atlantic Ocean on 25<sup>th</sup> May, 1969.

**3** It was a dangerous journey. They didn't have satellite navigation in those days. During the journey, the boat filled with water, and there were terrible storms. But they travelled 4,284 kilometres in 54 days. Unfortunately, only a week from Barbados, *Ra* broke in half, and the crew couldn't complete the journey.



**1**  Look at the title of the article and pictures A-C. Then, discuss.

- What do you think the article is about?
- What does each picture show?

**2** Read the article. Match the headings a-f with paragraphs 1-6 in your notebook.

- |   |   |
|---|---|
| <b>a.</b> Did <i>Ra</i> cross the Atlantic Ocean? | <b>d.</b> Ecological problems                         |
| <b>b.</b> Building the boat                       | <b>e.</b> What did the journey of <i>Ra II</i> prove? |
| <b>c.</b> Choosing the crew                       | <b>f.</b> The second journey                          |



**4** The first expedition taught them a lot, and Thor didn't want to give up. So he asked Bolivian boat builders to build a new boat. One year later, in May 1970, he started a second journey in *Ra II*, a 12-metre-long boat.

**5** During the journey, they discovered a modern problem – oil pollution, as well as plastic containers and bags. They took samples of the oil and, after the trip, they presented a report to the UN.

**6** Finally, in July 1970, *Ra II* reached Barbados after a 57-day journey of 5,260 kilometres. This proved that people could sail across the Atlantic Ocean in a simple boat. It also showed that people from different countries could work together too.

Editorial Creation

**3** Decide if the sentences are true or false. Correct the false sentences in your notebook.

e.g. *The first boat was 12 metres long.*  
*False: It was 15 metres long.*

- a. Thor had a crew of people from Mexico, Egypt, and the United States.
- b. The first journey lasted for 54 days.
- c. The second journey lasted for 197 days.
- d. Both boats, *Ra* and *Ra II*, reached Barbados.
- e. There was pollution in the Atlantic Ocean in 1970.

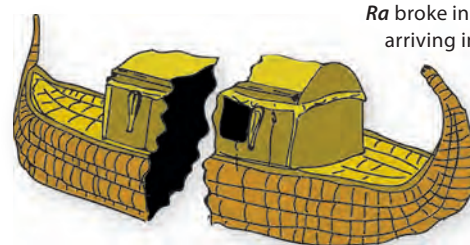
**4** Discuss.

- a. What is the main source of ocean pollution? How can it be prevented?
- b. What are the advantages and disadvantages of working with people from different countries? Why?

**Checkpoint**

**5** In groups, create a comic strip representing Thor's voyage.

- a. Create a frame for each paragraph (1-6) of the article.
- b. Choose what to draw in each frame.
- c. Write a small caption in each frame explaining the events.
- d. With another group, find the differences and similarities between your comics.



*Ra* broke in half before arriving in Barbados.

## Language in Use **Past Simple Review**

- We use the **past simple** to talk about finished actions and situations in the past.  
**e.g.** *The Ancient Egyptians built incredible pyramids.*
- We use **didn't** (did not) with the base form to make the negative form of the past simple.  
**e.g.** *They didn't have satellite navigation in those days.*
- We use **did** with the base form to ask questions.  
**e.g.** *Did the Ancient Egyptians build in Mexico, too?*

Grammar Reference Exercise Book p. 76

- 1** Write 5 questions in the past to ask your classmate, in your notebook. Use the words below or your own ideas to create your questions.


**e.g.** *Did you play football in the park last week?*

### Verbs

buy - do - eat - go - have - listen to - meet - play - read - see - send - visit - watch

### Time Expressions

in July - in 2017 - last night - last summer  
last week - last weekend - last year - on Saturday night -  
this morning - yesterday morning

- 2**  Ask and answer your questions from Activity 1. If your classmate says 'yes', keep the conversation going with follow-up questions.

*Did you go to a party on Saturday night?*

*Yes, I did.*

*No, I didn't. Did you watch TV yesterday morning?*

*What did you watch?*

- 3**  Play **Storytellers**.

- Create an imaginative story using past time expressions.
- Each member must create three different events or actions of the story.  
**e.g.** *Once upon a time, there was a dragon named Pristina. She was a beautiful dragon, but she couldn't fly...*
- Finally, read the story to the class.

# Listening



1 Look at the pictures and discuss.

- a. What is happening in the pictures?
- b. How are the pictures connected?

2 Listen to the first part of Sofía's story. Identify:

- a. Sofía's destination
- b. the month she was there
- c. when she had to fly back home
- d. the way she found out about the volcano

3 Look at the pictures again and answer: Which picture represents the situation Sofía mentions in her story? Why?

4 Listen to the rest of Sofía's story and answer the questions in your notebook.

- a. What was the situation at the airport? Why?
- b. Why was the boat journey awful?
- c. What was the problem on the journey to Paris?
- d. How long does a flight take between Tunis and London? How long did their journey take?

5 Listen again and check your answers.




## Reflect

6 Discuss.

- a. Do you prefer active or relaxing holidays? Why?
- b. Do you have a nightmare journey story? What happened?

**1**  Discuss.

- a. What is the impact of humans on the environment? Give examples.
- b. How can we prevent pollution in our cities/country?

**2**  Read the article and answer:

Which of these tips could help prevent what is shown in pictures A and B? How?



A




B

## 10 Rules to Keep in Mind in Order to Practise Sustainable Tourism

1. Choose services that guarantee quality and respect for the environment.
2. Conserve natural resources.
3. Try to minimise generated waste.
4. When you dispose of waste, do it as cleanly as possible. Always recycle.
5. When you visit a natural space, do not leave any rubbish behind.
6. Discover how to make the least possible impact on sensitive places such as reefs or jungles.
7. Help the local economy by buying gifts or souvenirs in small shops.
8. Do not disturb the flora and fauna; especially in the case of protected species.
9. Respect the traditions, culture, gastronomy, and attractions of local people.
10. Contribute to the development of responsible and sustainable tourism during your trip.

*Adapted from 10 Rules to Keep in Mind in Order to Practice Sustainable Tourism.*

### Checkpoint

**3**  Work as a class and follow these steps.

- a. Choose a tourist site in Chile.
- b. Identify four possible problematic touristic actions. Write four convincing rules to prevent each problematic action.
- c. Then, present your rules to the class (it can be a powerpoint presentation, etc.). Make sure to add pictures and a slogan.



Check out some places at

<https://chile.travel/en/what-to-do/nature/eco-tourism>

- d. Discuss and comment on the rules. As a class, vote for the most convincing or realistic proposal.

# Speaking

1 Look at the picture and answer.

- a. Where is David?
- b. What do you think he and the man are talking about?

2 Listen to David's conversation and answer the questions in your notebook.

- a. Where does David want to go?
- b. What bus does he need to take?
- c. Who does he plan to meet?

3 Now, listen to the conversation David's conversation on the bus and answer the questions in your notebook.

- a. What type of ticket does David buy?
- b. How much is it?
- c. Where is Leon?

4 Check your answers as a class.



## Pronunciation /-tion/

5 Listen and repeat the words below.

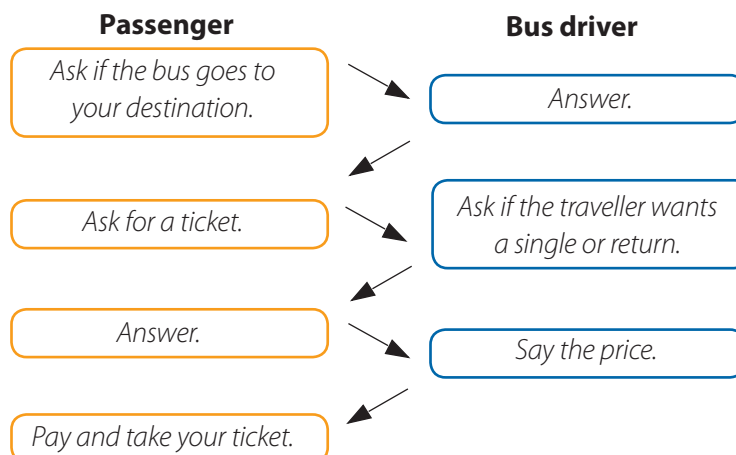
- a. station
- b. vacation
- c. destination
- d. pollution
- e. attraction
- f. solution

6 Now, create your own sentences using the words above. Then, say them out loud.


e.g. *There was a lot of pollution on the way to our destination.*

## Your Turn to Speak

7 Role play the dialogue below with a classmate. Then, swap roles.



# Reading

- 1  Look at the pictures and discuss.
  - a. What natural features can you identify?
  - b. Where do you think they are located?
  - c. Would you like to visit them? Why? / Why not?
- 2 Read the article and check your previous answers.

Some of the most touristic places in the world include breathtaking natural landscapes. Let's check them out!

## Breathtaking World



### Mountains

The highest places on Earth are mountains. Mount Everest in the Himalayas is the highest at 8,482 metres above sea level. Experienced climbers reach the top in weeks. Mont Blanc, the highest mountain in Europe, is a baby compared to Mount Everest at 4,807 metres above sea level. But not all mountains are on land. The Mid-Ocean Ridge system is the longest mountain range in the world at 56,000 km long, but it's underwater!



### Deserts

Did you know that a desert is any place where it hardly ever rains? So the world's largest desert is actually Antarctica! It covers 14 million km<sup>2</sup> – that's more than ten times the size of Chile! It's also the world's coldest continent! The largest hot desert in the world is the Sahara in North Africa. It's over 9 million km<sup>2</sup>. The hottest temperature on Earth was recorded there at 58°C. However, it's not the driest place in the world – that's the Atacama Desert, in Chile.





## Water

Look at the Earth from space, and you will see more sea than land. The largest ocean is the Pacific – it covers nearly a third of the globe and holds about half of its water. It is also home to the Mariana Trench, which is the deepest place on Earth. It's 10,918 metres deep – the height of 36 Costanera Centre Buildings! Some places on land are lower than sea level too. The lowest point is the Dead Sea, at 400 metres below sea level. It's so salty that you can float on your back and check your mobile phone at the same time!

Editorial Creation

**3** Find the facts in the article related to these distances and areas. Then, write them in your notebook.

e.g. 4,807 m – *Mont Blanc is 4,807 metres high.*

a. 400 m


c. 10,918

e. 9 million km<sup>2</sup>

b. 8,482 m

d. 56,000 km

f. 14 million km<sup>2</sup>

**4**  Read the rules below. Then, write the numbers from Activity 3 in your notebook. Compare your answers with a classmate.

- When saying a large number, always begin with the largest number first and use singular number labels:


e.g. *Four million, six hundred thousand, four hundred and seventy-nine (4,600,479)*

- We use **and** to join hundreds and tens, not millions and thousands:

e.g. *Forty-one thousand, five hundred and twelve (41,512)*



## Checkpoint


**5**  In groups, make an infographic following the steps from Extra Material 1.



Find information at <https://kids.britannica.com/scholars/browse/media>

**1**  Look at the picture and discuss.

- What's happening in the picture?
- Do you like this type of activity? Why? / Why not?

**2**  Scan Anna's blog. What is the purpose of the words in **bold**?



We use **by** to introduce the author of a piece of writing.

### Camping Trip

by Anna Milton

We use sequencing words and expressions so the reader knows the order of events. They are usually followed by a comma.

**Day 1** We arrived at our campsite at 10:00 am after a 14-hour coach trip. **First**, we checked in at the campsite reception. **Then**, we put up our tents. **After that**, we were all very tired and hungry. We had lunch and then we went to sleep for two hours. In the afternoon, we explored the campsite. The facilities on the campsite were good. There was a shop, a kitchen and a dining hall. There was also a great swimming pool, and the views of the mountains were amazing!

We use **Finally** for the last action.

**Day 3** Our last day! We got up early because we had a lot to do. First, we had breakfast. Then we started packing. It took me a long time to find all my things! After that, we took the tents down. Our tent was really dirty on the bottom, so we needed to wash it before we put it away.

**Finally**, we put everything into the back of the minibus and drove away. The journey home was O.K., but it took 20 hours instead of 14!

Editorial Creation

**3** Read the blog again. Complete Day 2 with the four sequencing words from the text in your notebook.


**Day 2** This morning we got up early. We had breakfast and we started making plans for the day. Five of us decided to go for a bike ride. **a.** ..., we looked at the map and decided where to go. **b.** ... we made our packed lunches and got our rucksacks ready. **c.** ..., we went to the campsite shop and hired our bikes and helmets. **d.** ..., we were ready to leave.

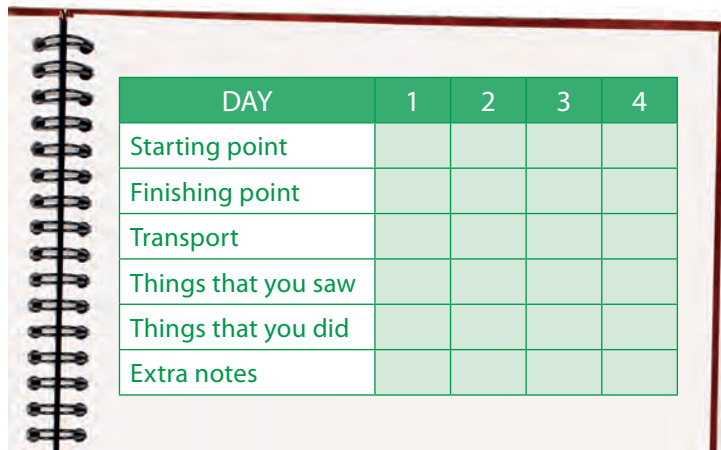
## Your Turn to Write

**4** Now, plan a two-day trip to a place you would like to visit. Make notes about the itinerary and the details. For example:



- morning – take bus to local town for sightseeing / visit National Park / go shopping
- afternoon – swim in pool / go for long walk in forest
- evening – make a fire / cook dinner / party

**5** Go to your Exercise Book to write your holiday blog.

- 1**  Imagine that you went on a four-day trip around a Chilean city or town. In pairs:
- Discuss the points from the table below. For each day, you must choose different experiences. Be imaginative!
  - Then, complete the chart in Extra Material 2 with your answers.
  - Using the chart, practise describing each day.
- e.g. *First, we arrived at Balmaceda airport. Then, we travelled by taxi to Coyhaique. The day was rainy and, when the sun came out, we could see a rainbow! Finally, we arrived at the hotel to rest.*



DAY	1	2	3	4
Starting point				
Finishing point				
Transport				
Things that you saw				
Things that you did				
Extra notes				



- 2**  You are going to interview another pair about their trip. Write the questions you want to ask them in your notebook.
- e.g. *Where did you start your journey?*
- 3**  Work in groups. Divide into Pair A and Pair B.

**Pair A**


- Interview Pair B about their journey.
- Make notes of their answers.
- Find out as much as you can about their journey.
- Show interest and ask follow-up questions.

**Pair B**


- Answer the questions.

- 4**  Swap roles and repeat the activity.
- 5**  Check your work with your teacher.

**Think Back**

- 6**  Think about the lesson and answer.
- What did you learn in this lesson? How did you learn it?
  - What was the easiest or most difficult for you to learn in this lesson?
  - What can you do to improve your learning?

## Reading

- 1  Look at pictures A-D on page 19 and answer.
  - a. What objects do you see? Where can you find them?
  - b. Describe one of the objects in your notebook. Compare your description with a classmate.
- 2 Scan the news article. Look for the words used to describe the stolen objects (use a dictionary to find the meaning of words you do not know).
- 3 Read the news article and match cases 1-4 to objects A-D, on page 19, in your notebook.
- 4 Using a dictionary, find the opposite word for the adjectives used in the news article and write them in your notebook. Then, write sentences using the adjectives.
 

e.g. *light – heavy -> I carried a light rucksack yesterday. / I lifted a heavy box in the morning.*

## Neighbours Come Together to Talk About Recent Crime Wave in the City


A sudden increase in criminal activity in the city has neighbours worried about their safety. These are some cases which occurred over the weekend:

- 1 While a family was watching the football finale, a robber **broke into** the house and took an expensive, small, bright item. Then, she opened a window and escaped without being noticed. The police are monitoring e-commerce websites in search of the item.
- 2 A couple broke into the house of a famous artist on Saturday night while the artist was having a party with her friends. The robbers broke into the artist's private studio and stole a new, long, metal item. The artist has offered a reward for anyone who has a tip.
- 3 A man seized the opportunity to take an unusual, wide, modern item from a removal van when the removers were busy watching a video on their phones. The couple noticed the item was missing when they moved into their new house. Unfortunately, the robber left no evidence.
- 4 On Friday evening, an organised criminal band broke into a billionaire's mansion. To do this, they created a distraction outside the mansion. When the guards went to see what was happening, the band entered the building from a back door. They quickly went into the billionaire's storage room to retrieve a beautiful, light, broken item. They escaped without problems.



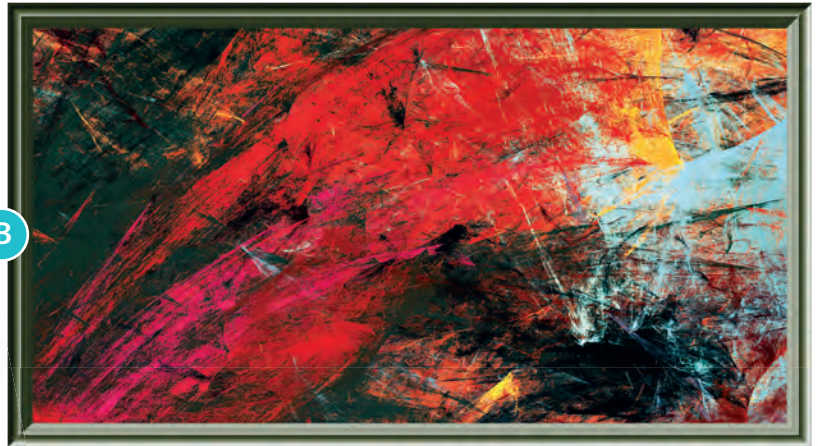
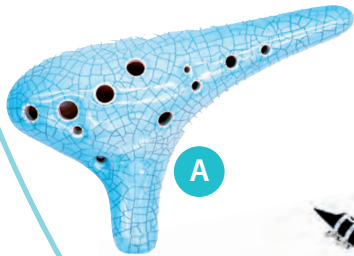
**break into**

Editorial Creation


5  Check the vocabulary words and sentences from Activity 4 as a class.

6  Discuss.

- a. Is there anyone else to blame besides the robbers for these crimes? Who?
- b. What conclusions can you draw from the four cases in the news article?
- c. How can these situations be prevented?



### Checkpoint

7  Guess the object.

- a. Find pictures of different objects in magazines or newspapers.
- b. Make a collage of these pictures in groups.
- c. Choose an object and write a short description of it in your notebook.
- d. Finally, read your description to a classmate so they can guess the object you chose!

## Language in Use Past Continuous and Past Simple Review

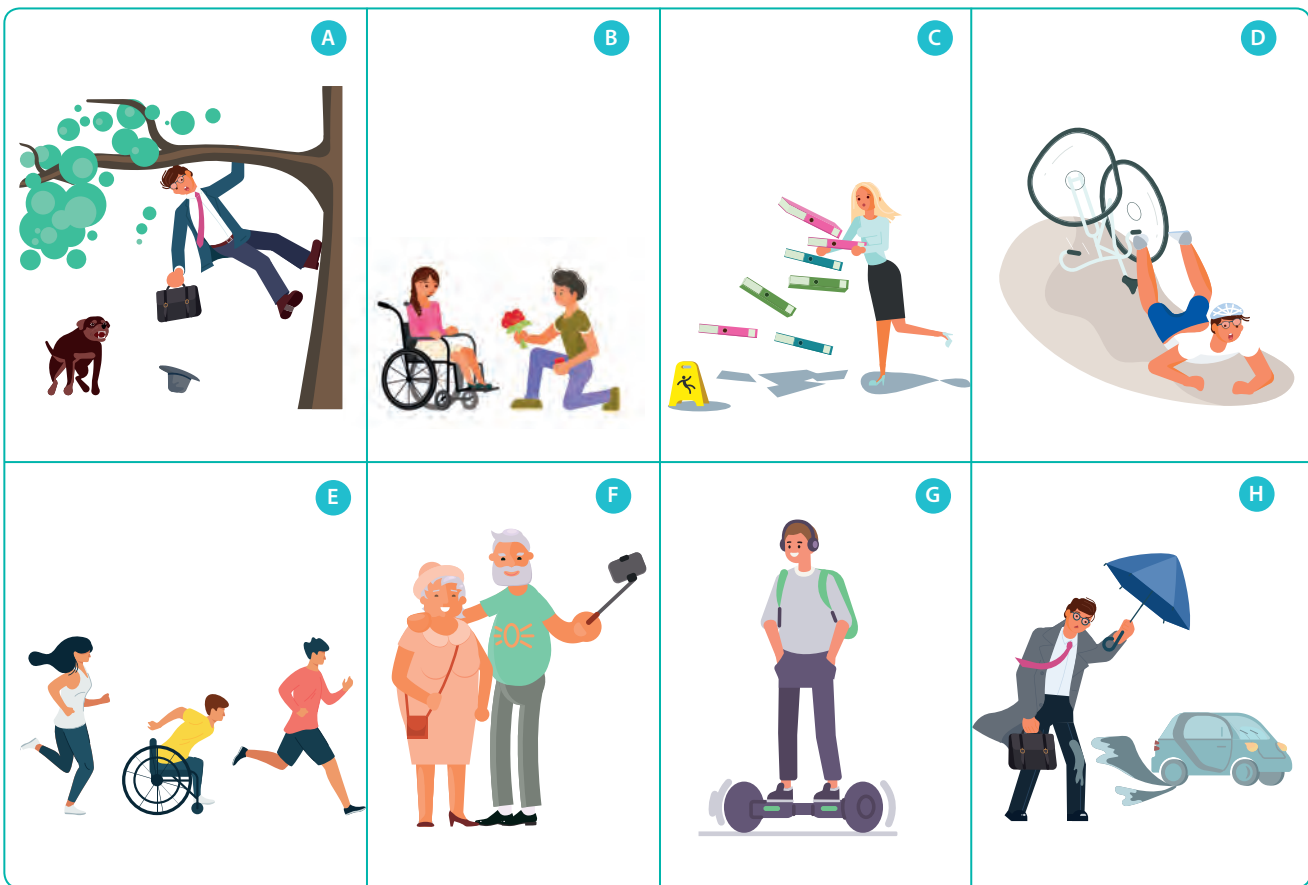
- We use the **past continuous** to talk about an action that was in progress in the past. We use the **past simple** to talk about an action that finished in the past.  
e.g. *The burglar **was climbing** through the window when the police officer **saw** him.*
- We often use the **past continuous** and the **past simple** together. We connect the actions with **when** and **while**.  
e.g. *The thief took my bag **while** I was reading a magazine.*

Grammar Reference Exercise Book p. 76

**1** Read the news article on page 18 again. Identify examples that include the past continuous and past simple and write them down in your notebook.

**2** Look at pictures A-H below. Choose two and write a scenario for each picture using both the past continuous and past simple, in your notebook.

e.g. *The couple was visiting the park when the boy bent down on one knee and proposed!*



**3**  Compare your scenarios with your class.



One minute before the robbery...

1 Read the news article and make notes in your notebook.

- Name and location of store
- Time of robbery
- Information about suspects

2 Look at the picture above and answer.

- a. What are the people doing?
- b. Who do you think is the best witness for the High Street Robbery? Why?

3 Listen to the police interview and identify the people a-d in the picture above with a classmate.

**e.g.** *Maggie is in front of the shop.*

- |            |          |
|------------|----------|
| a. Ethan   | c. James |
| b. Natalie | d. Billy |

4 Listen to the rest of the interviews. For each interview write down, in your notebook, the important information that the people give.

5 Check your answers as a class.

6 Discuss.

- a. Was the prediction you made in Activity 2b correct?
- b. Who was the most useful witness? Why?

## High Street Robbery

Yesterday afternoon, robbers took valuable jewellery from Jasmine's Jewels in 5th Avenue. The robbery happened at four o'clock in the afternoon while people were shopping. The two masked robbers jumped into a car and drove away.

Editorial Creation

## Reflect

7 Discuss.

- a. Do you usually pay attention to your surroundings when you walk on the street? Why? / Why not?
- b. Would you consider yourself a good witness? Explain.

- 1 Read the story below and answer.
  - a. When did the crime happen?
  - b. What did the thief steal?
  - c. What were Karen and Colin doing when the crime happened?

### An Expensive Cup of Coffee

On Tuesday afternoon at 2:30 pm, my husband Colin and I went to the bank. We took out some money for our holidays and I put the money in my bag. We were going back home when we saw a coffee shop we used to visit, so we decided to go in. Huge mistake! A thief was following us! While we were waiting in line to buy coffee, the pickpocket took the money out of my bag. Luckily, the police have arrested a suspect.



Editorial Creation

- 2 Think about possible questions the police asked the suspect. Write them in your notebook.  
e.g. *What were you doing on Tuesday around 2:30 pm? / What were you wearing?*
- 3 Play *Alibi*. Follow the rules below.

### Alibi Rules

#### Stage 1

- Play in groups of four: two police officers, one suspect and his/her friend.
- Prepare the game in pairs: police officers together, suspect and friend together. Use the role cards in Extra Material 3.

#### Stage 2

- The police officers interview the suspect and friend separately.
- When you finish, go back to your original pairs (police officers together, suspect and friend together).
- Police officers: Find differences between the stories. If you find more than four, the suspect is guilty!
- Suspect and friend: Compare the questions the police officers asked you, and your answers. Do you think they will find you guilty?

- 4 Report back to the class.

*Ana and Javier were very good!  
We think Ana is innocent.*

*Meli and Pato gave 8 different answers. Pato is definitely guilty!*

### Checkpoint

- 5 Make a diagram of the steps you took to prepare for the interview. Then, compare it with your classmate.



# Speaking

1 Look at the picture on the right and discuss.

- a. What are they doing?
- b. How do Lily and David feel?
- c. How does Leon feel?

2 Listen to their conversation and check your answers.

3 Listen to their conversation again and answer in your notebook.

- a. What was David doing when Leon texted him?
- b. What animals did David see?
- c. What did Lily do on Saturday afternoon?
- d. Did she have a good time?
- e. What happened to Leon on Saturday?
- f. What did Leon do on Sunday?

4 Look at pictures A-H below. Then, listen to the conversation again and identify the activities that are mentioned. Write the letters in your notebook.



## Your Turn to Speak

5 Think about an interesting weekend or holiday. Make some notes, in your notebook, about different things you did.

e.g. *We stayed at a nice cabin near the beach. / I went swimming every day.*

6 Imagine that it's the first day of school after the weekend or holiday. Talk about the things you did with a classmate.

*Hey, how was your weekend?*

*Awesome, I went to the skate park. How about you?*

- 1 Skim the text below. Look for words you do not know in a dictionary.
- 2 Read the following short story. Then, create a diagram of the relationship between the characters in your notebook.

## A Retrieved Reformation

Jimmy Valentine used to work at the shoe-shop in prison. He always denied the charges against him: breaking **safes** open. He only served 10 months of his 4-year sentence because of his criminal connections. When he got out, he went to his house to **retrieve** the bag that had his beloved custom-made **tools** for opening safes. A few weeks after, several safes had been broken into. Ben Price, an important detective, began to work on this case. He concluded that Valentine was the **culprit**.

A few months later, Jimmy arrived in a small town named Elmore. A young lady walked across the street and entered a bank. He looked into her eyes and fell in love immediately. She blushed, and looked away. He asked a boy about her. Her name was Annabel Adams and she was the bank owner's daughter. Jimmy then decided to open a shoe-shop in Elmore. It was a pleasant town to live in and the people were friendly. He changed his name to Ralph D. Spencer.

Mr. Ralph Spencer made many friends. He was also romantically successful: he met Annabel Adams. At the end of a year everyone in Elmore liked him. His shoe-shop was doing very well. He and Annabel were going to be married. Mr. Adams, the town banker, liked Spencer.

One day, Jimmy wrote a letter to a friend telling him he would give him his tools. He no longer wanted the life he used to lead as he was happy with his new one. He had not opened a safe in a year. On this same night, Ben Price arrived quietly in Elmore. The next morning, Mr. Adams, Jimmy, Annabel, and her sister

and **nieces** went to the bank together. Jimmy brought along his bag, since he was meeting his friend later that day.

The Elmore bank had a new safe. It was as large as a small room. Everyone wanted to see it. The door was only controlled by a clock; otherwise, the safe could not be opened.

While they were busy, Ben Price entered the bank. Suddenly, there was a cry. One of the girls had locked herself inside the safe. The banker tried to open the door but could not. Annabel looked at Ralph, **begging** for help. Even though she did not know about his past, she expected him to do something. He looked at her with a strange soft smile and asked her for the flower she was wearing. Confused, she put the flower in his hand. He put the flower in a safe place, removed his coat and, with this act, Ralph D. Spencer "disappeared" and Jimmy Valentine took his place. He placed his bag on the table. In ten minutes –faster than he had ever done it before– he had the door open. Jimmy put on his coat, picked up the flower and walked toward the door. There, a big man stood in his way. "Hello, Ben!" said Jimmy. "You're here at last, aren't you? Let's go. I don't care, now."

"I guess you're wrong about this, Mr. Spencer," he said. "I don't believe I know you, do I?" Then, Ben Price turned away and walked slowly down the street.



Adapted from *A Retrieved Reformation* (1903)

3 Read the short story again and discuss: What makes the protagonist change his ways?

4 Discuss.

- a. Do you agree with what Ben Price did? Why?/Why not?
- b. Do you think a good action can "erase" a person's bad actions? Justify your answer.

## Language in Use **used to**

- We use **used to** to talk about past habits and old routines. We use it when...
  - The state or action lasted for some time or happened repeatedly.
  - The state or action doesn't happen now.
  - It happened a long time ago.

e.g. *I **used to** walk to school, but now I cycle.*

*He **used to** go to that restaurant a lot.*

*Did you **use to** swim every day?*

*I **didn't use to** like cheese, but now I love it.*

Grammar Reference Exercise Book p. 76

**1** Look at the short story *A Retrieved Reformation* again and find examples of *used to*. Write them down in your notebook.

**2**  Play the *Growing Up* game.

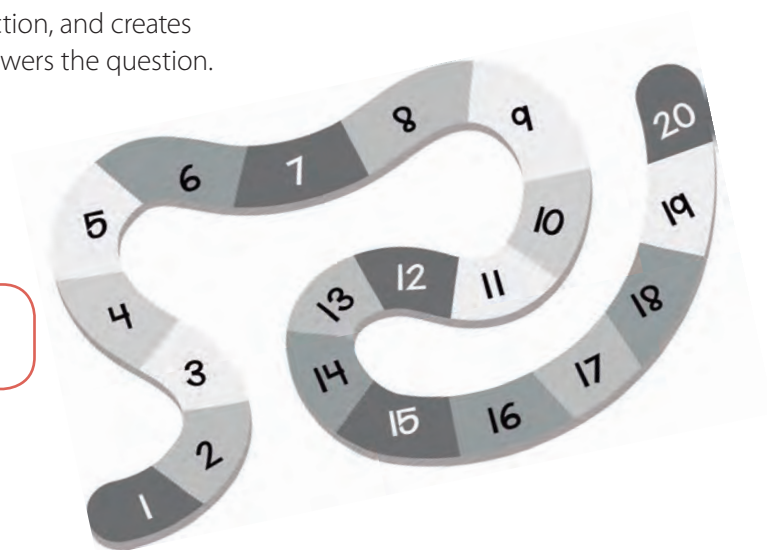
- Look at the board game in Extra Material 4.
- Each space contains an action from the past.
- The first player moves to space 1, reads the action, and creates a question with *used to*. Then, a classmate answers the question.

e.g.

*What did you use to hate doing in middle school?*

*Oh, I used to hate dancing in Physical Education!*

- Write your answers in your notebook.
- Finally, alternate turns asking and answering questions.



## Checkpoint

**3**  Follow these steps.

- Put your answers from Activity 2 in chronological order. Use a timeline to organise them.
- Practise your *Growing Up* story.
- Record a video of the story. Use a narrator.
- Present your video to the class.

1 Look at pictures A-F. Describe what is happening in each scene.



2 Read the story *Kidnap!*

### *Kidnap!*

The first paragraph sets the scene for the story.

The second and third paragraph describe subsequent events.

The final paragraph describes how the story ends.

Last Saturday, Ravi was the only one at home. Smiling happily, he made himself some toast and jam. Five minutes later, he sat down on the sofa to eat it.

Suddenly, he heard a loud noise coming from the street outside, so he opened the blinds. He couldn't believe his eyes! A man was grabbing a girl and pulling her into a car. She was kicking and screaming, but no one was helping her.

Ravi quickly phoned the police. Then he ran downstairs. When he got there, he noticed something strange. All his neighbours were in the street, but they didn't look worried or frightened. They were laughing and looked happy.

Ravi pushed his way to the front of the crowd, and in the end, he understood what was happening. There were no kidnappers in his street. They were actors making a film. Just then he heard the police car arrive. Feeling very embarrassed, he went over to explain his mistake.

Editorial Creation

3 Discuss.

- Did you like the story? Why? / Why not?
- Did the pictures help you understand the story better? If so, how?

## Your Turn to Write

4 Write your own crime story. Read the questions below and make notes, in your notebook, about:

- The events – What happened? / What was happening when...? / What used to happen?
- The people – Who were they? What were they doing?
- The places – Where were they?
- The ending – What happened in the end? / How did the people feel?

5 Now, go to your Exercise Book to write your crime story.

1  Discuss.

- a. Do you think there are cases when it is acceptable to break the law? Which ones? Why?
- b. Is sending a person to prison an effective punishment? Why? / Why not?

## 2 Read the following cases. Identify the cause of imprisonment in each case, in your notebook.

**Wrongly Convicted?**


Anthony Jerome Jackson was sentenced to spend the rest of his life in prison for stealing a wallet from a hotel room. Two previous sentences plus the stolen wallet case were enough to put him in jail forever because of the "three-strike law" (that puts criminals in prison for life without parole if one of the three offenses was serious). Jackson says he didn't understand the charges against him. "You would think I kill[ed] someone with that kind of sentence," he commented.

Gail Atwater was driving home with her two children when they realised a toy was missing. They turned around, retracing their route to see if they could find it on the road. Gail was driving slowly and, although it is required by law to wear a seatbelt, she told her children they could unbuckle. Then, she saw a police car and knew she could be fined. When the officer approached her, he began yelling at her. She asked him to lower his voice because he was scaring her children. Then, he said she was going to be arrested. The officer took her, and she was booked into jail. She was released later that day. She sued the city for damages but lost the trial.


*Adapted from How Misdemeanors Turn Innocent People into Criminals and Man Gets Life Sentence for Burglary*

3  Discuss.

- a. Were these people wrongfully convicted? Explain your answer.
- b. Do you think the sentences they received were too severe? Provide at least two arguments.

4  In groups, choose one of the cases above and have a trial.

- a. Divide into two teams: For and Against.
- b. Write at least four arguments for your stance, in your notebook.  
**e.g.** *Anthony's sentence is fair because he committed repeated crimes.*  
*Gail put her children in danger. That is why the officer arrested her.*
- c. Present your arguments in front of the class: the "for" group presents first followed by the group "against."
- d. As a class, decide which group presented better arguments and decide whether to keep the sentence or change it.

**Think Back**5  Think about the lesson and answer.

- a. Did you like the lesson? Why? / Why not?
- b. What would you change from the lesson?
- c. Explain what you learnt to a classmate.



# FINAL Review

## 1 Discuss.

- Is there a specific profile for participants on TV game shows? Provide examples.
- Name some TV contests or games where people win money.

## 2 Read the text. Make notes of the instructions of the game in your notebook.

### *Who Wants to Be Bilingual?*

This is a contest game based on the *Who Wants to Be a Millionaire?* TV programme.

In *Who Wants to Be Bilingual?* you have the chance to participate individually or with a group of classmates.

First, you will need one person to be the presenter of the game. Their job is to read out the questions of the contest, accept wildcards, and announce the participants' performance. The presenter should always ask "Is that your final answer?" to verify each answer. This phrase should be asked each time an answer is given.

As a participant, you have three wildcards to help you in the game. You can only use these wildcards once.

- **50/50:** This wildcard discards two alternatives.
- **Switch:** This wildcard allows you to change questions. Be careful! Your new question may be more difficult.
- **30 seconds:** This wildcard gives you an additional 30 seconds to think about an answer.

You need to answer 20 questions to win the game! Each question has four alternatives with only one correct answer. Have fun!

Editorial Creation

## 3 Play the *Who Wants to Be Bilingual?* game.

- Create 20 questions which include elements from Lessons 1 and 2, such as structures and vocabulary.

**e.g.** *Which question is correct?*

- Create four alternatives for each question.

**e.g.** *Which question is correct?*

**A:** Did you used to cry a lot as a child?

**C:** Did you use to cry a lot as a child?

**B:** Do you used to cry a lot as a child?

**D:** Do you use to cry a lot as a child?

- c. Create cards for the presenter to use. Include one question and its four alternatives on each card (do not forget to create the wildcards too).

**Which question is correct?**

**A** Did you used to cry a lot as a child?

**B** Do you used to cry a lot as a child?

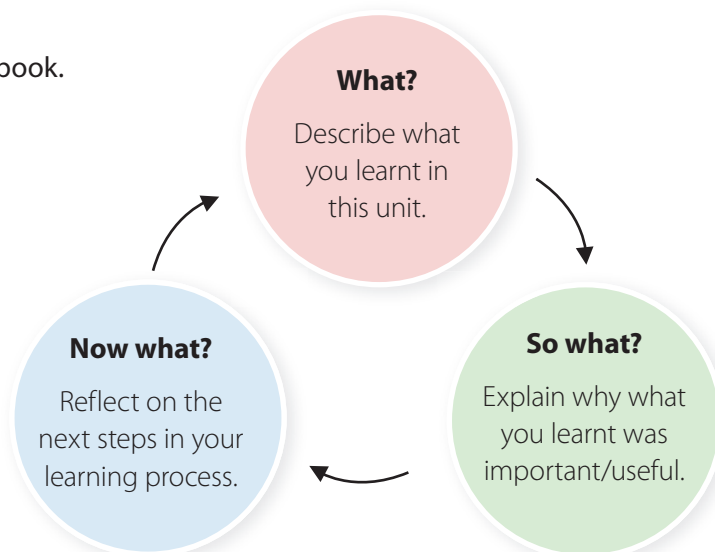
**C** Did you use to cry a lot as a child?

**D** Do you use to cry a lot as a child?

- d. Have a practise round with your group to ensure there are no mistakes on the cards you created. Also, give the presenter feedback about voice volume and pronunciation.
- e. Then, the presenter asks your questions to another group (and the rest of the team receives a presenter from a different group to answer their questions).
- f. The group that gets the most points wins!

## My 3Ws


Answer the following questions in your notebook.



# Project

## Create a Security Campaign

### Preparation

- 1 Read the following poster about home security tips. Then, choose the two most important tips.
- 2  Discuss your choices and explain your reasoning.  
*e.g. I think locking all the doors is important because it prevents people from going inside the house.*

### Your Turn

- 3  Create a poster to help people protect their homes while they are on holidays. Make sure it is attractive. Include the following:
  - a. a catchy title
  - b. one method of house break-ins
  - c. two security tips
  - d. two objects that help to keep houses safe
  - e. three comments by specialists about your home protection tips

When going on holidays, the last thing you want is to come home to find that someone broke in and stole your belongings. Read the following methods and steps to prevent break-ins.

### Methods of House Break-Ins

- 1 Entering through the roof, false ceiling or ventilation openings.
- 2 Forcing entry through doors, windows or other entrances.
- 3 Entering the premises on the pretext of being a police officer or someone important, using the phone for an emergency, etc. This is especially true when someone else is left taking care of your home.
- 4 Waiting for the victim to enter or exit the premises (they might actually know you are going on holidays soon).
- 5 Cutting or forcing locks.





## Preventive Steps

**Always lock all doors,** windows, and gates when leaving your home unattended.

**Do not hide keys under the doormat,** flowerpot or any spot outside your home.

**Inform your neighbours** or concierge that you will be away from home for a few days.

**If someone takes care of your home,** ask them to identify anyone who claims to be a police officer or public servant. Call the organisation to verify the information.

**Keep large sums of money in banks** and expensive jewellery in safe deposit boxes.

**Keep your mobile phone** within reach and be available just in case.

**If possible, install a security alarm** system or enlist to have a neighbourhood alarm program. Let them know you will be away from home.

**Cancel all deliveries** such as newspapers, packages, etc., when you are away from home for long periods of time.



Adapted from *Home invasions and measures to prevent them*

**4** Prepare your presentation. Follow these steps to make a great presentation.

- a. Define who will present each piece of information. Divide the work evenly.
- b. Use engaging language so the audience is not bored.
- c. Organise key information in a diagram. Look at the example.



**5** Present your poster and ideas in front of your classmates. As a class, vote for the most helpful poster.

**6** Go to your Exercise Book to assess your project.

# 2 The People Around Us

## Look and discuss

- What does friendship mean to you?
- Do you think it is interesting to see the passing of time through pictures? Why?/Why not?
- Do you think friendships change over the years? How so?



1981



2021

## Unit goals

- Describe actions in the past that continue in the present.
- Request and give information about the duration of an activity.
- Use the connectors *although* and *both...and*
- Practise the initial /tr/ and /dr/ sounds and sentence stress.
- Write a biography and an informal letter.
- Create a disability awareness campaign.
- Use information technologies responsibly.





1992



2012

# 1 We Go Together

## Reading

- 1  Scan the text and answer: Who are Lana and Noah?
- 2 Read the text and write, in your notebook:
  - a. when Lana and Noah met.
  - b. how old they are.
  - c. two reasons why they are such good friends.
  - d. what each other thinks about their relationship.
- 3  Read the text again and answer: What is the function of the connectors in bold?
- 4 Read the rules in the box below. Then, write a sentence using each connector, in your notebook.

We use **both ... and** when two people/objects share something in common.

e.g. *I don't have one best friend! **Both** Tamara **and** Ramiro are my best friends.*

We use **although** to contrast surprising or unexpected information in a sentence.

e.g. ***Although** it was raining, we went to the beach.*

- 5  Share your sentences from Activity 4 with a classmate. Then, give them feedback.

## *To all the friends I've loved before*

Lana Condor and Noah Centineo are inseparable. They make us think they have known each other forever but, in fact, they only met just before auditioning for the trendy 2018 film *To All the Boys I've Loved Before!*

They became friends behind the scenes. After they started working together, they both realised how caring the other one was. Besides this, they share many other things in common.

**Although** they have only known each other for a short time, their connection is really strong.

Noah has mentioned many times that their friendship is so strong because their perspectives on life are alike. **Both** Lana **and** Noah have previously admitted to being romantics. They have also been able to maintain their friendship because they believe in communication.



Lana Condor

Noah Centineo

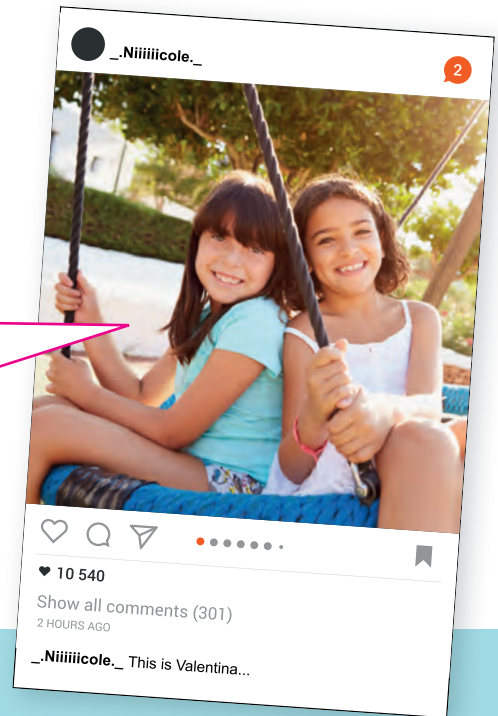
6  Discuss.

- a. Is it possible to develop a strong bond with someone in a short amount of time? Why? Give two reasons.
- b. Have you ever had this type of bond with a friend? How did it form?

 **Checkpoint**

- 7  Follow the instructions from Extra Material 1 to create your own Instagram post describing one of your friendships. Use the example below as a model.
- 8  Correct it in groups and, if you want, post it online!

This is Valentina and me when we were 7! I never thought I would have such a good friend. We met in second grade. Although at first I thought she was very serious, we started talking and it turns out she was really funny. Both Vale and I love basketball. Actually, our team won the championship last year! I hope she and I can be friends forever.



These sweet twenty-somethings have never spoken badly of one another. Lana has been extremely supportive of Noah's work. She believes her co-star will become a huge star someday because people love him. Similarly, the young actor has worshipped Lana's dramatic as well as comedic talent for a long time.

Their chemistry is powerful because they treasure having the other one around. **Although** they share a special and unique bond, they are both dating other people. They make each other feel younger and stronger when they are together. **Both Lana and Noah** believe they are siblings.

Adapted from Why Lana Condor and Noah Centineo Swore Not To Date Each Other

## Language in Use

### Present Perfect: ever & never

- We use the **present perfect** to talk about experiences in our lives. The exact time or date is not important. We form the present perfect with *have/has + the past participle* of the verb.

e.g. *I **have visited** Villarrica Lake.*

*My family **has been** extremely supportive of my work.*

- We often use **ever** and **never** with the present perfect.

e.g. *Have you **ever** slept over a friend's house?*

*I have **never** seen Cloak & Dagger.*

Grammar Reference Exercise Book p. 77

- 1 Look back at the text *To All the Friends I've Loved Before*. Find three sentences in the present perfect and write them in your notebook.

- 2 Look at the actions below. Re-write them using the present perfect according to your own experiences, in your notebook.

e.g. *visit Spain – I have never visited Spain.*

go mountain biking

meet my friend's family

lie to a friend

eat fish

stay over a friend's house

understand maths

climb a tree

write a story

cheat on a test

- 3 Use the actions above to ask and answer questions. Ask follow-up questions.

*Have you ever bought a gift for a friend?*

*Yes, I have. I bought one last weekend. How about you?*

*No, I haven't.*

- 4 Work with a different classmate. Tell him/her what your first classmate has and hasn't done.

e.g. *Cristina has bought a present. She bought one last weekend.*

## Pronunciation

### Sentence Stress

- 5 Listen and repeat the sentences.

a. Have you ever ridden a horse?

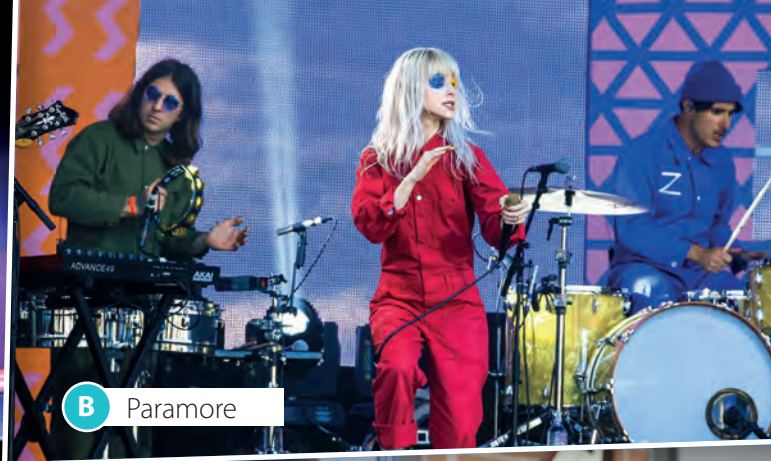
b. Has she ever played the piano?

c. They've never flown in a plane.

# Listening



**A** Twenty One Pilots



**B** Paramore

- 1 Look at the pictures A-C and answer.
  - a. Do you know these artists?
  - b. What instruments can you identify in the pictures?
- 2 Copy the following table in your notebook. Then, listen to the first part of a band interview and complete the table.

<i>The Sun Twins Biodata</i>		
Names	<i>Josh</i>	<i>Ricky</i>
Age	...	...
Nationality	...	...
Instrument	...	...
The songs they write	...	...
Where they met	...	...
When they met	...	...



**C** Francisca Valenzuela



- 3 Listen to the second part of the interview. Complete the sentences in your notebook.
  - a. The Sun Twins have played...gigs in the USA.
  - b. The Sun Twins have recorded...albums.
  - c. The Glastonbury Festival was a disaster because...
  - d. Their happiest time was when they...
  - e. Josh says that they practise at ...
  - f. They said they've never ... but they have ... a few times.
- 4 Listen again and check your answers as a class.
- 5 Ask and answer questions about your favourite bands or singers.

Who's your favourite singer?

It's Dua Lipa. Have you ever heard of her?

## Reflect

- 6 Discuss.
  - a. How can you nurture a friendship to make it strong and meaningful?
  - b. Is it possible to mix friendship with business? Justify your answer.

- 1  Discuss.
- Have you ever written a poem? If so, what was it about?
  - Is self-love a basic need or something selfish? Why?
- 2  Read the following characteristics of *haiku* poems and answer: Have you ever read one before?


A *Haiku* is a type of poem that contains three lines and 17 syllables.

Each line has a different number of syllables:

Line 1 – 5 syllables

Line 2 – 7 syllables

Line 3 – 5 syllables

- 3  Read the following *haiku* poems and answer: What do you think the message is in each poem?

*Self-love Haiku*

*I went seeking love  
kept looking outside myself  
found it here inside*



*Haiku for self-esteem*

*Absolutely not,  
because I deserve better.  
Not now. Not ever.*


*Self-love Haiku*

*This is who I am  
I will not apologize  
because I'm perfect*

Retrieved from *Hello Poetry, Poem Hunter, and Power Poetry*

- 4  Read the *haiku* poems again and answer: What do you think the authors experienced in the past? Write your ideas in your notebook. Then, compare with a classmate.
- 5  Discuss.
- In what ways are the poems different?
  - Is it positive to always put others first? Why? / Why not?
  - What makes you feel complete? Is your answer different from your classmates'? How so?

 Checkpoint

- 6  Write a *haiku* about one of the following topics. Use Extra Material 2 as guidance. Then, share with the class.
- |                  |                         |                           |
|------------------|-------------------------|---------------------------|
| a. Relationships | c. Perseverance         | e. Letting go of the past |
| b. Self-esteem   | d. Hopes for the future | f. Growing up             |



# Speaking

1 Look at pictures A-C and discuss.

- a. What do you think Leon did wrong in each situation?
- b. Have you ever had a bad day? If so, mention two events from that day.



2 Listen to Leon's bad day. Write one excuse he gives for each situation, in your notebook.

e.g. A: *Leon forgot his mobile phone so he couldn't text Lily.*

3 Compare your answers for Activity 2 with a classmate.

4 Read the following situations. Write an excuse for each situation in your notebook.

e.g. *I'm sorry. I'm afraid I've lost your notebook.*

you didn't go to your friend's party

you borrowed your friend's notebook, and you can't find it anywhere

you arrived late at school

you forgot your friend's birthday

you said something mean about a friend

you ruined your friend's pencil case

## Your Turn to Speak

5 Discuss some common mistakes you've made at school. Write the most frequent ones in your notebook.


6 Work with a classmate. Imagine they made one of the mistakes you wrote down for Activity 5 and let them apologise. Then, accept their apology. After you finish, switch roles.

*Hey Mica, you are really late to class.*

*I'm so sorry. I had to help my grandma today.*

*Oh, it's all right!*

7 Present the dialogue from Activity 6 to your class. Identify your areas of improvement, in your notebook.

- 1  Discuss.
  - a. How are friends different from family?
  - b. What is the best thing someone can do for a friend?
- 2 Scan the text below. Identify the characters of the legend and write them in your notebook.
- 3 Read the first part of the legend *Damon and Pythias*. Then, answer the questions in your notebook.
  - a. What is the legend about?
  - b. Who were Damon and Pythias?
  - c. What did Dionysius think Pythias would do?
  - d. What does Damon offer to do?

## Damon and Pythias

The city of Syracuse was once ruled by a clever but very cruel man called Dionysius. It is said that he was harsh and cruel because he could not trust his people, and because the Syracusans hated him. One day, he suspected a certain Greek called Pythias would betray him and his anger was so terrible that he arrested Pythias and sentenced him to death.

Pythias begged to be allowed to go say farewell to his family and to leave his affairs in order, with the condition that he would return on time for his sentence to be enforced. Dionysius laughed at his request, saying that once he was safely out of Syracuse, he would never return. Pythias replied that he

had a friend, named Damon, who would stay as guarantee that he would return on time. Damon came forward and swore that he would suffer death himself if Pythias did not return as promised. Dionysius consented to let Pythias go.



- 4  Check your answers for Activity 3 as a class.

- 5  Discuss.


- a. What do you think about Pythias?
- b. Do you believe what Damon did was right? Justify your answer.
- c. Would you do the same for a friend?

**6** Read the second part of the legend. Then, decide if the sentences are true or false. Correct the false sentences in your notebook.

- a. Damon was worried that Pythias would leave him to die.
- b. Pythias returned just before the deadline.
- c. When Pythias returned, the first thing he did was hug Dionysius.
- d. Dionysius pardoned them and let them go.

Time went on. The day established for Pythias' return drew nearer and nearer, but he still had not returned. The Syracusans told Damon that he would have to die for his faithless friend. However, Damon showed no anxiety. At last, the day and hour upon which Pythias was condemned to die came. But a few minutes before the fatal time, Pythias rushed in and hugged his friend. He then came forward to take Damon's place. Dionysius was so struck by the behaviour of the two men that he pardoned Pythias. He also begged the men to be a third in their friendship.

*Adapted from Golden Deeds: Stories from History*

**7**  Read the legend again. Then, close your book and summarise the story in your notebook using the words below. Read your summary to a classmate.

friend

tyrant

trust

death

journey

forgive

pardon

time

**8**  Discuss.

- a. What is the main theme of the legend?
- b. What title would you give this legend? Why?
- c. What do you think Dionysius thought about Damon and Pythias' friendship?
- d. Do you think the author left the ending open on purpose? Justify your answer.

### Checkpoint

**9**  Create an ending for the legend and role-play it.

- a. Imagine the answer Damon and Pythias gave to Dionysius when he asked to be their friend.
- b. Brainstorm ideas on whether they said yes or no and justify each idea.
- c. Write down the final scene of the legend and assign roles.
- d. Practise the scene and then role-play it for the class.
- e. Evaluate each ending based on what you have read, characterisation, main theme of the legend, etc. Then, choose the best one as a class!

**1** Answer the questions in your notebook.

- a. Have you ever read a biography? Who was it about?
- b. What information is important to include in a biography?

**2** Read the biography below, identify the key information from each paragraph, and write it in your notebook.

The title is the name of the person.

### Alex Armijo

by Camilo Rodríguez G.

The first and second paragraphs include the person's background information.

Alex was born on 20 November in the Los Lagos Region. He lived with his grandma and his younger sister, Ana. Alex is very **active**, so he has tried various sports in his life. His dream was to become a professional football player, so he has worked hard to make it come true.

The third paragraph includes information about the person's current activities and interests.

In 5<sup>th</sup> grade, Alex met his all-time best friend, Camilo. They joined a football team together at school. Later, Alex enrolled in the Colo-Colo football academy because he was an **exceptional** player. He has lived in Santiago ever since. In 8<sup>th</sup> grade, his dog Toby died, so he invented a special gesture to commemorate Toby. Whenever he scores a goal, he remembers his dog during the match and dedicates the goal to him.

The final paragraph serves as a way of giving a brief opinion about the person.

In addition to his football career, Alex is an **environmentally friendly** person. In 9<sup>th</sup> grade, his team started a project to clean the beaches in the fifth region once a month. He says he has learnt a lot about eco-friendliness.

Alex is in 10<sup>th</sup> grade now. I love and admire him because he is preparing to continue with his football career, and his love for our planet is enormous. I'm proud to be his friend.

Editorial Creation

Use adjectives to describe the person's traits.

Remember to use the Present Perfect for activities that continue in the present time.




## Your Turn to Write

**3** Write a friend's biography. Answer the questions in your notebook to help you write the biography.

- a. When was he/she born?
- b. Where was he/she born?
- c. Who are the people close to him/her?
- d. What did he/she like as a child?
- e. What are his/her dreams for the future?
- f. What does he/she do in his/her free time?

**4** Now, go to your Exercise Book to write your friend's biography.



- 1  Discuss.
  - a. Do you know of any campaigns at schools? Name two.
  - b. Is it important to have friends at school? Give two reasons for your answer.
- 2 Read the UN campaign for friendship from 2019. Then, answer the questions in your notebook.
  - a. What problem is the campaign trying to address?
  - b. Why is friendship used for this campaign?

## International Day of Friendship 30 July

Our world faces many challenges, crises and forces of division that undermine peace, security, development and social harmony among the world's peoples. To confront these crises and challenges, their causes must be addressed by promoting and defending a shared spirit of human solidarity that takes many forms — the simplest of which is friendship.


Through friendship we can contribute to the fundamental shifts that are urgently needed to achieve lasting stability, create a safety net that will protect



us all, and generate passion for a better world where all are united for the greater good.

Worldwide, some 150 million students, half of all students 13 to 15 years of age, have reported experiencing peer-to-peer violence in and around schools. For the observance of International Day of Friendship, UNICEF has released an exclusive BTS video that calls on young people to brighten someone's day with kindness (either in real life or on the internet, and sharing it for others to see), as part of UNICEF's campaign to #ENDviolence in and around schools.


Adapted from *International Day of Friendship 30 July UN website*

- 3 Watch the BTS "Love myself, share love" video for this campaign. Make notes in your notebook of:
  - a. examples of violence shown in the video.
  - b. the emotions shown in the video.
  - c. the message the video is trying to convey.
- 4  Compare your answers as a class and discuss: Are campaigns like this important? Give your opinion.




Watch the BTS video at [https://www.youtube.com/watch?v=Eo\\_mo5vA7tw](https://www.youtube.com/watch?v=Eo_mo5vA7tw)

## Think Back

- 5  Think about the lesson and answer.
  - a. What did you learn in this lesson? / How did you learn it?
  - b. What was the easiest or most difficult for you to learn in this lesson?
  - c. What can you do to improve your learning?

# 2 Nice Work

## Reading

1  Read the job advert and discuss.

a. What do you think a caretaker is?

b. Would you live on an island? Why? / Why not?



**NOW HIRING FOR  
THE BEST JOB  
IN THE WORLD!**

**Have you got a spirit of adventure?**

Would you like your job to be like a dream holiday? We need an Island Caretaker for Hamilton Island, Australia, in the world-famous Great Barrier Reef. It's a unique opportunity!

BestJobsEver: "Recruiting the best people since 2009."

Editorial Creation


2 Read the information about the job posting and make notes, in your notebook, about:

- Length of employment
- Salary
- Experience
- Accommodation

Being a caretaker is not an exciting job. You are normally responsible for a building, maybe a school, or an apartment block. But in Australia, there is an opportunity to become the caretaker of a beautiful tropical island for six months. What are the requirements? The applicant must have written weekly blogs for at least a year and have experience taking photos and filming videos for

over 2 years (any experience will do, even videos uploaded to social media). The pay? Well, it is about 95 million Chilean pesos for 6 months! The caretaker will live in a comfortable three-bedroom house with a swimming pool. Don't wait too long to apply. The last time this job became vacant, there were about 35,000 job applicants from all over the world.

Editorial Creation

3  Read the job posting and information again. Then, discuss.

a. Is this the best job in the world? Why? / Why not?

b. Would you apply for this job? Give two reasons for your answer.

4 Read the description below. Then, write other compound nouns in your notebook.

Compound nouns consist of two words put together. Some can be written as one word, while others are two separate words.

e.g. *care + taker = caretaker / wheel + chair = wheelchair*

*bus + driver = bus driver / theme + park = theme park*

5  Look at the words in the box from Activity 7 below and answer the questions.

- a. Do you know any of these jobs? Describe two.
- b. Which jobs are compound nouns? How did you know?

6 Make a list of the jobs in your notebook. Look up the jobs you do not know in a dictionary.

7 Match the jobs from the box with their definitions A-F, in your notebook.

e.g. **A: Firefighter**

accountant actor/actress businessperson cook dentist doctor farmer firefighter  
journalist lifeguard nurse photographer pilot salesperson scientist teacher technician  
tour guide translator veterinarian waiter/waitress

**A**  
My job can be dangerous.  
I stop fires and rescue people  
and drive a large vehicle.


**B**  
I look after sick people and do  
surgeries. I work in a hospital  
and wear special clothes.

**C**  
I keep records of money  
and finance. I'm good  
at maths.

**D**  
My job is to help people  
visit unfamiliar areas during  
special trips.

**E**  
I work maintaining the  
safety of swimmers at  
beaches or pools.

**F**  
I work flying airplanes and  
taking people to different  
destinations.

8  Now, choose a job that was not defined in Activity 7 and write a three-line description for it in your notebook. Then, read your description to a classmate so they can guess the job.

### Checkpoint

9  Play the *Memory Train* game in teams.

- a. Define the order of the players in the game (e.g. Player 1, Player 2, etc.)
- b. Look at the jobs in Activity 7 again. You have 5 minutes to try to memorise them.
- c. Close your book when the teacher tells you.
- d. Starting with Player 1, name one of the jobs.
- e. Then, Player 2 repeats the job Player 1 said and says a different job.
- f. If a player makes a mistake, you have to start again. You have 3 minutes to try to say them all.
- g. The team that says the most number of jobs in a single streak wins!

Player 1: teacher

Player 2: teacher, nurse

Player 3: teacher, nurse, farmer...

- We use the present perfect with **for** and **since** to talk about activities or situations that started in the past and continue in the present.

e.g. *We've worked at this company **for** 8 years.*

*Pablo hasn't played football **since** September.*

- We use **How long** to ask questions.

e.g. ***How long** have you played the drums?*

Grammar Reference Exercise Book p. 77

- 1** Complete the sentences with the correct form of the verbs below, in your notebook. Use **for** and **since**.

be live not do not drink own use



e.g. *Emily and Kate **have been** friends **since** 1970.*



a. *Jake ... in Los Angeles ... three months.*



b. *Brian ... any exercise ... ten years.*



c. *Lauren ... her car ... 2016.*



d. *Bern and Theo ... any water ... two days.*

- 2** Use the prompts to write questions with **How long**, in your notebook.

e.g. *How long have you lived in your current home?*

be awake today

study English

have your school bag

know your best friend

be in this class

have your mobile phone

live in your current home

- 3** Ask and answer the questions from Activity 3. Use **for** and **since** when answering the questions.

*How long have you had your school bag?*

*I've had it for about six months. What about you?*

*I've had my bag since Christmas.*

- 4** Now, create your own questions. Ask and answer the questions with your classmate.



## What's the Job?



- 1 Look at the pictures above and answer: Can you guess the jobs? How did you know?  
e.g. *I think the first one is a firefighter because he's holding a hose.*
- 2 Listen to the introduction of the TV programme *What's the Job?* Make notes of the rules in your notebook.
- 3 Listen to the second part of the programme and decide if the sentences are true or false. Correct the false sentences in your notebook.
 

<ul style="list-style-type: none"> <li>a. Ben works indoors.</li> <li>b. He doesn't work in an office.</li> <li>c. He uses special equipment in his job.</li> <li>d. He has to use a computer.</li> </ul>	<ul style="list-style-type: none"> <li>e. He doesn't have to wear special clothes.</li> <li>f. He has to work with other people.</li> <li>g. His job is stressful.</li> <li>h. It's a dangerous job.</li> </ul>
---	---
- 4 Based on the answers in Activity 3, guess the job of the mystery guest.
- 5 Listen to the last part of the programme and check your answer.
- 6 Now, imagine you are the interviewer on *What's the Job?*. Write six more questions in your notebook.  
e.g. *Do you need any qualifications? / Do you work with children?*
- 7 Play *What's the Job?*.
  - a. One student chooses a job and the others ask questions.
  - b. Ask for repetition or clarification of the questions if necessary.  
e.g. *Do you work with food? -> I'm sorry, could you repeat the question please?*
  - c. Remember to follow the rules!


Do you wear a uniform to work?

No, I don't.


Do you have to drive fast cars?


Yes, I do.

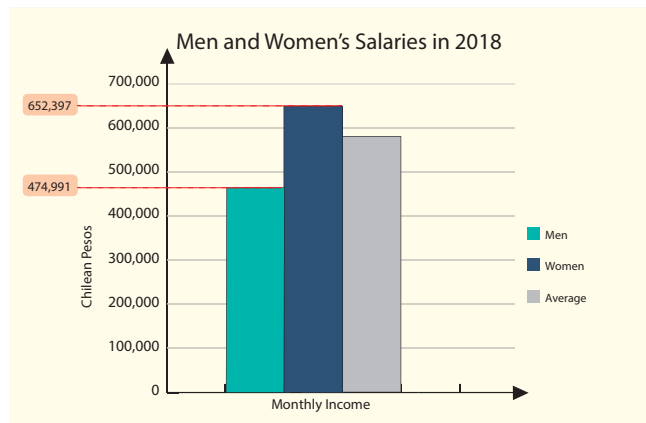
- 1** Search for the words below in a dictionary. Write their definitions in your notebook.
- a. workforce
  - b. survey
  - c. income
  - d. workplace
  - e. average

- 2**  Listen to a news report and answer the questions in your notebook.

- a. What is the news report about?
- b. When was the study carried out?
- c. What does the study state about men and women?

- 3**  Listen to the news report again and make notes of the figures mentioned, in your notebook.

- 4**  Look at the graph below. Based on your notes from Activity 3, is the graph correct? If not, correct the information in your notebook. Then, check as a class.



Retrieved from Encuesta Suplementaria de Ingresos (INE, 2018)

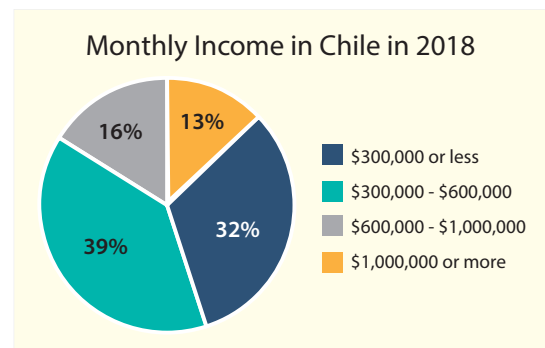
- 5**  Discuss.

- a. Why do you think women earn less money than men?
- b. Do you think men and women have the same opportunities to choose a study programme/career? Why?

### Checkpoint


- 6**  Create and record your own news report.


- a. Plan your news report using the information from the graph.
- b. Use Extra Material 3 as a model for the structures and expressions you need.
- c. Record your news report and show it to the class.




Retrieved from Encuesta Suplementaria de Ingresos (INE, 2018)

# Speaking


1  Look at the picture and answer: How do they feel? What do you think Leon is saying?

2  Listen to the conversation between Leon, David, and Lily and answer the questions in your notebook.

- a. What is David's problem?
- b. What advice do Lily and Leon give him?
- c. Why do you think David cannot sleep?

3  Listen to the next part of the conversation and identify the speaker (David, Lily, or Leon) in each case in your notebook. Who ...

- a. says he/she is hungry at night?
- b. says British people have dinner early?
- c. tells David to talk to his host family?
- d. tells David to take extra food to his room?

4  Listen to David and Lily's conversation (the next day) and answer in your notebook: Why does David feel better?

5 Read the problems below and write a piece of advice for each one in your notebook.

e.g. *your best friend is angry with you -> I think you should go for a coffee with your friend.*

you haven't studied for a test

you borrowed a friend's videogame and now you can't find it

your cat is missing

you can't wake up in the morning

you've had an argument with your parents

you want to get fit




Leon

Lily

David



## Your Turn to Speak

6  Choose one of the problems from Activity 5. Then, take turns offering advice. Give your classmate feedback on their response.

Hey Claudia. Are you OK?

No, I'm not. My cat is missing.

Why don't we put up some posters on the street?

- 1  Look at the pictures and discuss: What types of jobs do you think are related to the pictures? Why?
- 2 Read the text below and check your previous answer.
- 3 Read the article again and answer in your notebook. In which job...
  - a. do you travel the world?
  - b. do you see actors and actresses?
  - c. is hygiene very important?
  - d. do you visit theme parks?
  - e. is a sense of smell important?
  - f. can you dress up in costumes?
- 4  Discuss.
  - a. Why do you think these jobs are the coolest? What makes them better than other jobs?
  - b. Do you know anyone who has a cool job? Describe their job.
  - c. Have you ever wanted a cool job? What would your job be like?

## The Coolest Jobs Ever

- 1 Would you like to be an extra in a film? Extras are the people in the background. They are the shoppers in the street or the diners in a restaurant. Think you can do it? You don't need acting skills, you just need to have the **traits** asked for: getting up early and arriving on time. Sometimes you get to wear great costumes or even **dress** as a monster. The downside is that you mustn't talk to the actors and actresses, take their photos or ask for autographs.

The best part? Seeing how the film is made!





- 2 Tasting chocolate sounds like a **dream** job, and it is, not to mention it's well-paid too. You don't need qualifications either, only a very good sense of taste or smell. For this job, you must have good hygiene, especially when you visit a chocolate factory. Jane Cameron has been a chocolate taster for three years and she'd never change jobs. She says, 'You have to watch the calories and you need very strong teeth!'

The best part? **Trying** lots of chocolate!



## Pronunciation /tr/ and /dr/ initial sounds

- 5 Look at the article again. Say the words in bold out loud: Is there a difference between their initial sounds?
- 6  In pairs, make a list of six /tr/ and /dr/ words. Then, give it to another pair. Say the words out loud: What do the initial sounds sound like?
- 7  Listen to the tongue-twisters and repeat them out loud. Compete to see who can say the tongue-twisters the fastest.
  - a. Try transporting trimmed triangular tree trunks.
  - b. I dreamed of a droid dressed as a druid.




Watch the following videos to practise your pronunciation:

/tr/: <https://www.youtube.com/watch?v=BSXLRq9bNGk>

/dr/: <https://www.youtube.com/watch?v=KWhpnaVKvJc>



## Checkpoint

- 8  Play *I have lied*.
  - a. Write one false sentence and two true sentences about yourself in your notebook.  
e.g. 1. *I have ridden a bicycle.* / 2. *I have eaten sushi.* / 3. *I have flown a kite.*
  - b. Tell your sentences to a classmate and listen to theirs. Ask and answer questions related to the sentences to discover which one is false.

When was the last time you rode a bike?

Last week?

Where were you going?

- c. Find another classmate once you have discover your classmate's false sentence!

- 3 This has to be the most enjoyable job in the world! You slide down waterslides, check the height and speed of the water, and make sure that they're safe. You never stay **dry**! Waterslide testers **travel** around the world to visit different theme parks. James Powell, a waterslide tester, has **travelled** 43,000 km since 2010 and has tested waterslides in Egypt, Mexico, Greece, and Jamaica.

The best part? You don't have to queue for the slides!



Editorial Creation

**1** Answer the questions in your notebook.

- a. Have you ever written a note or letter? What was it about?
- b. Do you think people will eventually stop writing letters? Why? / Why not?

**2** Read the letter below and identify the key information.

Write your address in the top right-corner and the date to the left.

Begin the letter *Hi* or *Dear*, followed by a greeting paragraph.

The next paragraphs include updated information about you.

The final paragraph includes questions for the other person to answer in a future letter.

Finish the letter with a friendly closing, followed by a comma and your name.

572 Bilbao street

April 17

Hi Alicia,

**Wow**, how long has it been since we last saw each other? I think maybe **it's** been 2 years. **It's so cool** that you got the chance to move to the school you wanted to! Let me tell you **what's** up with me.

I changed school recently, and my new **school's** called Seabrooke Academy. Since **we're** high school students, the school provides us with **loads** of opportunities to get in touch with universities all over the country.

**What else?** Oh, next week, **we'll** attend a university fair. **I've** never been to one before! The fair will have different stands from each university, where you can talk to students about the programmes they offer. **I'm** not sure yet which one I want to take, but **I'd** like to be a scientist, maybe even a doctor! You know **I've** been interested in biology since I was very young.

What about you? What have you been up to? Has your school hosted any university fairs? What would you like to study at **uni**?

**Let me know!**

Best wishes,

Mel

Editorial Creation

Use contractions in informal writing. Remember to use the apostrophe in the correct position.


Use informal expressions.

## Your Turn to Write

**3** Write a letter to a friend.

- a. Imagine a situation where a good friend of yours has moved away to live in another country (it could also be one of your classmates).
- b. Make notes of important information about yourself you would like to tell him/her.
- c. Remember to use the vocabulary and structures seen in this lesson.

**4** Now, go to your Exercise Book to write your letter.

- 1 Look at the CV in Extra Material 4 and answer in your notebook.
  - a. What sections can you identify?
  - b. What information does each section include?
- 2  Read the CV. Based on the jobs from page 45, identify the jobs Martina could apply for.

### Martina Carrasco

Address: Main Street #24, Edinburgh.

Telephone: +4479876543XX

Email: mcarrasco@world.net

Date of birth: 24 March 2000

#### Profile

I am interested in tourism and travelling. I am a very organised and self-motivated person. I am good at writing and I have excellent communication skills.

#### Education

2019 - Present University of Edinburgh.  
Degree in English Literature and Linguistics.

2005 - 2018 Santa Fe School.

#### Professional experience

2020 - Present *Academic Writing tutor*

I have worked mentoring new students for a year. I have assisted the professor in lectures and I have checked students' tests and written assignments.

2021 - Present *English Social Media Tutor*

I have given students guidance and solved their doubts in relation to Social Media. I have also held extra mentoring sessions.



#### Interest

Travelling. Languages. Writing about current events on social media.


#### Additional skills

English - Certified Upper Intermediate level

Computer skills - User level

- 3 Read the CV again. Choose one of the jobs you identified from Activity 2. Write the reasons why you think that it is the best job for her in your notebook.
- 4  Compare your information with a classmate's. Did you choose the same job?
- 5  Discuss.
  - a. What is the main function of a CV?
  - b. Why do you think it is important to give a short personal description in a CV?
  - c. Do you think it is necessary to include a picture in a CV? Why? / Why not?

## Think Back

- 6  Think about the lesson and answer.
  - a. Did you like the lesson? Why? / Why not?
  - b. What would you change from the lesson?
  - c. Explain what you learnt to a classmate.

1 Look at pictures A-F and discuss.

- a. Have you ever done any of these activities? Which ones?
- b. From the ones you haven't done, which one would you like to do? Why?



2 Now, look at the questionnaire below and answer the questions in your notebook.

- a. Have you ever been to another country in South America?
- b. Have you ever eaten Mexican food?
- c. Have you ever seen a double rainbow?
- d. Have you ever read a Harry Potter book?
- e. Have you ever drunk vegetable juice?
- f. Have you ever flown a kite?
- g. Have you ever ridden a bike?
- h. Have you ever watched a film in English?
- i. Have you ever made a cake?

3 Compare your answers with the rest of the class and answer: Who has done the most?

4 Play *Find Someone Who Has*.

- a. Write 5 ideas to make your own questionnaire. Look back at Activity 2 to help you.  
e.g. *Met a famous person or celebrity*
- b. Copy the template below in your notebook and add the statements you created to your questionnaire.

FIND SOMEONE WHO HAS ...	Name
met a famous person or celebrity	Suzy





- c. Go around the class and ask questions to fill in your questionnaire. When someone says 'yes,' write their name in your table.

e.g.

*Juan, have you ever met a famous person? No, I haven't.*

*Suzy, have you ever met a famous person? Yes, I have.*

- d. When you have written a name for all your questions, sit down.
- e. Choose one student from your questionnaire and write 3 additional questions, in your notebook, to find out more information about their experience.

e.g. *Have you ever met a famous person? -> Suzy*

- 1 *Who did you meet?*
- 2 *Where did you meet him/her?*
- 3 *What did you do when you met him/her?*

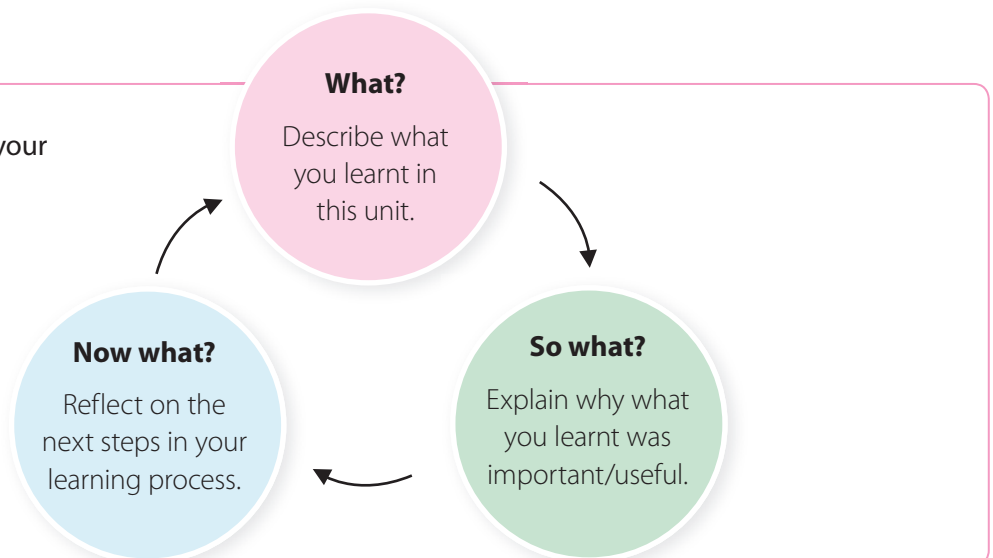
*Suzy, who did you meet?*

*I met Paloma Mami last year.*

- f. Now, find the student and ask them your additional questions!

## My 3Ws


Answer the questions in your notebook.



# Project

## Create a Disability Awareness Campaign

### Preparation

- 1  Discuss.
  - a. What kinds of discrimination do people with disabilities face?
  - b. What problems do people with disabilities face in Chile?
- 2 Read the following article.


### Disability in Chile: A Painful Struggle

People with disabilities face challenges every day. At the school level, there have been many cases of discrimination. The most well-known case was that of Catalina in 2019, a girl with minor cerebral palsy, who failed a dictation test because she couldn't write with her hand due to her condition. There was also the case of Julián, a boy with Down Syndrome whose family reported that his school wouldn't let him advance to first grade because they did not admit children with special needs. Both are cases of discrimination. However, what has been worse are the comments on social media supporting these types of discrimination, saying that parents should place their children in schools for students with special needs, which is really painful.

We are far from a society that is fully integrated for everyone and the conclusion is always the same: people with disabilities are seen as less able and must be segregated.



### Your Turn

- 3  Create a disability awareness campaign.
  - a. Research different organisations and foundations which support disabilities in Chile. Here are some examples:
    - Fundación Descúbreme
    - Fundación Teletón
  - b. Create an information sheet for the organisation you chose, in your notebook. Include:
    - the name of organisation/foundation
    - how long they have existed
    - who benefits from their work
    - the mission



Visit SENADIS for more information about disabilities in Chile <https://www.senadis.gob.cl/>

- CIDEVI
- Down21 Chile

**Fundación Luz was founded in 1924.** Their mission is to educate and train the blind and visually impaired community, taking full advantage of their potential so that they can become active members of society.



In Chile, laws are great in terms of integration for people with disabilities. In 2018, the new Labour Inclusion Law was implemented to encourage job integration, where companies with over 100 workers must have at least 1% of their workforce composed of people with disabilities. The Ministry of Labour gave the law a positive evaluation in its first year,

stating that 92% of companies complied with the requirement. However, only 12,000 people with disabilities were hired, which is still below the dream figure of 27,500 the government expected.

Moreover, based on the information provided by the Labour Office in 2019, the Descúbreme Foundation revealed that people hired through this law earn 18% less than the average income.

It is important to remember that laws are not enough to talk about integration in different social spheres. It is necessary to transform the social and cultural practises in our daily lives and the way we interact with people with disabilities.

*Adapted from La dolorosa lucha por la inclusión escolar and Ad Portas al Segundo Año de la Ley de Inclusión Laboral*

- c. Create a poster with the information of the organisation. Add pictures and a nice design if possible.
- d. Present your poster to the class and explain the importance of the organisation/foundation.
- e. Give feedback about the posters.
- f. Finally, paste your posters around the corridors of your school.
- g. Create a 5-question survey to assess the impact of your campaign after a week.
- e.g. *Have you seen the poster about...? / Has it changed your perception about...?*
- h. Ask your questions to students from other classes: Was your campaign successful?

**4** Go to your Exercise Book to assess your project.



# The Beauty That Surrounds Us

## Look and discuss

- How does humanity benefit from science and technology?
- How do you believe virtual reality deceives our brain?
- How do you receive information about what happens in other parts of the world?





## Unit goals

- › Identify and describe places.
- › Identify relevant information in spoken and written texts.
- › Express needs and probabilities.
- › Make predictions and promises.
- › Describe processes and actions with an unknown or unimportant agent.
- › Develop intercultural awareness and comprehension, showing respect, interest and tolerance towards your own culture and others.



# 1 Out and About

## Reading

- 1  Discuss your idea of the perfect weekend. Choose from the ideas below or think of your own.
  - seeing friends
  - doing sport
  - going to a football match
  - spending time with your family
  - going to museums
  - reading books
- 2 Read the following article and identify, in your notebook, a place:
  - a. where you can go on a boat ride.
  - b. located at the centre of Santiago.
  - c. that sits at the base of the Andes.
  - d. where you can go running.
- 3 Read the article again and identify the expressions and words used to describe the places, in your notebook.
- 4  Check your answers for Activity 2 as a class.

## Santiago This Weekend by Manu

What are you doing this weekend? Are you planning on lounging around at home? If so, we invite you to visit these delightful places in Santiago!

### 1 The Historical Centre

You might think it is a boring place but walking around the historical square, Plaza de Armas, can be a pleasure. Look up and admire the wonderful architecture it holds. Around the plaza you can find several historical buildings such as the Metropolitan Cathedral of Santiago and the Central Post Office. Bear in mind that it can become quite busy on weekends.



### 2 Quinta Normal Park

This park is an emblematic area of the city centre. It has a lagoon, two docks that hold boats and a water park which becomes a colourful display of lights at night. In addition to the green areas, you can find museums such as the National History Museum, and the Science and Technology Museum. Its surroundings include places such as the Santiago Library and the Cultural Centre Matucana 100. You needn't worry about an entrance fee as it's totally free to the public!



### 3 San Cristobal Hill



This hill is the home of the Metropolitan Park and it's absolutely enormous. You may have already seen the white Virgin Mary, which can be seen from quite far away, sitting atop the hill. The hill is perfect for running, mild hiking or taking a swim. In summer it opens its two open-air pools. With all these activities, the hill can get a bit crowded at times, but it is well worth the visit.

### 4 Baha'i Temple


You must come to this striking temple that sits right at the base of the Andes: it's one of a kind in South America. Although you may not necessarily share the Baha'i faith, they welcome all visitors. It's also a beautiful spot to relax. It's got some gorgeous gardens and picnic areas, so just bring some snacks and enjoy the sunset.

Adapted from *What to Do in Santiago, Chile in 36 Hours*



- 5 Find words ending in *-ful* in the article and write them in your notebook: What happens if you remove the ending?
- 6  Brainstorm more words ending in *-ful* and find their meaning in a dictionary. Then, create sentences using these words in your notebook. Share your sentences with a classmate.  
e.g. *Concepción is a beautiful city from the Biobío Region.*
- 7  Discuss.
  - a. Would you like to visit the places described in the article? Why? / Why not?
  - b. Do you think it is important that people know more about the place where they live? Why?
  - c. How can we encourage people to visit these types of locations to know more about their history?

### Checkpoint

- 8  Follow the steps from Extra Material 1 to prepare a brief presentation about an important location. Follow the example on the right.



Visit <https://www.gochile.cl/es/destinos.htm> for ideas on important locations!



### Museum of Natural History

This museum is located inside Quinta Normal Park and has free admission. It has displays of animals and birds from the different regions of Chile. It's a must-see!

**NECESSITY**

- We use **need** to express necessity and **must/have to** to express strong necessity.

e.g. You **must** go to the doctor.

You **don't have to** wait that long.

You **needn't** worry about this.

**PROBABILITY**

- We use **may** and **might** to express probability about a situation.

e.g. He **may** be at the library.

There **might** be a good film showing at the cinema this weekend.

Grammar Reference Exercise Book p. 78

**1** Create sentences with probabilities and necessities using pictures A-F. Write your sentences in your notebook.

e.g. She has to go to the dentist. /She may have a cavity.



**2** Share your sentences from Activity 3 with a classmate and create a dialogue.

You must be silent at the library.

You may be able to whisper though.

**3** Present the dialogue to the class. Ask for feedback and identify points where you can improve.



# Listening

1 Look at the leaflet and answer the questions.

- What is happening in the pictures?
- Can you identify the vocabulary words in the pictures?

a parade a street performer  
confetti a folk band fireworks

2 Listen to the first part of a podcast and complete the information in the leaflet, in your notebook.

3 Listen to the second part of the podcast and choose the correct option to complete the sentences. Write your answers in your notebook.

- At the Picnic in the park, children can also ...
  - see a circus
  - tell stories about the circus
  - learn circus skills
- About ... people are going to come to the street festival.
  - 1,000
  - 10,000
  - 15,000
- Performers come from all over ...
  - the UK
  - Europe
  - the world
- The Confetti Battle lasts about ...
  - half an hour
  - an hour
  - eight hours

## Carnival in Devizes

The greatest  
FREE carnival in  
the South West  
of England

### Main events

- ★ Picnic in the Park 1 19th August (from 2 ... to 3 ...)
- ★ Street Festival 4 ... and 5 ... August
- ★ Confetti Battle 29th August (starts at 6 ...)
- ★ Carnival Parade 7 ... September (starts at 8 ...)

Don't miss it!



## Pronunciation short and long vowels

4 Listen to the sounds in the audio and answer: Can you tell which vowel is short and which one is long? Check your answers as a class.





5 Listen and repeat.

- a. fun – park                      b. wrong – more                      c. big – key                      d. good - two

## Reflect

6 Discuss.

- Is there any festival in your country like Carnival in Devizes? Which one?
- Contrast the festival in your country to Carnival in Devizes. Then, share with the class.

- 1  Discuss: Do you receive pocket-money? If yes, what do you usually spend it on?
- 2  Read the article below and answer: What does the title mean?
- 3  Read the article again. Choose one of the tips and use your own words to retell it to a classmate in one sentence.
- 4  Discuss: Are there any other tips which can help you be more organised with money? Mention them.

## Saving for Your Future Self

As a teen, it's nice to go out with friends and buy a snack every now and then. You may even have enough money to go to the cinema or arcade. However, starting good money habits now will put you ahead for the rest of your life. Read the following tips:



**Start a Money Saving Habit** - How long have you been brushing your teeth? You must have been doing it for years, so by now it's a habit. If you start the habit of saving money now, that habit will always be with you. Save a portion of every peso you get, whether it has come to you as a gift or allowance.



**Get Educated** - Although you might be getting education about personal finance at school, this may not be enough. Try to learn as much as you can online or read books about personal finance. Another way to learn is by talking to your parents or guardians about money.

Some families don't like to talk about it, but this is exactly why some people leave their homes without the first clue about how to handle money. Open the conversation by asking them the most important piece of advice they can give you about money.




**Use Discounts** - You can find many discounts online if you take the time to look or ask to see if they have loyalty cards in shops. You can even receive discounts as a student for presenting your National Student ID Card.

Many people will tell you that their biggest financial regret is to not having saved enough money when they were younger. Start now so you don't have the same regret a few decades down the road.

*Adapted from Money Tips for Teenagers: Your Future Self Will Thank You*

### Checkpoint

- 5  Create a savings plan.
  - a. Write down a few ideas you can start doing to save money.  
**e.g.** *I have to stop buying snacks when I am not hungry.*
  - b. Write down 3 personal goals you think you can achieve by the end of the year.  
**e.g.** *I will spend less money on snacks.*
  - c. Share your personal goals with a classmate and exchange feedback.
  - d. Check on your goals in 1 month to make sure you are still following them.

# Speaking

1 46 Look at the picture. Then, listen to David, Lily and Leon's conversation and answer the questions in your notebook.

- Why is it a special evening for the friends?
- What are their plans for next year?
- Where are they going now?



2 47 Look at the map below. Listen to the tourists in the Tourist Information Centre and follow the directions. Where do they want to go?



## Your Turn to Speak

3 Choose a starting place with a classmate. Then, take turns asking for and giving directions to different places on the map.


*Excuse me, how do I get to the police station?*

*Go to the end of the street. Turn right. It's on the left next to the department store.*

4 Now choose a place but don't tell your classmate. Give directions to your classmate and see if they can guess the place.

*Turn left, then take the third right. It's on the corner.*

*The café!*

- 1  Read the title of the text: What do you think the story will be about?
- 2 Read the story and check if your predictions were correct.

## Self-Motivation




I used to go out a lot with my family when I was younger. One of the places I liked to visit the most were book fairs. I loved science fiction books and I always imagined what the future would be like. One day, I bought a beautiful book. It stated that:

“In the year 2030, space travel won’t be a fantasy anymore as people will travel to nearby planets and moons often. However, the most impressive feat of humankind will be time travel. People will travel to the past and be able to alter timelines.”

The idea was hallucinating. People visiting other planets in the same way we currently visit the cinema or mall. I said to myself, ‘I shall become a successful scientist and develop time travel.’ For this dream to happen, I had to **disobey** my parents’ wish of me becoming a doctor. Many years later, after having just graduated as a physicist, I began my time travel research. I started by compiling every study on the subject; then I began writing my own theories about it; and lastly, I started experimenting on how to bend time. However, after 10 years had passed

without results, I realised I was getting nowhere. I was **disheartened** and I started questioning my own ambition, to the point where I wanted to quit time travel research altogether. The desire of visiting the book fairs I loved as a child faded away. Until one day, I went to bed feeling really frustrated. I was in a deep sleep when an old woman approached me in my dream. I couldn’t see her face clearly, but she looked about 50. She said to me: ‘Keep working hard. You will do great things in the future. You will become the best scientist in the world.’ Then, she **disappeared**. Although I was dreaming, her words really moved me. When I woke up, I decided that nothing would stop me. Twenty-years later, and after a lot of trial and error, I was able to invent a time machine. I couldn’t believe it; I had achieved my dream! I wanted to try it immediately but, where to go first? And then it hit me. I set the date and travelled back to the past. I approached the bed of a young woman sleeping and I whispered to her: ‘Keep working hard. You will do great things in the future. You will become the best scientist in the world...’

Editorial Creation

- 3 Answer the following questions in your notebook.
  - a. What will happen in the year 2030 according to the book?
  - b. What did the woman promise herself?
  - c. Why did she become successful in the end?
  - d. What does the phrase ‘And then it hit me’ mean?
- 4  Create a timeline of the events for the main character. Then, discuss: What was the turning point of her life?
- 5  Look at the words in bold and answer: What do they have in common?
- 6 Search for more words beginning with *dis-* in a dictionary. Then, create your own sentences using these words in your notebook.
- 7  Discuss.
  - a. Is time linear?
  - b. Will the protagonist repeat the same action in every timeline forever?

**PREDICTIONS**

- We use **will** to make predictions about the future.

**eg.** *I think you'll get good grades for this project.*

*People **won't** have big cars in the future.*

*What job **will** you have in 20 years?*

**PROMISES**

- We also use **will** to make promises. We can use **shall** as well, which is more formal.

**eg.** *I **shall** get you a new cell phone for your birthday.*

*We **will** never leave you alone.*

Grammar Reference Exercise Book p. 78

- Look at pictures A-C and make a prediction for each one in your notebook.

**e.g.** *The world's water supply will decrease, and most people will live in deserts.*



- Write 4 promises you would like to make to yourself about your life, in your notebook.

**e.g.** *I will do more exercise this year to become fit.*

- For each promise from Activity 4, write the steps, in your notebook, you will take to fulfil them. Then, share your promises with a classmate.

**e.g.** *I will exercise more this year to become fit. For this:*

*I will exercise twice a week.*

*I will eat better.*

**Checkpoint**

- Write a bucket list of the things you want to achieve in the future.

- Write 10 predictions about your future life, based on your hopes and dreams.
- Make a bucket list.
- Compare your bucket list with a classmate's and discuss your predictions with each other.
- Present your bucket list to the class and make promises that will help you achieve your predictions.



**1** Look at the questionnaire below and answer the questions.

### What are you doing this weekend?

- |  |   |
|--|---|
| 1 Are you going to a theatre, museum or the cinema?  | 4 Are you visiting relatives?                                       |
| 2 How many hours a day do you spend on the computer playing video games? Chatting? Doing homework? | 5 Are you doing any sport activities?                               |
| 3 Are you meeting up with any friends?   | 6 Are you attending any other classes or activities outside school? |

**2** Read the report below and relate the questions in the questionnaire with paragraphs A-C.

### My Report – My Classmates' Weekend

Paragraph 1 states who you spoke to and why.

In the next paragraphs, write the results of your survey. Use a separate paragraph for each topic.

In the last paragraph, give your opinion on the results.

For this report, I spoke to 16 people in my class. I asked them about their favourite weekend activities and what they are doing this weekend.

**A About half** of the people I spoke to like doing sport in their free time. **Some of them** play football and others go swimming. **8 people** have classes outside of school. **2 of them** go to dancing classes and 5 are learning to play an instrument. **While only 1** student takes English lessons at home.

**B** Almost all the students in my class spend a lot of time on the computer. **Most of them** spend over 2 hours a day playing games or social networking. **Everyone** uses the computer to do their homework.

**C About** 80% of the students in my class have plans for the weekend. 11 are meeting up with friends. **2 of those** are going to the cinema with their families and **3 others** are going skating. No one is going to the theatre or the museum.


It was interesting to learn how much time people in this class spend on the computer. Perhaps we should all do a bit more sport or visit museums more often instead.

Editorial Creation


## Your Turn to Write

**3** Write a survey and a report.

- Use the questionnaire from Activity 1 or create your own. Organise the questions into groups or categories. **e.g.** *After school sports / Visiting people, etc.*
- Go around the class to gather the results from your questionnaire.
- Organise your results into groups.  
**e.g.** *Plan: About 75% of the students in my class are visiting relatives this weekend.*
- Use the expressions in bold in the present or future tense to report statistics.
- Go to your Exercise Book and write your report.

- 1  Look at the picture below. These students are on an educational expedition to the Arctic. Discuss: What do you think they will do on the expedition?



- 2  Listen to the requirements to enter a competition and complete Sally's notes a-f in your notebook. Then, check as a class.

### Sally's notes: Arctic expedition

Month of expedition: **a.** ...

Kinds of activities: workshops, talks, hikes, and **b.** ...

How to enter: write an **c.** ... or make a video

Video mustn't be longer than **d.** ... mins.

Must apply by 12pm on **e.** ...

Visit website to see **f.** ... from last year's expedition.

- 3  Role-play.

**a.** In pairs, prepare a role-play.

**Student A** – You're Sally and you have just returned from the Arctic.


**Student B** – You're a journalist. Prepare some questions and ask Sally about her trip and her plans for the future.

**b.** Use the information from Activity 2 to give you ideas. Remember to use the structures and vocabulary seen in this lesson. Then, switch roles.


*So, Sally, was the application process stressful?*

*Not at all. I said to myself, 'I will go to the Arctic.'*

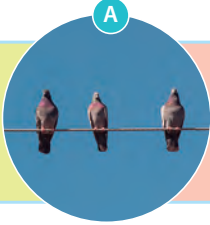
## Think Back

- 4  Think about the lesson and answer.
- What did you learn in this lesson? / How did you learn it?
  - What was the easiest or most difficult for you to learn in this lesson?
  - What can you do to improve your learning?

## Reading

1  Discuss the questions below.

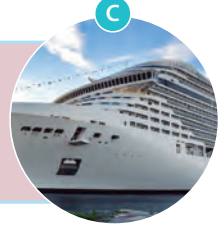
Why aren't birds on power lines electrocuted?



Why are stars only visible at night?



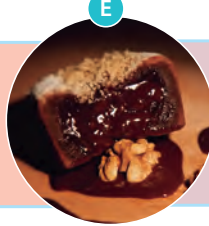
Why doesn't a huge metal ship sink?



How does sunscreen work?



How does the soft centre get into chocolates?



How is gas put into fizzy drinks?



2  Read the article and check your previous answers: How many did you get correct?

3 Match questions A-F in Activity 1 with paragraphs 1-6 from the article, in your notebook.

## Everyday Mysteries: The Science of Our Daily Lives!

- 1 Electricity wants to reach the ground. If there is a wire, the electrical charge will go down it. Birds aren't touching the ground when they sit on power lines, **so** they are safe. But be careful, if you are up a metal or wet wooden ladder, you can get a shock from power lines. The electricity is conducted through your body and travels down the ladder **so that** it reaches the ground.
- 2 The sugary centre is hard at the beginning. First, it's covered in chocolate by a machine. Then it's heated, and an enzyme called intervase is activated. This makes the sugar become soft. The temperature isn't high enough to melt the chocolate coating, **so** it stays hard. Delicious!
- 3 It's fun to sunbathe, but the sun also damages the skin. Sunscreen contains chemicals **so that** you are protected against the sun's harmful ultraviolet rays and radiation is reflected away from your body by inorganic ingredients such as titanium oxide. Radiation that doesn't get reflected is absorbed by organic ingredients such as oxybezone, **so** it never reaches your skin.
- 4 The fizz in your drink is caused by carbon dioxide. Water is cooled to below 8°C and then carbon dioxide is forced into the bottle by a machine. Then the bottles are closed quickly so the carbon dioxide can't escape. When you open the bottle, the carbon dioxide rises to the top in the form of bubbles.



- 5 The ship floats because it is full of air. The combined weight of the ship and the air inside is less than the weight of the water that would occupy the same space. On the other hand, if the ship filled with water, it would sink. This is because the ship plus the water inside would weigh more than the same volume of water.
- 6 The stars are in the sky both during the day and night. During daylight hours our star, the sun, is so bright that the other stars can't be seen. At night when our side of the Earth is facing away from the sun, the stars can be seen because the sky is dark.

Editorial Creation

4 Read the article again. Decide if the sentences are true or false. Correct the false sentences in your notebook.

- a. You can go up a ladder and touch a power line without getting hurt.
- b. The soft centres of chocolates start out as hard centres.
- c. The sun's rays contain titanium oxide and oxybezone.
- d. Bubbles in soft drinks contain carbon dioxide.
- e. Metal ships float because the metal they're made of is lighter than water.
- f. We can't see the stars during the day.

5  Look at the words in bold: In which cases do we use **so**? In which do we use **so that**?

6 Using the sentences from the article as a model, create two sentences using **so** and **so that** in your notebook.

## Checkpoint

7  Solve a problem in groups.

- a. Read the problem.
- b. Identify and write down the important information in your notebook.
- c. You have ten minutes to find a solution to the problem!
- d. Check your answers as a class.



An Emperor builds a science laboratory and wants the most brilliant scientist in his kingdom to run it. He shows the candidates his beautiful elephant Bella. He tells them that he wants to know Bella's weight, but that he doesn't have a strong enough scale. He says, 'To be my chief scientist, you need to tell me how to weigh my elephant without hurting her.' After an hour, one scientist whispers an answer into the Emperor's ear. The Emperor exclaims, 'You have the job!' What do you think the scientist said?

Editorial Creation

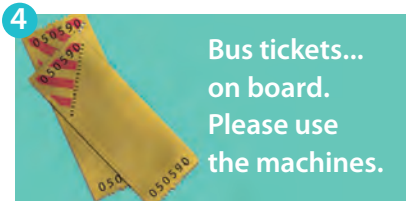
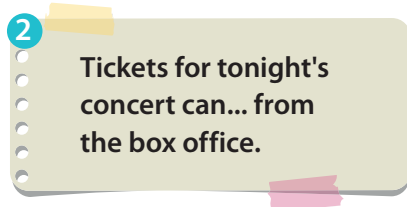
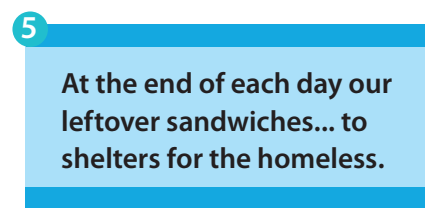
## Language in Use Present Simple Passive

- We often use the passive voice when we talk or write about science, technology, and processes.  
e.g. *Electricity is conducted through your body.*
- In a passive sentence, the subject is **not** the agent (the person or thing that does the action). The **object** of an active sentence becomes the **subject** of a passive sentence. We form the present simple passive with the verb **to be** in the present tense and the past participle. If we want to mention the agent, use *by*.  
e.g. *Active: A machine forces carbon dioxide into the bottle.*  
*Passive: Carbon dioxide is forced into the bottle by a machine.*

Grammar Reference Exercise Book p. 78


- 1 Complete signs 1-6 with the correct present passive form of the verbs in the box, in your notebook.

buy donate not give repair not sell speak



- 2 Rewrite these sentences using the passive voice, in your notebook.

- a. They clean our car at the carwash once a week.      c. They collect rubbish from my house every day.  
b. You can see the city centre from my house.      d. My mother makes my lunch.

- 3  Discuss the facts from the Science Quiz in Extra Material 2. Then, answer the quiz and compare your answers as a class.

e.g. *Colds can be cured by antibiotics.*

*I don't think colds can be cured by antibiotics.*

*I'm not sure. I think antibiotics kill most bacteria.*

*Yes, but colds aren't bacteria. They are viruses. Viruses can't be cured by antibiotics.*

# Listening



1 Look at the pictures and discuss.

a. Do you throw away plastic carrier bags or do you reuse them?

b. Do you recycle your paper, plastic, and other rubbish?

2 Listen to the first part of a talk on recycling. Then, decide if the sentences are true or false. Correct the false sentences in your notebook.

People in the UK throw away 2 kilos of rubbish every week.

People around the world use 50 billion plastic bags every year.

A recycled plastic bottle saves enough energy to run a 6W light bulb for 60 hours.

80% of plastic bottles are recycled.

We can recycle 50% of the things we throw away.

3 Before you listen to the second part of the talk, put the actions in order in your notebook. Then, listen and check your answers.

a. The metal is removed by two magnets.

d. The rubbish is put onto conveyor belts.

b. The remaining plastics are separated.

e. The cardboard is removed.

c. The glass is broken up and removed.

f. The rubbish is taken to the recycling plant.

4 Prepare a talk to give to the class about a process.

a. Choose one of the following ideas or your own idea and make notes.

How Whatsapp messages are delivered

How chocolate is made

How paper is made

How a video game is created

b. Practise your presentation.

c. Give your talk to the class and ask for feedback on your presentation.





Visit <https://science.howstuffworks.com/> for your research.

## Reflect

5 Discuss.

a. Do you think the government should create more laws to encourage recycling? Why? / Why not?

b. How can we be more eco-friendly in our daily lives? Provide two examples.

- 1  Read the note to the right and discuss.
  - a. How much exercise do you do during a regular week? Do you think it's enough?
  - b. How's physical education in your school? What would you change?
- 2  Read the instructions to create a training program. Put paragraphs A-D in order in your notebook. Then, check your answers as a class.

A study provides new evidence of an association between cardiorespiratory fitness and brain health. Researchers found that increases in peak oxygen uptake (which happens when doing exercise) were strongly associated with increased brain matter volume. The results suggest cardiorespiratory exercise may contribute to improved brain health and slow down a decline in grey matter.

*Adapted from Keep Exercising: New Study Finds It's Good for Your Brain's Gray Matter*

### A Choose the exercises

Once you've got all the information you need, you can choose the exercises you will do. Have in mind your goals and current physical state, but also consider your interests and preferences. If you don't like running, you can do a cardio exercise like riding your bike. It's important to keep yourself motivated so that you don't quit before finishing the program.

### B Set goals and times

Then, think about what you want to achieve. Do you want to do more exercise apart from P.E. at school? Maybe you want to limit your sedentary activities. Your answers will help you design your training program. After this, you can set the frequency of your exercises per week and how long your program will last. Be realistic about your goals and times and consider you'll need recovery time to avoid getting exhausted.

### C Design the plan


Now you can design your program. Take notes of your progress so that you can see your weekly results. Make adjustments if you are not comfortable with your original plan. And last but not least, don't forget to eat properly!

### D Measure your current state

First, take notes on your current physical state. Young people aged 13-17 should do intense physical activity for at least 60 minutes every day. They should also minimise the time spent being sedentary. This means limiting the use of electronic media entertainment (television, video games, and PC use) to no more than two hours a day.

*Adapted from Fact Sheet: Young People (13-17 years) Australian Government website*

## Checkpoint

- 3  Follow the steps in Extra Material 3 to create your own training program.

# Speaking

1 Look at the picture and answer: What do you think Charlie and Mia are doing?

2 Listen to Mia and Charlie's conversation and check your previous answers.

3 Now, listen to Mia talking to her dad and answer the questions in your notebook.

a. How does Mia describe the first object that they find?

b. What's it called?

c. What's it used for?

4 Write the words below in your notebook. Then, listen again and mark the words you hear used to describe objects 1 and 2, in your notebook.

## 1. the place

wood metal plastic big small heavy  
light round square rectangular

## 2. the reel-to-reel tape player

huge heavy light plastic cork metal  
curved round



## Your Turn to Speak

5 Describe an object and guess.

a. Choose an object from the pictures below. Think about how you can describe it using the adjectives in this lesson or the adjectives from Unit 1.

b. Write a short description of the object in your notebook.


c. Share your description with a classmate and see if they can guess it. Then, swap roles.


It's made of plastic and it has a metal tip.  
It's used to measure temperatures.

Yes, it is! It's your turn now.

Is it a thermometer?



- 1  Look at the picture. Describe it to your classmate in two sentences.
- 2 Read the following game review and answer the question in your notebook: What is the game about?
- 3 Read the text again and answer the questions in your notebook.
  - a. What do the words in bold mean?
  - b. What do they have in common?
  - c. Why do you think the author of the text ends their review with a question?
- 4 Using a dictionary, search for more words beginning with the prefix *ir-* and make a list of them in your notebook. Then, create 5 sentences using these words.
 

e.g. *Research is something irresistible for scientists.*
- 5  Discuss.
  - a. Do you believe robots can think for themselves?
  - b. Could what happened in the game happen in real life? Why? / Why not?
  - c. Should countries put a limit on how far science and technology can go? Why? / Why not?

## Living With Machines: *Horizon Zero Dawn* Review

*Horizon Zero Dawn* is a post-apocalyptic game that was released in 2017. The world created in the game is breathtaking, as you see humans live amongst animal-like machines such as crocodiles and hawks. However, this robotic fauna is normal for the humans living in this world. Originally passive, these machines have become **irrational** and have started attacking humans. This leads Aloy, the game's main character, on a quest to find out what happened to the "old ones" and why the machines are behaving **irregularly**. In one of the game's revelations, we find out that Earth was destroyed by biomass eating machines in the 21<sup>st</sup> century

(the century we are living in now!). These machines were created for military purposes by **irresponsible** authorities who eventually lost control of them. At some point, humanity realised it would require years to learn how to deactivate the machines, so they made a drastic decision: to accept annihilation. To preserve humankind, an elite group of scientists and engineers were recruited to create Artificial Intelligence (AI) which would learn to deactivate the machines and repopulate the Earth once the planet became habitable again. The game makes it explicit that repopulation happened hundreds of thousands of years after the 21<sup>st</sup> century. *Horizon Zero Dawn* is a unique game with stunning visuals and an incredible critique of technological advances. How far should science be allowed to advance without considering the possible consequences?

Editorial Creation

Photo by Dushan Hanuska

## Language in Use **Past Simple Passive**

- We often use the past simple passive when we talk or write about science, technology and processes. We form the past simple passive with the past simple of **to be** and the past participle.  
**e.g.** *His machine **was built** for a Science Museum in London.*
- The **object** of an active sentence becomes the **subject** of a passive sentence. We can use *by* to mention the agent.  
**e.g.** *Active: Martin Cooper **created** **the first cellular phone**.*  
*Passive: **The first cellular phone** **was created** by Martin Cooper.*

Grammar Reference Exercise Book p. 78

- 1 Find more examples of the past simple passive in the review on page 76. Copy the sentences in your notebook.
- 2 Rewrite the sentences below using the passive voice, in your notebook.

**e.g.** *Thieves stole a dangerous virus from the Hobson Research Lab.*

*A dangerous virus was stolen from the Hobson Research Lab.*

- a. The Hubble telescope found a fifth moon on Pluto.
- b. Scientists warned the government about extreme weather.
- c. Archaeologists found an ancient civilisation in the jungle.

## Checkpoint

### 3 Play *What's so funny?*

- a. Choose a word from each box and make funny sentences in the passive voice.
  - b. The group with the most correct sentences wins.
- e.g.** *The house was blown up by a spy.*

the house   the thief   the car   the boy   the athlete   the school   the king   the poet  
the bicycle   the mobile phone   the grandmother   the vase   the ball   the president   the tiger

knock over   chase   frighten   blow up   smash   rob   catch   steal   burn  
shoot   throw   hug   bite   drop

a mosquito   an elephant   a bank robber   a police officer   an alligator   a driver   a lorry  
a criminal   a naughty boy   a student   a cyclist   a wolf   a baby   a dog   a spy

### 1 Discuss.

- a. Read the title of the article. What do you think the text is about?
- b. Does the person mentioned in the first paragraph sound familiar? Why do you think he is famous?

### 2 Read the article and check your predictions.

The title should be interesting to draw the reader's attention.

The introduction describes the most general aspect of the text.

The following paragraphs focus on a detailed aspect of the topic.

The concluding paragraph narrows down the topic even more.

## A Lasting Legacy

Alfred Nobel was born in Sweden on October 21, 1833. He was a gifted student, who then became an industrialist, engineer and inventor. His most famous invention, dynamite, was invented in 1867.

Nobel died a very wealthy man in 1896. His will stated that most of his money was to be used to establish a fund **so that** important people could be recognised in the following areas: Chemistry, Physics, Physiology or Medicine, Literature and Work for Peace.

On December 10, 1901, the first Nobel Prizes were awarded. Since then, every year on that same date, Nobel Prize winners are given a medal, a diploma and about €1 million **for** contributing to their respective field. The ceremony is held in Nobel's birth city, Stockholm, whereas the peace prize is always awarded in the Norwegian capital, Oslo.

Each Nobel Prize is awarded to up to three individuals and there are some well-known names on the list of winners – Marie Curie (Physics and Chemistry), Albert Einstein (Physics), and Alexander Fleming (Physiology or Medicine). The prize can also be given to an organisation such as the Red Cross (Peace).

Editorial Creation

Use expressions of purpose to explain things in your article.

Use a colon (:) to introduce a list.

## Your Turn to Write

### 3 Plan your article in your notebook.

- a. Choose an important event, such as the Nobel Prize.
- b. Make notes on what you want to include, going from the general aspects to the more specific.

### 4 Now, go to your Exercise Book to write your article.







- 1 Complete the questions using the verbs in the box in the correct passive tense. Then choose the correct answer to the question. Write your answers in your notebook.


build design invent(x2) make paint play use

## Quiz Time!

1. Where ... the Statue of Liberty ...?
  - A. France
  - B. the United States
  - C. the UK
2. Who ... *The Scream* ... by?
  - A. Claude Monet
  - B. Edvard Munch
  - C. Pablo Picasso
3. Who ... jeans ... by?
  - A. Levi Strauss
  - B. Stephen Lee
  - C. Charles Gap
4. How long ... toothpaste ... ?
  - A. 1,000 years ago in Peru
  - B. 2,000 years ago in Ancient Rome
  - C. 3,000 years ago in Ancient Egypt
5. When ... *Fantasmagorie*, the first animated film, ...?
  - A. 1898
  - B. 1908
  - C. 1928
6. Who ... the first bicycle with inflatable rubber wheels... by?
  - A. John Dunlop
  - B. Leonardo Da Vinci
  - C. Henry Ford
7. Who ... the World Wide Web ... by?
  - A. Stephen Hawking
  - B. Tim Berners-Lee
  - C. Thomas Edison
8. Where ... the first football World Cup ... ?
  - A. Uruguay
  - B. Brazil
  - C. Germany

- 2  Listen and check your answers.
- 3  Follow the steps from Extra Material 4 to create a group quiz.

## Think Back

- 4  Think about the lesson and answer.
- a. Did you like the lesson? Why? / Why not?
  - b. What would you change from the lesson if you could?
  - c. Explain what you learnt to a classmate.



# FINAL Review

## 1 Discuss.

- a. What was your longest conversation in English about? How long was it?
- b. Have you ever played a card game? Which ones?

## 2 Read the text and make a summary of the instructions in your own words, in your notebook.

### Jumping Questions

The objective of this game is to engage in a conversation for as long as you can, jumping from one topic to another. Follow the steps to prepare the game.

**Step 1** Choose five topics from the box below.

friends and family – everyday activities – free time and entertainment –  
sport – jobs and work – transport – towns and cities – landscapes

**Step 2** Write 6 questions for each of the five topics you chose. You'll have to ask your questions to a classmate.

**e.g. Friends and family** - *Have you got any brothers or sisters?*

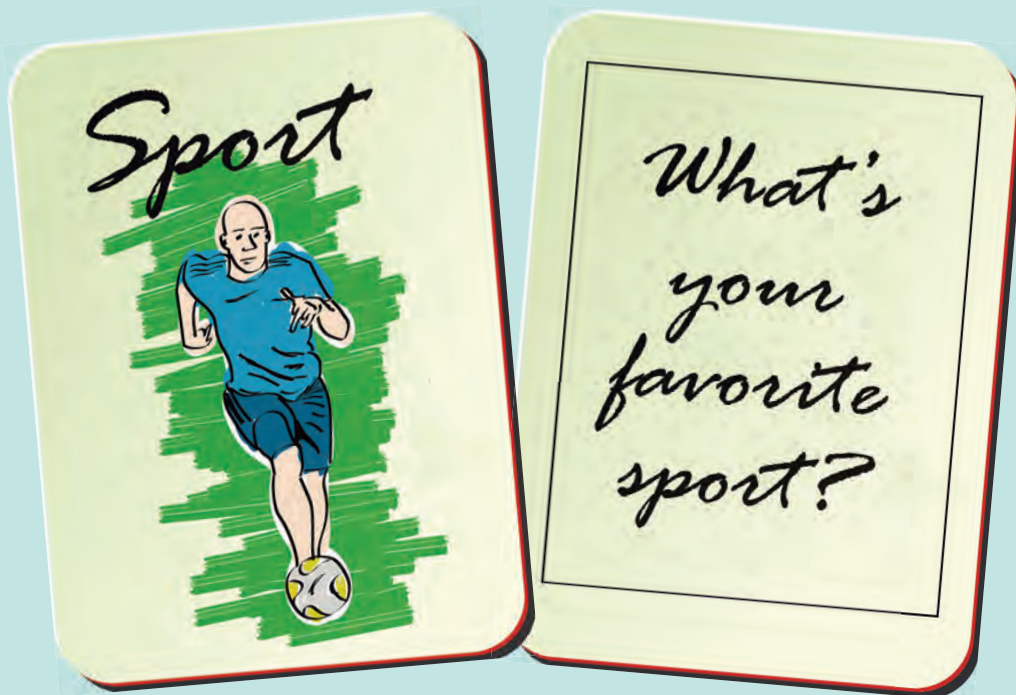
**Everyday activities** - *What time do you get up?*

**Freetime and entertainment** - *What are you doing at the weekend?*

**Sport** - *Which sports have you played?*

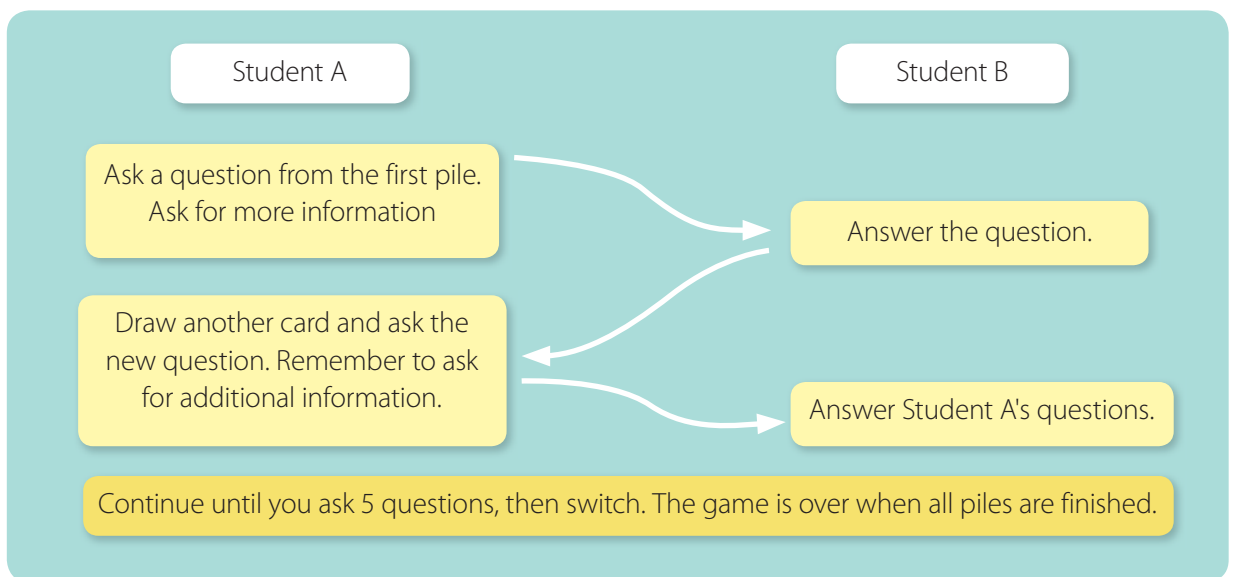
**Step 3** Make cards for the questions. On one side of the card write the topic and, on the reverse, write one of the 6 questions. You'll have 6 cards per topic, so in total you'll have 30 cards.

**Step 4** You can decorate the cards however you want. Be creative!



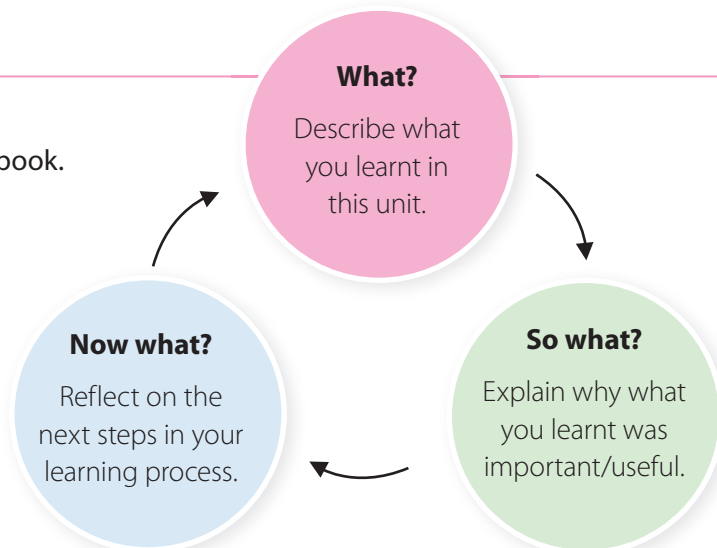
**3**  **Play Jumping Questions.**

- a. Divide the cards according to their topic. Make five piles, one for each topic.
- b. Take turns asking and answering questions. Student A will draw a card from the first pile and ask the question to Student B.
- c. Student B will answer the question. Student A can ask for more information before drawing a card from the second pile.
- d. Student B will answer the new question and Student A will keep drawing cards from each pile until he/she has asked 5 questions (1 from each pile). Then, switch roles. Now, Student B asks the questions. Take turns every 5 cards to ask and answer the questions.
- e. Follow these tips to play the game.



**My 3Ws**



Answer the following questions in your notebook.



# Project

## Take a Virtual Field Trip

### Preparation

- 1  As a class, watch the following 360° Virtual Field Trips. Make note, in your notebook, of the:
  - a. type of activity.
  - b. what you can do on the tour.
  - c. what you see.
  - d. what you feel.
- 2  Check your answers as a class.



- 3  Discuss which virtual field trip you liked best.

*I loved the swimming with dolphins tour!  
It was beautiful and entertaining.*

*I agree, it's something I will do  
in the future for sure.*

## Your Turn

**4**  Now prepare for your Virtual Field Trip to The Tech Interactive Museum.

**a.** Brainstorm ideas that come to your mind when you think about technology. Think about and make notes of products and innovations that fall into these categories:

- Medicine and healthcare
- Fitness
- Art
- Science
- Transportation
- Entertainment

**b.** Share your answers with the class.

**c.** Copy the following template of the report with the goals of your virtual field trip.




- Our virtual tour to: *(Name of tour)*
- List of things I saw:  
*(List of interesting things you saw in the video)*
- Something I learnt:  
*(Did something get your attention? Write it here.)*
- My favourite part:  
*(Describe your favourite part of your virtual tour.)*

**5** Take the Virtual Field Trip to The Tech Interactive Museum. Remember to complete your report while you take the virtual tour.



Visit <https://www.howsciencepowersus.com/education-resources/virtual-field-trip>

**6**  After the Virtual Field Trip, compare your report with a classmate's.

*It was incredible to learn about the experts that are behind the latest technological advances.*

*I know! For me, the most interesting place was learning about how they work.*

**7** Go to your Exercise Book to assess your project.

# 4 Great Moments

## Look and discuss

- › Think of one life event that marked your childhood.
  - › Tell a classmate about it.
- Is there a film that represents
- › life events similar to your own memories? Which one?
- Do you think films succeed in showing real life events? Why? / Why not?

## Unit goals

- › Provide essential or additional information using relative clauses.
- › Verify information using question tags.
- › Practise the initial /j/ sound.
- › Write a film review and an email.
- › Design your own youth club.
- › Show a positive attitude toward your and your classmates' learning.



# 1 The Big Screen

## 1 Discuss.

- Do you enjoy going to the cinema? Why? / Why not?
- Do you know any famous film directors? If yes, which film(s) have they directed?
- Read the title and look at the pictures. What do you think the text is about?

## 2 Read the blog and identify in your notebook:

- the people in Gabriella's film and their responsibilities.
- the name of their film.
- the type of film they are making.

## 3 Read the blog again and find words in the text that mean...

- all the words, sounds, and music in a film.
- the group of people who work on a film.
- the dialogue, acting instructions, and scene directions of a film.

## 4 Check your previous answers as a class.

## ENCOUNTERS! AN EXCITING NEW THRILLER

*Meet the crew by Gabriella*

Do you ever read the credits at the end of a film and think, 'Wow, look at all those people! What do they do?'

On big Hollywood blockbusters, a lot of people are involved. Some jobs are easy to understand. A producer is the person who gets the film made. He or she raises the money, chooses the director and other key people, and checks every stage of the film

process. And we know the director directs! But what are some of those other strange jobs?

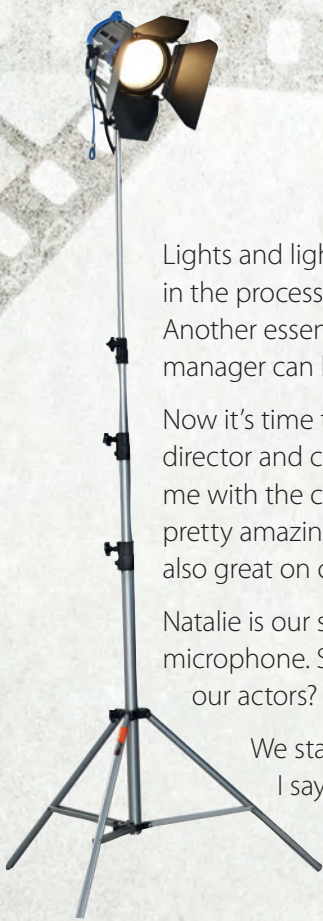
When you're filming, you often have problems with noise, such as traffic or wind. It's difficult to record all the sounds you need, so they are added in the studio afterwards. Foley artists are the people who make those noises on the soundtrack. They can do footsteps, breaking glass... any noise you can think of!



Watch some foley artists in action at [https://www.youtube.com/watch?v=UO3N\\_PRIgX0](https://www.youtube.com/watch?v=UO3N_PRIgX0)







Lights and lighting are very important in film-making too, so gaffers are very important in the process. They are the head electricians and oversee the lighting crew.

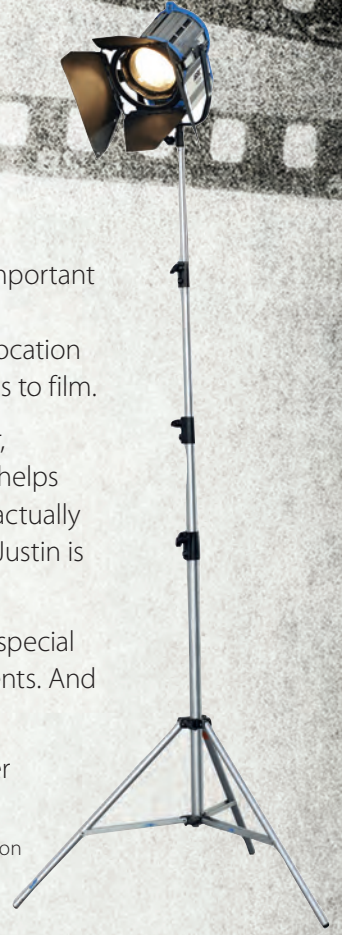
Another essential part of making a film is choosing the right location. Being a location manager can be glamorous. They visit many places to find the perfect locations to film.

Now it's time to introduce our film crew... and it's a lot smaller. I'm the producer, director and camera operator. Sometimes my step-brother, who loves filming, helps me with the camera. The screenplay, which Justin wrote in only two weeks, is actually pretty amazing. It's very fast and funny and has some great action sequences. Justin is also great on computers, so he's our film editor too.

Natalie is our sound recordist and composer. She records the dialogues with a special microphone. She also composes the music and she even plays all the instruments. And our actors? They are all friends and people that we know.

We start filming tomorrow. Follow our blog and see what happens after I say, 'Action!'

Editorial Creation



**5**  Discuss.

- Did you correctly guess what the text was about?
- Why do you think Gabriella wrote about her crew?
- List other professions that work behind the scenes and should be made visible.  
e.g. *Music video choreographer*

 **Checkpoint**

**6**  Create and role-play a scene.

- Look at the first scene from Gabriella's thriller *Encounters*.
  - Give names to the characters.
  - Decide what is happening in the picture.
  - Write the dialogue for the scene.
- Assign roles to each member of the group. If there are more than 3 students in your group, create a new character!
- Now, role-play the scene you created for the rest of the class.



- We use relative clauses to give extra information about a person, object, place, or possession. These clauses begin with a relative pronoun. There are two types:
  - In **defining** relative clauses, there is essential extra information. These clauses start with the relative pronouns **which / that, who / that, where or whose**.  
e.g. *The producer is the person who gets the film made.*
  - In **non-defining** relative clauses, there is extra information that is optional. Use commas to separate the clause from the rest of the sentence.  
e.g. *Sometimes my step-brother, who loves filming, helps me with the camera.*

Grammar Reference Exercise Book p. 79

1 Which film cliché are you? Check your birthday and favourite colour. Add the correct relative pronoun and find out! Then, share your results with the class.

Month	Day	Favourite colour
<b>January/February:</b> The shy person	<b>1-5:</b> (cut) their hair	<b>Yellow:</b> meets a love interest.
<b>March/April:</b> The teen	<b>6-10:</b> family left	<b>Black:</b> finds a purpose in life.
<b>May/June:</b> The sidekick	<b>11-15:</b> (be) followed by a stranger	<b>Red:</b> tells a traumatic story.
<b>July/August:</b> The all-loving hero	<b>16-20:</b> dog almost died	<b>Orange:</b> gets revenge.
<b>September/October:</b> The villain	<b>21-25:</b> (look) in the mirror	<b>Green:</b> decides to change.
<b>November/December:</b> The bad boy	<b>26-31:</b> secret is revealed	<b>Blue:</b> feels melancholic.

2 Play a game.

*The Relativise Game!*

1. Divide into two teams (Team A and Team B).
2. Each team has to write 10 sentences using relative clauses.  
e.g. The people **who live in Chiloe** are very friendly.  
My teacher, **who is very nice**, likes reading books.
3. Both teams go to the board to write their sentences without including the relative pronouns.
4. When finished, switch places and correct the other team's sentences by writing the missing relative pronoun. State if the clause is defining or non-defining.
5. Each team receives one point for the correct missing pronoun and one point for identifying the relative clause. Repeat until all players have gone to the board!

3 Create four sentences using relative clauses in your notebook. Then, present them to the class.

# Listening




*Arrival* film frame





*Black Panther* film frame



*Interstellar* film frame

- 1**  Discuss.

  - Have you seen any of these films? If so, what can you say about them?
  - Do you know what a podcast is? Have you listened to one before?
- 2**  Listen to a podcast about films and match the scene descriptions a-c to pictures A-C. Then, check with a classmate.

  - Someone receives a message from an important person.
  - Someone is defeated in a fight for power.
  - Someone chooses to take a risk for a greater good.
- 3**  Listen to the podcast again. Choose one film and identify in your notebook:


  - the title of the film.
  - the name of the characters/actors in the scene.
  - what happens.
- 4** In your notebook, write about your favourite moment in a film. Include the information from Activity 3. Use the following model as an example. why the person likes the scene.

My favourite moment is from *Wonder Woman* (2016). Steve Trevor and Wonder Woman approach a piece of land which is currently the fighting place for World War I. Trevor tells her no one has been able to cross the area which is called “No Man’s Land” ever since the fighting began. Luckily, she is no man, so she begins running until she reaches the other side unharmed. I like it because it’s a powerful scene for young girls and women alike: to see an iconic superheroine be the actual protagonist of a film.

*Adapted from The Best Scene in Wonder Woman Almost Wasn't in the Movie*



## Reflect

- 5**  Discuss.

  - How important is good acting when trying to show emotional situations?
  - What helps you identify good acting versus bad acting?

- 1 Do you know how a film is made? Write down all the steps you can think of in your notebook.  
e.g. *First, we choose the actors...*
- 2 Read the text and order the eight steps in your notebook.

**How to make a film: 8 steps**

- A. Once you have decided on the basics, write notes about your storyline or plot.
- B. After editing, add sound effects, music, and titles.
- C. First, decide on a genre, a place, historical period, and characters.
- D. When your screenplay is ready, assemble your film crew and cast your actors.
- E. Finally, make a trailer and show your film!
- F. Find locations for your scenes or build sets and collect props and costumes.
- G. Write the screenplay – dialogue with instructions for the filming.
- H. Using your screenplay, draw a storyboard (pictures of each scene).

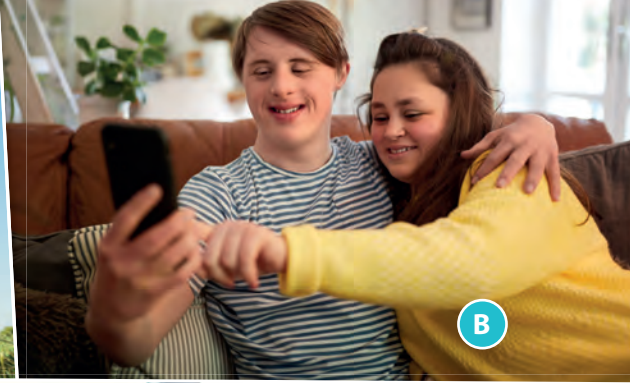
- 3 Check Activity 2 with a classmate. Do you have the same order?

**Checkpoint**

- 4 Follow the instructions in Extra Material 1 to write and film a scene.

Genres	Location	Characters
Science fiction	Museum	Old person
Horror	Spaceship	Sailor
Crime	Boat	Child
Comedy	Forest	Artist
Historical	Palace	Homeless person

# Speaking



1 Look at pictures A-D and discuss the questions.

- a. How do you get in touch with your friends?
- b. What do you use your mobile phone for?
- c. What are common problems mobile phones have?

2 Listen to Charlie and Mia's conversation and answer the questions in your notebook.

- a. Where is Mia going?
- b. What does Charlie want to know?
- c. Why didn't Mia know about the video?
- d. Why can't Charlie show her the video?

3 Now, listen to Charlie, Mia, and Lauren's conversation. Decide if the sentences are true or false. Correct the false sentences in your notebook.

- a. Charlie posted a video last week.
- b. Lauren couldn't watch the video.
- c. Charlie can't play it because he can't get a signal.
- d. Mia thinks the video is awesome.

4 Listen again and write down all the technical problems they mention in your notebook.

## Your Turn to Speak

5 Create a short dialogue for the situations shown in the pictures above A-D. Then, role play the dialogues. Look at the example from picture A.

*Did you get my message?*

*I sent you Billie Eilish's new video!*

*No, I didn't. My battery's dead. What was it?*

*Oh really? Show it to me!*

## 1 Discuss.

- Which book-based films have you seen? Name three.
- What are the most difficult aspects of adapting a book to film?
- What are the advantages or disadvantages of reading a book versus watching its film adaptation?

## 2 Scan the following extract from *The Hunger Games* by Suzanne Collins. Find words you do not understand and use a dictionary to find their meaning. Write them in your notebook.

## 3 Read the text again and discuss the questions.

- Is the extract fiction or non-fiction? How can you tell?
- How does the main character feel?
- What is the conflict in this extract? How does the main character solve it?

After about fifteen minutes, they call my name.

I smooth my hair, set my shoulders back, and walk into the gymnasium. Instantly, I know I'm in trouble. The Gamemakers have been here too long. They've sat through twenty-three other demonstrations. Most of them have had too much wine. They want more than anything to go home.

There's nothing I can do but continue with the plan. I walk to the archery station. Oh, the weapons! I've been itching to get my hands on them for days! There are bows made of wood and plastic and metal and materials I can't even name. There are also arrows with feathers cut in flawless uniform lines. I choose a bow, string it, and sling the matching quiver of arrows over my shoulder.

There's a shooting range, but it's much too limited. Standard bull's-eyes and human silhouettes. I walk to the centre of the gymnasium and pick my first target. The dummy used for knife practice. Even as I pull back on the bow, I know something is wrong. The string's tighter than the one I use at home. The arrow's more rigid. I miss the dummy by a couple of inches and lose what little attention I had been commanding. For a moment, I'm humiliated, then I head back to the bull's-eye. I shoot again and again until I get the feel of these new weapons.

Back in the centre of the gymnasium, I take my initial position and skewer the dummy right through the heart. Then I sever the rope that holds the sandbag for boxing, and the bag splits open as it slams to the ground. Without pausing, I shoulder-roll forward, come up on one knee, and send an arrow into one of the hanging lights high above the gymnasium floor. A shower of sparks bursts from the fixture.

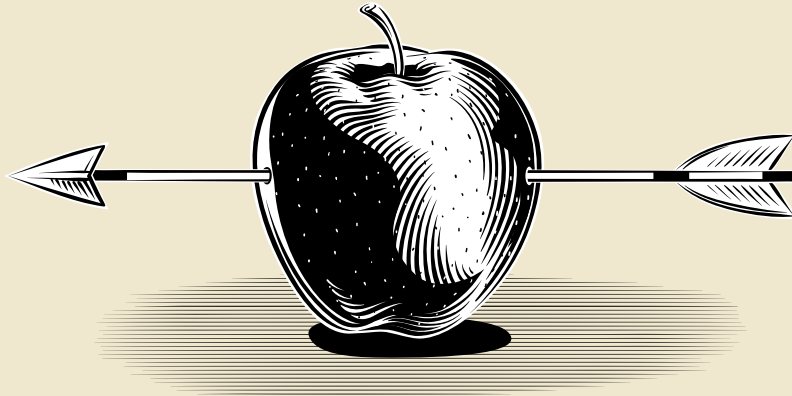


It's excellent shooting. I turn to the Gamemakers. A few are nodding approval, but the majority of them are fixated on a roast pig that has just arrived at their banquet table.

Suddenly I am furious, that with my life on the line, they don't even have the decency to pay attention to me. That I'm being upstaged by a dead pig. My heart starts to pound, I can feel my face burning. Without thinking, I pull an arrow from my quiver and send it straight at the Gamemakers' table. I hear shouts of alarm as people stumble back. The arrow skewers the apple in the pig's mouth and pins it to the wall behind it. Everyone stares at me in disbelief.

"Thank you for your consideration," I say. Then I give a slight bow and walk straight toward the exit without being dismissed.

Adapted from *The Hunger Games*






- 4** Now, watch the scene from *The Hunger Games* film and answer the questions in your notebook.
- a. Did you like the film or the book version better? Why?
  - b. How does the film compensate for not being able to express the main characters thoughts? Was your perception of the scene impacted?
  - c. Which parts of the book were left out of the film? Why do you think they were left out?
  - d. Which version do you understand better: the book or the film? Why?



Watch the "Shooting the Apple" scene from *The Hunger Games* at <https://www.youtube.com/watch?v=G9VI6SExDms>



- 5**  Follow the instructions in Extra Material 2 to compare the two versions: the book and the film.

- 1  Discuss.
  - a. What was the last film you saw?
  - b. Did you like it? Why? / Why not?
- 2  Read the film review and tips for writing one. Then, answer the questions.
  - a. Did you like the review? Why? / Why not?
  - b. Did the tips help you to understand how to write a review? How so?

The first paragraph provides background information about the film.

The following paragraphs describe the setting, plot, and best features.

The final paragraph states whether you recommend the film or not.

## This week's film review by Manu

*Spider-man: Into the Spider-verse* is an animated superhero film.

It was released in 2018 and was directed by Peter Ramsey, Rodney Rothman, and Bob Persichetti. It features the voices of Shameik Moore, Hailee Steinfeld, and Academy Award winners Mahershala Ali and Nicolas Cage.

The film is set in New York, where Miles Morales, who is 13 years old, lives with his parents. But you already know what comes next, don't you? A radioactive spider bites him, and he gets superpowers! The transition into superhero isn't easy for him. He has to fight villains and close up a portal that mixes dimensions. Luckily, he gets help from other superheroes, so he does not have to experience everything alone.

The animation is amazing, especially during the action scenes, which are incredible. In the end, we see Miles embrace his identity, which helps him grow closer to his friends and family. That's actually my favourite part of the film.

*Spider-man: Into the Spider-verse* is an action-packed film which is also inspirational. My only criticism is that it sometimes feels like a visual rollercoaster, which makes it confusing at times. However, it's one of the best films of the year. What are you waiting for?

Editorial Creation

## Your Turn to Write

- 3 Plan your film review in your notebook.
  - a. Choose a film you have seen recently.
  - b. Look at the questions and make notes of your answers.
    - Who produced / directed / starred in the film?
    - Where is the film set and what happens? What do you like and/or dislike about the film?
    - Would you recommend the film? Why? / Why not?
- 4 Now, go to your Exercise Book to write your film review.



**1**  Discuss.

- Do you like animated films? Why? / Why not?
- How are the stories in animated films different from those in live-action films?

**2** Read the summaries below and answer the questions in your notebook.

- Which film includes coping with life's changes?
- Which film includes a way to relive the past?
- Which film includes an unexpected meeting with a friend?

## Best Animated Films of the 2010s



*Bear Story* film frame

"Bear Story" is an ingenious piece of 3D animation. It tells a sad story of a lonesome bear who builds a mechanical diorama in an attempt to remember (and perhaps recover) the life he used to have with his wife and son, before he was taken away from his home. The short film is an allegory for the way families were separated during the 1970s in Chile.



*Inside out* film frame

Growing up can be difficult, and it's no exception for Riley, who has to deal with moving from her Midwest life to a big city. Like all of us, Riley is guided by her emotions – Joy, Fear, Anger, Disgust, and Sadness. They live in Headquarters, the control centre inside Riley's mind. Riley has trouble adjusting to her new life, and this is reflected in Headquarters. Joy, which is Riley's most important emotion, tries to keep things positive, but the other emotions aren't much help for Riley to cope with her new life.



*Toy Story 4* film frame


Woody has always been confident and knows his priority, which is taking care of his kid. However, he faces the challenge of dealing with Boonie's new toy, Forky, because he believes he is trash. A road trip excursion ends up in an unexpected detour which includes a meeting with a long-lost friend and other incredible adventures.

*Adapted from The 50 Best Animated Movies of the 2010s and Bear Story Wrap*

**3**  Play a game.

- Write sentences about an animated film you like or dislike on a piece of paper. Try not to mention the name of the film or the characters.
- Swap papers with a classmate and guess the film they wrote about!


## Think Back

**4**  Think about the lesson and answer.

- What did you learn in this lesson? / How did you learn it?
- What was the easiest or most difficult for you to learn in this lesson?
- What can you do to improve your learning?

# 2 Teen Success!

## Reading

1  Read the title, look at the picture and discuss.


- What do you think the text is about?
- How are the teenagers feeling in the picture below?
- What are your end-of-year goals? What are you doing to achieve them?

2 Read the article. Which strategies are mentioned? Write them in your notebook.

**e.g.** *The article mentions exercising, which I need to do.*

3 Match headings a-g with paragraphs 1-7 in your notebook.

- |                   |                        |
|-------------------|------------------------|
| a. Live life      | e. Make friends        |
| b. Get involved   | f. Do a sport          |
| c. Study hard     | g. Follow your beliefs |
| d. Get some goals |                        |

4  Read the article again. What examples can you find of the following areas?

- |                     |                           |
|---------------------|---------------------------|
| a. short-term goals | d. challenging activities |
| b. long-term goals  | e. things you believe in  |
| c. volunteering     |                           |

Being a teenager is great fun, but it isn't always easy, is it? There's so much pressure and responsibility. You are developing the skills needed to cope with adult life, so support from friends and family is really important.

## Teen tips



Doing well at school means that you will have the opportunity to higher education such as university, which could lead to your dream job.

So try your best in school and don't be afraid to ask for help. Good study habits help too, so keep your notebooks tidy and revise regularly.

1


5 Write two personal examples of each area from Activity 4 in your notebook.

- e.g. • *short-term goal – I'd like to read a book in English this semester.*
- *long-term goal – I'd like to study abroad someday.*
  - *volunteering – I'd like to participate more at my local animal shelter.*
  - *challenging activities – I'd like to go hiking.*
  - *things you believe in – I'd like to learn more about recycling.*

6  Discuss.

- Is there any information from the text you disagree with? Why? / Why not?
- Are the tips presented in the article relevant to you? Why? / Why not?
- In which areas could you improve? How?

## Checkpoint

7  Work in groups and follow these steps.

- Share your short-term and long-term goals from Activity 5.
- Compare and discuss your goals. Are they similar or different?
- Now, create a poster and present it to the rest of your class.

### Short-term goals:

- Buy a guitar
- Wake up 15 minutes earlier

### Long-term goal:

- Learn how to play the guitar

Alexis

### Short-term goals:

- Spend less time watching TV
- Establish a routine

### Long-term goal:

- Learn to speak another language

Paloma

2 Having goals in life can give you focus. You might decide to take up a new sport or get fit by doing regular exercise. If you play a musical instrument as well, you could earn a scholarship.

3 The friends you make at school can be friends for life. They should accept you and give you support when you are down. Choose friends who make you feel happy and help you grow, not those who make you feel bad, and make sure you see them regularly.

4 According to experts, volunteering can make you happier. You could volunteer in an animal shelter, make friends with an elderly neighbour, or raise money for charity. Make a difference in the world and develop key skills.

5 It can be difficult to be active when you're a busy student, can't it? But doing a sport helps you feel better mentally and physically. Studies show that people who get active in their adolescence are also more active when they are adults. So get active now!

6 Stand up for what you believe in. Find out about the things you care about, such as the environment, human rights or politics. This way you will be able to form your own opinion and develop critical thinking skills.

7 Live life to the fullest. Can you scuba dive or climb mountains? Are you able to act or sing? Doing challenging activities strengthens your character and takes you out of your comfort zone. Life is short, so enjoy it!

- We use question tags to confirm a statement we believe is true.


e.g. *It isn't always easy to be a teenager, is it?*

*You live in Concepción, don't you?*

*Paul played basketball yesterday, didn't he?*


*Sarah will visit her family, won't she?*

Grammar Reference Exercise Book p. 79

- 1  Work in groups. Using question tags, share two facts you believe to be true about each member of the group.

e.g. - *Paula, you can't ride a bike, can you?*

- *Yes, I can!*

- 2  Read the game rules. Then, listen and answer the questions in your notebook.

a. What questions did Bob ask?


b. Which question did Suzy answer incorrectly?

The contestant must answer ten questions correctly to win without saying 'yes' or 'no'.



# THE Yes/No GAME



- 3  Now, play the Yes/No Game. Use the ideas below along with your own ideas to create questions.

watch TV every day

have got a pet

like football

can't speak French

can't play a musical instrument

are wearing a belt

are the youngest person in your family

have got a mobile phone

don't eat meat

You live in an apartment, don't you?

That's right.

# Listening



A



B



C



D

- 1 Look at pictures A-D and answer the questions.
  - a. Do any of these activities make you feel happy? Why / Why not?
  - b. What makes you feel happy?
- 2 Listen to the first part of a radio programme about happiness. What activities do the speakers mention?
- 3 Listen to the programme again. Write what makes each of them happy, in your notebook.

e.g. *George likes tennis.*

  - a. Imogen
  - b. Eric
  - c. Amy
  - d. Oliver
  - e. Tilly
- 4 Listen to the interview with Dr Adam Sinclair. Then, number the benefits in the order you hear them, in your notebook.



## The benefits of happiness


by Dr Adam Sinclair

- |  |  |
|--|--|
| <b>A</b> You enjoy better social relationships | <b>D</b> You are more successful in work |
| <b>B</b> You have better mental health         | <b>E</b> You live longer                 |
| <b>C</b> You feel good                         | <b>F</b> You have better physical health |

- 5 Answer the following questions in your notebook.
  - a. According to the interview, what is the relationship between happiness and health?
  - b. What example does Dr Sinclair give to support that happiness makes you live longer?

## Reflect

- 6 Discuss.
  - a. How can being happy help you achieve your goals?
  - b. Do you believe there's a formula for happiness? Why? / Why not?
  - c. Should happiness be our main goal? Why? / Why not?

- 1  Discuss.
  - a. Do you know of any technological project which has improved people's lives? Which one(s)?
  - b. What role do you think technology plays in addressing everyday problems?
- 2 Read an article about three student projects. Then, answer in your notebook.
  - a. What do you think about the winning projects? How do you think the students came up with these ideas?
  - b. Why do you think it is important to encourage projects like these?



Los Creadores is the first Digital Talent Award in Chile which aims to encourage the creative minds of Chile's future geniuses, inventors, and entrepreneurs... children and young people who stand out for their use of technology in the development of a project that can improve the quality of life for people, their families, and their countries. These were the national winners of the 2019 contest:

**2<sup>nd</sup> Smart buoy**  
*(Second place – Los Ríos Region)*

Device capable of recognising water pollution levels through sensors. It also monitors the physical and chemical changes of water in real time through an app.


**1<sup>st</sup> Ocean monitoring**  
*(First place – Aysén Region)*

Tube that allows monitoring water temperature and the behaviour of fish through an app, directly benefiting small-scale fishing due to its low cost, size, and precision.

**3<sup>rd</sup> Ecoantarctic 1**  
*(Third place – Ñuble Region)*

Self-sustainable robot lorry that serves as treatment facility to produce bio-diesel and other derived products from used vegetable oil.

Adapted and translated from *Ganadores Nacionales 2019*

- 3  Follow the steps in Extra Material 3 to prepare a presentation about an issue and its possible technological solutions.



Visit <http://www.loscreadores.cl/> and read about the winners of previous years for inspiration!

# Speaking



1 Look at pictures A-D and answer.

- a. What type of news do you think the people received?
- b. How do you react when you receive good news? Bad news?
- c. What phrases do you use to express surprise?

2 Listen to Charlie's news and answer the questions in your notebook.

- a. What has Charlie done?
- b. Why is Lauren surprised?

3 Now, listen to Mia and Lauren's conversation and answer the questions in your notebook.

- a. What had Mia wanted to do?
- b. Why can't she do it now?

4 Look at picture D. Do you think Lauren has received good or bad news? Why?

5 Listen and check if your answer for activity 4 was correct.

6 Write down the phrases used to express surprise, in your notebook.



## Your Turn to Speak

7 Write three surprising things to tell others, in your notebook.

- e.g. a. *My best friend has failed all his exams.*
- b. *Our English teacher has won the lottery.*

8 Work in groups and follow these steps.

- a. Take turns telling others your surprising news.
- b. Respond to the news using the expressions from your Exercise Book. Ask follow-up questions to get more information.

*Have you heard the news?*


*No. What's happened?*

*My brother met Lady Gaga at a party.*

*That's amazing, isn't it? Where was the party?*

- 1 Make a list, in your notebook, of activities for teenagers in your local area.

e.g. *play football, go to art classes, go to the cinema, ...*

- 2  Compare your ideas with a classmate and discuss which activities you like the most.

- 3 Skim the article and find an initiative related to:

money and finance

culture and history

sport and dance

- 4 Read the article again. Answer the questions in your notebook.

- What was the experiment in the castle?
- What does StreetGames organise?
- What do young people learn through MyBnk?
- Do you think the pictures represent each of the texts? Why? / Why not?

- 5 Read the article again and find words or phrases that mean:

### StreetGames

- have enough money
- establish or organise

### Heritage Reality Show

- participate
- continue to exist or function

### MyBnk

- use something sensibly
- materials containing goods

## Great Initiatives

Adults often assume that teenagers are only interested in gadgets and celebrity gossip. Yet, when teenagers are given the opportunity to get involved, they can increase their self-confidence and make an active contribution to their communities. Here's a look at some initiatives.



### StreetGames

Not all **young** people can afford to go to sporting or cultural activities, especially in poorer areas. StreetGames has set up local sports and dance projects across the country. StreetGames involves the community and brings sports nearer to people's homes so they don't have to commute or travel long distances. For example, in a small town young people play football with adults and develop positive relationships with the local community.



### Heritage Reality Show

35 teenagers took part in a five-day time travel experiment by living in a castle! They had to survive without the **use** of 21<sup>st</sup> century essentials such as mobile phones, computers or video game consoles. They dressed up in Victorian costumes and lived, cooked, and entertained themselves just like people from the 1840s. They even had to make their own bread!





## MyBnk

How good are **you** with money? Most teenagers don't know much about it. MyBnk helps young people learn money skills in a fun way so they can feel financially confident. It helps schools set up a savings bank called MyBnk-in-a-Box so that students can learn to manage their money. It also organises a project called "Business Battle," where teams of young people create their own businesses and learn business skills in a fun way. Over the course of a week, they develop a product and design the packaging. On the final day, they even go to a market and sell their goods. The team that makes the most profit wins.



Editorial Creation

- 6 Work in groups and choose the initiative you like best. Explain your reasons.

e.g. *I like the idea of MyBnk because I think it's useful to learn about finance. What about you?*

## Pronunciation /j/ initial sound

- 7 Look at the text again. What do the words in bold have in common?
- 8 Listen and repeat the sentences. Can you identify the words with the /j/ sound?
- That young lady is really bright.
  - Paula is going to university in two months.
  - In two years, I want to climb a mountain.
- 9 Listen and complete the sentences in your notebook. Then, listen and repeat.
- I really don't like that ... sweater.
  - He's a fantastic ... actor.
  - Mia wants to go to ...
  - I'm making French ... soup.

## Checkpoint

- 10 Follow the steps from Extra Material 4 to organise a student participation campaign.



- 1 Look at the flyer and answer: Would you like to attend these workshops? Why? / Why not?
- 2 Skim the email and answer in your notebook.
  - a. Do you think Jody would be a good member?
  - b. What formal expressions does she use?

The header and first paragraph show the email information and the reason for writing the email.

The second and third paragraphs state the qualities, strengths, and skills of the applicant.

The final paragraph states the person's availability for an interview.

These expressions are used to formally end your email.

**From:** Jody Banks      **To:** Kumani Sawar      **Date:** June 23

**Subject:** Workshop application

Dear Mr Sawar,

I am writing to apply to the after-school workshops for teens, which I saw advertised at my school.

I am a creative and hard-working person. I consider myself friendly and love spending time with others. I am also punctual and enthusiastic.

I can go to the workshop sessions at 5pm. I go to school by bike, so I am a very active person. I would love to join the dance or self-defence groups. I enjoy participating in physical activities with other people my age.

I would be very happy to discuss my application with you in more detail. I could come visit you any day after school.

I look forward to hearing from you soon.

Yours sincerely,  
Jody Banks




Send

Editorial Creation

- 3 Read the email again. Decide if the sentences are true or false. Correct the false sentences in your notebook.
  - a. The workshops start at school time.
  - b. Jody says she is nice and sociable.
  - c. Jody uses her bike a lot.
  - d. Jody can go to see Mr Sawar at the weekend.

## Your Turn to Write

- 4 Now, plan your email.
  - a. Decide on a workshop you wish to join (e.g. dance, music, photography, English, etc.).
  - b. Think about your answers to these questions and make notes in your notebook.
    - What are your strengths?
    - What qualities do you have that would make you eligible?
    - When are you available for an interview?
- 5 Go to your Exercise Book to write your email.

- 1  Look at the pictures below and discuss.
  - a. Do you recognise these people? What do they do?
  - b. Do you think these people are successful? Why? / Why not?
- 2 Read the quotes and answer the following questions in your notebook.
  - a. Do you agree or identify with them? Why? / Why not?
  - b. What are the most important values in each quote?
  - c. In your opinion, are these quotes realistic or idealistic?
  - d. Which one do you like the most? Why?



*Tom Holland  
Actor - United Kingdom*

The most important thing, in anything you do, is always trying your hardest, because even if you try your hardest and it's not as good as you'd hoped, you still have that sense of not letting yourself down.

I'd rather regret the risks that didn't work out than the chances I didn't take at all.



*Simone Biles  
Artistic gymnast - United States*



*Dwayne Johnson  
Actor/Professional wrestler - United States*

Success isn't always about greatness. It's about consistency. Consistent hard work leads to success. Greatness will come.


There is nothing like the personal satisfaction of being able to keep breaking down barriers.



*Katherine Wollermann  
Paralympic athlete - Chile*

Retrieved from *Popular Quotes*

## Think Back

- 3  Think about the lesson and answer.
  - a. Did you like the lesson? Why? / Why not?
  - b. What would you change from the lesson if you could?
  - c. Explain what you learnt to a classmate.



# FINAL Review

## 1 Discuss.

- Name 3 famous child stars.
- Do you think it is healthy for a child to work in acting or be a singer? Why / Why not?
- In what ways do you think success affects child stars while growing up?

## 2 Read the following biopics about famous child stars. Identify:

- who is grateful for the life he/she has had.
- who realised the power of his/her voice.
- who says people think he/she is different than he/she really is.

**It's not easy being a child star. Besides working long hours on set and missing out on typical childhood experiences, many young actors and actresses have to worry about maintaining their careers after they've said goodbye to the iconic roles that made them famous. And, unfortunately, not everyone succeeds. Let's read a few stories:**



## Zendaya

Nowadays, she is all grown up, but Zendaya started her career at the age of 13. Incredible, isn't it? She later became one of the youngest producers at Disney. Her career later included impressive roles in films like *The Greatest Showman* and *Spider-Man*.

However, Zendaya, who is now 24 years old, is perhaps best known for her role as an activist. She publicly denounced a magazine that altered her body with photoshop to make her look skinnier. "I realised that my voice was so much more important than I had originally thought. I think if every young person understood the power of their voice, things would be a lot different," she told *Glamour* magazine.



## Daniel Radcliffe

He was cast as Harry Potter when he was 11 years old. The series, which lasted 10 years, made him one of the highest paid actors in the world. However, after the success he gained as the boy who lived, he ensured his following projects were as far away from that role as possible. Now 32, his current projects include films and plays.

Speaking to *GQ* magazine, he admitted that most people expect him to be a bit offensive due to his child star fame. "People say to me, 'I was expecting you to be arrogant'", he said, joking, "In a way it's great, because pretty much everyone I've met in the last years has expected me to be rude. So it's easy to exceed that, isn't it?"

*Adapted from What these child stars look like today*




## Denise Rosenthal

It is hard to find a moment of peace in Denise Rosenthal's schedule. The 30-year-old singer's routine is demanding, but she says she cannot complain. She began acting when she was 16 years old in the series *Amango*, where she acted and then shone as a singer.

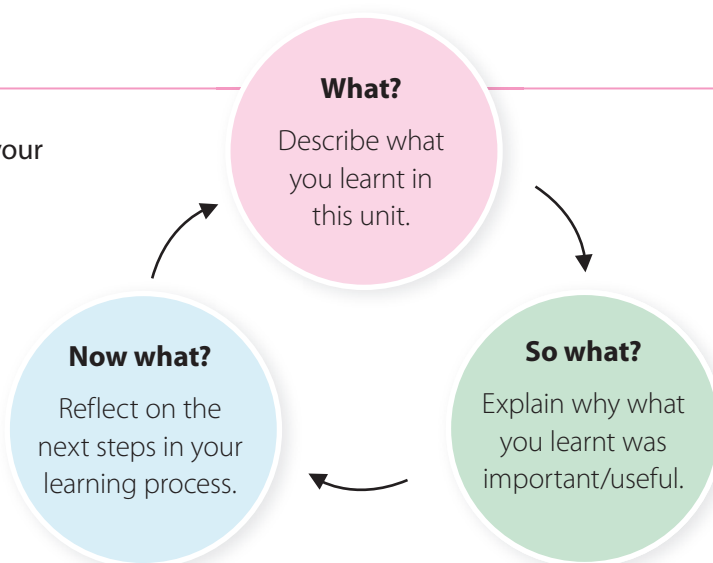
Her road to becoming famous has been complex, unfair, and has required a lot of sacrifice. As a child, she was very decisive, which she knew would have consequences. However, this has not affected her life. On the contrary, every decision she has made has paid off. "I cannot say I am not happy. I would be an ungrateful person to say so. I am grateful for every opportunity that has come my way. Obviously, some days I am more tired than others, but that is part of being human," she told *Biobiochile* Website.

*Adapted from Denise Rosenthal: Muchas veces el camino de la fama y la exposición es muy injusto*

- 3 Identify the similarities and differences between the biopics, in your notebook.  
e.g. *Zendaya was 13 years old when she started acting, while Denise started when she was 16.*
- 4  In groups, imagine you will interview these stars. Think about some questions and role-play.  
e.g. *Student 1: Daniel, did you enjoy being Harry Potter?*  
*Student 2: There were times it was hard being that exposed, don't you think?*

### My 3Ws


Answer the questions in your notebook.



# Project

## Plan a Youth Club


### Preparation

- 1  Work in pairs. Read the introduction about youth clubs and the programme on page 109. Then, choose two activities you are interested in.


### LOCAL YOUTH CLUBS

Instead of sitting at home bored, you can meet in a safe place and do fun things at a local youth club. Youth clubs vary in size and in what they offer. Possible activities include drama, dance, cookery, live music and arts & crafts. Alternatively, you can just hang out and relax, or play table tennis or board games. Special events are organised, such as Halloween Night or themed evenings. There are usually opportunities to do team sports like football or learn new skills such as climbing or trampolining.



- 2  Work with another pair. Tell them your two choices and explain your reasons.  
e.g. *We chose karate training since we love martial arts and bowling because it's fun!*

### Your Turn

- 3  Work in groups. Plan a youth club for your school. Decide on the following:

- Name of club
- Decoration: colour, chairs, tables, posters, etc.
- Entertainment: board games, etc.
- Next month's sports programme
- Next month's activities programme
- Next month's special events



## SECOND SEMESTER PROGRAMME:

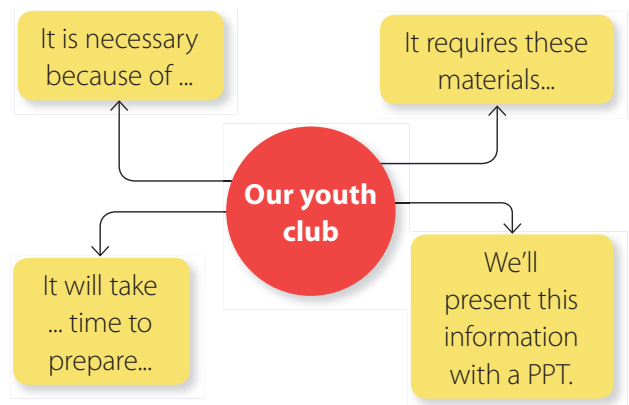
August	
4 <sup>th</sup>	Talent show preparations
12 <sup>th</sup>	Food tasting challenge
24 <sup>th</sup>	Football training
26 <sup>th</sup>	Talent show
September	
5 <sup>th</sup>	Rock climbing
9 <sup>th</sup>	DJ workshop
24 <sup>th</sup>	Table tennis tournament
28 <sup>th</sup>	Karate training
October	
2 <sup>nd</sup>	Arts & crafts - Halloween preparations
9 <sup>th</sup>	Bowling
16 <sup>th</sup>	Community project challenge
23 <sup>rd</sup>	Self-defence class



Editorial Creation

**4** Imagine you are going to present your plan to the school board. Follow these steps to prepare your presentation.

- Define who will present each piece of information from the group and practise the presentation. Remember to engage your audience.
- Organise key information in a diagram, such as why you think the youth club is necessary or the information stated in Activity 3. Look at the example.



**5** Now, present your plan to the class and vote on the best youth club.

**6** Go to your Exercise Book to assess your project.

# Glossary

**Noun: (n)**

**Verb: (v)**

**Adjective (adj)**

**Preposition (pp)**

**Accountant (n):** someone whose job is to prepare financial records for a company or person.

**Achieve (v):** to succeed in doing or having what you planned or intended, usually after a lot of effort.

**Allegory (n):** a story in which the events are used as symbols in order to express a moral idea.

**Allowance (n):** an amount of money that someone receives regularly to pay for the things they need.

**Arrow (n):** a weapon in the form of a thin stick with a sharp point at one end. They are shot using a bow.

**Assemble (v):** to bring a group of things or people together in one place for a particular purpose.

**Atop (pp):** at the top of something.

**Average (n):** the amount, level, standard etc. that is typical of a group of people or things.

**Awareness (n):** knowledge or understanding of a subject, issue, or situation.

**Bend (v):** to move the top part of your body forwards and downwards.

**Betray (v):** to deliberately do something that harms someone close or helps the opponents of someone.

**Blockbuster (n):** something that is very successful, especially a film, show, or novel.

**Breathtaking (adj):** extremely impressive or beautiful.

**Businessperson (n):** someone who works in business, especially a manager.

**Cast (v):** to choose a performer for a particular part or for a particular type of part in a film, play etc.

**Charge (n):** the amount or type of electrical force that something has.

**Coach (n):** a long comfortable vehicle for carrying a large number of passengers, especially on long journeys.

**Colonialism (n):** a situation in which one country rules another.

**Commute (n):** to travel regularly to and from work.

**Comply (v):** to obey a rule or law, or to do what someone asks you to do.

**Concierge (n):** someone whose job is to look after a building and to watch people entering and leaving the building.

**Convey (v):** to communicate ideas or feelings indirectly.

**Cope (v):** to deal successfully with a difficult situation or job.

**Defeat (n):** failure to win a competition or to succeed in doing something.

**Deserve (v):** when you should receive something, either good or bad, because of your actions.

**Detour (n):** a way of going from one place to another that is not the shortest or usual way.

**Downside (n):** a disadvantage or negative aspect of something.

**Embrace (v):** to completely accept something such as a new belief, idea or way of life.

**Enrol (v):** to put your name on the official list of its students or members.



**Entrepreneur (n):** someone who uses money to start businesses and make business deals.

**Fade (v):** when something gradually becomes less clear or noticeable until it finally disappears.

**Farmer (n):** someone who owns a farm or manages it as their job.

**Feat (n):** something impressive and often dangerous that someone does.

**Features:** an important part or aspect of something.

**Firefighter (n):** someone whose job it is to put out fires and help people escape from other dangerous situations.

**Fizz (v):** small gas bubbles on the surface that burst and make a soft noise.

**Gorgeous (adj):** very beautiful.

**Harsh (adj):** harsh conditions or places are unpleasant and difficult to live in.

**Hilarious (adj):** extremely funny.

**Improve (v):** to make something better.

**Inch (n):** a unit for measuring length. An inch is equal to 2.54 centimetres.

**Income (n):** money that someone gets from working or from investing money.

**Itch (v):** an unpleasant feeling that makes you want to scratch it.

**Journalist (n):** someone whose job it is to report the news for a newspaper, magazine, radio programme, or television programme.

**Lifeguard (n):** someone whose job it is to save swimmers who are in danger.

**Lonesome (adj):** unhappy because you are alone or because you have no friends.

**Lorry (n):** a truck.

**Manage (v):** to organise and control the work of a company, organisation, or group of people.

**Nod (v):** to move your head downwards and upwards, to answer 'Yes' to a question.

**Nun (n):** a woman who belongs to a religious community of women who lives in a convent.

**Nurse (n):** someone who is trained to look after ill or injured people, usually in a hospital.

**Parole (n):** permission for a prisoner to leave prison before completing their sentence.

**Peer (n):** someone who is of the same age as another person.

**Pivotal (adj):** extremely important and affecting how something develops.

**Plot (n):** a series of related events that make up the main story in a book, film etc.

**Pound (n):** a unit of money used in the UK and several other countries. Its symbol is £.

**Profit (n):** money that you make from your business, especially the money that remains after you have paid all your business costs.

**Prop (n):** a piece of furniture or small object used in a play or film.

**Queue (n):** a line of people waiting for something in a shop or similar place.

**Quiver (n):** a container for arrows that you wear on your back.

**Raise (v):** to collect money for a particular purpose.

**Record (v):** information kept about something that has happened.

**Reed (n):** a tall thin plant that grows near water. Its stems can be used to make different items.

**Reef (n):** a long line of rock or coral in the sea, with its top just below or just above the surface.

**Rehearse (v):** to practise a play, concert, opera etc. before giving a performance.

**Relive (v):** to remember an experience so clearly that you seem to be in the same situation again.

**Ridge (n):** the long narrow top of a mountain or group of mountains.

**Rollercoaster (n):** a structure like a tall railway with steep slopes at an amusement park, that people ride for fun.

**Rucksack (n):** a bag that you carry on your back, used when you are walking long distances.

**Sail (v):** when a boat moves across the surface of a sea, lake or river.

**Salesperson (n):** someone whose job it is to sell the products or services of a particular company.

**Savings (n):** money that you have saved in a bank or invested so that you can use it later.

**Seek (v):** to ask for something, or to try to get something.

**Seize (v):** to gain control in a situation.

**Shelter (n):** a place where people are protected from bad weather or danger.

**Sibling (n):** your brothers and/or sisters.

**Signal (n):** pictures, sound, or other information sent by one piece of electronic equipment to another.

**Skewer (n):** a long thin piece of metal or wood that you stick through food to hold it while it cooks.

**Slam (v):** to shut a door or a lid with great force so that it makes a loud noise, often because you are angry.

**Sling (v):** to put something somewhere so that it is wrapped round something or hangs down.

**Smooth (adj):** completely even with no rough areas or lumps.

**Striking (adj):** attracting your interest or attention because of some unusual feature.

**Struggle (v):** an attempt to do something that takes a lot of effort over a period of time.

**Supply (n):** an amount or quantity of something that is available to use.

**Surgery (n):** medical treatment in which a doctor cuts open a person's body.

**Survey (n):** a set of questions that you ask a large number of people or organisations.

**Sustainable (n):** capable of continuing for a long time at the same level.

**Target (n):** an object that you have to hit in a game or a sport.

**Technician (n):** someone with technical training whose job involves using special equipment or machines.

**Tidy (adj):** when everything is in the correct place or is organised properly.

**Tour guide (n):** someone whose job it is to show tourists around a place and explain its history.

**Trainer (n):** a strong, comfortable shoe designed for doing sports, but is also worn as informal clothing.

**Trait (n):** a particular quality in someone's character.

**Translator (n):** someone whose job it is to change spoken or written words into another language.

**Trench (n):** a long narrow open hole dug in the ground.

**Undermine (v):** to make something or someone become gradually less effective, confident, or successful.

**Unharmed (adj):** not hurt or damaged.

**Uptake (n):** the number of people who want to do something such as use a service or study a particular subject.

**Voyage (n):** a long journey, especially by boat or into space.

**Waiter/waitress (n):** the person who brings food and drinks to your table in a restaurant or café.

**Wealthy (adj):** a person who has a large amount of money, land, and other valuable things.

**Weapon (n):** an object that can be used to hurt people or damage property, for example a gun or a knife.

**Whisper (v):** to say something very quietly so that other people cannot hear you.

**Wild card (n):** a playing card that can have any value, suit, or colour, or other property in a game.

**Wire (n):** a long thin piece of metal like a thread.

**Workforce (n):** the total number of people who work in a particular company, industry, or area.

# No Limits Seeing *With Sound*

Daniel Kish – ‘the real life batman’ – has changed the way we think about blindness. He became blind when he was a baby, but when he moves it’s as if he can see. He uses echolocation like bats and dolphins. He makes clicking noises with his tongue to find out where obstacles are. The echo tells him the size, distance from him and position of the object. So, Daniel can identify buildings, cars and even trees, just like a person with normal eyesight.

With echolocation, blind people can go mountain biking, tree climbing, skateboarding, and can even play basketball! Scientists studied Daniel’s brain with a brain scan and they discovered that when he echolocates, the visual part of his brain lights up. Hearing becomes like seeing.

Daniel calls his method Flash Sonar, and he is president of World Access for the Blind. This association has already helped over 2,500 blind people in 18 countries, teaching them the techniques of echolocation and other mobility skills.



One of Daniel's students is Sebastian Mancipe. He was born blind and when he was younger, he never liked leaving the house. He just used to sit in his room all day long. Then he learnt how to use echolocation and now he feels free. He can ride a skateboard, a scooter, and he plays soccer too.

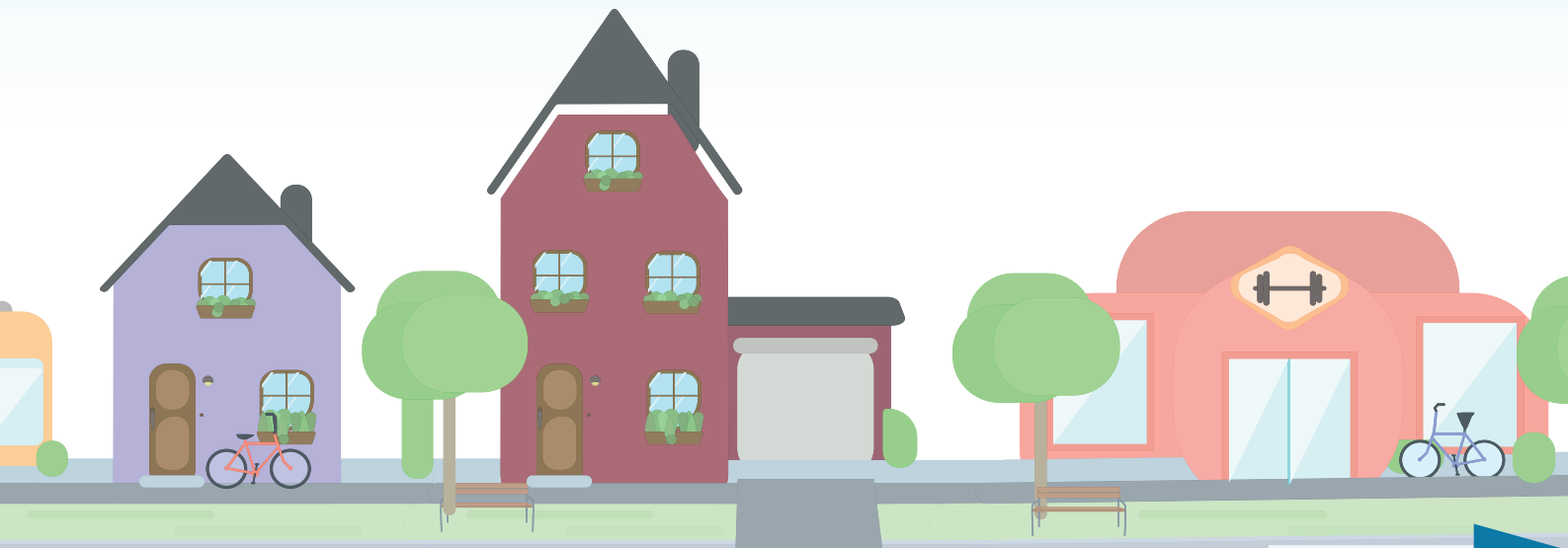
Juli Schweizer is from Berlin and was born blind. She learnt how to use echolocation from the age of two. At first, Juli used to forget to click and would hit obstacles. But she quickly learnt from her mistakes and now she can ride her bike outside safely.

A Flash Sonar mobility teacher, Juan Ruiz from the USA is completely blind. He used to be happy with his own methods, before he met Daniel. But he quickly realised that echolocation was better. Now he can do risky things, like riding a mountain bike on mountain trails. And he holds a Guinness World Record for the fastest blind bike slalom - you can see it on the internet.

Editorial Creation



*'If you guys can see with your eyes, we can see with our ears.'* Juan Ruiz



# *The Spitting* **Image of Me**



Katy and Joanna were born on the same day in 1994 and grew up like sisters. They played together a lot, went to the same primary school and sat next to each other in class. They were inseparable. They also looked like each other. In fact, Katy said when she looked at Joanna, it was like looking at herself in a mirror!

When Joanna was eight, her dad, who is a pilot, got a job in South Africa, so she and her family went to live in Cape Town. The girls were very upset and promised to keep in



touch. At first, they wrote to each other every week. Then, as Joanna settled into her new life and made new friends, she stopped writing as often. After a year, the girls completely lost touch with each other and continued on with their lives.

Ten years later, Katy was tidying her room when she found an old photo of the two of them when they were young. Suddenly, she really wanted to see Joanna again. She went online and found a website that reunites people. Three days later, she got a message from Joanna. She was living in London again.

The girls have met since then and discovered a lot of coincidences. They've both been vegetarians for several years. They've both dyed their hair red. They're both into English Literature and they are both teachers! And most importantly, they have never stopped thinking about each other. The girls really enjoyed themselves when they met. They've promised to stay in touch forever.

Editorial Creation



*2021 Declared*

# International Year for the Elimination of Child Labour

The UN General Assembly has urged the international community to increase efforts to end forced labour and child labour and declared 2021 as the Year for the Elimination of Child Labour.

The United Nations General Assembly (UNGA) has adopted a resolution declaring 2021 as the International Year for the Elimination of Child Labour, and has asked the International Labour Organisation to take the lead in its implementation.

The resolution highlights the countries' commitments "to take immediate and effective measures to end forced labour, modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, like recruitment and use of child soldiers, and by 2025 end child labour in all its forms."

Argentina took a lead role in supporting this global commitment, to continue with the work done during the IV Global Conference on the Sustained Eradication of Child Labour, which took place in Buenos Aires in November 2017.





“We hope that this will be one more step to increase our efforts and our progress to advance, day by day, towards a world in which no child is exploited and a world where decent work for everyone will be a reality,” said Martin Garcia Moritán, Argentina’s representative to the UN.

The International Labour Organisation has been working on the abolition of child labour for a century, and one of the first Conventions it adopted was on Minimum Age in Industry.

Great progress has been achieved the last few years, thanks to intense support and national mobilisation backed by laws and practical action. Between 2000

and 2016 alone, there was a 38 per cent decrease in child labour globally.

“The concern about the struggle against child labour has grown since 2000,” said Beate Andrees, Chief of the ILO’s Fundamentals Principles and Rights at Work Branch. “Yet, 152 million children across the world are still in child labour. We obviously need to increase our efforts, and the decision by the General Assembly to declare 2021 the International Year for the Elimination of Child Labour will be a great help for the millions of girls and boys still working in the fields, in the mines and in factories.”

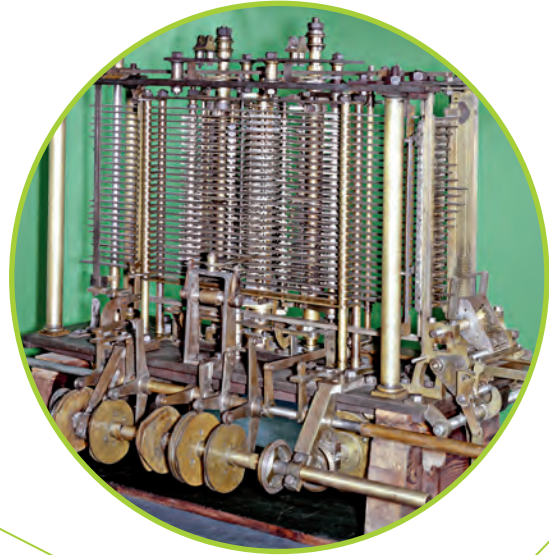
*Adapted from International Labour Organisation website.*

# Computer World!

We depend on computers to communicate, work, study and travel. We use them everywhere – in our homes, hospitals, offices and airports. So let's take a look at some key moments in computer history.

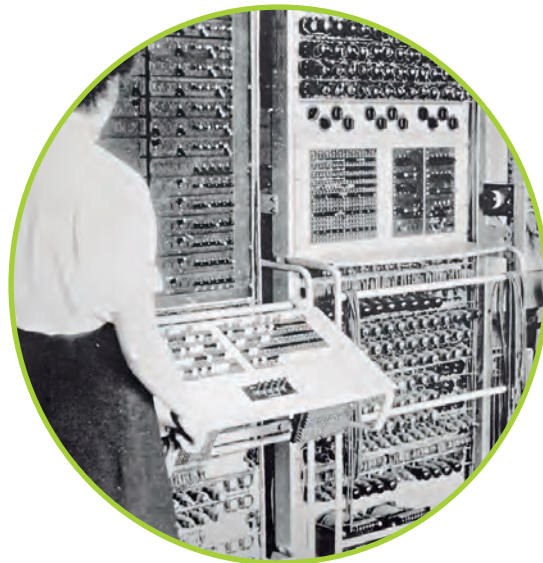
## When were the first computers designed?

The first computer, the Analytical Engine, was designed by the English inventor Charles Babbage in 1834. It was very complicated and he couldn't afford to build it. His machine was eventually built for the London Science Museum in 1991 – and it worked!



## What happened after that?

It took another 100 years for computer technology to take off! In 1937 an American mathematician, George Stibitz, built a machine called the Model K in his kitchen. It was the ancestor of the modern digital computer. Three years later, a British mathematical genius, Alan Turing, built a decoding machine called the Bombe. This early computer was used to understand secret messages during World War II. The 1940s were exciting times. In 1945, a computer called ENIAC was created by two Americans, John Mauchly and J Presper Eckert. Nicknamed the 'Giant Brain', it was very fast.



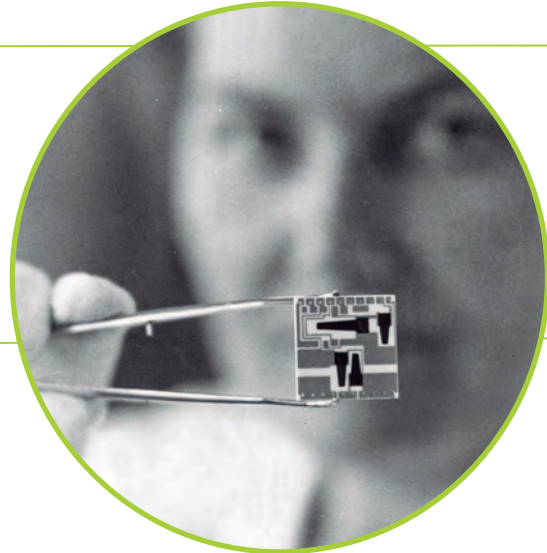
## What were the first computers like?

Although engineers were making rapid progress, the first computers were very large. The 'Giant Brain' was as heavy as five elephants and filled two rooms! In 1943 the chairman of IBM predicted, 'I think there is a world market for maybe five computers.' By 1955 there were still only 250 computers in the world and they weren't very powerful. A modern mobile phone has more processing power than all the computers used on the 1969 Apollo 11 moon mission!



## What made computers improve?

When RAM (Random Access Memory) and transistors were introduced, computers could operate more quickly and process more information. In 1971, the first microprocessors were designed and floppy disks were produced. (They held 100 kB of data – not enough for one digital photo!) Although computers were improving, they were still mostly used by businesses and governments.



## When did computers arrive in our homes?

In 1976 the first user-friendly PC was developed by two American students, Steven Wozniak and Steve Jobs, in a garage. They called it Apple I, and you had to build it yourself. It also cost a lot – \$666.66 – and only 100 machines were made. Then in 1977, the pre-assembled Apple II was manufactured. It was an instant success and started the home PC revolution.



Editorial Creation



# A Night to Remember

It was Dylan who came up with the best idea. We were sitting in his room, trying to think of what to do. When I say 'we', I mean Dylan, Noah, Harry and me. We were feeling more and more desperate. Halloween Night was the biggest event of our first year in high school. This year's theme was Hollywood. We had to look great. We had to look cool. And we had to go in costume. But who could we dress up as? Noah said we should go as characters of The Avengers. Harry said Game of Thrones would be better. I thought we could be the Three Musketeers and d'Artagnan. But we couldn't agree. Then Dylan put an end to all arguments.

'We should go as James Bond,' he said quietly, 'the greatest secret agent in the world.'

'Um... who should go as James Bond?' I asked.

'We should,' he said.

'But James Bond's only one person and, well, there are four of us.'

'Exactly,' said Dylan. 'We should all go as James Bond.'

We looked at each other for a few moments. We knew we were in the presence of genius. Then with one voice we shouted, 'YEAH!'

\*

We were going to be the stars of the night. And success on Halloween Night involved months of preparation. We planned our campaign like commanders. Every last detail was studied, discussed and agreed. Nothing could be left to chance because this was going to be the night of our lives!

Everything went like clockwork. We found the best costumes. We made James Bond IDs. We learnt the lines we were going to say during the evening, such as, 'The name's Bond. James Bond. Licence to kill.' We learnt to speak with the same voice, the voice of Daniel Craig as Bond. We went to get special haircuts, and our hair dyed, too. We had to look and sound perfect.

Finally, at last, it was Halloween Night. We were all standing in Dylan's front room – The Four James Bonds!

'Hey, you look amazing.'

'No, you look amazing.'

'We all look amazing!'

We laughed excitedly. But then Harry asked what the time was.

'It's half past six,' I said.

Dylan asked when the limo was coming.

I shrugged. Noah shook his head. Harry went pale. Dylan went paler.

'Noah, you booked the van, didn't you? You said you were going to do it!'

'No, I didn't,' said Noah. Then he turned to me. 'It was you, Alex! I asked if you were going to arrange everything and you said yes.'

'No way!' I shouted. 'You said you could arrange everything!'

'Stop!' shouted Dylan loudly. 'We'll have to get a taxi!'

So we called every taxi company in town, but we kept getting the same answer. All their taxis were booked for the night.

Unfortunately, our parents weren't home so there was no hope there either.

Then Harry had an idea.

'My brother's got a VW van. You know, a surfer's van. We could go in that.'

'Call him!' said Dylan.

\*

It was raining heavily and the wind was blowing hard. There was heavy traffic on the main road and progress was slow.

'We're going to be so late,' said Dylan. He was sitting next to Harry's brother Luke in the front, while we were in the back with Luke's surfboards.

'Don't worry, man. I'll get you there in time. I know a shortcut to the hotel,' Luke said. So we left the main road and were soon driving up a hill through a dark wood. The road was narrow and winding, and covered with mud. Dylan wasn't convinced. He was asking Luke about the route when the engine made a sudden coughing noise and stopped. The rain drummed on the roof.

'What's going on, Luke?' asked Dylan.

'I'm sorry, man,' Luke replied. 'I'm out of petrol. I didn't have time to fill her up. You've got to walk.'

'Walk? In the rain? In the middle of nowhere? In our James Bond suits?'

'It's not far,' Luke said. 'And maybe it'll stop raining.'

\*

The rain didn't stop. And it wasn't a short distance. Halloween Night started at seven o'clock and it was already 8 o'clock. People were calling us, but we didn't know because there was no signal in that dark, wet forest. And so, after a while, they forgot about us and enjoyed the party.

At just after ten o'clock, four cold, wet, miserable and muddy James Bonds walked through the doors of a bright and noisy hotel. There was music playing and people dancing and singing and laughing. When they saw us, the music stopped and everyone fell silent.

'We've been expecting you, Mr Bond,' said Mr Harmer, my Social Studies teacher, in his best Bond villain voice.

'Yeah, for like three hours!' said Noah's friend Amy, and everybody laughed. We explained everything that happened and how we had to walk through the forest in the rain, and everybody applauded and cheered, and somebody said we were just as cool as the real James Bond.

We didn't win any Oscars. But once we were dry and had eaten something, our party started. Was Halloween Night everything we had hoped for? Not quite. But it was a night to remember.

# Irregular Verbs List

Infinitive	Past Simple	Past Participle	Infinitive	Past Simple	Past Participle
be	was /were	been	lay	laid	laid
beat	beat	beaten	learn	learnt / learned	learnt / learned
become	became	become	leave	left	left
begin	began	begun	let	let	let
bite	bit	bitten	lose	lost	lost
break	broke	broken	make	made	made
bring	brought	brought	mean	meant	meant
build	built	built	meet	met	met
buy	bought	bought	pay	paid	paid
catch	caught	caught	put	put	put
can	could	----	read	read	read
choose	chose	chosen	ride	rode	ridden
come	came	come	ring	rang	rung
cost	cost	cost	run	ran	run
cut	cut	cut	say	said	said
do	did	done	see	saw	seen
draw	drew	drawn	sell	sold	sold
dream	dreamed /dreamt	dreamed /dreamt	send	sent	sent
drink	drank	drunk	set	set	set
drive	drove	driven	shoot	shot	shot
eat	ate	eaten	show	showed	shown
fall	fell	fallen	shut	shut	shut
feed	fed	fed	sing	sang	sung
feel	felt	felt	sink	sank	sunk
fight	fought	fought	sit	sat	sat
find	found	found	sleep	slept	slept
fly	flew	flown	smell	smelt / smelled	smelt / smelled
forget	forgot	forgotten	speak	spoke	spoken
freeze	froze	frozen	spend	spent	spent
get	got	got	stand	stood	stood
give	gave	given	steal	stole	stolen
go	went	gone	swim	swam	swum
grow	grew	grown	take	took	taken
have	had	had	teach	taught	taught
hear	heard	heard	tell	told	told
hide	hid	hidden	think	thought	thought
hit	hit	hit	understand	understood	understood
hold	held	held	wake	woke	woken
hurt	hurt	hurt	wear	wore	worn
keep	kept	kept	win	won	won
know	knew	known	write	wrote	written

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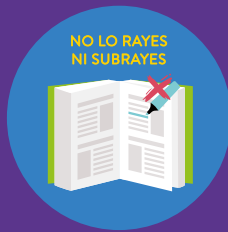
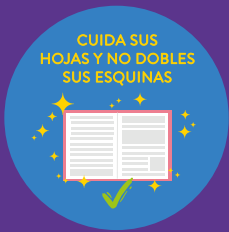


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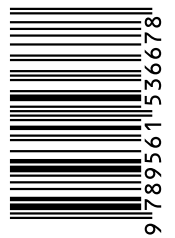
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