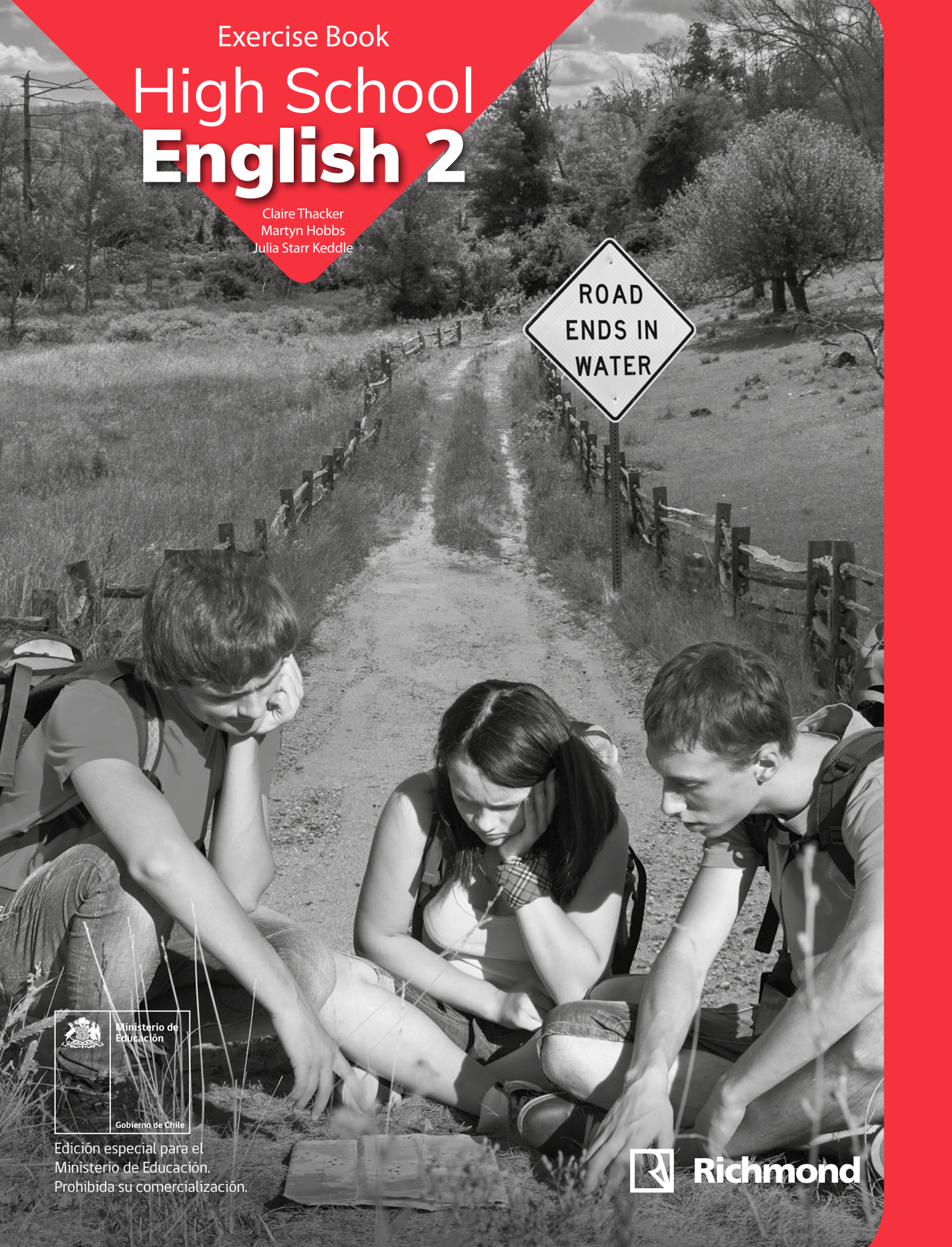


Exercise Book

High School English 2

Claire Thacker
Martyn Hobbs
Julia Starr Keddle



Ministerio de
Educación

Gobierno de Chile

Edición especial para el
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Prohibida su comercialización.



Richmond

Exercise Book

High School English

2

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Exercise Book High School English

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Reading

- 1 Look at the pictures. Where can these kinds of houses be found?
- 2 Read the text. Guess which of the marked words are the correct ones.

The Beauty
of Diversity

Nature imposes its conditions on Chile. As a result, Chileans have adapted their houses to tolerate the demands of nature and the variety of climates.

In the north of Chile, many people live in low, one-story homes made of **a. stone** / **wood**, mud, and straw. That is the case in San Pedro de Atacama, a highly touristic area located in the **b. driest** / **largest** desert in the world.



In the centre, we find Valparaíso, **c. which** / **who** was declared a Unesco World Heritage Site, due to the ingenuity of its architectural solutions. Homes in Valparaíso are **d. uncoloured** / **colourful**, made of various materials, and many are decorated with street art. They are located in the **e. flatland** / **hillside**, giving the city its characteristic landscape.

In the south of Chile, on the **f. peninsula** / **island** of Chiloé, peculiar houses are placed on posts buried in the beach. The sturdy **g. wooden** / **cement** poles supporting the traditional stilted houses, or *palafitos*, are built to protect houses from the rising and falling **h. tides** / **rocks**, and they've made the island famous around the world.



Together, these creative designs form the architecture of a country with not only diverse geography and constructions, but diverse people as well. Let's invite the rest of the world to visit and appreciate Chile's **i. cultural** / **natural** contribution.

Adapted from *This is Chile: Architecture*

- 3 Listen and circle the correct answers. Were your guesses from Activity 1 correct?

- 4 Circle the mistakes. Correct them.

e.g. Chilean homes represent the monotony of the landscape. the diversity of the landscape.

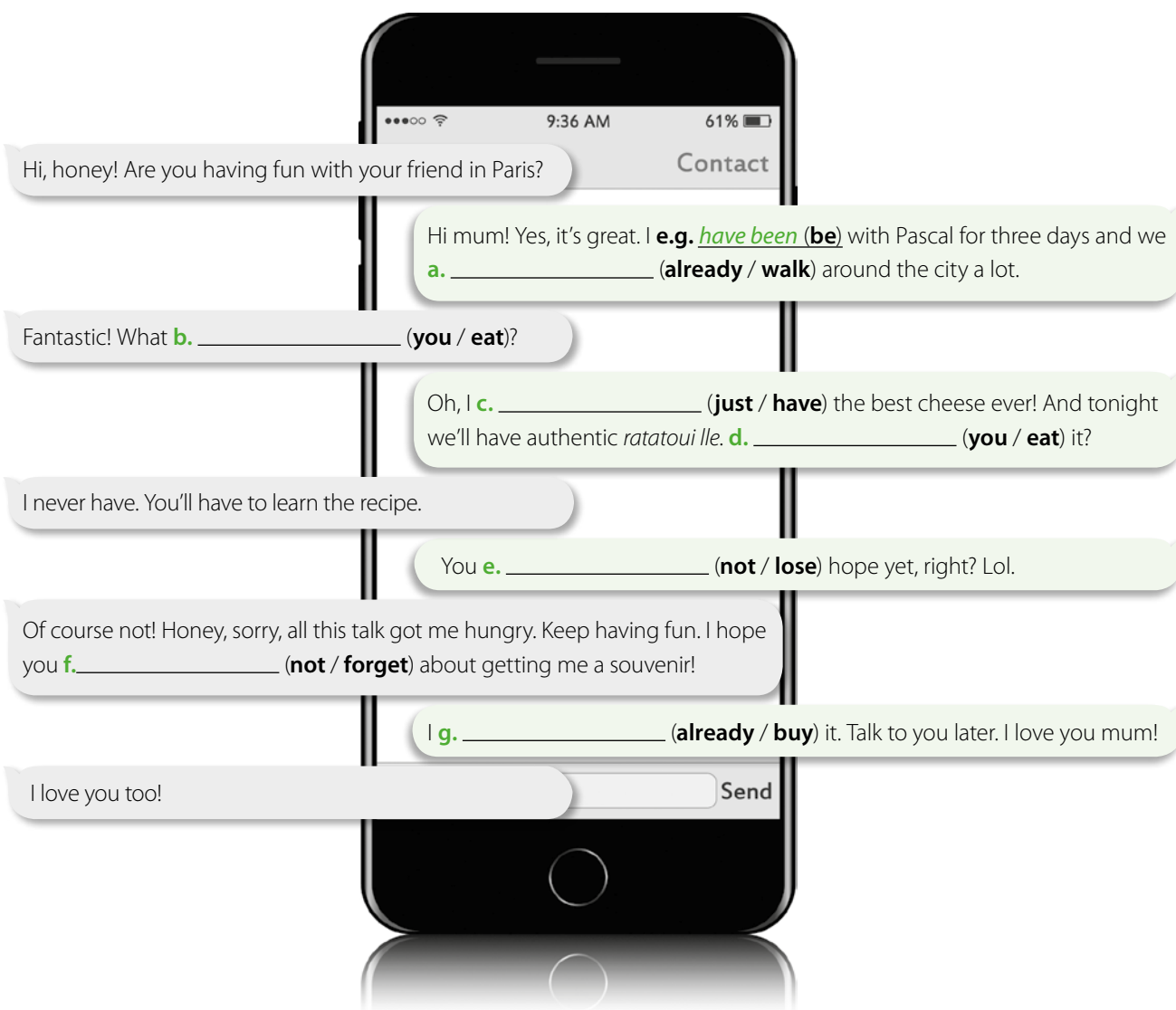
a. Chileans don't adapt their homes to the different climates. _____

b. Homes in Valparaíso are dark and undecorated. _____

c. *Palafitos* protect houses from the sun and wind. _____

Language in Use Present Perfect

1 Read the text. Then, complete with the correct present perfect form of the verbs in brackets.



2 Order these sentences. Add **just**, **yet**, or **already**.

e.g. saving / have / begun / I / to renovate my room

I have just begun saving to renovate my room.

a. a new duvet / has / My granny / gotten me

b. chosen / have / the paint colour / I / not

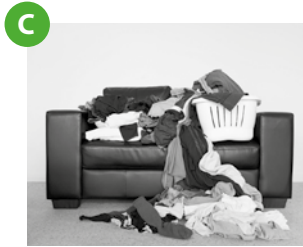
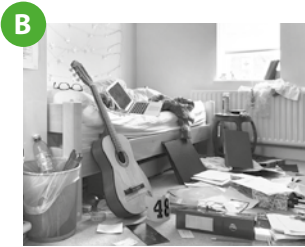
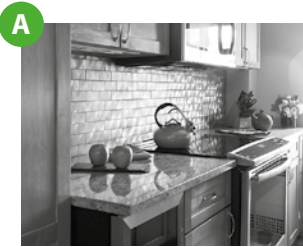
c. has / money for new curtains / given me / My aunt

3 Talk about things you've recently done. Use **just**, **yet**, and **already**.

Listening


1  Listen and write the names. Then, match them with their favourite places in the house.





2 Out of these four people, who would you like to be friends with? Why?

Pronunciation Initial /d/ sound

3  Listen and circle the words you hear in the sentences.

e.g. Don't **discuss** / **adjust** your ideas. Be confident!

- a. Denisse doesn't want to **decorate** / **demonstrate** the defects of the room.
- b. **Do you** / **Did you** have fun during dates with Diego?
- c. Darryl Davidson's already written the **description** / **transcription**.
- d. Dad's doctor has dealt with many **durable** / **curable** diseases.

4 Write sentences combining all the words given. Then, read them out loud.

e.g. duvet / dad / decorate My dad has got a new duvet to decorate his room.

a. decoration / different / done

b. discuss / desk / dad

c. did / durable / design

Expressing Opinions

Giving positive opinions

I love/like this one.
I think it's cute/awesome.
It's absolutely perfect!

Giving negative opinions

Sorry, I really don't like it.
I think it's awful/terrible/gross.
I can't stand... .

Identifying things

Which one?
The one with ... on it.
I like those ones.

1 Answer the questions. How do you express yourself...

- to say you like something? _____
- to say you think something is awful? _____
- to identify which thing you're talking about? _____
- to ask which thing someone else is talking about? _____

2 Complete the dialogue. Then, role-play.

I like that scarf.

The red one with black dogs on it.

Ask for clarification.
e.g. *Which one?*

Apologise and explain that you dislike it.

Really? Why?


Explain that you think it's ugly.

What about that green spotted one? I love that one.

Say you think it's perfect.

I'm going to buy that one, then.

Awesome!

1  Look at the picture. Do you like collecting anything? If so, what do you collect?

An International Pastime

Wherever the Olympic Games are in the world, you will always find Olympic pin collectors. These people stand outside the different sporting venues with their collection of Olympic pins on display. They are waiting for collectors from around the world to come and swap pins with them.

But what exactly is an Olympic pin? And when did people start collecting them? Let's ask 18-year-old Joao Rivas, who has collected pins since he was 12.



Basically, an Olympic pin is a small badge. There are hundreds of different ones for every Olympics and they represent one aspect of the games, like the official symbol, the mascot, the sponsor, the various sports, or the flags of participating countries.

Swapping Olympic pins isn't a new pastime. People have done it since 1896 when the first modern Olympic Games took place in Athens.

How did you get into it?

My dad went to the Beijing Games in 2008 and he brought back ten pins as souvenirs. He gave them to me when I turned 12. That was the start of my

collection. I've bought some online since then. I got loads at the Rio de Janeiro Olympics in 2016. It was great having the games in my home town!

How big is your collection?

Actually, it isn't huge. Some people have thousands of pins, but I've only got 77. The best pin I've got is one from the 2004 Olympics in Athens. An American athlete gave it to me in Rio 2016 in exchange for one of mine. At first, he didn't want to swap his, but eventually he agreed! It's got the American flag on it, a runner, and the words Athens 2004. I like it because I'm into athletics. I've done it since I was seven.

Editorial Creation

2 Read the text. Are these sentences True (T) or False (F)? Correct the false ones.

e.g. Collectors buy pins from each other at the Olympic Games.


F

Collectors swap pins with each other at the Olympic Games.

a. People first swapped pins in Athens in 2004.

b. There are more than 100 pins in Joao's collection.

c. He likes his favourite pin because of the sport it shows.

3  Discuss. Which do you think is more valuable: collecting things or having experiences? Why?

Language in Use Present Perfect and Past Simple

- 1 Read the text. Then, complete the blanks with the correct form of the verbs in brackets. Use the present perfect or past simple.

My cousin Andrea e.g. *has been* (be) at the Escuela de Bellas Artes for six months now and she loves it. It's an art college in Viña del Mar. It was

a. _____ (establish) in 1935. Many Chilean painters and sculptors b. _____ (study) there before they were famous.

Andrea c. _____ (finish) school 18 months ago and then

d. _____ (go) backpacking around the country for ten months. She says it's the most exciting thing she e. _____ (ever / do)!



Andrea's taste in clothes f. _____ (change) since she went to Viña. For example, in the past, she g. _____ (love) shopping in big department stores, but now she hasn't been into one for months. Instead, she goes to Viña's street markets. Her favourite is the El Belloto fair near Villa Alemana. She also h. _____ (buy) all her fruits and vegetables at the markets for the past four months.

Editorial Creation

- 2 Write questions about the text using the given words. Use the present perfect or past simple. Then, write the correct answers.

e.g. how long / Andrea / live / in Viña del Mar?

How long has Andrea lived in Viña del Mar?

Andrea has lived in Viña del Mar for six months.

a. when / Andrea / finish / school?

b. what / she / do / after that?

c. Andrea's taste / ever / has / in / clothes / changed?

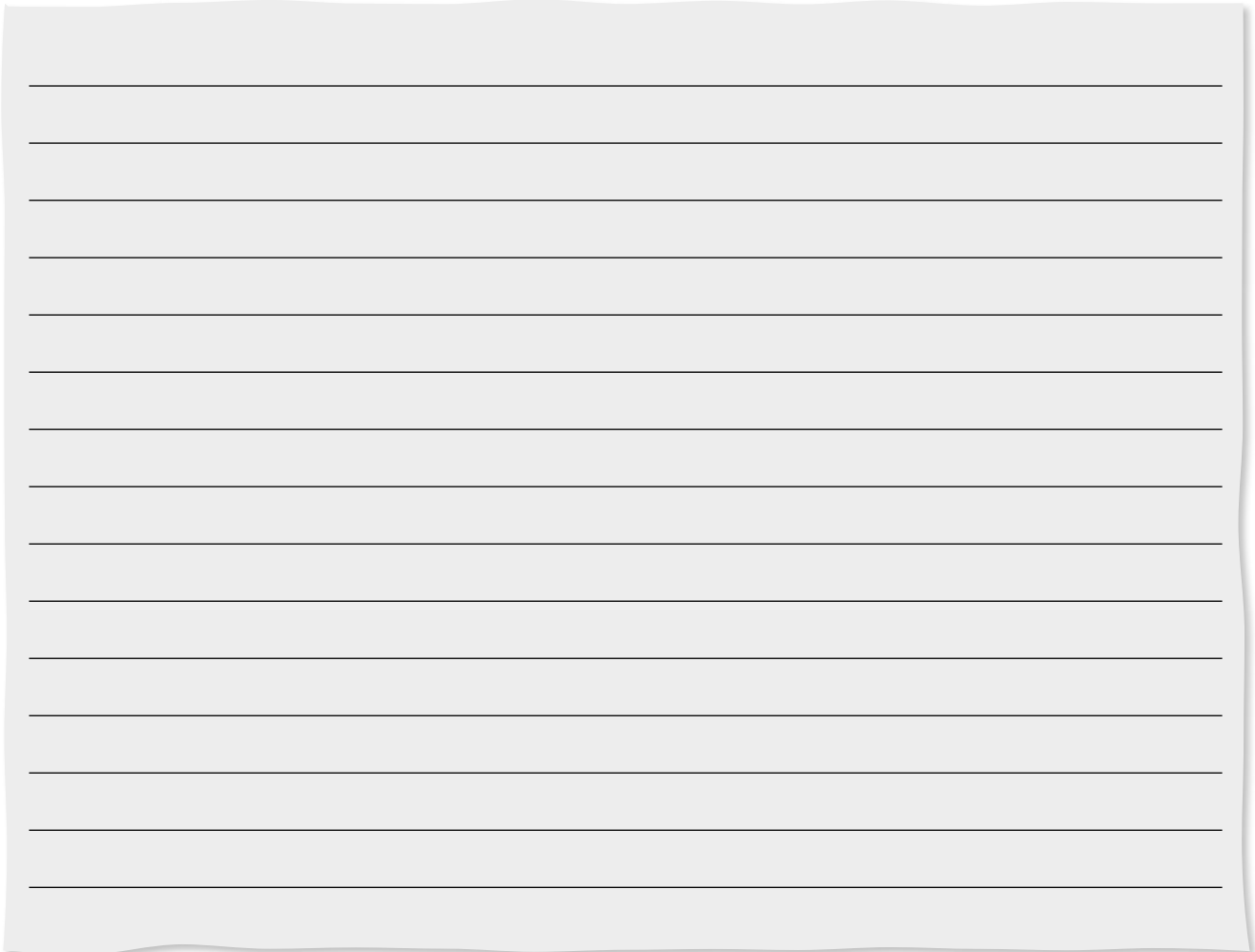
- 3 Write two sentences about exciting things you've done.

e.g. *The most exciting thing I've ever done was go to a concert of my favourite band, The Smiths.*


Writing **A Journal Entry**

1 Write a journal entry.

- a. Use the journal from page 16 in your Student's Book as a model.
- b. Use your notes. Remember the paragraph structure from the model.



A large, light gray rectangular area with horizontal lines for writing a journal entry. The lines are evenly spaced and cover the entire width of the box.

2  Check and correct your journal entry.

- a. In pairs, swap your journal entries and check each other's work considering the model.
- b. Write what you think about your classmate's work below:

Peer evaluation



A rounded rectangular box with horizontal lines for peer evaluation. The lines are evenly spaced and cover the entire width of the box.

Reading

Protecting the Wild Places

- 1 Discuss. How many natural parks and reserves can you name? Where are they?
- 2 Look at the pictures. Do you recognise which national parks they show?
- 3 Read the text. Are these sentences True (T) or False (F)? Correct the false ones.



a. More people visit Rapa Nui National Park than Torres del Paine National Park.

b. The CONAF is the Natural Farmlands Corporation.

c. National reserves are more open to tourism than national parks.

There are lots of unique geographic areas in Chile, which are also the homes of many threatened plant and animal species.

Protecting and preserving these areas is the job of the National Forest Corporation (CONAF). They manage all the national parks and reserves in the country.

There are 41 national parks and 46 natural reserves around the country. National parks are open to the public and are protected areas. They are very important to the country's heritage and identity. Natural reserves can also be visited, but are more restricted areas since they protect native wildlife.

Travellers from all over Chile and the world come to visit some of the most famous parks, like the Torres del Paine National Park in the Magallanes region and the Rapa Nui National Park on Easter Island. Every year, over 60 thousand people travel to see the famous Moais of Rapa Nui, and nearly 300 thousand people visit the majestic mountains of Torres del Paine. Although it is difficult to reach these extreme places, few people regret the experience.

Translated and adapted from *Parques de Chile*

- 4 In groups, follow these steps.
 - a. Visit a web page about Chile's national parks.
 - b. Choose a national park (different from the ones in the text).
 - c. Write two sentences describing it using your own words.

e.g. *The Chiloé National Park is famous for its sea lions.*



Research national parks here:
<https://www.visitchile.com/en/chile-guides/national-parks/>

Language in Use Describing Quantity

1 Read the text and circle the correct words.



This is the okapi, but how **a. much / many** people in Chile know this animal's name? Not **b. a lot / a lot of**. That's because okapis only live in the Congo in Central Africa, and only **c. a few / few** people in the Americas have ever seen one. They are related to giraffes, although they look more like a mix between a donkey and a zebra. They are considered endangered, although no one is sure how **d. much / many** there actually are. For **e. many / much** years, okapis were believed to be extinct, because no one had seen **f. any / some**. Since their re-discovery in 2006, they've been closely observed and protected.

Adapted from *Rare okapi sighted in Eastern Congo park*

2 Write questions using *how much / how many*.

e.g. pollution / be / there / your region *How much pollution is there in your region?*

a. trees / be / there / your neighbourhood

b. electricity / you / use / in a day

3 Now write true answers to the questions in Activity 2. Use *there is / are, a lot (of) / lots (of), few / a few, little / a little, some, and any*.

e.g. *There isn't any pollution in my region.*

a. _____

b. _____

4 Complete the crossword puzzle with words from page 12 of your Student's Book.

Down

A A kind of dense forest found in areas with lots of rain.

B An animal or plant species threatened with extinction.

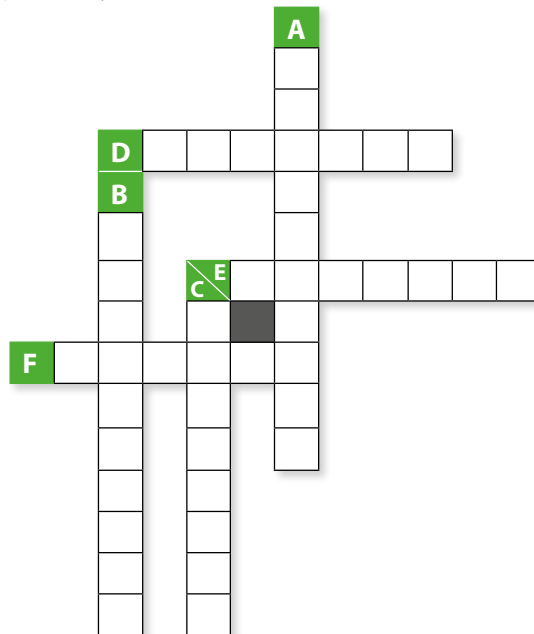
C All of the animals that live in the wild.

Across


D The natural environment a species of plant or animal lives in.

E The leaves of trees.

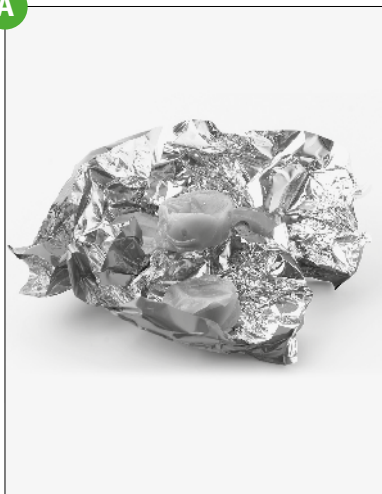
F A species of plant or animal that comes from a specific place.



Listening

1  Listen to a conversation about an unusual hotel. Which picture shows what it was made of?

A



B



C



2  Listen again and choose the correct words to complete the sentences.


- a. Ruby's dad says that he ... an unusual building in Madrid.
A. went into **B.** designed **C.** saw
- b. The artist designed the building to tell everyone about ...
A. places to stay **B.** our fantastic beaches **C.** a serious problem
- c. The building in Madrid ... the artist's first eco-project.
A. was **B.** wasn't **C.** will be

3 Answer the questions.

- a. Would you like to visit a hotel made of rubbish? Why / Why not?

- b. Describe another creative thing someone could make with rubbish.

Pronunciation Initial /t/ sound

4  Listen to the riddles and repeat them out loud. Then, guess the answer.

- a. Tammy Talton took two twines and tied twenty tomatoes to ten tall trees. How many /t/'s are in that?

- b. What 3 days of the week start with the /t/ sound?

Speaking

Having a Discussion

Giving your opinion

I don't think it's right ...
I've got a problem with ...
I reckon ...

Asking for an explanation

What do you mean by ... ?
Can you give an example?

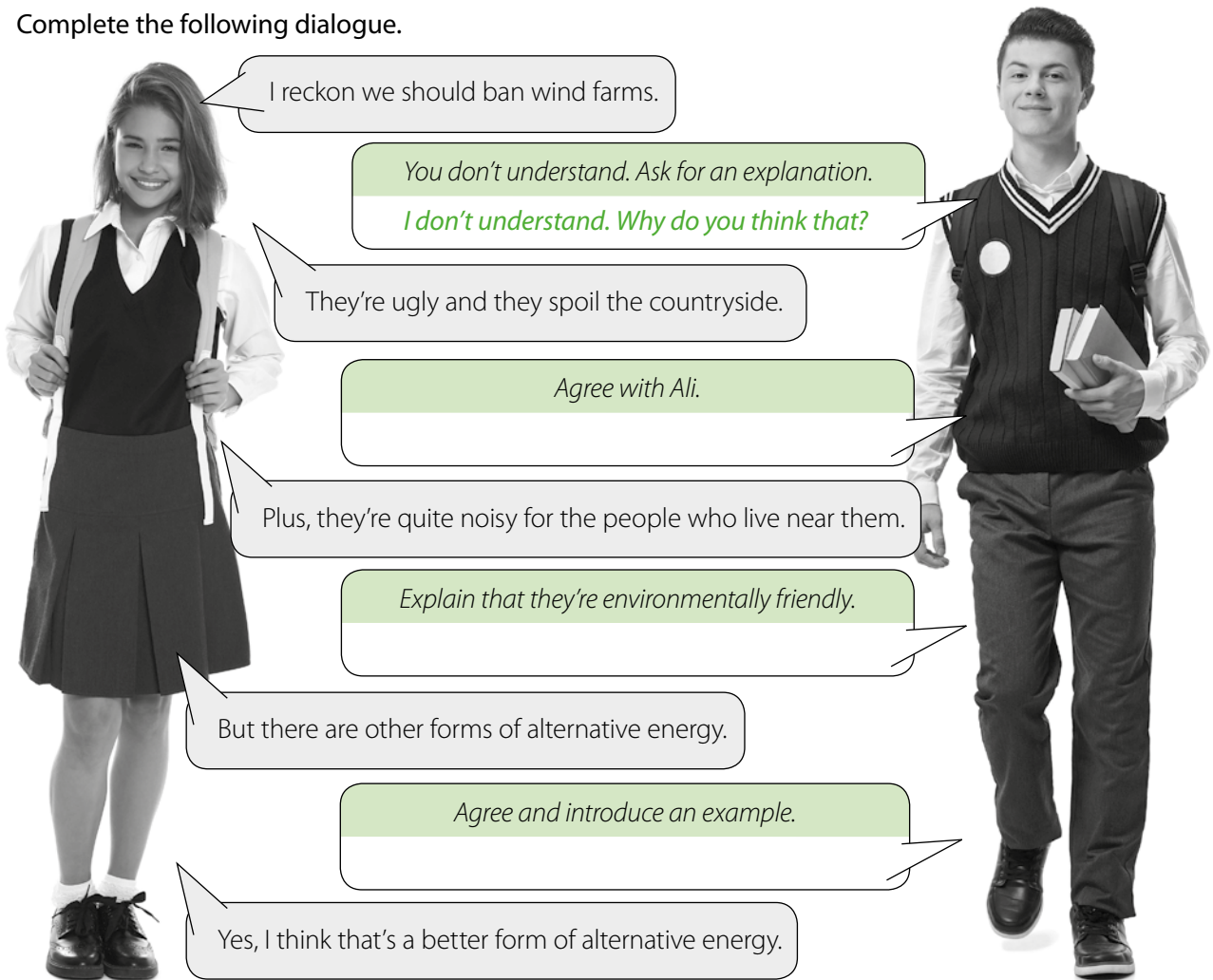
Agreeing and disagreeing

That's right.
I'm not sure about / that ...
I'm sorry, but ...

1 Answer the questions. What do you say...

- if you have a problem with something? _____
- to ask someone for an example? _____
- if you agree with someone? _____

2 Complete the following dialogue.



I reckon we should ban wind farms.

You don't understand. Ask for an explanation.
I don't understand. Why do you think that?

They're ugly and they spoil the countryside.

Agree with Ali.

Plus, they're quite noisy for the people who live near them.

Explain that they're environmentally friendly.

But there are other forms of alternative energy.

Agree and introduce an example.

Yes, I think that's a better form of alternative energy.

3 Discuss. Do you think putting solar panels on the roofs of buildings is a good or bad idea? Why?

1 Scan the text. What material does it talk about? _____

Building
for the *Future*

Our lives are full of cardboard. The packaging of many things we buy, from food products to electrical goods, is often made of cardboard.

In the UK, over 8 million tons of the stuff is produced every year just for packaging. That's equivalent to around 140 large cardboard boxes for every person in the country, every year! It also makes the things we buy more expensive. On average, 16% of the money we spend on a product pays for the packaging. And where does the packaging frequently end up? In the bin, of course, but hopefully always the recycling bin and hardly ever the rubbish bin!

Recycling cardboard is much more efficient than producing it in the first place. It takes 24% less energy and produces 50% less sulphur dioxide to recycle it. Recycled cardboard has some remarkable uses, too. Obviously, it almost always ends up as packaging again, but it is also used as a building material. It isn't as expensive as traditional materials and it's usually more accessible. Some innovative and environmentally friendly designers are actually using it to make furniture and buildings.

One such person is Japanese architect Shigeru Ban, who designed wonderful emergency shelters made of cardboard tubes. The first people to use these were the survivors of the earthquake in Kobe, Japan, in 1995. Since then, they have regularly been used in other places around the world after terrible natural disasters.

Perhaps Ban's most outstanding design is his cardboard cathedral in Christchurch, New Zealand, the country's second biggest city, where there are earthquakes from time to time. One of the most dreadful ones took place in February 2011. Ban's modern, eco friendly cathedral for 700 people was a temporary replacement for the ancient cathedral damaged in the earthquake.



Editorial Creation

2 Read the text and find the correct words for these definitions.

- a. The material that protects things that we buy. _____
- b. Original and creative. _____
- c. A place that protects you. _____
- d. Not permanent. _____

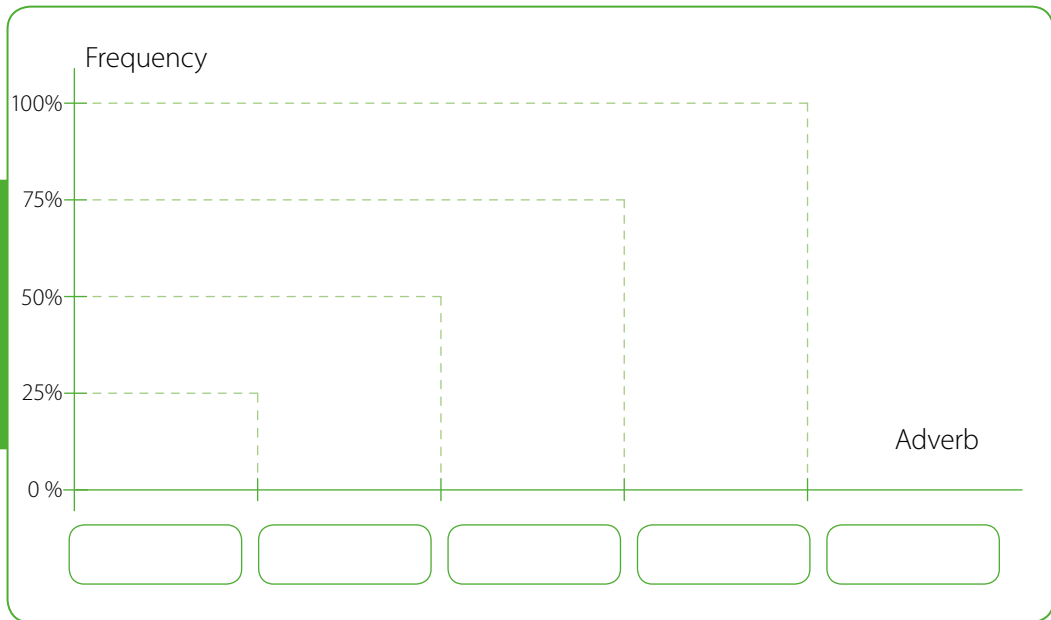
3 Discuss.

- a. How can temporary buildings like the ones designed by Shigeru Ban help a city affected by a natural disaster?
- b. How are the buildings designed by Shigeru Ban similar to the ones designed by HA Schult that you listened about on page 6? How are they different?

Language in Use Describing Frequency

1 Complete the diagram with adverbs of frequency.

- usually
- often
- always
- never
- sometimes



2 Rewrite the sentences using the adverb of frequency in brackets.

e.g. I get up early on Sunday mornings. (never) *I never get up early on Sunday mornings.*

a. It is cold in summer. (not often)

c. Ann goes online. (sometimes)

b. We aren't hungry after school. (usually)

d. The children do the housework. (hardly ever)

3 Write these sentences again so they mean the opposite.

e.g. You never do your homework. *You always do your homework.*

a. My dog often hides her toys.

c. We always drink tea at breakfast.

b. It rarely rains in this city.

d. They hardly ever recycle plastic bottles.

4 Complete the sentences so they are true for you. Give as much information as possible.

e.g. I hardly ever go to *the cinema.*

a. Now and then I like to _____

b. At home, we often eat _____


c. After school, I usually _____

d. A movie I've never seen is _____

Writing An Article

- 1** Write an article.
 - a.** Use the article from page 20 in your Student's Book as a model.
 - b.** Use your notes and the paragraph structure from the model.

A large sheet of white paper with horizontal lines, intended for writing an article. The paper has a slightly wavy, torn-edge appearance at the top and bottom.

- 2**  Check and correct your article.
 - a.** In pairs, swap your articles and check each other's work considering the model.
 - b.** Write what you think about your classmate's work below:

Peer evaluation

A rectangular box with a green border and a green header containing the text 'Peer evaluation'. Inside the box are five horizontal lines for writing feedback.

1 Read the definitions and write the word.

- a. All the wild animals that live in a natural habitat: W _____.
- b. A kind of eco-friendly, sustainable house: E _____.
- c. An animal or plant species that's in risk of becoming extinct: E _____.
- d. Something you can do with rubbish instead of throwing it in the bin: R _____.

2 Choose the correct quantifier

- a. There are **a little** / **a lot of** children in the plaza.
- b. Sandy has got **a few** / **some** money in the bank.
- c. They have got **a few** / **a little** cats in their garden.
- d. Susan, how **many** / **much** bottles of apple juice are there in the fridge?

3 Put the words in order.

e.g. in / always / I / go / a / for / run / morning / the
I always go for a run in the mornings.

- a. Max / go / before / 10:00 / doesn't / often / to / bed

- b. Harry / TV / Stella / sometimes / watch / and / morning / the / in

- c. usually / don't / in / check / emails / afternoon / the / I / my

- d. wear / You / that / hardly ever / T-shirt

4 Look at Ariel's to-do list and write sentences about what he has and hasn't done. Use the present perfect and *yet* or *already*.

e.g. *Ariel has already finished his Science project*

- a. _____

- b. _____

- c. _____



1 Complete the assessment of your project.

Group evaluation		
Project name: _____		
Group members: _____		
Are there any aspects of the project that did not work or that could be improved?	Is there anything that could have been done in a different way?	Is there anything that worked well that you particularly liked?
<i>e.g. We bought materials that we didn't use.</i>	<i>e.g. If we had more time, we could have included more people.</i>	<i>e.g. We had a lot of fun planning the activity.</i>

Self-evaluation		
I learnt that...	I had difficulties with...	I will overcome these difficulties by...
<i>e.g. Team communication is very important.</i>	<i>e.g. Communicating my thoughts correctly.</i>	<i>e.g. Working on ways to improve my communication skills.</i>

Reflect

2  Discuss.

- a. Do you think it would be easy or difficult to motivate your neighbours to cooperate with your project?
- b. How would organising a project like this every year impact your community in the long term?

Reading

1  Discuss.

- What impact does social media have on our lives?
- How can exposing your personal life on social media affect your mental health?

2 Read the comments. Then, write the correct name for each description below.

What's on your mind?

Jason commented: I really like our philosophy classes. We learn something new every week.

Pato commented: Hey, guess who I saw in the street yesterday – Sam!

Olivia commented: Just back from visiting my cousins on holiday. I missed them all so much!

Jasmine commented: Whoops! I've just realised that I don't have money for lunch.

Sama commented: I believe that every child has the right to an education.

Cami commented: I am sooooo worried about my exam results!!!!!!

e.g. Sama thinks all kids should go to school.

- _____ ran into someone the day before.
- _____ can't buy anything to eat.
- _____ likes a specific school subject.
- _____ met with family during vacations.
- _____ feels anxious about a test.

3 Complete the sentences with your own ideas.

e.g. I don't believe in

aliens.

a. I think that people

b. I really miss

c. I always feel happy when

d. I worry about

e. I've decided to

Language in Use **Modals: Offers and Requests**

1 Identify which options are requests (R) and which are offers (O). Write the correct letter.

- a. I can go with you if you like. _____
- b. Shall I help you? _____
- c. Could you tell me where the beach is? _____
- d. Close the window, please. _____

2 Circle the correct option to make requests or offers.

- a. Manu, **would** / **shall** I get you some water?
- b. **Would** / **Will** you like some beans for lunch?
- c. **Would** / **Could** I call my friend now?
- d. **Shall** / **Will** we go to the cinema tonight?

3 Look at the pictures. Complete the dialogues with an offer or a request depending on the case.

a. _____



Of course! That street is in front of the park.

b. _____



No problem! I really like that show too.

c. _____



Yes, please! Hot chocolate sounds amazing.

d. _____



Sure! I'd love to go to the party with you, Laura.

1 Read the advert. Match the bold words with the definitions below. Use a dictionary if you need to.



Have you ever wondered what it's like to be an indoor track cyclist?

Why don't you come along to a **taster session** at the National Cycling Centre in Manchester? It's the busiest and best **velodrome** in the country. Where else can a complete **novice** use the same facilities as an **elite athlete** and Olympic medallist? And you don't even have to own a bike. All the cycling equipment you need is available to **hire**.

Come to the National Cycling Centre!

Editorial Creation.

- a. _____ (vb). To use something for a short time by paying for it.
- b. _____ (n). A person with no experience at something.
- c. _____ (n). Someone who rides a bike on a special circuit.
- d. _____ (n). A sportsperson who is one of the best in the country.
- e. _____ (n). A stadium containing a circular cycling track.
- f. _____ (n). An event where you can try out something, e.g. a new sport.

2 Listen to Chris and Victoria's conversation about cycling and answer. Are Chris and Victoria novice or professional athletes? Write an X in the box for each case.

Name	Novice athlete	Elite athlete
Chris		
Victoria		

3 Listen again. Then, circle the correct answers.

- a. ... to wear a helmet when you're track cycling.
 - A. It isn't necessary
 - B. It's necessary
 - C. It's a silly idea
- b. It's advisable to wear ... pads, too.
 - A. elbow and wrist
 - B. knee and ankle
 - C. elbow and knee
- c. You ride bikes without ... on the track.
 - A. brakes
 - B. wheels
 - C. pads
- d. You stop the bike by ...
 - A. putting your feet down.
 - B. falling off.
 - C. gradually slowing down.
- e. Chris and Victoria felt ... after cycling.
 - A. really excited
 - B. really tired
 - C. a bit tired
- f. Chris was cycling when he ...
 - A. won a gold medal.
 - B. had an accident.
 - C. put on some knee pads.

Going to the Doctor

Doctor

What's the matter?
When did it start?
How did it happen?

Patient

My back / head is sore.
It started a few / several days ago.
It happened playing ball / after I fell.

It hurts when I walk / when I talk.
It's been happening since April.
I stayed out in the cold / sun.

1 Complete the dialogue.

Doctor: Hello, Doctor.

Doctor: Ask Martin about his problem.
e.g. Hello, Martin. What's the matter?

Patient: My back hurts a lot.

Doctor: Ask Martin how the problem happened.

Patient: It started yesterday morning when I got out of bed.

Doctor: Ask Martin if he has taken any medication.

Patient: No, I haven't taken any medication.

Pronunciation Initial /ʒ/

2 Listen to the tongue-twister and repeat it out loud. How many /ʒ/s can you hear? _____

Jean's visual issues led to a collage of unusual confusion and illusions.

3 Discuss.

- Do you think taking medication is the only way to treat an illness? Why? / Why not?
- Why is going to the doctor important?

Reading

- 1 Discuss. What medical conditions do you know? What can be done to treat them?
- 2 Read the article. Complete it with the words from the wordbank.

Antibiotics *at Work*

scientists

resistant

viruses

cure

longer

In the past, many people died because there was no **a.** _____ for bacterial illnesses. Then antibiotics were discovered. These powerful drugs kill the bacteria that cause specific diseases. As a result, people live **b.** _____ now than they did half a century ago. However, today, we're facing a new health risk – bacteria which is **c.** _____ to antibiotics. This is because bacteria grow quickly and adapt in order to survive antibiotics; but it is partly our fault, too: many people don't take antibiotics properly.

Lots of people think they should use antibiotics for any illness. However, we mustn't use antibiotics when it isn't necessary. If you've got a cold or the

flu, you shouldn't take antibiotics because these illnesses are caused by **d.** _____.

On the other hand, when antibiotics are appropriate, you should always make sure you take the complete course, even if you feel better before you've finished taking them. If not, there might be some bacteria left in your body that could grow stronger.

The correct use of medicines will help to stop the spread of antibiotic-resistant bacteria and give **e.** _____ time to design new types of antibiotics. If we don't change our habits, it will become harder to treat diseases.

Editorial Creation.

- 3 Read the article again and answer.

- a. Bacteria adapt to _____.
- b. Antibiotics don't cure a cold because _____.
- c. If you don't take the complete antibiotic course, _____.

- 4 Write a medical prescription.

- a. Brainstorm a list of common illnesses and medications that can be used to treat them.
- b. Choose one illness and a few medications from your list.
- c. Write a prescription. Include the patient's name, the illness and the medicines you chose, and the course.
- d. Remember, if you have an illness you should go to the doctor to get treatment.



Name: Francisca Durán

Illness: Flu

Treatment:

Take paracetamol 10 mg, three times a day, for 5 days.

Take cough syrup, one spoonful every twelve hours, for 3 days.

Use propolis spray, four times a day, while sore throat persists.

Language in Use **Modals: Suggestions**

1 Read the columns. Match the phrases to make sentences. There is one extra option.

- | | |
|---|--|
| 1. I feel sick, so | a. I should move on. |
| 2. Mum told my teacher | b. I shouldn't get more milk for breakfast. |
| 3. My crush has a girlfriend, so | c. He should definitely go to bed earlier today. |
| 4. My best friend fell asleep in class. | d. she should take a break. |
| | e. He should do more exercise. |

2 Complete the spaces with *should* or *shouldn't*.

- e.g. Tom has a date, so he should wear nice clothes.
- a. Cata has low marks in Spanish. She _____ continue skipping classes.
- b. Your dad isn't nice to strangers. He _____ change his personality.
- c. There _____ be more green spaces in the future to practice sports.
- d. Erika is a great runner, so she _____ specialise in swimming.

3 Read what each person is saying. Write one piece of advice for each person.

I don't like going to parties.



a. _____

I can never remember people's names.



c. _____

I have a stomachache.



b. _____


I'm always eating junk food.



d. _____

- 1** Write a brochure with tips about being healthy.
 - a. Use the brochure from page 42 in your Student's Book as a model.
 - b. Use your notes and the paragraph structure from the model.

A large sheet of white paper with horizontal lines, intended for writing a brochure. The paper has a slightly wavy, torn-edge appearance at the top and bottom.

- 2**  Check and correct your article.
 - a. In pairs, swap your articles and check each other's work considering the plan in your Student's Book.
 - b. Write what you think about your classmate's work below:

Peer evaluation

A rectangular box with a green border and rounded corners, containing several horizontal lines for writing peer evaluation comments.

Reading

- 1 Discuss different ways to help other people, such as giving to charity or doing volunteer work.
- 2 Read the article. Do you think Landy's project can help people be kinder? Why? / Why not?

The Kindness of Strangers

You're sitting on a train in London, and you see a person crying next to you. What would you do if you were in this situation? Would you offer them a **a.** _____ and ask them if they're okay? Would you ignore them and hope they stop crying soon? It was a situation like this that inspired a project on the London Underground called *Acts of Kindness*.

Artist Michael Landy regularly travelled by **b.** _____. He noticed that people seemed to disappear into their thoughts or chose to ignore what was happening around them. One day, he saw another **c.** _____ helping someone else. He became interested in what motivates people to help a total stranger.

Landy wanted to know people's stories, illustrate them, and display them in tube stations around the capital. The project is his way of showing people it's about the small details: the kindness of strangers. The main objective of his project is to celebrate kindness and **d.** _____.

It's often the small unseen gestures that no one notices or seems to care about that can make the biggest difference to a person. Kindness is being compassionate and considerate to other people, even if you don't know them.

It's also about trust: there's a risk involved in helping a stranger, so it takes a brave person to make that decision. Would you do it?

- 3 Find words in the word search to fill in the blanks in the text. Then, write the words under their definitions. There are two options for each blank.

- An underground train.

- Feeling sympathy for someone else's misfortune.

- Soft paper that is used for cleaning your nose.

- Person using a means of public transport.

c	c	s	c	n	m	v	j	d	c	d	a	l	h
w	o	o	r	a	l	e	e	i	l	e	a	e	a
c	a	m	h	i	n	t	t	a	s	o	t	o	n
o	o	l	p	l	e	e	s	r	i	h	i	s	d
e	p	m	p	a	h	u	r	u	o	t	s	s	k
u	s	p	m	t	s	l	e	p	o	a	s	l	e
r	i	s	a	u	l	s	u	i	a	a	u	e	r
u	d	p	b	s	t	t	i	o	t	l	e	l	c
s	m	e	r	w	l	e	e	o	s	p	t	l	h
e	h	p	p	u	e	s	r	l	n	l	t	l	i
l	i	o	l	o	l	s	b	e	e	a	e	a	e
p	a	s	s	e	n	g	e	r	u	h	t	b	f
a	y	d	s	b	i	e	l	b	l	d	o	e	e
p	o	i	t	u	b	e	e	a	y	u	s	w	z

- 4 Discuss.
 - Do you think empathy is important and necessary? Why? / Why not?
 - In your opinion, how could people be kinder to each other?

Language in Use **Second Conditional**

1 Read the options. Match the imaginary conditions with the correct situation. There's an extra number you won't need.

- | | |
|--|---|
| <p>a. If the sun stopped burning,</p> <p>b. If I tried climbing the Everest,</p> <p>c. Would you donate to charity</p> <p>d. I would sing to you</p> | <p><input type="checkbox"/> 1. if I had my guitar.</p> <p><input type="checkbox"/> 2. if you were a millionaire?</p> <p><input type="checkbox"/> 3. I would bring a heater with me.</p> <p><input type="checkbox"/> 4. planet Earth would freeze.</p> <p><input type="checkbox"/> 5. if we caught a fish?</p> |
|--|---|

2 Transform the verb forms in the parentheses to make second conditional sentences.

- a. If industries _____ (take care) of the environment, we _____ (be) so worried about our planet's conditions.
- b. He _____ (travel) to see you if you actually _____ (keep in touch) with him.
- c. If you _____ (water) your plants, maybe they _____ (stop) dying.

3 Put the words in order to make sentences.

- a. ? / invite / her / again / Could / you / if / behave well / we

- b. I / went / Perú / would / if / visit / Machu Picchu / to / I

- c. If / invaded / aliens / world / the / be / scared / would / I

- d. bring / if / glass / can / of / I / water / a / you / want / you

4 Complete the sentences for your case.

- a. If I saw an accident in the street, I ...

- b. I would help a stranger if ...

- c. If I went on T.V., I ...

- d. I wouldn't give someone money if ...

Listening

- 1 Look at the pictures and discuss. What do you think the signs mean? Who does “white persons” and “coloured people” refer to?

Racial Segregation in the *United States*

In the United States, slavery was made illegal in 1865. However, African American people still weren't considered equal to white people. Segregation laws were created, separating places into “whites only” and “coloured only”. This meant that African American people couldn't use the same public places as white people. For example, schools were separated by skin colour, and African American people had to ride in the back of public buses while white people rode in the front. These laws were eliminated in the 1960's.

Adapted from *Segregation in america*.



- 2 Read the short text. Explain what segregation is:

- 3 Listen to Claudette Colvin's story. Write numbers 1-4 in the boxes to put the events in order

- a. Claudette Colvin got on a bus and sat on a seat in the back.
- b. The driver asked Claudette to get out of her seat.
- c. Some white women got on the bus, but there were no empty seats left.
- d. Claudette refused to move and was arrested.

- 4 Listen again and answer.

- a. Why did the bus driver ask Claudette to give up her seat?

- b. Why did the girls sitting near Claudette move?

- c. Why did Claudette refuse to stand up from her seat?

- 5 Read the statement and discuss. Is there *de facto* segregation in your city? Why? / Why not?

Segregation laws no longer exist. However, people still often live in separate areas according to their skin colour, economic status, or national origin, especially in big cities. This is called *de facto* segregation.

Speaking

Expressing different points of view

Asking for opinions

What's your opinion about...?

What would you say if...?

Agreeing/Disagreeing

You've got a point there. (+)

I beg to differ. (-)

Giving opinions

I believe...

As I see it,...

Other points of view

I see what you mean, but...

I accept that ..., but...

1 Look at the following pictures. Write one expression per gesture.



a. _____



b. _____



c. _____

2 Read the following statements and write why you agree / disagree with them.

a. Exams are the best way to test how much students have learnt.

b. The internet is a dangerous place.


c. People under 16 years old shouldn't use social media.

3 Discuss.

a. What is something that lots of people agree with, but you don't? Why do you disagree?

b. Should people always be respectful to all types of opinions? Why? / Why not?

c. How do you usually react when someone disagrees with you? Why?

- 1  Look at the picture and discuss. What do you think the review will be about?
- 2 Read the book review and check your predictions from activity 1.

We found a Hat *Book Review*

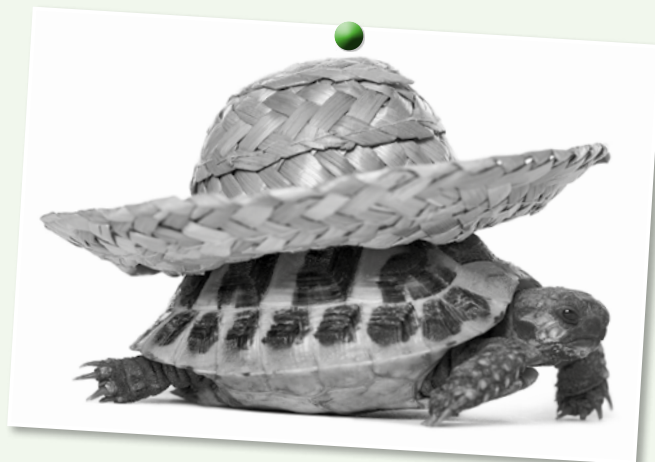
April 11, 2018 by Lynley Bee.

The two desert tortoises in *We Found A Hat* are pretty much the same. In fact, they are identical, which is part of the problem. When a dropped cowboy hat appears in their habitat, it is a big deal. If the hat looks good on one of them, it'll look good on the other.

They need to get over it. The author doesn't mention until later that it is hard for one tortoise to suppress his desires. This Rogue Tortoise becomes the main character.

We Found A Hat is a great example of a story in which two opponents want the same thing, when only one of them can have it. Since both tortoises want the one hat, they go from friends to enemies. At first, the tortoises do the right thing. They don't go after the hat because, if one of them takes it, the other will be jealous. Then, they try not to think about the hat. They watch the sunset together.

In part two, the Rogue Tortoise makes plans to get the hat while the other tortoise is sleeping. The funny part of the story is that the sleeping tortoise talks in his sleep, and that makes the Rogue Tortoise change his mind. In the end, he doesn't take the hat and saves their friendship. What does the Rogue Tortoise learn? That he can overcome strong desires if he really wants to.



Adapted from *We found a hat*

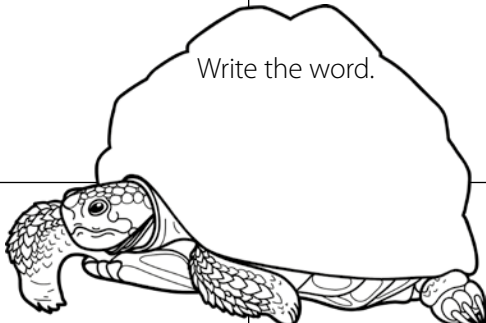
- 3 Complete the chart with the required information.

Book title	
Story's setting (place where it happens)	
Main character	
Story's conflict	
Plot of the story and resolution	

4 Read the review from page 31 again and circle the correct option.

- a. The tortoises lived in the...
 - A. river.
 - B. desert.
 - C. sea.
- b. The hat looked good on...
 - A. none of them.
 - B. one of them.
 - C. both of them.
- c. Not to make each other jealous, they watch the...
 - A. sunset.
 - B. sunrise.
 - C. sunshine.
- d. The sleeping tortoise...
 - A. helps the Rogue Tortoise.
 - B. tempts the Rogue Tortoise.
 - C. talks in his sleep.
- e. The Rogue Tortoise...
 - A. saves their friendship.
 - B. keeps the cowboy hat.
 - C. can't overcome his desire.

5 Choose a word you don't know from the review. Then, complete the following chart.

<p>Draw a picture to represent the word.</p>	<p>Write an example sentence using the word.</p>
 <p style="margin-left: 200px;">Write the word.</p>	
<p>Write some opposites of the word.</p>	<p>Use your own words to define the word.</p>


6 Discuss.

- a. In your opinion, which is the easiest to write about: the conflict or the plot?
- b. Do you think it's difficult to review a book? Why? / Why not?
- c. How does separating the elements of a story help you analyse books or films?

Writing A Discussion Essay

- 1** Write a discussion essay about a controversial dilemma.
 - a.** Use the discussion essay from page 52 in your Student's Book as a model.
 - b.** Use your notes and the paragraph structure from the model.

A large rectangular area with horizontal lines, intended for writing a discussion essay. The lines are evenly spaced and cover most of the page's width and height.

- 2**  Check and correct your article.
 - a.** In pairs, swap your discussion essays and check each other's work considering the plan above.
 - b.** Write what you think about your classmate's work below:

Peer evaluation

A rectangular area with horizontal lines, intended for peer evaluation. The lines are evenly spaced and cover most of the page's width and height.

1 Circle the odd one out.

- a. Should Shall Shouldn't
- b. Inclusion Illusion Information
- c. When did it happen? How did it start? Do you like this one?
- d. Charity Jealousy Volunteer work
- e. You're right! I beg to differ. I accept that, but...

2 Complete with the correct word.

- a. _____ you drive me home if I pay for the gasoline?
- b. Even _____ I had access to your account, I wouldn't log into it.
- c. _____ you wear headphones, please?
- d. We _____ go to sleep early tonight.
- e. _____ I do it for you?

3 Read the situations. Create sentences with second conditional.

e.g. You don't work hard at school. You don't get good grades.

If you worked hard at school, you would get good grades.

a. Sofia never goes to the mall. She doesn't buy brand clothes.

b. Charlie is kind and generous. He's my best friend.

c. I don't drink coffee. It's not good for me.

d. We like reading comics. We have lots of comic books.

e. Tony and Maite are athletes. They can run a marathon.

1 Complete the assessment of your project.

Group evaluation		
Project name:		
Group members:		
Are there any aspects of the project that did not work or that could be improved?	Is there anything that could have been done in a different way?	Is there anything that worked well that you particularly liked?
<i>e.g. Some aspects of it were not as creative as others.</i>	<i>e.g. With more organisation, we could have had more time to do it.</i>	<i>e.g. We had a lot of fun planning the activity.</i>

Self-evaluation		
I learnt that...	I had difficulties with...	I will overcome these difficulties by...
<i>e.g. Team communication is very important.</i>	<i>e.g. Communicating my thoughts correctly.</i>	<i>e.g. Working on ways to improve my communication skills.</i>

Reflect

2  Discuss.

- a. How can your project benefit your school?
- b. Can street art generate positive changes in your community? Why? / Why not?

Reading

1  Discuss.

- Do you know anyone who is older than 100 years? Who?
- Would you like to live to 100? Why? / Why not?

2 Read the article. Then, circle the best option as a conclusion to end the article.

- At least there will be fewer people for the monarch to send cards to.
- Perhaps the monarch will have to stop sending cards?
- The monarch probably won't live a long life though.

One Hundred *and Counting*

Do you know anyone who has got a birthday card from a king or queen? In the UK since 1917, on your 100th and 105th birthday and every year after that, a birthday card is sent to you from the Queen. At that time, living over the age of 100 was an amazing **achievement**, because there were only about 100 centenarians in the whole country. Today, however, there are more than 10,000 and I visited a few of them to discover the secret of their long life.

Jean, who's 103, took up singing when she was a teenager and she said that as she couldn't carry on with singing in a choir, she sang with her friend Ada, who's 101, every day. They both said they found it absolutely brilliant for relaxing.

Arthur just celebrated his 100th birthday and he thought having a **treat** every day did him good. He



said he was a big chocolate fan and he ate a very big bar every day! He said he was sure there was something in the chocolate that made him healthy.

Whatever the key to long life is, **life expectancy** will definitely increase in the future. According to recent statistics, a quarter of all babies born in the UK this year will live to be more than 100. Celebrating your 100th birthday will be an ordinary thing for future generations.

Editorial Creation

3 Read the article again and provide a definition for the marked concepts.

- Achievement: _____
- Treat: _____
- Life expectancy: _____

4  Discuss.

- Why do you think people live longer now than they did before?
- How do you think having a larger population of older people can affect society?

Language in Use **Reported Speech**

1 Underline the correct options in the reported sentences.

- a.** Felix: "It's my birthday." Felix said that it **was / were** his birthday.
- b.** Marty: "I watch TV every day." Marty said that he **watches / watched** TV every day.
- c.** Emma: "My friend is playing the piano." Emma said that **his / her** friend **played / was playing** the piano.

2 Report the following sentences. Remember to apply verb tense changes.

e.g. Daniel: "Goodbye."

Daniel said goodbye.

a. Luna: "I will get a good grade."

b. Olivia and Mark: "Jack, we don't like horror films."

c. Tomás: "Are you doing your homework?"

d. Javiera: "Can you close the door, mum?"

3 Transform these reported sentences into the original statements.

e.g. Joaquín said that he would invite Manuel and Eva to his birthday party.

Joaquín: *I'll invite Manuel and Eva to my birthday party.*

a. Manuel said that he wasn't sure if he could go to the party.

Manuel: _____

b. Eva asked Joaquín if she could invite her friend Kathy to the party as well.

Eva: _____

c. Joaquín answered that he didn't mind if Eva invited Kathy.

Joaquín: _____

d. Kathy told Eva that she'd love to go to the party, but she had to work the next day.

Kathy: _____

Listening

1 Write the correct words under the pictures. There is one extra word.

fancy dress party – suit – trilby – feather boa



a. _____

b. _____

c. _____

2 Listen and complete the invitation.

Party!

Please come to my **a.** _____ to help me celebrate my **b.** _____ birthday on **c.** _____.

It's a **d.** _____ party and the theme is **e.** _____ America. Make sure to wear your most glamorous dresses and feathers, or your nicest **f.** _____, shirt, and tie. Don't forget a **g.** _____ - the classic hat of the period!

The party starts at eight o'clock. Don't be late!

Love, **h.** _____.

Pronunciation Initial /sp/ sound

3 Listen and repeat the words.

spy - speak - special - spiral - space - spontaneous - specific - speed - sponge - spin - Spain - spring

4 Create, write, and memorise your own tongue twister using some of the words from Activity 3.

5 Play *Twist it Up*. Swap your tongue twisters and see who can repeat them the fastest without making any mistakes!

Taking and Leaving Messages

Opening the conversation

Can I speak to ..., please?
Is ... there?
I'm afraid ... isn't here at the moment.

Checking the message

Can I just check that?
Would you mind saying that again?

Taking and leaving a message

Could I leave a message?
Could you tell / ask ...?
Would you like to leave him / her a message?

Closing

I'll let him / her know.
I'll see that he / she gets it.
Thanks for your help.

1 Answer the questions. How do you express yourself...

- a. when you ask to speak to someone called Joe on the phone?

- b. to ask the person on the phone to take a message?

- c. when you let the person know you'll make sure Joe gets the message?

2 Complete the dialogue.

e.g. You: Hello.

Shop assistant: Can I speak to your mum, please?

You: (Explain that your mum is at work)

I'm afraid she's at work at the moment.

- a. **Shop assistant:** I see.

You: (Offer to take a message)

- b. **Shop assistant:** Yes, that'd be great. It's Antarctica Bookshop here. Can you tell her that the book she ordered arrived this morning?

You: (Explain that you will give your mum the message)

- c. **Shop assistant:** Thanks for your help. Bye!

You: (Close the conversation)

The Star-Crossed Lovers

Orihime ("Weaving Princess"), the daughter of the King of the Skies, helped her father in decorating the sky. While her father made and put stars in the sky, she wove a very fine, delicate and beautiful cloth-like material, which we know as clouds.


Orihime was so good at making clouds that the King of the Skies was proud of her. She worked hard day and night, until one day, her father noticed that she looked sick. He gave her permission to take the day off to do whatever she pleased.

Orihime felt happy with this. She went and played along the Heavenly River (the Milky Way), and she danced among the stars. On the other side of the river, she saw Hikoboshi, the Cowherder star (He took care of the Heavenly cows that helped produce the Milky Way). In turn, he saw her, too.

The two got closer to each other by crossing the only bridge that stretched across the wide river. When they met at the middle of the bridge, they said hello warmly. Hikoboshi asked Orihime if she wanted to come with him so that he could show her around. Orihime, who always wanted to explore life outside her routine, immediately agreed.

Orihime and Hikoboshi had so much fun exploring the skies. They became friends easily, and soon they felt that they were falling in love with each other.

Orihime felt so happy that she forgot to go back home. The King of the Skies was really worried, so he sent some magpies to search for her and guide her back to him. When the magpies found her, she ignored them because she didn't want to come home yet. She wanted to stay with Hikoboshi.

1  Name as many myths or legends as you can from your country. Tell the story of your favourite one. Why do you like it?

2 Scan the legend and find the relationships between the characters. Match the correct options.

- | | | |
|--------------------------|--------------------------|----------|
| a. Orihime | <input type="checkbox"/> | Lover |
| b. Hikoboshi | <input type="checkbox"/> | Father |
| c. The King of the Skies | <input type="checkbox"/> | Daughter |

3 Read the text. Are these sentences True (T) or False (F)? Correct the false ones.

- a. Orihime was good at making stars and clouds.
-
- b. The King of the Skies gave Orihime a break from work.
-
- c. Orihime and Hikoboshi met in a tunnel.
-
- d. Orihime and Hikoboshi were friends before they became lovers.
-

When the magpies returned to the King of the Skies with this news, he was outraged. He went to the bridge himself and forced Orihime to come home. Then, he destroyed the only bridge on the Heavenly River. He also made the river deeper and wider than it already was. Orihime did not have any other way to cross the river, so she would not see Hikoboshi ever again.

Orihime and Hikoboshi were heartbroken. Orihime knew that, as the princess, she had certain responsibilities, but she missed Hikoboshi terribly. With tears in her eyes, she asked her father if they could agree on a better solution. Her father could not tolerate to see his precious daughter cry. He told her that, if she worked hard for a year, he would let her see Hikoboshi every year on the 7th day of the 7th month.

Ever since the agreement, on every 7th day of the 7th month, a flock of magpies forms a bridge on the Heavenly river, allowing Orihime and Hikoboshi to be together again. In return, Orihime will work hard in weaving clouds, mist and fog every year until the end of time.

Every July 7th, *Tanabata* (or the Star Festival) is held in Japan. People celebrate it by writing wishes or poems on small pieces of paper and then hanging them on bamboo trees. The festival has many versions that take place from early July to early August, but the essence of the celebration is always the same: remembering Orihime's and Hikoboshi's eternal love and patience.

Adapted from *The legend of the tanabata*

4 Look at the pictures and write the words from the box below.

magpie – weave – herder – outraged



a. _____



b. _____



c. _____

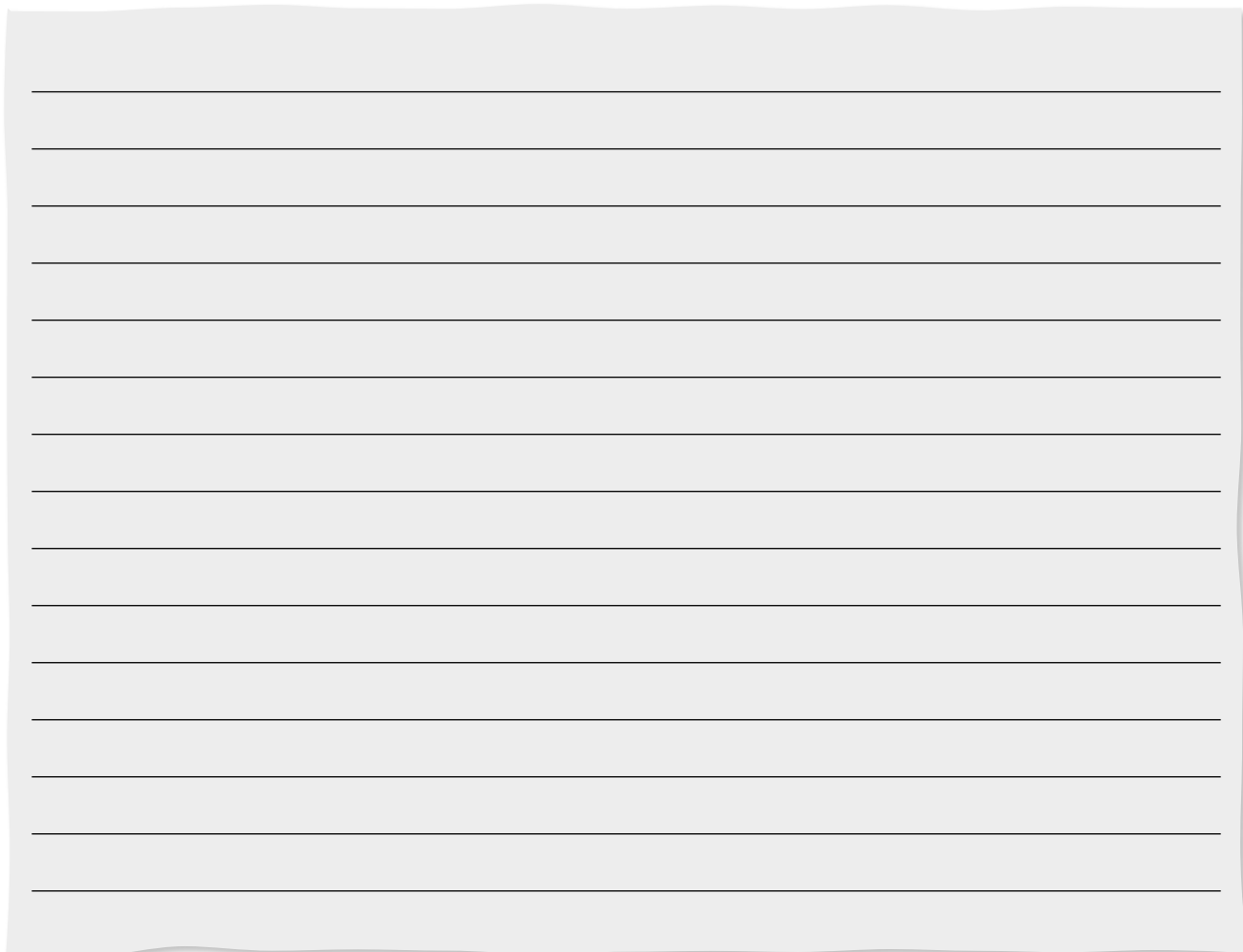


d. _____


5  Discuss.

- Why do you think The King of the Skies separated the lovers?
- Do you think raising independent children is important? Why? / Why not?
- How much control should parents have over their children's lives? Why?

- 1 Write a response letter about your favourite Chilean celebration.
 - a. Use the letter from page 68 in your Student's Book as a model.
 - b. Use your notes. Remember the paragraph structure from the model.



A large sheet of lined paper with horizontal lines, intended for writing a response letter. The paper has a slightly wavy, torn-edge appearance at the top and bottom.

- 2  Check and correct your journal entry.
 - a. In pairs, swap your letters and check each other's work considering the model.
 - b. Write what you think about your classmate's work below:

Peer evaluation

A rectangular box with a green border, containing five horizontal lines for writing peer evaluation feedback.

Reading

1 Scan the article. Choose the best title and write it in the title space.

- a. Publish Your Own Book b. A Young Author's First Book c. Why E-Book Sales Are Increasing

With easier access to technology, more and more people are publishing their own books. 'Self-publishing' is becoming increasingly popular.

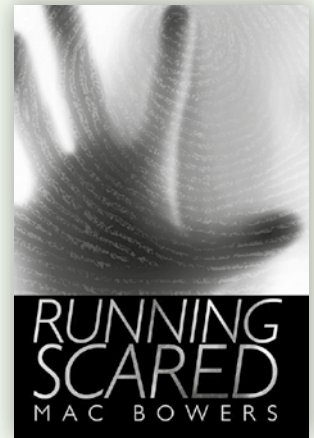
Mac Bowers lives in Pennsylvania with her father, her brother and sister, and her two dogs. Like any other teenager, she goes to school during the day, but in her spare time she writes. Her dad suggested that Mac should publish a book. He's very proud and supportive of her achievements.

Mac's first book, published in 2012, is called *Running Scared*, and critics of all ages have praised it. It tells the story of a sixteen-year-old girl called Morgan Casey. Morgan moves from a big city to live in a very small town. Morgan knows she needs to make new friends, but she is worried about something. Morgan has a secret that she doesn't want to share with anyone.

On her first day at her new high school, Morgan meets Charlie. Charlie is a lively, talkative, and friendly boy and they soon become good friends. They talk a lot, and eventually Morgan tells Charlie her secret hoping that he can help her escape her past. However, she regrets it immediately. It's a tense story that keeps you guessing to the very end.

Are you feeling inspired? Do you think you can write a good story? If so, we recommend that you try self-publishing!

Editorial Creation



2 Read the text. Write the name of the person or character who ...

- a. is a young author: _____ c. has a secret: _____
 b. moves to a small town: _____ d. is chatty and friendly: _____

3 Read the text again and answer the questions.

- a. According to the text, why are more people publishing their own books?

- b. When does Mac Bowers write?

- c. How does Morgan Casey feel when she tells Charlie her secret?

4  Discuss. Do you think self-publishing a book is a good idea? Why? / Why not?

Language in Use Present Tense Review

1 Look at the pictures. Write sentences with the verbs in the box in the present simple and the present continuous.



e.g. Mr Stevens usually works in an office, but today he's working in the kitchen.



a. Diana _____



b. Diego _____



c. Juan and Sandra _____


2 Complete the blog entry with the present simple or present continuous form of the verb in brackets.


What a. _____ you _____ (do) at the moment? b. _____ you _____ (watch) TV, surfing the internet, chatting to your friends on Facebook? I c. _____ (not do) any of those things. I d. _____ (write) a graphic novel. It e. _____ (take) place in an American school, and it f. _____ (tell) the story of a group of friends. I g. _____ (not reveal) any details about the characters or the plot now. I h. _____ (draw) all the illustrations, and I i. _____ (publish) it myself too!

Listening

1 Match the words with their definitions. Use the dictionary if you need to.

- | | | |
|-------------------------------|--------------------------|--|
| a. being obsessed with | <input type="checkbox"/> | the main character in a book or film |
| b. protagonist | <input type="checkbox"/> | lessons you take regularly |
| c. publication date | <input type="checkbox"/> | when a book comes out |
| d. courses | <input type="checkbox"/> | thinking about something all the time |
| e. a long way off | <input type="checkbox"/> | a group of houses built in the same place at the same time |
| f. housing estate | <input type="checkbox"/> | the number of books printed |
| g. copies | <input type="checkbox"/> | far in the future |

2  Look at the pictures. Have you read any of these books? If so, which ones?

3  Listen to five people talk about books and answer.

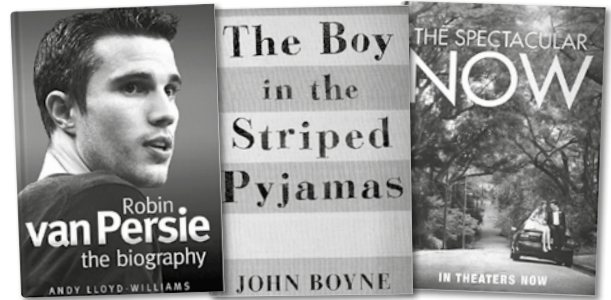
a. What does Gregor do every summer?

b. What is Matt passionate about?

c. What genre is Scarlett's favourite novel?

d. What is Sean's ideal job?

e. What does Erin find difficult?



4  Listen again and match each speaker to a statement.

- | | | |
|--------------------|--------------------------|--|
| a. Gregor | <input type="checkbox"/> | It's a really good read. |
| b. Matt | <input type="checkbox"/> | It was written by an Irish author called John Boyne in 2006. |
| c. Scarlett | <input type="checkbox"/> | I meet other young people from all over Scotland. |
| d. Sean | <input type="checkbox"/> | The film didn't disappoint. |
| e. Erin | <input type="checkbox"/> | I suspect that's a long way off though! |

5 Discuss Erin's opinion about watching films based on books.

- a.** Have you ever watched a film that was based on a book you've read?
- b.** Do you agree or disagree with Erin? Why?

Recommending a book or series

Starting a conversation


Have you read / watched...?
Have you read / watched anything by...?
What are you reading / watching?
Do you read / watch series much?

Asking for information

Who wrote / directed it?
What's it about?
When's / Where's it set?
What happens next?
Would you recommend it?
Do you think I'd like it?

Recommending a book

I couldn't put it down.
It's a great read / watch.
It's a real page-turner.
You should definitely read / watch it.
You'll love it.

1  Complete the exchanges with the words in the boxes. Then, listen and check.

watch - think - season - love

Lucía: Have you watched the new
a. _____ of Black Mirror?

Marco: Yes, I have. It's a great **b.** _____.

Lucía: Do you **c.** _____ I'd like it?

Marco: Like it? You'd **d.** _____ it!

anything - down - enjoy - try

Lucía: Have you ever read **e.** _____ by Robert Muchamore?

Marco: No, I haven't. Do you think I'd **f.** _____ his books?

Lucía: Well, I couldn't put his last novel **g.** _____.

Marco: Okay. I'll give it a **h.** _____!

boring - series - moment - recommend

Lucía: What are you watching at the **i.** _____, Marco?

Marco: I'm watching an old **j.** _____ called Breaking Bad.

Lucía: Would you **k.** _____ it?

Marco: No! It's **l.** _____.


Pronunciation Initial /st/ sound

2 Repeat these words out loud.

sting - student - striped - strong - stand - stem - sticker

3 Think of as many other words you know that start with the /st/ sound. Write and repeat them.

Reading

1  Look at the photo and read the title. What do you think the text is about?

2 Read the text and check your answer to Activity 1.

Micro Libraries

The small village of Westbury-sub-Mendip in the south of England didn't have a library. If people wanted to borrow a book, they had to go to the nearest library about six and a half kilometres away. The villagers decided to do something about this problem, and they came up with a creative solution: no one used the traditional red public phone box in the village, so they adapted it and turned it into a library.

The library has four shelves and local residents donate their own books. The principle is simple: bring a book to the library that you've read, leave it for someone else to read and borrow a book you haven't read. There's even a children's section! It's open all year round, 24 hours a day.

The library has become a popular place in the village, but it's been particularly good for the older residents, as the journey to the nearest



library is more difficult for them. When they've finished the book they're reading, they just walk down the road and get another one. They have to be quick though, because the good titles are usually gone within minutes!

There is a very fast turnover of books and the stock is constantly changing. The library has a wide range of genres suitable for everyone: comic books, biographies, crime novels, cooking books, etc. A local couple cleans the library, and someone checks the stock on a regular basis. If books have stayed on the shelves for more than a few

weeks, then they go to a local charity shop.

This isn't the only micro library in the world though. The same basic idea has developed all over the globe.

What are you waiting for to start your own micro-library?

Editorial Creation

3 Read the text again. Write the correct number for each fact.

6.5 - 24 - 4

- a. Hours a day the phone box library is open: _____
- b. Number of shelves in the phone box library: _____
- c. Kilometres between Westbury-sub-Mendip and the nearest traditional library: _____

4 Circle the correct answers.

- a. The villagers in Westbury-sub-Mendip have ...
- A. converted an old phone box into their village library.
 - B. had to ask the mayor for special permission to change a phone box into a library.
 - C. worked with their local library to adapt it to suit their needs.
- b. The principle behind the micro library in Westbury-sub-Mendip is that ...
- A. local people buy and sell their unwanted books.
 - B. the library only opens during the day.
 - C. people leave books they don't want and borrow books other people leave.
- c. The library is helping older residents because ...
- A. it was hard for some of them to get to the nearest library.
 - B. someone helps them find the books they need.
 - C. the nearest library didn't have the kinds of books they wanted.
- d. Local people run the library by ...
- A. cleaning it and putting up new shelves as necessary.
 - B. keeping it clean, checking the books and removing less popular titles on a regular basis.
 - C. checking stock levels and buying new books from charity shops if they need to.

5 Match each picture with a type of book mentioned in the article.



a. _____



b. _____



c. _____



d. _____


6 Discuss.

- a. What do you think of the idea of a micro library?
- b. Would a micro library be a good idea in your neighbourhood? Why / Why not?

Writing A Biography

- 1** Write a biography.
 - a.** Use the biography from page 78 in your Student's Book as a model.
 - b.** Use your notes. Remember the paragraph structure from the model.

A large sheet of white paper with horizontal lines, intended for writing a biography. The paper has a slightly wavy top and bottom edge, giving it a realistic appearance.

- 2**  Check and correct your biography.
 - a.** In pairs, swap your biographies and check each other's work considering the model.
 - b.** Write what you think about your classmate's work below:

Peer evaluation

A rectangular box with a green border and a green header containing the text 'Peer evaluation'. Inside the box are several horizontal lines for writing.

1 Circle the word that doesn't belong with the others and write why.

a. celebrate enjoy visiting remember

b. TV series biography crime novel reference book

c. myself ourselves yourselves them

2 Complete the dialogues with the present simple, present continuous, or the present perfect of the verbs in brackets.

a.
Laura: How _____ your dad _____ (get) to work?
Travis: He usually _____ (drive).

b.
Matt: Why _____ you _____ (stand) out here in the rain?
Marisha: I _____ (wait) for Sam to arrive ... again!

c.
Ashley: _____ you _____ (see) the new Leonardo DiCaprio film?
Brian: No, I haven't. What _____ (be) it like?

d.
Liam: Why _____ you _____ (run) so late?
Sam: I got a flat tyre on my car. I _____ (change) it.

3 Match the sentence halves.

- | | | |
|--------------------------------------|--------------------------|--|
| a. I'm planning to spend my birthday | <input type="checkbox"/> | would you like to leave him a message? |
| b. Halloween is my favourite holiday | <input type="checkbox"/> | you should definitely watch it. |
| c. Liam isn't here right now, | <input type="checkbox"/> | at my grandma's this year. |
| d. I absolutely love this movie, | <input type="checkbox"/> | the princess saves herself. |
| e. In my favourite book, | <input type="checkbox"/> | because I love wearing costumes. |

1 Complete the assessment of your project.

Group evaluation

Project name:		
Group members:		
Are there any aspects of the project that did not work or that could be improved?	Is there anything that could have been done in a different way?	Is there anything that worked well that you particularly liked?
e.g. <i>Some aspects of it were not as creative as others.</i>	e.g. <i>With more organisation, we could have had more time to do it.</i>	e.g. <i>We had a lot of fun planning the activity.</i>

Self-evaluation

I learnt that...	I had difficulties with...	I will overcome these difficulties by...
e.g. <i>Team communication is very important.</i>	e.g. <i>Communicating my thoughts correctly.</i>	e.g. <i>Working on ways to improve my communication skills.</i>

Reflect

2  Discuss.

- a. How could your project benefit your community?
- b. Do you think your project can become a tradition in the community? Why? / Why not?

Reading

1 Read the article quickly. Write the best headline in the blank space.

- a. It's a Dog's Life b. The Rescuers c. Canine Heroes d. Dogs for All

By John Mortimer



When three-year-old Julia and her pet dog went missing from her home in Poland one Friday evening, everyone feared the worst. Police launched a huge search and more than 200 people from the town joined them to help find the little girl and her dog. The next morning, five kilometres from Julia's home, the firefighters heard cries. Julia was found lying in marshland, soaking wet, and in freezing temperatures – and by her side was her faithful dog. He had stayed with her all night, kept her warm and saved her life. Julia was quickly taken to hospital, where she was only treated for frostbite.

In the UK, an eight-month-old puppy called Geo saved the life of one of his owner's sons. Carly Riley and her three sons were walking along a road with Geo, when they stopped and waited at a traffic light. Suddenly, a huge lorry came around the corner and mounted the pavement. One of Mrs Riley's sons, Charlie, was right in the path of the lorry. Geo jumped forward and pushed Charlie away to safety, right in the nick of time. The lorry hit Geo, who suffered serious injuries, but is expected to make a full recovery.

Meanwhile in the USA, a ten-year-old dog called Baby from Oklahoma noticed the house was on fire. She started to bark and jumped on her owners, Rhonda and Evelyn Westenberger, as the flames spread rapidly, and smoke filled the rooms. The women escaped without injury. At the last minute, Baby ran back into the burning house and rescued the other family dogs.



Editorial Creation.

2 Read the article. Find words in the text with the following meanings:

- a. Serious damage caused by very cold temperatures. _____
- b. The path for pedestrians along the side of the street. _____
- c. Damage to your body because of an accident. _____

3 Read the article again. Write the names of the people or the dogs that each sentence describes.

- a. _____ is a young Polish girl who went missing with her dog.
- b. _____ was saved in the street by his dog.
- c. _____ suffered serious injuries.
- d. _____ was ten years old when she saved her family.
- e. _____ were unaware that a fire had started in their house.

Language in Use **Past Simple and Past Continuous**

1 Complete the text with the verbs from the box in the past simple or past continuous.

buy - fall - find - happen - kill - leave - lie - look for - not have - hope - spend - strike - try - wait

Miracle Man

On 12th January, 2010, a devastating earthquake **a.** _____ Haiti. It **b.** _____ 230 000 people and **c.** _____ more than one million people homeless. Twenty-seven days later, rescuers **d.** _____ still _____ survivors when they **e.** _____ Evans Monsignac. When the earthquake **f.** _____, Evans **g.** _____ rice in a market in Port-au-Prince. While he **h.** _____ to run to safety, a huge piece of concrete **i.** _____ on him. He **j.** _____ the next 27 days under that piece of concrete. While he **k.** _____ there, he **l.** _____ anything to eat or drink except a little dirty water. He **m.** _____ that he would survive while he **n.** _____ for rescuers to find him. Now, he feels that he got a second chance at life.


Editorial Creation


2 Circle the correct alternative to complete the sentences.

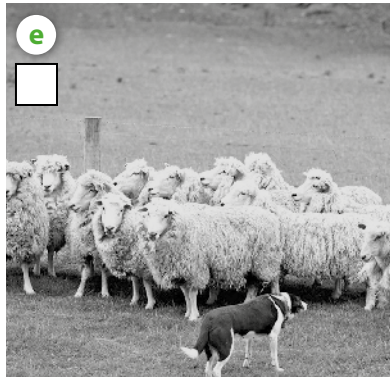
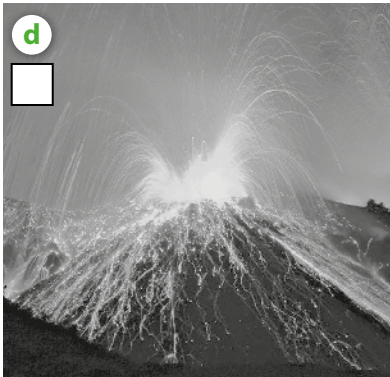
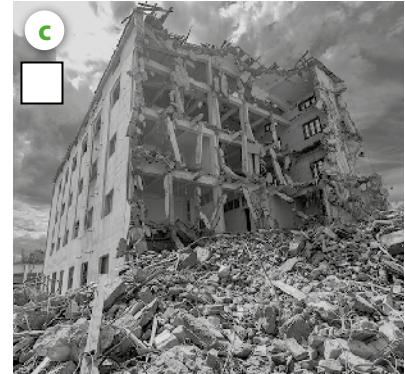
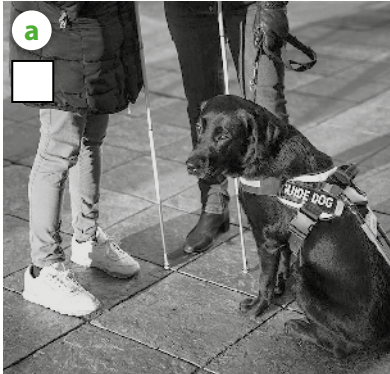
- When my grandfather was a teenager, he **used to work / was working** in a factory.
- Did you use to / Used you to** live in a small town?
- I **would / used to** have a little black dog, but we had to give him away when we moved.
- How **did we use to communicate / were we communicating** before mobile phones?
- When we were younger, we **would go / were going** to the same place for our holidays every year.
- I **didn't use to / wouldn't** like rap music, but now I love it!

3 Complete the sentences with facts about yourself.

- When I was young, I used to _____
- Every morning, I'd _____
- I never used to _____
- My friend used to _____
- Every day, we'd _____

4  Tell a classmate your sentences from Activity 3 and listen to their sentences. Ask each other questions about the things you used to do.

- 1**  Listen to a specialist talk about search-and-rescue dogs. Mark which dog he talks about, and which natural disasters he mentions.



- 2** Listen again and complete the summary sentences.

- People started using search and rescue dogs in the _____ century.
- The original search and rescue dogs were used by _____ in the Swiss Alps.
- _____ is the most important factor when people have to be rescued.
- Tracking dogs sniff for human scent on the _____.
- Air-scent dogs are good at finding people buried in _____ or _____.
- All search and rescue dog handlers are _____.

- 3** Answer the questions from memory.

- a.** Which three types of natural disaster does the dog handler mention at the beginning?

- b.** How many people would it take to do the work of one search and rescue dog?

- c.** Why is a search and rescue dog more efficient than a person at this sort of work?

Telling anecdotes

Sharing news

Have you heard the news?
Guess what!
You won't believe this, but ...
Did you hear about ... ?
Have I told you about ... ?

Keeping the story going

Then, ...
A bit later, ...
After that, ...
In the end, ...
It turned out that ...

Showing interest

Really? What happened?
That's amazing / fantastic / incredible!
That's awful / terrible!
No way!
I don't believe it.

1 Complete the dialogue.

Alex: Hi Eva! Did you **a.** _____ about Melissa?

Eva: No. **b.** _____ happened?

Alex: You know she works at that big supermarket in town on Saturdays?

Eva: Yes.

Alex: **c.** _____ what! She served the lead singer from Coldplay there.

Eva: Chris Martin? No **d.** _____! I don't **e.** _____ it.

Alex: I know. Neither did I. It **f.** _____ he was buying something special for his wife.

Eva: That's **g.** _____. I hope she got his autograph.

Alex: I think she did, and she had a picture taken with him!

2 Listen to the dialogue and complete the summary with the correct information.

Julia and Fabián are talking about Fabián's **a.** _____. Fabián was in **b.** _____.

He says the hostel was like something out of **c.** _____. While he was there, he

d. _____ up and down mountains. The weather was very **e.** _____. The food in

the hostel was **f.** _____. Then, Fabián's group couldn't get down the mountain because of

g. _____. A **h.** _____ had to go and find them.


Pronunciation Stressed syllables

3 Listen to the words. Circle the stressed syllable in each word.

fin-ger – pur-ple – for-get – ba-sic – va-ca-tion – phar-ma-cy – ty-pi-cal

4 Repeat each word out loud with the correct stresses.

Reading

- 1  Look at the photo and read the title. What do you think April Fool's Day is?
- 2 Read the article quickly and check your answer to Activity 1.

Prank Patrol!

Everyone loves pranks! And April Fool's Day is the best day in the year to prank someone. It's become so popular that even companies like Google and Twitter join the fun. Here are our top favourite April Fool's Day pranks from big companies.



The company Virgin Airlines announced that they were launching a glass-bottomed plane on selected flights. The story was first revealed on the airline's website, and soon went viral. Virgin's CEO explained how the glass bottom would allow passengers to see beautiful landscapes as they flew over. The company explained that they wanted to try out the new plane on routes all around the world.

Twitter had also made an announcement on the same day. They said that users could no longer use vowels in their tweets. The company claimed

that by not using vowels, communication would be more efficient. However, users could continue using vowels if they paid \$5 a month. Wht d y thnk? Twt yr rply nw!

Google has always been good at doing April Fool's pranks, but our favourite was when they asked users to try out their new search engine: Google Nose. This involved searching by smell! With an online video to promote the new addition to the Google search engine, it seemed very convincing. The video explained how users would be able to search for smells using infrasound waves and photons (light particles). Google planned to store the smells in a database containing 15 million "scentibytes" of smells from all over the world. Did you smell something fishy?

So next April 1st, even more than on other days of the year, don't believe everything you read!

Editorial Creation

- 3 Read the article and answer the questions. Who or what ...
 - a. was relying on users' sense of smell for their idea to work? _____
 - b. had plans to try their idea all over the world? _____
 - c. wanted to make communication more efficient? _____

- 4 Read the article again. Are these sentences True (T) or False (F)? Correct the false ones.
 - a. Virgin Airlines announced that all their planes would have glass bottoms.
 - _____
 - b. Twitter made their announcement the same day as Virgin Airline's.
 - _____
 - c. Google Nose was the first prank that Google had carried out on April Fool's Day.
 - _____

Language in Use **Past Perfect**

1 Match the sentence halves.

- | | | |
|---|--------------------------|--------------------------------------|
| a. We had been to Japan a few times | <input type="checkbox"/> | so she was nervous when she set off. |
| b. Tom's parents had told him not to get a tattoo | <input type="checkbox"/> | before they got married. |
| c. The survivors had been missing for two days | <input type="checkbox"/> | until he was 18. |
| d. Lucy had never travelled before | <input type="checkbox"/> | before we went to live there. |
| e. My parents had known each other for ten years | <input type="checkbox"/> | when the rescue dogs found them. |

2 Complete the sentences with the past perfect form of the verbs in the box.

not be - forget - wake up - start - study - trick - leave

- The con man denied that he _____ my grandmother into giving him money.
- The play _____ already _____ when Tamara's mobile went off.
- By the time I left school, I _____ English for ten years.
- When they got to the party, they realised they _____ the present.
- As soon as she closed the door, Bea realised that she _____ her keys inside.
- Raul _____ just _____ when his dad called him.

3 Complete the questions with the pairs of verbs in the box in the past simple and past perfect.

go / check - have / see - arrive / send - eat / speak - do / watch

- e.g.** Before you arrived at school this morning, how many text messages had you sent?
- Before you _____ to sleep last night, how many times had you _____ your phone?
 - Before you _____ breakfast this morning, how many people had you _____ to?
 - Before you _____ your English lesson today, had you _____ your teacher?
 - Before you _____ your homework last night, what had you _____ on TV?

4 Take turns asking and answering the questions from Activity 3.

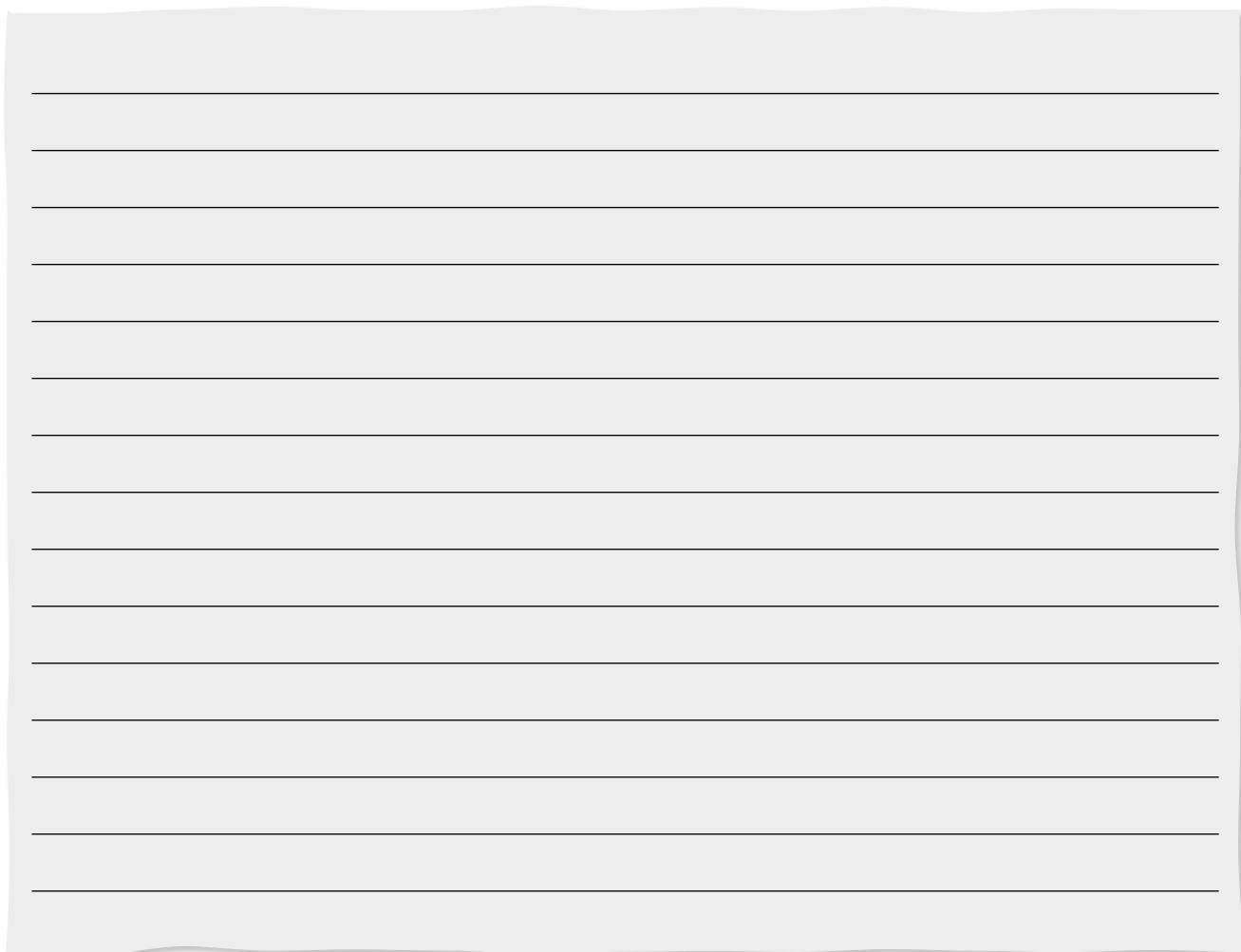
e.g.

Before you arrived at school this morning, how many text messages had you sent?

I had only sent one message, asking my dad if he would pick me up after school.

1 Write a news piece.

- a. Use the news piece from page 94 in your Student's Book as a model.
- b. Use your notes. Remember to follow the correct paragraph structure.

A large sheet of lined paper with horizontal lines, intended for writing a news piece. The paper has a slightly wavy, torn-edge appearance at the top and bottom.

2  Check and correct your news piece.

- a. In pairs, swap your news pieces and check each other's work considering the model.
- b. Write what you think about your classmate's work below:

Peer evaluation

A rectangular box with a green border containing five horizontal lines for writing peer evaluation comments.

Reading

1 What are the most unusual jobs you can think of?

2 Read the text. Put the events (A-F) in order (1-6).

- | | | | |
|--|--------------------------|---|--------------------------|
| A. Robin and Chacho got married. | <input type="checkbox"/> | D. Chacho was a trapeze artist. | <input type="checkbox"/> |
| B. Robin and Chacho met while on tour. | <input type="checkbox"/> | E. Chacho gave up being a trapeze artist. | <input type="checkbox"/> |
| C. Chacho became a human cannonball. | <input type="checkbox"/> | F. Robin's uncle had an accident. | <input type="checkbox"/> |

Reach for the Sky

Chacho and Robin Valencia work together as human cannonballs. Chacho was born in Chile into a family of circus trapeze artists called *The Flying Valencias*. He started performing with his family when he was 12.

While Chacho was on tour with his family, he met Robin, called *The Shooting Star*, one of only a few female human cannonballs in the world. Robin's uncle David is her inspiration. He is the world's most famous human cannonball, and he built a special cannon for her when she was 19.

Chacho and Robin got married in 1988. Chacho decided to stop swinging on a trapeze so he could work with Robin as her cannon engineer. Chacho's job is crucial to Robin's show. He makes sure that the angle and distance of every shot is exact, and he also has to consider factors like the

wind speed or the height of a circus tent. Robin's life is, quite literally, in Chacho's hands.

Twenty years after he met Robin, Chacho also became a human cannonball. Robin's uncle had had an accident and needed a replacement for his human cannonball, so Chacho took on the role and became *Rocketman Valencia*. Chacho has been fired from a cannon 400 times since then. Being a human cannonball is one of life's most dangerous jobs: the person inside the cannon must stay very still before they are released at high speed and with great force.

The couple's two teenage daughters are not showing any signs of following in their parents' footsteps, and both Chacho and Robin are happy that the girls seem keen to find normal jobs!

Editorial Creation

3 Read the text again. Are these sentences True (T) or False (F)? Correct the false ones.

- a. Chacho and Robin met when he was 12.
-
- b. Robin works as Chacho's cannon engineer.
-
- c. The couple's daughters are following in their parent's footsteps.
-

4 Do all jobs ensure the same safety measures to the workers? Why? / Why not?

Language in Use **Present Perfect Continuous**

1 Complete the sentences. Write the actions in brackets in the Present Perfect Continuous.

- a. Alicia is happy because she _____ (talk) to Juan.
- b. Cholito is very wet and cold – he _____ (swim) in the lake.
- c. "You look very busy!" "I _____ (do) lots of jobs."
- d. You feel sick because you _____ (eat) chocolate all evening!
- e. I'm really tired – I _____ (study) hard all day.

2 Circle the correct option.

- a. How long / for has Mateo been watching TV?
- b. Julie has been going out with David for / since June.
- c. Do you know how long / since Tim and Joe have been waiting?
- d. Imogen has been studying Chinese how long / for a year.
- e. Carly hasn't been speaking to Silvia for / since last Friday.

3 Complete the sentences using *how long*, *for*, or *since*.

- a. _____ has Matt been watching TV?
- b. Jacque has been studying Japanese _____ a year.
- c. Carly hasn't been speaking to Silvio _____ last Friday.
- d. Do you know _____ Isis and Beto have been waiting?

4 Write questions with the Present Perfect Continuous and the given words. Then, give your own answers.

- a. How long / you / study / English?

Q: _____

A: _____

- b. What music / you / listen to most / recently?

Q: _____

A: _____

- c. How long / you / do / this exercise?

Q: _____

A: _____

- d. You / eat / fast food / every weekend?


Q: _____

A: _____

Listening

1  Discuss.

- a. What do you think university life is like? Why?
- b. Is studying at university one of your goals? Why? / Why not?

2  Listen to Owen describing fresher's week at his university. Then, complete the definitions below with the words in the box. Use the dictionary if you need to.

fair - flatmate - fresher's week - give something a go - hall of residence - intend

- a. _____, vb. To plan to do something.
- b. _____, n. The first week of term for UK students, when there are no lectures.
- c. _____, n. A building where students live.
- d. _____, n. Someone you share a flat with.
- e. _____, n. An event where people advertise and often sell things.
- f. _____, vb. To try something for the first time.

3  Listen again and check the things Owen mentions.

- | | | | |
|--|--------------------------|--|--------------------------|
| His girlfriend. | <input type="checkbox"/> | Meeting friends from school by chance. | <input type="checkbox"/> |
| The grades he had to get to do his course. | <input type="checkbox"/> | His other flatmates. | <input type="checkbox"/> |
| Making friends. | <input type="checkbox"/> | The sort of meals he has cooked. | <input type="checkbox"/> |

4 Answer the questions.

- a. Why is Owen tired?

- b. What has being at university made him think about more?

- c. How many people are in Owen's flat altogether?

- d. How many players are in a futsal team?

5  Discuss.

- a. Would you like to go to a university like the one Owen talks about? Why? / Why not?
- b. Do you think Chilean universities are similar to international ones? Why? / Why not?

Speaking

Going for a college interview

Asking for personal information

Can you tell me a bit more about yourself?

Why are you interested in...?

What was it about ... that appealed to you?

Giving yourself time to think

That's an interesting question.

Can I think about it?

Rounding off

Is there anything you'd like to ask us about the course or college?

I think that's it.

In that case, thank you for coming in. We'll be in touch.

1 Write sentences. How do you express yourself to...

a. ...ask someone to give more information about themselves?

b. ...give yourself time to think about the answer to a question?

c. ...round off a conversation if you have no more questions?

2 Read the dialogue between Matilda (M) and the interviewer (I) and complete the summary below.

I: So, Matilda. You've applied for a place in the food service diploma. What was it about that particular course that interested you?

M: Well, I love cooking and one evening a month I invite all my friends to my place for a meal. I also run cookery classes for the children at a local school.

I: Excellent. So, what would you say your long-term career plan was?

M: That's an interesting question. Well, eventually I really want to run my own restaurant.

I: Great! Now, is there anything you'd like to ask me about the course or the college?

M: I've just got one question. Are we in college from 9 to 5 every day?

I: Every day except Wednesday afternoons. You'll do work experience with a local company then.

M: Okay, thanks. I think that's it.

Matilda is applying to do a diploma in **a.** _____ . She is **b.** _____

the course because she loves cooking. She has some work **c.** _____ of working in this

industry because she runs **d.** _____ at a local school. In the long-term, Matilda wants to

e. _____ . The interviewer answers her that classes run from **f.** _____

every day except Wednesday, when she will do work experience at a **g.** _____ .

- 1 Look at the picture and read the title. What do you think the link between them is?
- 2 Read the article and check your predictions.

Cloud Schools

For most students, going to school involves getting up at a certain time in the morning, commuting to school on a certain means of transport, sitting in their classroom all day, going home, and then doing homework. This is not what children in two UK schools and five in India are likely to experience in the very near future.



a. _____

Professor Sugata Mitra, a professor of educational technology at a UK university, is setting up the cloud schools with money he has been granted specifically for this project. Cloud schools won't have traditional teachers, and classrooms will be replaced with pods. In the UK, those pods will be made of glass.

b. _____

Each pod will have lots of computers for students to use and there will be one very big screen that allows teachers or 'moderators', as Professor Mitra prefers to call them, to communicate with the children.

c. _____

Moderators might suggest things to extend or develop work that students are doing, but the key difference between cloud schools and traditional schools is that it is the students who are making the decisions about what they are doing and when and how they are doing it.

Students will not be told initially about the moderators and the idea is that the moderators will simply appear on the screen in their pod at some point in the first few weeks. Because the screens are very big, the moderators will appear as if they were there in the pod with the students.

d. _____

He anticipates a certain amount of chaos for the first few weeks in the cloud schools given that there are likely to be more than 300 students, who are likely to want to do a lot of playing at first rather than doing serious work. Cloud schools will not have timetables for specific subjects, and there won't be a set curriculum for students to follow. However, he believes that in time the students will come around to the idea of organising themselves and getting on with the job of learning.

e. _____

f. _____

Back in 1999 he set up a computer project where students were given computers with no instructions. They had to work everything out on their own, and as a result they developed invaluable skills by trying things out for themselves. Perhaps this new approach could be a major breakthrough in education, especially by providing it to children in more remote areas of the world.

Editorial Creation

3 Read the article from page 63 again and complete the missing lines (a–f) with the correct sentences.

- A.** Despite the freedom students will have, there will be one rule: cloud schools will close at sunset.
- B.** Further afield, the pods will be made of mud and grass.
- C.** Professor Mitra is confident that this model for education can be a success.
- D.** Professor Mitra is keen to see how students will react to this life-size person on screen.
- E.** The 'moderators' will use Skype to guide and support students.
- F.** They will soon be attending 'cloud schools'.

4 Match words a–h with their correct synonyms.

- | | | |
|----------------------|--------------------------|--------------------------------------|
| a. Granted | <input type="checkbox"/> | A. Capsule |
| b. Pod | <input type="checkbox"/> | B. Eager, enthusiastic |
| c. Afield | <input type="checkbox"/> | C. Awarded, given |
| d. Keen | <input type="checkbox"/> | D. Away, abroad |
| e. Commute | <input type="checkbox"/> | E. From far away |
| f. Chaos | <input type="checkbox"/> | F. Important, not replaceable |
| g. Invaluable | <input type="checkbox"/> | G. Transport |
| h. Remote | <input type="checkbox"/> | H. Disorder |

5 Read the text again. Are these sentences True (T) or False (F)? Correct the false ones.

- a.** Professor Mitra is using his own money to fund his cloud school project.

- b.** Students will not know in advance when their 'teachers' will appear on the screen.

- c.** Moderators will tell students exactly what to do each day.

- d.** Cloud schools will have their own timetables and curriculum.

- e.** All cloud schools will stay open 24/7.

- f.** Professor Mitra believes his project can work and will help students all over the world.

6  Discuss.


- a.** Do you think Cloud Schools would work in your country? Why? / Why not?
- b.** Would you like to try studying in a Cloud School? Why? / Why not?

Writing A Story

1 Write a story.

- a. Use the story from page 104 in your Student's Book as a model.
- b. Use your notes. Remember to follow the correct paragraph structure.

A large rectangular area with horizontal lines for writing a story. The lines are evenly spaced and cover most of the page's width and height.

2  Check and correct your story.

- a. In pairs, swap your stories and check each other's work considering the plan above.
- b. Write what you think about your classmate's work below:

Peer evaluation

A rectangular area with horizontal lines for peer evaluation. The lines are evenly spaced and cover most of the page's width and height.

1 Complete the sentences with the pairs of words below in the correct order.

career / unemployed - destroyed / earthquake - experience / training - homeless / tsunami

- a. Around 100,000 people were made _____ when a massive _____ hit the coastline.
- b. Thousands of buildings were _____ in the Gansu province of China when a(n) _____ reached a magnitude of 5.9.
- c. Wanted! Waiting staff for busy city café. No _____ necessary. Full _____ given.
- d. Are you _____? We're offering you the chance to work with us and develop your _____ in a growing company.

2 Complete the sentences with the past simple or past continuous form and *when* or *while*.

- a. The flood water entered my house _____ I was _____ (watch) TV.
- b. The wildfire _____ (sweep) across the hillside _____ the fire crews were evacuating people.
- c. The researches _____ (work) at the foot of the volcano _____ it exploded.
- d. _____ the train derailed off the tracks, the emergency services _____ (try) to look for survivors.

3 Complete the texts with the present perfect continuous and *for* or *since*.

- Julia **a.** _____ (do) volunteer work at the orangutan reserve in Borneo
b. _____ one month. She **c.** _____ (learn) about endangered animals
d. _____ the beginning of her trip. Julia **e.** _____ (think about) training to be a vet **f.** _____ a few months.
- Rene **g.** _____ (work) as a journalist **h.** _____ January of last year.
 He **i.** _____ (report) for the local newspaper **j.** _____ a few weeks.
 Rene used to live in a small town, but he **k.** _____ (live) in the capital city
l. _____ four months.

1 Complete the assessment of your project.

Group evaluation

Project name:		
Group members:		
Are there any aspects of the project that did not work or that could be improved?	Is there anything that could have been done in a different way?	Is there anything that worked well that you particularly liked?
e.g. <i>Some aspects of it were not as creative as others.</i>	e.g. <i>With more organisation, we could have had more time to do it.</i>	e.g. <i>We had a lot of fun planning the activity.</i>

Self-evaluation

I learnt that...	I had difficulties with...	I will overcome these difficulties by...
e.g. <i>Team communication is very important.</i>	e.g. <i>Communicating my thoughts correctly.</i>	e.g. <i>Working on ways to improve my communication skills.</i>

Reflect

2  Discuss.

- a. How could your project benefit the school community?
- b. Do you think your project can become a permanent club in your school?

1 Mock Test

Writing

Preparation

1 Read the Task. What's the topic and how many questions are there?

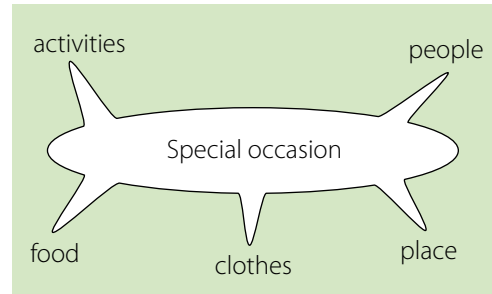
TASK

- This is part of a letter you receive from an English friend, Drew.

My sister got married last week and we all had a great time at her wedding. I'd love to hear about a special day you celebrated with your family. What was the occasion? What did you do? What did you eat?

- Now write a letter, answering Drew's questions.

2 In pairs, think of ideas for a special occasion and put them in a spidergram.



3 Two letters by different students have been mixed up. Decide which sections come from each letter. Then put the sections in order to make two answers.

Letter 1:

Letter 2:

- A.** Luckily, it all tasted great. My mother opened her presents after lunch. She was happy with everything she got, especially the book from my dad. It was a wonderful day.
- B.** It was really fun looking at them. There was also a video that my uncle made, which was very funny. We had roast beef for lunch and there was a huge cake for dessert. We all had a great time.
- C.** Some of them had travelled a long way to be there, so it was really nice to see them. We had a barbecue in the garden, and my dad cooked steak and chicken.
- D.** Last Sunday, it was my grandparents' 50th wedding anniversary and they had a big party. My mum and her brother had spent a long time getting the house ready and it looked great.
- E.** The last time I celebrated with my whole family was at my mother's 40th birthday. It was a wonderful day and I really enjoyed it. All my aunts and uncles and cousins came.
- F.** They put photos from different times in my grandparents' lives all over the walls. There were lots I had never seen before, including some of my mum when she was a baby.

4 Underline the adverbs, conjunctions, and referencing words in the two letters. In pairs, compare your answers. Which of them helped you put the letters together?

5 Look at your plan from Activity 2. Think about how you will organize your letter in three sections.

Your Turn

6 Write your letter in about 100 words. Use some adverbs, conjunctions, and referencing words.

Speaking

Preparation

- 1 Read the Task. Spend a few moments looking at the pictures and thinking about the task.

TASK

A boy wants to take up a new sport or activity during the long summer holidays, so that he can improve his fitness and have something fun to do. Talk together about the different sports or activities he could choose and then decide which one (s) would be best.



- 2 Complete column 1 of the table with the activities in the pictures. Then add a positive and a negative comment for each activity.

Activity/sport	Positive comment	Negative comment
jogging	a great way to get fit	a bit boring and lonely

- 3 Complete these sentences using your ideas from the table.

- a. Taking up ... would be a good way to
 b. He would ... if he
 c. If he took up ... he would have to
 d. I think he ought to ... because
 e. I don't think he should ... because

- 4 Look at these expressions. Write A for agreeing, D for disagreeing, and I for introducing an idea.

- a. I disagree.
 b. Yes, you're right.
 c. What about... ?
 d. Maybe he should...
 e. I'm not sure.
 f. That's a good idea.
 g. Do you think he ought to... ?
 h. But if he did that...
 i. That's true.

Your Turn

- 5 Do the Task with a partner. Use your ideas from Activity 2 and the language from Activities 3 and 4. Try to speak for 2-3 minutes.
- 6 Compare with the pair next to you. Did you choose the same sport? Was it easy to talk on the topic for 2-3 minutes?

2 Mock Test

Listening

Preparation

1 Look at the Task below. What kind of information is needed to complete each gap? Choose from the list:

a date - a number - a spelling of a name - a word or words

TASK

You will hear a woman talking about a photography competition.

Schools Photography Competition

Topic for this year's competition: (1) ...

Closing date of competition: (2) ...

Categories

Three different categories: Climate
 Landscape
 (3) ...

Head Judge

Name of Head Judge: Jeff (4) ...
He is a professional (5) ...photographer.

Prizes

First prize: One week photography course.
Second prize: (6) ...

Your Turn

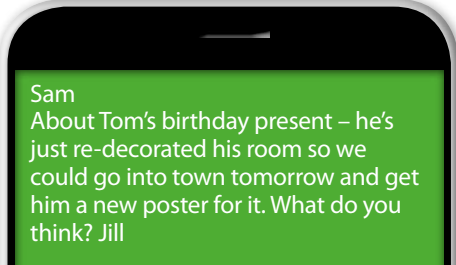
- 2 Listen once. Fill in as much missing information as you can.
- 3 Listen again. Check the answers you put the first time and complete any missing gaps.
- 4 In pairs, compare your answers. Discuss these points:
 - a. In Activity a, two topics were mentioned. Which was correct and why?
 - b. In Activity b, two dates were mentioned. Which was correct and why?
 - c. In Activity c, did you hear about the categories in the same order as they appear on the question paper?
 - d. In Activity d, did you catch all the letters and spell the word correctly? Which letters were difficult for you?
 - e. In Activity e, several types of photography were mentioned. What were they and which one was correct?
 - f. In Activity f, several prizes were mentioned. What were they and which one was the second prize?

Preparation

- 1 Look at the five texts in the Task below. Say what kind of texts they are, or where you might see them.

TASK

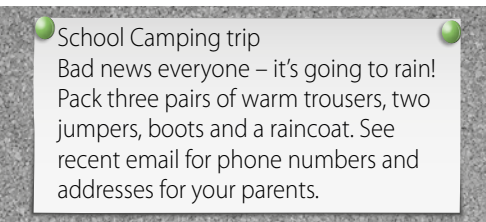
A



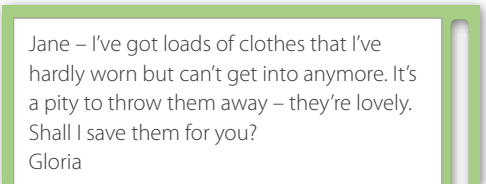
B



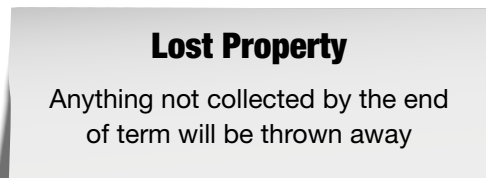
C



D



E



- a. What is Jill doing in this text message?
- A. She's offering to buy Tom's birthday present.
 - B. She's reminding Sam to buy Tom's present.
 - C. She's suggesting an idea for Tom's present.
- b. What does this advert say?
- A. You will get a free duvet if you buy this bed.
 - B. You can save money if you buy the bed and duvet together.
 - C. A £50 discount is available to customers who have shopped here before.
- c. What does the note say students should do?
- A. Students must bring the right clothes for the weather.
 - B. Students should make a note of the recent change of address.
 - C. Students need to tell their parents that the trip may be cancelled.
- d. Why is Gloria getting rid of some of her clothes?
- A. She doesn't like them anymore.
 - B. She's worn them too often.
 - C. They are too small.
- e. What does the note say?
- A. If you've lost anything, you need to get it before the school holidays.
 - B. It's now too late to collect anything from the lost property office.
 - C. Unless you have asked us to keep your item, we will throw it away.

Your Turn

- 2 Read the texts in the Task again and choose the correct letter A, B or C for each question about each picture.
- 3 In pairs, compare your answers. Agree on which answer is correct and explain why the other two are wrong.

Review of the AppTab III

by Sam Muñoz

In paragraph 1, introduce the item and your opinion.

I was given my first tablet, the AppTab III, by my parents last week for my birthday. **In my view**, it really is as good as all the reviews I've read about it.

Use **this expression** to give your opinion.

Use **contractions** in informal writing.

It's slim and silver with nice curved edges, and it also looks professional. In addition, it's really compact so I can put it in my bag easily. And it's actually lighter than my smartphone. What's more, it has lots of cool, easy-to-use features. The photo app means I can upload photos onto my blog and share them immediately with my friends. The keyboard is on the screen and it's really easy to use as well. I can't type very well but the auto-correction feature is great for people like me! The battery lasts for ages too. That's very **handy** when you forget to turn it off!

In the next two paragraphs, describe the item and all its features.

Use **However** to introduce any disadvantages.

However, there are two problems: the size of the screen and the price. It's difficult to watch films because the screen is quite small, and it's very expensive.

An informal way of saying **useful**.

In the final paragraph, say whether you would recommend the item or not.

I would recommend it, but only if you don't want to watch your favourite films on it, and if you have lots of money or it's your birthday soon!

In paragraph 4, describe any disadvantages.

Editorial Creation

Tips

- We use *In addition* and *What's more* at the beginning of a sentence. We always use a comma afterwards.
e.g. *In addition, it's very small.*
What's more, it's cheap.
- We use *too* and *as well* at the end of a sentence.
e.g. *It's easy to use as well.*
It's very light too.
- We use *also* before the main verb in a sentence, but after *be* or an auxiliary verb.
e.g. *It also takes batteries.*
You can also type on it.
It's also expensive.

Ways to de-stress

by Millie Fegan and class 10C

The aim of this report is to provide information about how people in our class de-stress.

A lot of people said that exercise is a good way to lower their stress levels, but you have to be careful you don't do too much. If you do too much exercise, you increase the levels of a stress hormone (cortisol) and you end up feeling worse. Walking and swimming were the most popular forms of exercise.

We found out that not many people eat 'calming' food when they are stressed. A handful of nuts or seeds, as well as a few more green vegetables with your meals, are all good ways to calm down. They should try and avoid things like coffee, chocolate, and sugar. These aren't good for stress levels and can actually make you feel more stressed.

No one realised that laughing is the cheapest and easiest way to de-stress. Laughing activates your body's response to stress which then quickly calms down, so you feel more relaxed. In addition, laughter can improve your immune system.

In conclusion, it appears that the best ways to de-stress are also the cheapest. We recommend that you try those things whenever you feel stressed.

Editorial Creation

In reports, we tend not to use personal language like I think or I believe, but rather impersonal expressions such as this.

Use expressions like these to report your statistics.

Use modal verbs like should and ought to to give advice.

In the last paragraph, give your opinion on the results and a recommendation if appropriate.

In the first paragraph, explain the purpose of the report.

In the middle paragraphs, give the results of your report. Use a separate paragraph for each topic.

Use expressions like these to add extra information about something you are referring to or to make another point on the same subject.

Tips

- Use reporting verbs and expressions in a report.
e.g. *A lot of people said that...*
No one realized that...
- Use expressions with comparatives and superlatives to compare things or say what is the most popular thing.
e.g. *... can actually make you feel more stressed.*
Walking and swimming were the most popular forms of exercise.
Laughing is the cheapest and easiest way to de-stress.

This week's film review

by Amy Wilson

Winner of best film for family audiences at the Movie Guide awards

In paragraph 1, give some background information about the film.

Soul Surfer is an American drama about a young surfer girl. It was made in 2011, and is based on a true story. It is directed by an American, Sean McNamara, and is **his** first film. It stars Anna Sophia Robb, who plays the surfer, with Dennis Quaid and Helen Hunt as her parents.

Use a **possessive adjective** to refer to someone you mentioned before.

In the following paragraph(s), write about the setting, the plot and the best features.

The film is set in Hawaii, where Bethany Hamilton lives with her surf-mad family. One night, Bethany and her best friend, Alana, go surfing with Alana's father and her brother. At one point, while Bethany has her left arm in the water, a shark suddenly appears and bites **it** off at the shoulder. Alana's father acts quickly and Bethany is rushed to hospital. The rest of the film shows how Bethany copes and how she is inspired by a visit to Thailand after the 2004 tsunami. This helps her want to surf again competitively.

Use the **object pronoun** **it** to refer to something you mentioned before, rather than repeat its name.

The soundtrack is fantastic and the camera work is incredible, especially the shots in the water. Those are definitely my favourites. The video at the end, where the real Bethany Hamilton is surfing again, is very powerful. That's actually the best part.

Soul Surfer is a moving and inspirational film. My only criticism is that it sometimes feels like a TV documentary, which makes it a bit slow. However, I would definitely recommend this film. Everyone should see it.

In the final paragraph, say whether you would recommend the film or not.

Editorial Creation

Tips

- In a word-processed document, we write the names of films, books, plays and TV programmes in italics. We should write *Soul Surfer* (NOT Soul Surfer) and *The Jungle Book* (NOT The Jungle Book).

Template Unit 4

A Formal Email

Write the **name** of the person / company you're emailing here.

From: Melissa Tapia
Date: June 23
To: López News
Subject: Paper boy / girl vacancy

Write the **subject** of the email here.

Start a formal email with **Dear** and the person's last name. If you don't know their name, use Dear Sir / Madam.

Dear Mr López,

In paragraph 1, explain the reason for the email.

I am writing to apply for the vacancy of paper girl, which I saw advertised in your shop window earlier this week.

Write about your qualities and strengths. Use them to explain why you would be good at the job.

I am a well-organized and hard-working person and I think I would be well suited to this kind of work. I am punctual and reliable, and I always get up early. I would be able to be at the shop by 6.30am every morning to collect the papers myself. Two of my other strengths are enthusiasm and politeness.

Give any other information about yourself which will help your application, including your skills and qualifications.

According to the advertisement, the successful applicant must have his / her own bike. I have my own bike and I cycle to school every day. I consider myself to be a very careful cyclist and I always wear a helmet. I even have a cycling proficiency qualification.

Use **full forms** in formal writing.

Use **would** to show that you know that it's possible but not certain that you'll get the job or an interview for it. It shows humility and is polite.

I would be very happy to discuss my application with you in more detail, and I could come to see you after school or at the weekend. I am also available to start immediately.

Give information about your availability.

I look forward to hearing from you soon.

Use this expression at the end of your email.

Yours sincerely,
Melissa Tapia

Editorial Creation

Tips

- If you start your email / letter with *Dear Sir / Madam*, you should end your email with *Yours faithfully*, (NOT *Yours sincerely*).
- Don't start a sentence with a numeral. Write the number as a word.
e.g. *Two of my other strengths are ...* NOT *2 of my other strengths are ...*

Present Perfect

We form the present perfect with *have / has* + past participle.

Affirmative	Negative
<i>I've painted my room.</i>	<i>I haven't painted my room.</i>
<i>He's painted his room.</i>	<i>He hasn't painted his room.</i>
Questions	Short answers
<i>Have you painted your room?</i>	<i>Yes, you have. / No, you haven't.</i>
<i>Has he painted his room?</i>	<i>Yes, he has. / No, he hasn't.</i>

We use the present perfect to talk about experiences when the exact time isn't important.

I've lived in a few different houses.

Have you donated blood before?

yet, already, and just

We use *yet* for things that we expect to happen.

My dad hasn't made dinner yet.

We use *already* for things that happened earlier than expected.

Have they already moved into their new house?

We use *just* for things that happened recently.

I've just got home.

for, since, and How long ...?

We use *for* to describe the length of the situation.

Lily and I have been friends for twelve years.

We use *since* to say when the situation started.

We've been on holiday since last Friday.

We use *How long ... ?* to ask about the length of a situation.

How long have you studied English?

Present Perfect and Past Simple

We can say something in the present perfect and then give more information in the past simple.

I've gone swimming a few times. I learned how to swim last year!

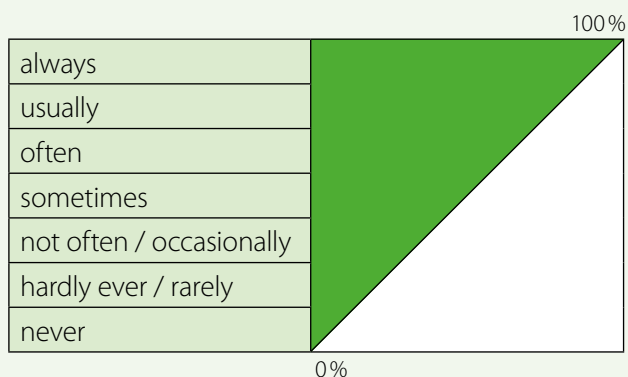
Describing Quantity

We use quantifiers to talk about quantity with countable plural nouns and uncountable nouns.

	Affirmative	Negative	Questions
Plural countable nouns	a lot (of) a few	many a lot (of)	(how) many
Uncountable nouns	a lot (of) a little	much a lot (of)	(how) much

Describing Frequency

We use adverbs of frequency to talk about how often we do things.



Modals: Offers and Requests

Modals are special verbs used to communicate different functions, like requests and offers. They are always followed by a bare infinitive verb.

shall / would

We use *shall* and *would* to offer to do something.

Shall I open the window?

Would you like me to sit with you?

could / can

We use *could* and *can* to ask someone to do something.

Could you close the door?

Can you fix my computer, please?

Modals: Suggestions

should / shouldn't

Affirmative	Negative
<i>You should take an aspirin.</i>	<i>You shouldn't take an aspirin.</i>
Questions	Short answers
<i>Should you take an aspirin?</i>	<i>Yes, you should. / No, you shouldn't.</i>

Should has the same form for all subjects. We use *should* and *shouldn't* to give advice or say that we think something is a good or a bad idea.

You should get a bit more exercise.

She shouldn't be at school if she's got the flu.

We often use *should* with "I think" and "I don't think". We don't normally say "I think you shouldn't".

I don't think he should eat so much junk food.

Second conditional

The second conditional has a condition and a consequence, and either part can come first.

In second conditionals, we express the condition using *if* + past simple, and the consequence using *would* / *wouldn't* + infinitive.

We use the second conditional to talk about situations or events that are imaginary or not likely.

If we couldn't speak, we would have other ways of communicating.

We can use *could* / *couldn't* in both parts of second conditional sentences.

If you could be anyone you wanted to be, who would you be?

If we stayed over at your house, where could we sleep?

We often use *were* instead of *was* in the condition or if part, especially in giving advice.

I wouldn't touch that button if I were you!

Reported speech

Reported speech, or 'indirect speech', is when we report what other people say or have said.

My brother says that he doesn't like surprises. You told her that she could come to the party.

When we report what someone said in the past, we usually have to change the tenses of the verbs.

*Ingrid: 'Birthday parties **are** fun.'* *Ingrid said that birthday parties **were** fun.*

Here are some typical tense changes for reported speech:

Present simple	→	Past simple	Past simple	→	Past perfect
Present continuous	→	Past continuous	can	→	could
Present perfect	→	Past perfect	will	→	would

The past perfect isn't changed.

*Stephen: 'I **hadn't tasted** sushi before.'* *Stephen said he **hadn't tasted** sushi before.*

We often change pronouns and possessive adjectives.

*Diana: 'I need to get a present for **my** sister.'* *Diana said she needed to get a present for **her** sister.*

And we may need to change words referring to time and place.

*Terry (last week): 'We were here **yesterday**.'* *Terry said he'd been there **the day before**.*

If circumstances haven't changed, we may not need to make all of these changes.

Henry (today): 'I'm going windsurfing tomorrow.' *Henry said he's going windsurfing tomorrow.*

Present Tense Review

Present Simple

Affirmative	Negative
I walk to school.	I don't walk to school.
She walks to school.	She doesn't walk to school.
Questions	Short answers
Do I walk to school?	Yes, I do. / No, I don't.
Does she walk to school?	Yes, she does. / No, she doesn't.

We use the present simple to talk about regular actions, and to describe permanent situations.

I read every morning on the underground.

My aunt has curly hair like me.

Present continuous

Affirmative	Negative
I'm reading a novel.	I'm not reading a novel.
You're reading a novel.	You aren't reading a novel.
She's reading a novel.	She isn't reading a novel.

We use the present continuous to talk about actions in progress at the time of speaking. We often contrast it with the present simple.

I normally wear contact lenses, but today I'm wearing glasses.

Historic present

We usually use the present simple to talk about books and film plots, as well as newspaper headlines.

Harry goes to Hogwarts and learns magic. Police arrest local man for bank robbery.

Past Simple and Past Continuous

Affirmative	Negative
The story ended happily.	The story didn't end happily.
He was very excited.	He wasn't too excited.
Questions	Short answers
Did the story end happily?	Yes, it did. / No, it didn't.
Was he very excited?	Yes, he was. / No, he wasn't.

We use the past simple to talk about finished actions and situations in the past, often with time expressions.

*On 13th October, the rescue started.
It all happened in June.*

We use the past continuous to talk about activities in progress at a specific time in the past.

At ten o'clock, the people were being evacuated from their homes.

We often use the past continuous to describe a scene in the past, before we talk about the main events of a story.

We were all sitting downstairs, waiting for the storm to come, and expecting the worst. Suddenly, ...

We can use the past continuous and the past simple together and connect them with *when* or *while*.

The earthquake struck while we were sleeping.

We can also use *while* to connect two actions that were in progress at the same time. We normally use the same tense for each action.

While you were watching TV, I was fixing your bike for you.

Affirmative	Negative
He was watching the news.	He wasn't watching the news.
You were watching the news.	You weren't watching the news.
Questions	Short answers
Was he watching the news?	Yes, he was. / No, he wasn't.
Were you watching the news?	Yes, you were. / No, you weren't.

Past Perfect

Affirmative	Negative
He had tricked everybody.	He hadn't tricked anybody.
Questions	Short answers
Had he tricked anyone?	Yes, he had. / No, he hadn't.

We use the past perfect for situations that were true before a time that we're talking about in the past.

By December 2007, Mercer had been missing for over five years.

We mainly use the past perfect when we talk about two things that happened at different times in the past.

We use the past perfect for the action that occurred before the action described in the past simple.

We came outside to see what had happened.

We often use the past perfect when the order of verbs in a story is not the same as the order of the events as they happened.

Adapt (v): to change something to fit a different use or situation

Athletics (n): a sport that includes running, jumping, and throwing

Backpacking (v): travelling while carrying everything you need in a backpack

Breakthrough (n): an important discovery or invention that helps solve a problem

Centenarian (n): a person who is 100 years old or older

Commute (v): to travel between school or work and home

Devastate (v): to destroy or damage something very badly

Disease (n): an illness

Efficient: working well and not wasting time or energy

Eternal (adj): something that lasts for ever

Expose (v): to show something that was hidden

Generation (n): a group of people born at about the same time

Get on with (v): to get something done

Headline (n): the title of a news piece

Heritage (n): important cultural features, such as traditions, language, or art

Homeless (adj): a person who doesn't have a home to live in

Ingenuity (n): a skill for finding new ways to solve problems

Innovative (adj): using creative new methods or ideas

Jealousy (n): being unhappy because someone has something that you want

Marshland (n): ground that is always wet

Mascot (n): a person, animal, or object that represents an event or organization

Outrage (n): a feeling of anger and shock

Pastime (n): an activity that you enjoy doing when you are not studying or working

Praise (v): to express admiration or approval for someone's achievements

Prank (n): a practical joke

Publish (v): to make a book available for people to buy

Remote (adj): something that is done far away

Rescue (v): to save someone from a dangerous situation

Resident (n): a person who lives in a particular area

Responsibility (n): something that it is your duty to deal with

Restricted (adj): limited, especially by official rules or laws

Risk (n): the possibility of something bad happening

Rogue (adj): behaving in a way that is not expected, often causing damage

Routine (n): a series of things you do every day

Segregation (n): separating people by their characteristics

Souvenir (n): something you keep to help you remember a special event

Statistics (n): a collection of numerical facts or measurements

Straw (n): dried plant stems, used for building and for feeding animals

Supportive (adj): showing agreement and giving encouragement

Survive (v): to stay alive

Swap (v): to trade something for another thing of similar value

Taste (n): the things a person likes

Tolerate (v): to accept or allow something although you do not like it

Trapeze (n): a bar hanging high up in the air from two ropes that acrobats use to perform special movements

Treatment (n): the medicine and exercises needed to cure an illness or injury

Unique (adj): one of a kind

Wild (adj): natural, without human intervention

GUÁRDALO
EN UN LUGAR
ADECUADO



CUIDA SUS
HOJAS Y NO DOBLES
SUS ESQUINAS



ÚSALO ALEJADO
DE COMIDAS
Y BEBIDAS



TÓMALO
CON CUIDADO



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