

Student's Book



# Get ready with English 8<sup>th</sup> grade

Lina Alvarado Jantus  
Ruby Inostroza Domínguez



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Profesora de Inglés, Instituto Chileno Británico de Cultura.  
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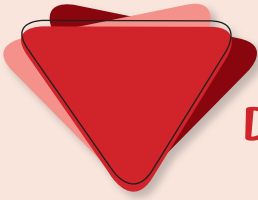
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## Discover your Book

### Icons



Indicates pair work activities.



Indicates group work activities.



Indicates an activity that has to be developed on a specific page in the Activity Book.



Indicates the number of the audio track.



Indicates an activity that has to be developed in your notebook.



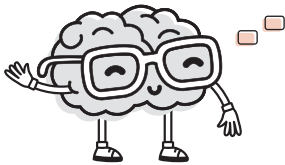
Indicates an Internet link.

**Glossary:** All highlighted words can be found in the glossary on pages 119 and 120.

### Sections

#### LANGUAGE IN USE

- Section that helps you review and practice a particular language structure.

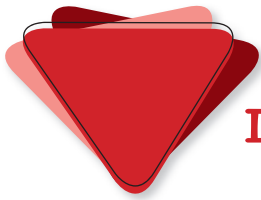


#### LET'S REFLECT

- Questions that help you reflect on your learning process.

#### USEFUL EXPRESSIONS

- List of expressions you may need when writing or speaking.



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Do you think art is a valuable aspect of our society? Why?










# UNIT 1

## ARTFUL EXPRESSIONS

### OBJECTIVES OF THE UNIT

#### You will...

- Listen to and show comprehension of interviews and personal reports related to different art expressions.
- Read and identify general and specific information in texts about different forms of artistic expression and people who have made important contributions in this area.
- Compare different expressions of art and justify opinions.
- Write simple texts, following the steps of the writing process.

-  Discuss these questions.
  - a. Are you or have you been involved in any artistic activities? Which ones? Why?
  - b. How important are these different forms of art to you?
    - Music
    - Literature
    - Painting or drawing
    - Fashion
-   Copy and complete this chart in your notebook with professions for each artistic expression.


#### ARTISTIC EXPRESSIONS

Music	Painting	Dance	Literature
-------	----------	-------	------------

# ▶ What do I know?

1   Listen and discuss these questions.

- a. What feelings is David expressing?
- b. What feelings is Jess expressing?

2  Identify the feelings in the pictures. Then create sentences describing these teenagers' feelings and the situations.

Example: The girl in Picture a seems excited. She just got an invitation.

angry

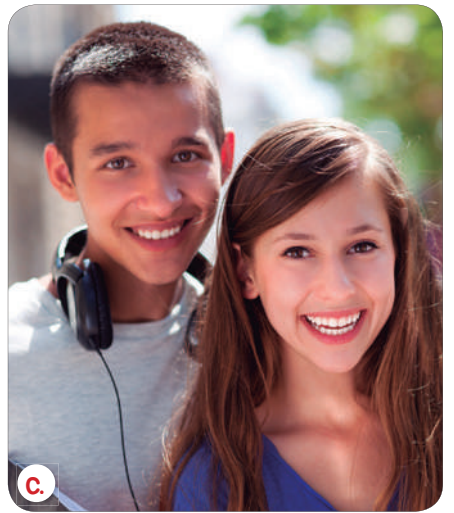
bored

excited

happy

relaxed

worried



- 3 Read the extract from Kendra's journal. Identify the following information in the text.
- When was Kendra's birthday party?
  - What did they do?

Tuesday, March 12<sup>th</sup>

Dear Diary,

Last Saturday, I celebrated my birthday. It was great!

My parents helped me make the invitation cards. Each card was different.



In the morning, my mother and I decorated the house with balloons,

**streamers**, and masks. We also ordered the cake.

Then my parents cooked for all my friends. The cake arrived in the evening.

It was a beautiful cake with colorful icing and big chunks of chocolate.

It was the best birthday party of my life! My friends and I enjoyed it very much.

- 4   Read and listen to the dialogue. Then role-play it, replacing the underlined phrases with your own information.

**Donna** What did you do at the weekend?

**Kevin** Oh! On Saturday, I played soccer with my friends. Then I walked my dog.



**Donna** What did you do on Sunday?

**Kevin** I studied for the English test and watched sports on TV.

# LESSON 1

## Art is everywhere

### VOCABULARY IN CONTEXT

- 1   Look at the pictures, listen, and read. What's your opinion about art with recycled materials? Discuss.



a. Four **small metal angels** adorn the top of the fountain.



b. The company installs **mechanical elements** of elevators.



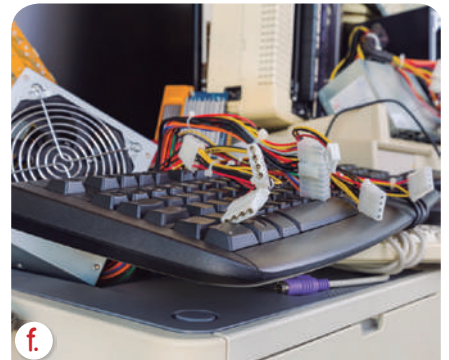
c. The place was full of **damaged hubcaps**.



d. We collect and recycle **broken hard disk drives**.



e. This is a deposit of **household and industrial waste**.



f. They sell **spare computer parts**.

- 2  Identify the art expressions in these pictures. Which one do you like the most? Why?






a.



b.



c.

- 1  Discuss these questions.
  - a. What artistic activity do you prefer to express yourself? Why?
  - b. What is the most unusual piece of art you have seen or heard about?
- 2  Look at the text and the picture. What do you think it is about? Why?
- 3  Read the text and check your prediction in activity 2.

## ART WITH RECYCLED MATERIALS

By Jill Harness, November 12, 2021

We all know that you're supposed to reduce, reuse and recycle, but for artists, reuse and recycle often have totally different meanings. Here are some artists specializing in turning trash into artistic treasures.

### 1. LIN EVOLA-SMIDT

Years ago, when gun violence **ravaged** Los Angeles, Lin decided to help stop the problem by convincing residents to give up their guns, which would then be **melted down** to create statues of angels. The project was a success, and within a few years, the area was filled with small metal angels.

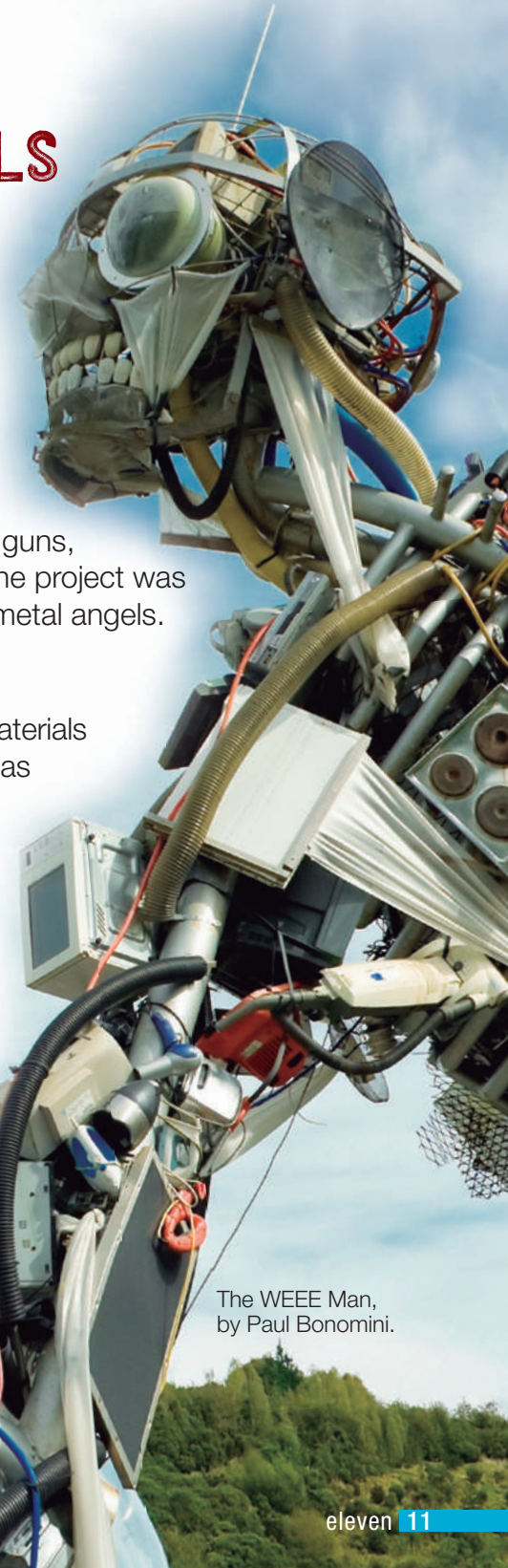
### 2. MICHELLE READER

Since 1997, Michelle Reader has been working to turn recycled materials into sculptures, often incorporating old mechanical elements such as parts of toys and clocks. Her materials come from city **dumps**, roadsides, and thrift shops, and include both household and industrial waste. Perhaps her most famous work is a family portrait known as "Seven Wasted Men," which was made from one month of **household** waste from her own family.


### 3. PAUL BONOMINI

The WEEE man, designed by Paul Bonomini, is a huge robotic figure made of scrap electrical and electronic equipment, such as broken hard disk drives and other spare computer parts. It weighs 3.3 tonnes and stands seven meters tall – representing the average amount of e-products every single one of us throws away over a lifetime. Its purpose is to encourage the public, retailers, and manufacturers to think carefully about waste reduction.

**Adapted from:** Harness, J. (November 12, 2021). 11 artists doing amazing things with recycled materials. Mental Floss. Retrieved November 10, 2021, from: <https://bit.ly/3odSi6F>





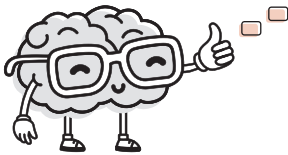
The WEEE Man,  
by Paul Bonomini.

- 4 Read the text again and identify the answers to these questions.
- When did Lin Evola-Smidt decide to start her project?
  - Where do Michelle Reader's materials come from?
  - What does Paul Bonomini's WEEE Man represent?
  - How do these artists contribute to the environment?
- 5  Are these sculptures an effective way to tell people about the importance of recycling? Discuss.

## LANGUAGE IN USE

### Describing objects in detail

- Read these phrases from the text. Pay special attention to the parts in **blue** and **green**.
  - **small metal angels**
  - **old mechanical elements**
  - **damaged abandoned hubcaps**
  - **other spare computer parts**
- Answer these questions orally.
  - What do the parts in **blue** refer to?
  - What do the parts in **green** refer to?
-   Look at the pictures and describe the objects in detail.



### LET'S REFLECT


- How can you define art? Discuss it with your class.

### CULTURAL SPOT

#### Artful expressions in my country/region

- In groups, identify an important artful expression in the place where you live (or your place of origin).
- Find information about it: origin, the area to which it belongs, materials used, themes, concepts, etc.
- Write a short description on a piece of cardboard.
- If possible, get a photo of the pieces of art and stick it on the cardboard.
- Present your description to the rest of the class. Display your work in a visible place in the classroom.



- 1 **Modeling**  Read the text below. Match the ideas in **bold** with the information in the boxes.

Artist



Works

Materials

Famous work(s)



Since 1997, **Michelle Reader** has been working to make recycled materials into **sculptures**, often incorporating **old mechanical elements such as the working parts of toys and clocks**. Her materials come from city dumps, roadsides, and **thrift shops**, and include both household and industrial waste. Perhaps her most famous work is a **family portrait, known as “Seven Wasted Men,”** that was made from one month of household waste from her own family.

- 2 **Organizing ideas**  Look for information about a Chilean or foreign artist. Take notes about: name, nationality, personal contribution to arts, materials used, etc.
- 3 **Drafting**  Put your notes together into a text about the artist you choose. Use the example in activity 1 as a model.
- 4 **Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary. Exchange texts with your partner and make notes to help correct his/her work.
- 5 **Writing** Write the final version on a piece of cardboard. Illustrate the text following the model.
- 6 **Publishing** Publish the final version on your classroom’s notice board.

## Let's have fun

### Van Gogh's Bed

By Jane Flanders

is orange,  
like Cinderella's coach, like  
the sun when he looked it  
straight in the eye.  
is narrow, he sleeps alone,  
**tossing** between two pillows,  
while it carried him  
bumpily to the ball.  
is clumsy,  
but friendly. A peasant  
built the frame; and old wife beat  
the mattress till it rose like meringue.  
is empty,  
morning light pours in  
like wine, melody, fragrance,  
the memory of happiness.

👉 If you want to know more *ekphrastic* poems,  
visit <https://bit.ly/3pDnLjl>

Drawing  
competition



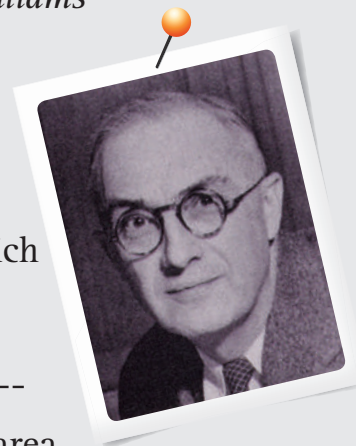
- 1 👥 Read these two poems inspired by famous works of art and imagine what they look like. Discuss it with your partner.
- 2 👥 🕒 Create a drawing for each poem in five minutes, following the descriptions in the texts.
- 3 Find the original works on the web or in an encyclopedia, and compare them to your work. The one that is most similar to the original version, wins the game.

An *ekphrastic* poem is a poem inspired by a work of art. Have you ever read one?

### Classic Scene



By William Carlos Williams

A power-house  
in the shape of  
a red brick chair  
90 feet high  
on the seat of which  
sit the figures  
of two metal  
tacks--aluminum--  
commanding an area  
of squalid **shacks**  
side by side--  
from one of which  
**buff** smoke  
streams while under  
a grey sky  
the other remains  
passive today.





## LISTENING

- 1  Discuss these questions.
  - a. What is the most unusual painting you have ever seen or heard about? Who is the artist?
  - b. Why was it unusual?
- 2  You will hear a recording about a new art form that involves a technological device. Which of these do you think it is? How do you think an artist would use the technology you chose?



A smartphone

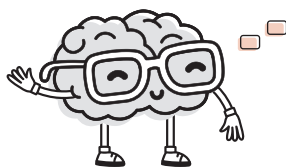
A tablet

A desktop computer

- 3  Listen and check your ideas in activity 2. Which of these paintings were mentioned?



- 4  Listen again. What is the speaker's opinion of the application?
- 5  Would you choose a painting made by a classical painter or one created on a smartphone? Why?




### LET'S REFLECT


- Is art created with software “real art”? Why?

## LANGUAGE IN USE

### Expressing opinions

- 1  Practice these sentences with your partner and pay attention to the underlined parts.
  - I think today's most popular artistic tool is a painting app for smartphones.
  - Some professional painters prefer this application to traditional methods because they can create impressive works of art.
  - In my opinion, a very good example is *A boat in the ocean at sunset* because the colors of the water and sky are so vivid you actually think it is a watercolor painting.
2. Create a similar sentence expressing your opinion about the technology mentioned. Use some of the underlined words in the previous activity.

## SPEAKING

- 1 **Preparing to speak**  Brittany and Phil are talking about art. Look at the pictures, listen, and read. Then check for vocabulary you don't know.



**Brittany** What is your favorite art form?

**Phil** I much prefer painting.

**Brittany** Which do you prefer, traditional or digital paintings?

**Phil** I like digital more than traditional painting, because the colors used are definitely more vivid.



**Brittany** Do you think digital artists are better than traditional ones?


**Phil** In my opinion, digital artists can be as good or as bad as traditional ones.

**Brittany** And if you were a painter, what style of paintings would you do?

**Phil** I would choose digital paintings.



- 2 **Modeling**   Listen again and practice the dialogue in pairs.

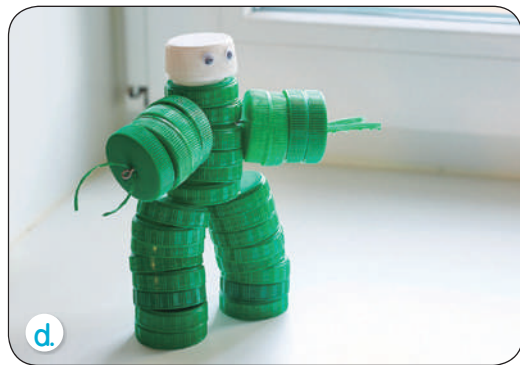
- 3 **Let's speak**  Use the example in activity 1 to create a similar dialogue about your preferences related to art. Use the **USEFUL EXPRESSIONS** provided.

### USEFUL EXPRESSIONS

- What's your favorite...?
- Why do you prefer...?
- I think...
- In my opinion... because...

# Checkpoint

1. Look at the elements in the pictures and describe them in detail.



2. Talk about your art preferences. Compare your options and justify your opinions.

3.  Write three sentences expressing your opinions about working with recycled materials.

## CHECK AND TAKE ACTION

- 1 I can describe objects in detail.
- 2 I can express my preferences about art.
- 3 I can give and justify my opinions.
- 4 I developed cultural awareness and comprehension, showing interest and tolerance for different artistic expressions.



Which was the most challenging activity? Why?



Make sure you revise pages 12, 15 and 16.

# LESSON 2

## Different art expressions

### VOCABULARY IN CONTEXT

1   Look at the pictures, listen, and read. Are you familiar with these art expressions?



a. Diego Rivera painted the famous mural *The History of Mexico*.




b. Artists use spray paint to add color to their works.



c. Teens often tag their names in public spaces.

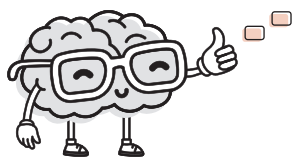


d. Archaeologists found a lot of murals in Pompeii.

2  Discuss these questions.

- Are these types of artistic expressions present in your city, town, or country?
- What is the purpose of these artistic expressions?



3 Do you like these artistic expressions? Why? Explain.



### LET'S REFLECT

- Where do artists find inspiration to create their works? Discuss.
- If you were an artist, which discipline would you choose? Why?

## READING

- 1  Look at the picture below. Do you consider it a work of art? Why?
- 2  Read the text and check your ideas in activity 1.

# CRIME OR CULTURE



Why are Mario Carreño, Virginia Huneus and Nemesio Antúnez considered as famous muralists, while graffiti painters are considered art criminals?

Perhaps it is because they were actually asked to do their murals, while graffiti painters prefer the ‘surprise’ factor – to paint wherever they want.

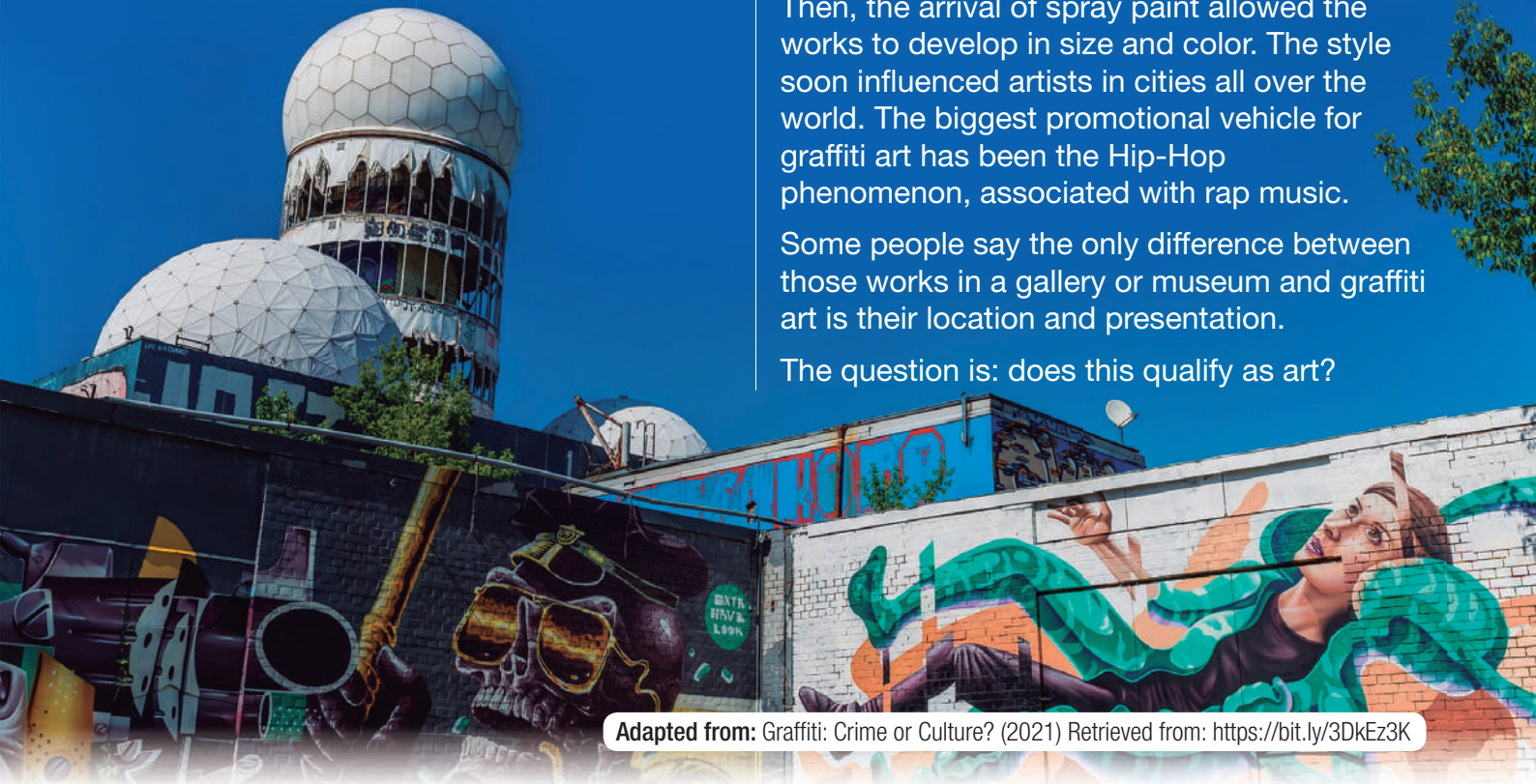
The origins of graffiti go back to the beginnings of human living. Graffiti has been found on Egyptian monuments and it was even preserved on walls in Pompeii.

Modern graffiti art originated in New York City, in the late 1960s, and it has been developing until today. This art form began when teens used permanent markers to “tag” or write their names.

Then, the arrival of spray paint allowed the works to develop in size and color. The style soon influenced artists in cities all over the world. The biggest promotional vehicle for graffiti art has been the Hip-Hop phenomenon, associated with rap music.


Some people say the only difference between those works in a gallery or museum and graffiti art is their location and presentation.

The question is: does this qualify as art?

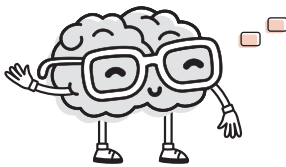


- 3 Read the text again. Identify the answers to these questions.
  - a. What is the main difference between graffiti and mural paintings?
  - b. What is the origin of graffiti?
  - c. Where did modern graffiti originate? When?
  - d. What music genre is graffiti related to?

 If you want to know more about street art, visit <https://bit.ly/31GziM>

4  Discuss these questions.

- a. Which of the pictures below is graffiti?
- b. Which of these is a mural painting?
- c. What are the similarities and differences between the artwork of famous muralists and graffiti painters?



**LET'S REFLECT**

- What do you think is the writer's opinion on graffiti? Do you agree with this opinion? Why? Why not?

**LANGUAGE IN USE**

Connecting ideas



1. Read these sentences from the text. Pay special attention to the words in **bold**.
  - Perhaps it is **because** they were actually asked to do their murals, while...
  - Modern graffiti art originated in New York City in the late 1960s, and it has been developing **until** today.
  - **Then**, the arrival of spray paint allowed the works to develop in size and color.
  - They cover walls and other public places with brightly colored murals, **so** some people think it is...
2. Answer these questions orally.
  - a. Why are the words in **bold** important?
  - b. What are they used for?
  - c. Choose one of these words to replace the ones in **bold** in each sentence in exercise a. Use a dictionary if necessary.

Up to

after that

due to

therefore




3.   Look at the pictures and join the sentences with connectors.

- 1 **Modeling** Read the paragraph below. Identify the main ideas.

Where is the line between art and vandalism? Graffiti can be considered as a form of artistic expression and can have positive effects on people.

It can also be illegal and considered vandalism. Artists are creating art, but not with permission to do so. So, graffiti is a little bit of both art and vandalism.



- 2 **Organizing ideas**  Write a list of ideas that show your opinion about graffiti.
- 3 **Drafting**  Put your ideas together into a short paragraph. Use the text in activity 1 as a model.
- 4 **Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.
- 5 **Writing** Write the final version on a separate piece of paper. Illustrate the text following the model.
- 6 **Publishing**  Exchange opinions and reach an agreement about this controversial artistic expression. Then publish it in a visible place in your classroom.

- 1 Read the text and answer these questions.
  - a. Why was Leonardo called “The Renaissance Man”?
  - b. In what artistic areas did he work?
  - c. What are his most famous works?

## THE RENAISSANCE MAN

Leonardo da Vinci was an artist, scientist, and inventor during the Italian Renaissance. He is considered one of the most talented and intelligent people of all time. The term Renaissance Man (someone who does many things very well) comes from Leonardo’s many talents.

Leonardo was born in the town of Vinci, Italy, on April 15, 1452. At about the age of fourteen he learned about art, drawing, painting, and more.

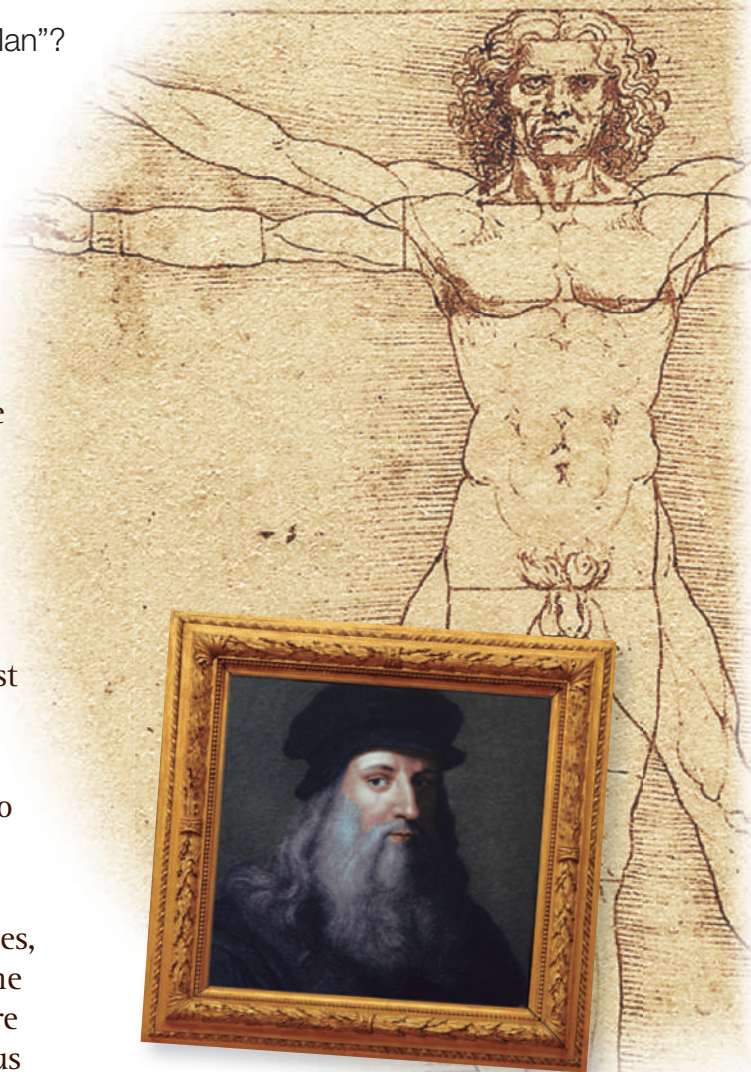
Leonardo da Vinci is regarded as one of the greatest artists in history. He excelled in many areas, including drawing, painting, and sculpture.


Two of his most famous paintings, and perhaps two of the most famous in the world, include the *Mona Lisa* and *The Last Supper*.

Leonardo kept journals full of drawings and sketches, often of different subjects that he was studying. One famous drawing is the *Vitruvian Man*. It is a picture of a man who has perfect proportions. Other famous drawings include a design for a flying machine and a self-portrait.

He died on May 2, 1519, in Amboise, France.


**Adapted from:** Biography: Leonardo Da Vinci (n.d.) Retrieved from: <https://bit.ly/31RnGQN>



 If you want to learn more about Da Vinci's work, visit <https://bit.ly/3cNIUBd>


### MINIPROJECT

#### A multifaceted artist

- 1  Work in groups.
  - a. Look for information about an artist that has excelled in many areas.
  - b. Arrange your notes in chronological order.
  - c. Put your ideas together into a short paragraph (three to five sentences). If possible, get a picture of the artist or of his/her works.
  - d. Read your mini-biography aloud to your classmates.



## LISTENING

- 1  Use the expressions below to talk about the activities in the box.




I don't like...

I like...


I prefer...

My favorite one is...

Going to art galleries • Going to concerts • Listening to music  
Looking at paintings on the web • Taking photographs

- 2  You will listen to some people talking about a photography exhibition. Will they like the photos exhibited? Discuss.
- 3  Listen and check your ideas in activity 2.
- 4  Listen again. Who took each of these pictures, Eli or Tom?





- 5  Discuss these questions.
- Were the photographers professional or amateur? Why do you think so?
  - Which picture was the favorite one?
  - Who is Tom? What inspired him?

### LANGUAGE IN USE



#### Giving directions

1. Read this extract of the recording. Pay attention to the underlined parts.

From downtown, people can take the Line 3 subway in direction to Bryant Park and get off at Grant Square station. From there, they walk along West Street. The gallery is at 809, West Street. Visitors don't need to go into the gallery. The exhibition is in the front yard, outside of the building.

2.  What do the underlined parts express? Compare answers with your partner.
3.  Explain to your partner how to get from your house to school. Use activity 1 as a model.

## SPEAKING

- 1 **Preparing to speak**   Listen and repeat these verbs. Pay special attention to the final sounds.

a. **Danced**

**Walked**

**Watched**

b. **Answered**


**Arrived**

**Called**

c. **Attended**

**Divided**

**Invited**

- 2   Listen and repeat these phrases.



**What did you ...?**

**I prefer...**

**We wanted...**

**We went to...**

**We walked...**

- 3 **Modeling**   You will hear two young friends talking about an artistic day out. Pay special attention to pronunciation and intonation.


**Jeff** So, what did you do last Saturday?

**Barb** Oh, Ben and I visited the new art gallery in Grafton Street. The famous Yayoi Kusama show is on. Her works are all about dots, loops, colors and lights. They represent her idea of infinity.

**Jeff** I would prefer to go to a concert or the cinema.

**Barb** Well, this time, we wanted something different. After the show, we walked to Trevor's house on 3<sup>rd</sup> street.

- 4 **Practice**  Practice the dialogue in activity 3. Take turns to be Barb and Jeff.

- 5 **Let's speak**  Use the example in activity 3. Create a similar dialogue about a real or an imaginary artistic day out, replacing the underlined parts. Use the **USEFUL EXPRESSIONS** provided.

- 6  Role-play the dialogue in front of your classmates.

### USEFUL EXPRESSIONS

- What did you do on...?
- We visited...
- I prefer...
- We wanted...

# Checkpoint

1. Identify the artful expressions in these pictures.

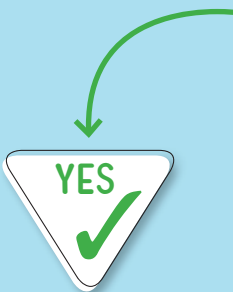


2. Explain to your partner how to get from your house to the nearest square or park.

3.  Write three sentences using the connectors you learned (Language in Use, page 20).

## CHECK AND TAKE ACTION

- 1 I can identify different artful expressions.
- 2 I can connect ideas.
- 3 I can give directions.
- 4 I showed a positive attitude and demonstrated interest in developing independent learning.



What strategies did you use? Which was the most challenging activity? Why?



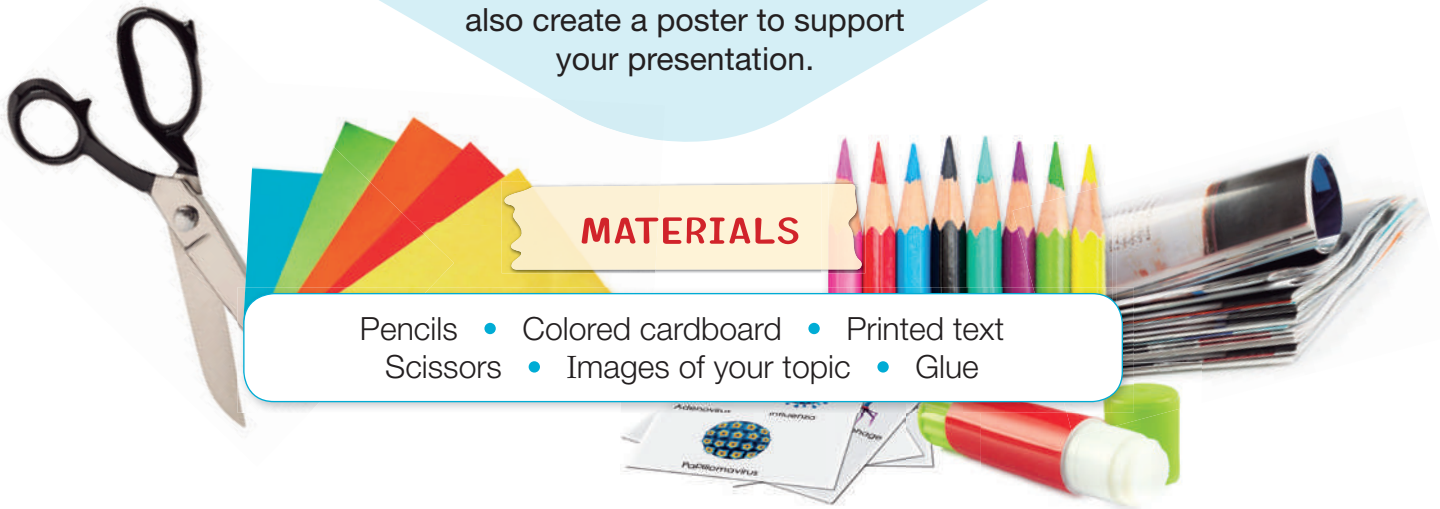
Make sure you revise pages 20 and 23.

# Project

## A presentation about an artistic expression



You will prepare an oral presentation about an artistic expression. You will also create a poster to support your presentation.



### MATERIALS

Pencils • Colored cardboard • Printed text  
Scissors • Images of your topic • Glue

### PREPARATION

1 Choose an artistic expression from the list:

Cinema

Drama

Dancing

Painting

Sculpture

Literature

Architecture

Music

Photography

Drawing

2 Look for information about: origin, famous songs and genres. Make sure you collect information from varied and reliable sources, such as the Internet, texts, encyclopedias, magazines, etc.

### PRODUCTION

- 3 Organize the ideas and select the information to be presented. Write short texts for each member of the group (100 words each).
- 4 Revise and edit the texts with the teacher's help. Use a dictionary if necessary.
- 5 Agree on the layout for the information of the group's poster.
- 6 Arrange the text and images on the poster. Glue or stick the images you collected.
- 7 Practice the oral presentation as a group.

## PRESENTATION

- 8 Present your work to your classmates orally. Display the poster in a visible place in the classroom.



## PEER ASSESSMENT

Read these indicators and check your performance with your group.

We **SUPPORTED** and cooperated with each other.

We **PRESENTED** a clear and well-organized project.

We **ACCOMPLISHED** our tasks on time.

We **SHOWED** a positive attitude towards others' work.

We **FOLLOWED** the instructions and **INCLUDED** all the information asked.

We **SHARED** our ideas and **VALUED** each other's contributions.

1 Read the text and answer.

4 p.



# A CONTROVERSIAL ARTIST



English artist **Stuart Brisley** (born in 1933 in Haslemere, England), is often called the “godfather of British performance art”. He began his career as a painter and sculptor in the 1950s, and today still produces drawings, paintings, sculptures and site-specific installations.

Since the beginning of his career, Brisley has been controversial. As a performance artist, painter, writer, and professor at the Slade School of Art, he has influenced many young British artists. His radical practice has made an important contribution to the British art scene, and has played a fundamental part in the development of installation and performance art.


The center of his work is about “what it means to be human.”

Brisley first achieved notoriety in the 1960s. Throughout the 1970s he performed over 30 major works. His appointment as professor of Media Fine Art Graduate Studies at the Slade School of Art was unique, as he was the only member that was appointed by the students.



His works can be viewed on the artist’s website: [www.stuartbrisley.com](http://www.stuartbrisley.com)

Adapted from: Williams, S. (n.d.) Stuart Brisley. Aesthetica magazine. Retrieved from: <https://aestheticamagazine.com/stuart-brisley/>

- a. What is Brisley often called?
- b. Which artistic jobs has Stuart Brisley had?
- c. What specific area has he helped to develop?
- d. What is the main theme of his work?


2  Talk about your favorite artistic expression(s) and explain why you like it/them. Use the dialogues in this unit as a model.

5 p.

3   Listen to an artist explaining how he uses a technological tool. As you listen, write the name of the countries that are mentioned.


6 p.



4  Listen again. Answer these questions.

4 p.

- What can Bill Godfried do with this new technology?
- In what way has this tool helped him do his work?
- What is the focus of his new series of paintings?
- How does he choose the spot to paint?

5  Write a short paragraph giving your opinion about the artistic expression described in activity 3. Use the text on page 16 as a model.

5 p.

Outstanding! (24 – 20)	Very good (19 – 17)	Needs improvement (16–13)	Not good enough (12–0)
You achieved the learning goals.	You are achieving the goals. Analyze the few mistakes you made.	Your performance can improve. Review your mistakes.	You need to review the contents and practice more.
<b>CONGRATULATIONS!</b>	<b>WELL DONE!</b>	<b>KEEP ON WORKING!</b>	<b>YOU CAN DO IT!</b>

# Evaluation rubrics

## Writing skills

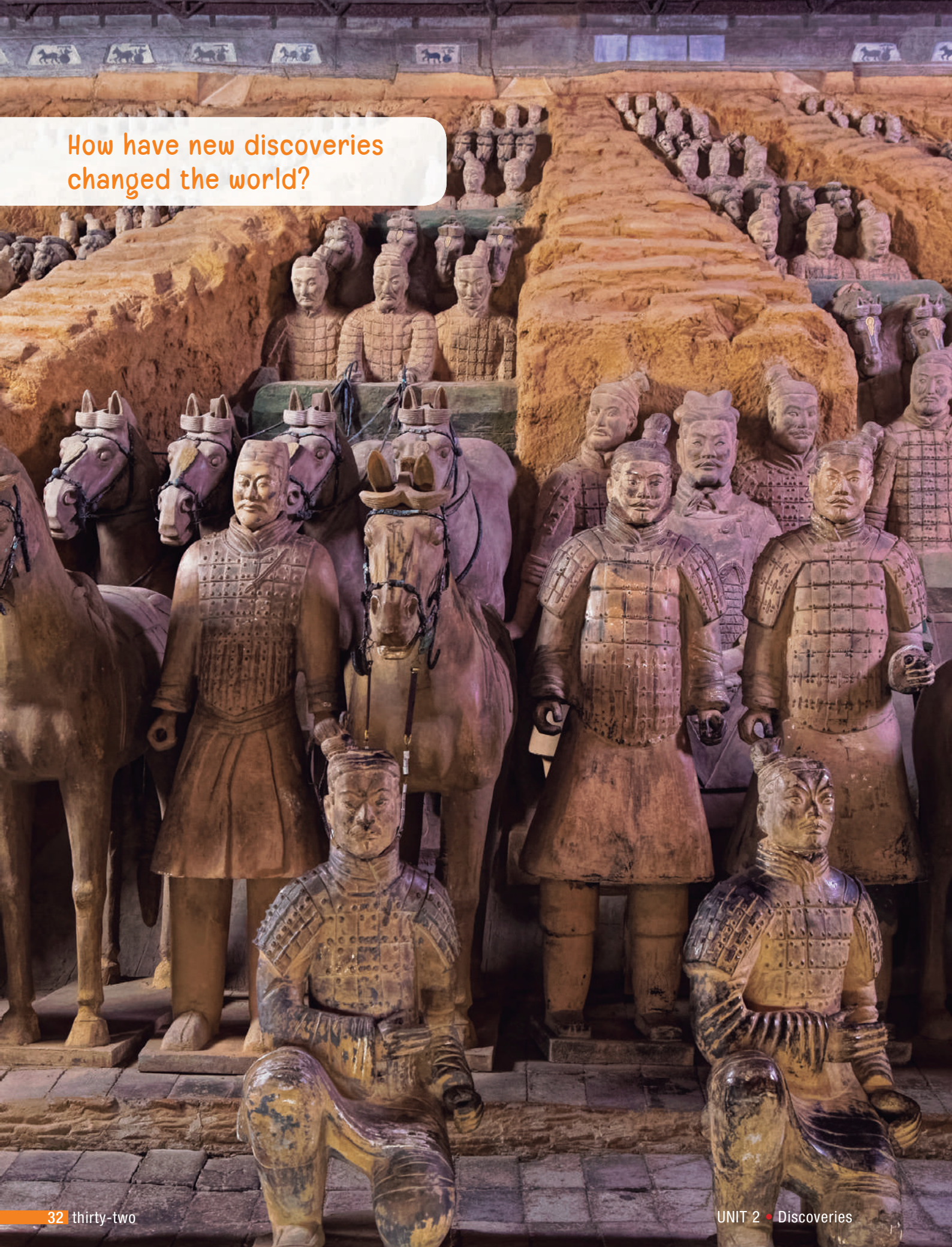
AREAS	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of control of the target grammatical structures of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good degree of control of the target grammatical structures of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a sufficient control of the target grammatical structures of the unit.</li> <li>• Frequent and/or major errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates poor use of target grammatical structures of the unit.</li> <li>• Makes use of basic structures.</li> <li>• Errors interfere with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very limited use of basic grammatical structures.</li> <li>• Multiple errors.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target vocabulary of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target vocabulary of the unit.</li> <li>• Few and minor spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes adequate use of the target vocabulary of the unit.</li> <li>• Frequent and/or major spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes poor use of the target vocabulary of the unit.</li> <li>• Makes use of basic vocabulary.</li> <li>• Errors interfere with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of basic vocabulary.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of basic cohesive devices among paragraphs.</li> <li>• Relies on punctuation mainly.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally makes poor use of punctuation and simple connectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs unlikely to be connected neither by punctuation nor connectors.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The text structure presents the corresponding features, and the content is coherent.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents the corresponding features, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents minor omissions, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents major omissions, and the content shows multiple irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text is irrelevant and leads to multiple misinterpretations.</li> </ul>



## Oral skills

AREAS	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of control of the target grammatical structures of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good degree of control of the target grammatical structures of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a sufficient control of the target grammatical structures of the unit.</li> <li>• Frequent and/or major errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a poor use of target grammatical structures of the unit.</li> <li>• Makes use of basic structures.</li> <li>• Errors interfere with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very limited use of basic grammatical structures.</li> <li>• Multiple errors.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target vocabulary of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target vocabulary of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes adequate use of the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes poor use of the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes inadequate use of vocabulary.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Speaks clearly and imitates accurate pronunciation.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly and attempts accurate pronunciation.</li> <li>• Few and minor mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks intelligibly.</li> <li>• Frequent and/or major mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple mispronunciations interfere with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks often unintelligibly.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Presents a continuous smooth flow of speech.</li> <li>• Makes natural pauses.</li> <li>• Never reads.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents, in general, a smooth flow of speech.</li> <li>• Few self-corrections and/or hesitations.</li> <li>• Uses written text only as help.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an irregular flow of speech.</li> <li>• Frequent self-corrections and hesitations.</li> <li>• Depends too much on written text.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a slow flow of speech.</li> <li>• Multiple self-corrections and hesitations interfere with the comprehensibility of the speech.</li> <li>• Reads constantly.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a stumbling speech, constant corrections, and hesitation.</li> <li>• Fails to communicate ideas.</li> <li>• Always reads.</li> </ul>

How have new discoveries changed the world?





# UNIT 2

## DISCOVERIES

### OBJECTIVES OF THE UNIT

#### You will...

- Listen and show comprehension of a variety of texts such as descriptions, conversations, oral presentations, documentaries about recent discoveries and news.
- Read and show comprehension of biographies, descriptions, news, articles, and stories about discoveries.
- Discuss and make presentations about the latest discoveries.
- Write texts following the steps of the writing process.

#### 1 Discuss.

- a. What is the newest discovery you have read or heard about? Do you think it is relevant for humanity? Why?
- b. In your opinion, which are the most important areas of investigation today? Why?

#### 2 Can you define these areas of study in your own words? Use a dictionary, if necessary. You can add more areas of study to the list.

Epidemiology

Astronomy

Archeology

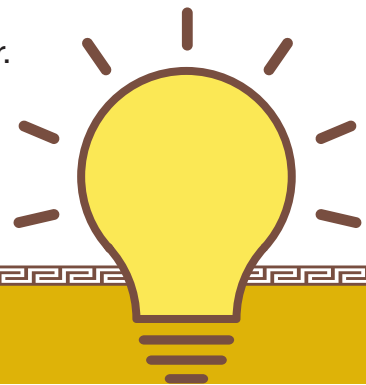
Sustainability science

Zoology

Ecology

#### 3 Which of the areas of study mentioned in activity 2 interests you the most? Why?

# What do I know?



- 1 Read the text about the origin of the expression “Eureka” and answer.
- How old is this story?
  - What was Archimedes asked to solve?
  - What did he find out? How?

## Eureka, the word of discovery

“Eureka!” is Greek for “I have found it!” and it is used when we find a solution to a complex problem. But do you know the story behind “Eureka”? This is one of them.

It dates back to the time of ancient Greece and an inventor named Archimedes.

King Heiro II of Syracuse gave Archimedes a difficult problem to solve: he wanted to know if **goldsmiths** had used pure gold to make his crown. But how could he know that?

One day, Archimedes stepped into a bathtub. He realized that the water flowed over the top of the tub, displaced by his body. Archimedes climbed in and out of the bath, and carefully studied the displaced water.

He noticed that the more his body sank into the water, the more water he displaced. This meant that the displaced water measured his volume exactly.

He knew that gold is heavier than silver. So, he thought that a crown mixed with silver would be **bulkier** than one made only of gold, if both weighed the same. Therefore, it would displace more water than a crown of pure gold.

Archimedes became so excited by this finding that he jumped out of the bath and ran naked through the city streets, shouting: “Eureka! Eureka!”



Adapted from:

English, V. O. A. L. (2016, September 17). *Eureka! A word of discovery*. VOA. Retrieved December 22, 2021, from: <https://bit.ly/32tAAVf>

👉 If you want to know more about Archimedes’ contributions, visit the following link: <https://bit.ly/3Fpg3z0>

- 2 👤📖 Look at the pictures, read the information and write sentences in the past tense. Use the words *ago*, *before* and the correct tense of the verb *invent*.



a. Archimedes’ screw. Archimedes. Greece, around 250 B.C.



b. Compass. China, between the 9<sup>th</sup> and 11<sup>th</sup> century.



c. Printing press. Johannes Gutenberg. Germany, around 1440.

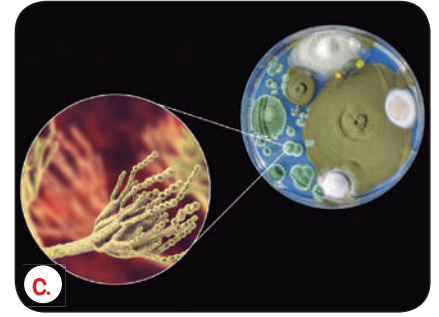
- 3 Listen and look at the pictures carefully. Discuss if the statements below are correct, incorrect, or if the information is not provided.



a. Alexander Fleming (1881-1955).



b. Penicillium in a Petri dish.



c. Fungus (Penicillium) growing in mold.

- i. This great discovery took place in 1829.
  - ii. Fleming found out that some of his bacteria samples were contaminated by this green mold.
  - iii. A decade later, Chain and Florey made more advances.
  - iv. Alexander Fleming became one of the most important scientists named “Knight”.
  - v. Penicillin is one of the most important discoveries of all times.
- 4 Listen again. Then take turns to ask and answer questions about what you heard. Use the past tense and the verbs in the box. Follow the examples below.

carry out • contaminate • discover • introduce  
isolate • produce • test

**Student 1** When did Fleming discover penicillin?

**Student 2** He discovered penicillin in 1928.

- 5 Discuss the importance of the following discoveries.



a. X-rays.





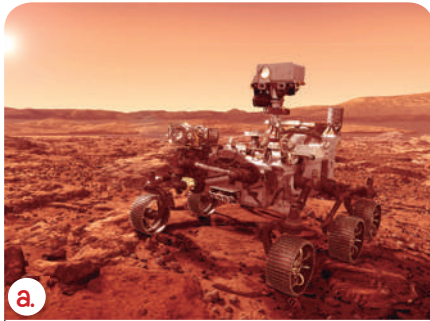
b. The use of magnetic fields in health (MRI).

# LESSON 1

## Discoveries and inventions

### VOCABULARY IN CONTEXT

- 1   Listen and repeat. Which of these findings do you think are important nowadays? Why?



The Mars **Exploration** Program aims at understanding the potential for life on Mars.



A new fossil **discovery** suggests dinosaurs traveled across oceans.



Archeologists found **evidence** of human action in North America.



Technology made a great **contribution** during the COVID-19 crisis.



Many spectacular **breakthroughs** took place during 2020 and 2021.



**Research** experience at school can contribute to students' motivation.

- 2   Create sentences for the pictures below, using the words in **bold** in activity 1.



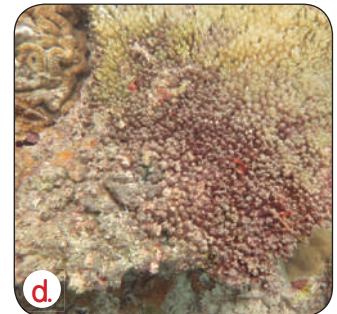
COVID-19.




Light bulb.



Tutankhamun's sarcophagus.



Coral bleaching.

- 1 Read the title of the text and look at the picture. What do you think it is about?
- 2  Skim the text and identify the regions and observatories mentioned. Did you know about them?
- 3 Read the text and answer.
  - a. Were your assumptions in activity 1 correct?
  - b. Does the article provide facts or opinions? How do you know?
  - c. What type of text is this, and what is its purpose?

## ★ CHILE: a country of astronomical discoveries

The evening skies of northern Chile are an incomparable natural laboratory for studying the Cosmos. The regions of Antofagasta, Atacama and Coquimbo have concentrated a large part of the world's astronomical facilities.

Constant discoveries have occurred in observatories located in Chile, such as the discovery made in April 2021 by a group of Chilean scientists, who identified what might be a new planet, 443 light-years away from Earth.


Another **milestone** study made by two Chilean national prize winners in exact sciences, José Maza and Mario Hamuy, has focused on the distances in the universe.



In 2010, studies led by Manuela Zoccali, astronomer, showed that the Milky Way has an X formation.

Astronomer Paula Jofré chose 22 stars from the Milky Way, including the Sun, to develop a cosmic family tree, and also studied the 17 chemical elements that connect them.

If you have the opportunity to look at the evening skies of Antofagasta, Atacama or Coquimbo, remember that all these great investigations were held in our country by Chilean scientists.

**Adapted from:** Marca Chile. (2021, April 14). *Major astronomic discoveries from Chile, natural observatory of the cosmos.* Marca Chile. Retrieved December 23, 2021, from: <https://bit.ly/3ek03mV>

 If you want to learn about ALMA, an observatory in the north of Chile, you can visit: <https://bit.ly/3ek7hYg>




- 4  Read the text again and answer.
- Name an important discovery that took place in 2021.
  - Name the female astronomers mentioned in the text.
  - Explain a milestone study that took place in Chile.
- 5  Discuss. Use the **USEFUL EXPRESSIONS** provided.
- Which of these discoveries or studies do you think is the most important and why?
  - What would your contribution be in a similar scientific teamwork?

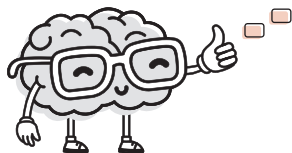
**USEFUL EXPRESSIONS**

- I think... because...
- Personally, I think...

**LANGUAGE IN USE**

**Present Perfect**

- 1  Read these sentences. Pay special attention to the sections in **blue** and **green**.
- Major discoveries and investigations on astronomy **have originated** in Chile.
  - A group of Chilean scientists **identified** what might be a new planet.
  - Constant discoveries **have occurred** in observatories located in Chile.
  - Manuela Zoccali's studies **showed** that the Milky Way has an X formation.
- 2  Answer these questions orally.
- Which sentences refer to situations that started in the past and have continued until now?
  - Which sentences refer to situations that started and finished in the past?
- 3  Fill in the blanks with the correct form of the verb between parentheses.



**LET'S REFLECT**

- How do you think we can encourage more kids, especially girls, to develop their knowledge in these areas?

**CULTURAL SPOT**

**Scientists in Chile**

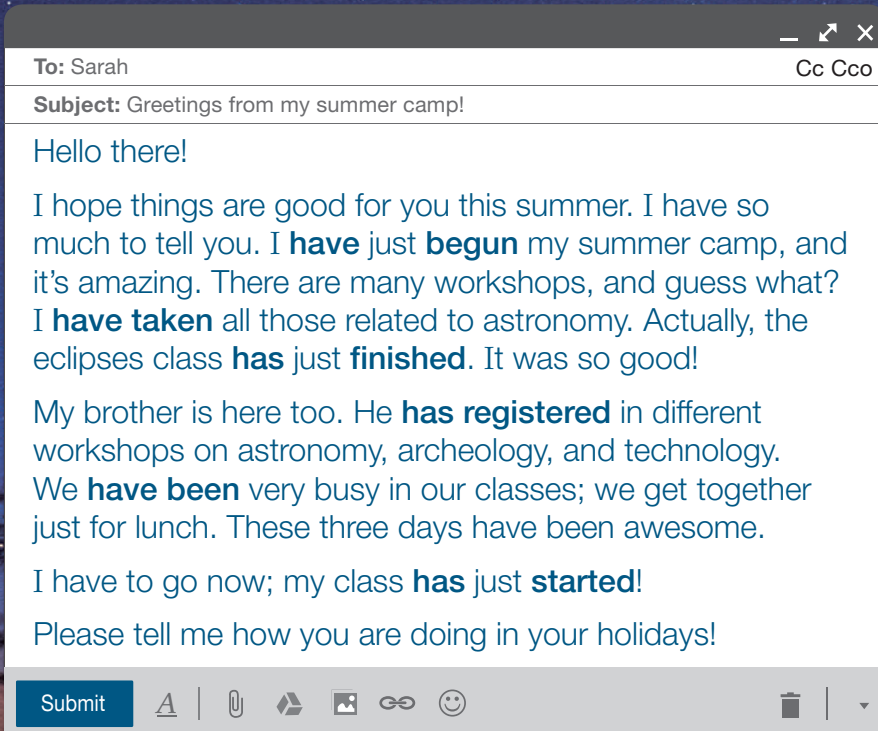


María Cecilia Hidalgo  
Biochemist,  
National Prize of Sciences.

- In groups, identify an important Chilean scientist in any field of study.
- Brainstorm what information you will need, and web search what you will include about her/his work. Select the most useful and relevant data.
- Write a short biography of her/his achievements in a PPT or a piece of cardboard. Check vocabulary and/or spelling in your dictionary.
- Include a picture of her/him.
- Present the biography to the rest of the class.




- 1 **Modeling**  Read the email and pay attention to the words in bold.



- 2 **Organizing ideas** Imagine you are in a summer camp and want to share your experience with a friend who is not there. Take notes about it:
- What it is about.
  - What you have done.
  - Who you are with.
  - How you feel.
- 3 **Drafting** Put your notes together and write an email. Use the example in activity 1 as a model.
- 4 **Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary. Exchange texts with your partner and make notes to help correct his/her work.
- 5 **Writing** Write the final version on a piece of cardboard.
- 6 **Publishing** Publish the final version on your classroom's notice board.

## Let's have fun

Jules Verne is a well-known science fiction author. Have you ever read any of his books? Did you like them? Why?

- 1 Read the title of the text. What do you think it is about?
- 2  Read the text and say if you have ever read a novel, poem or tale about an invention.

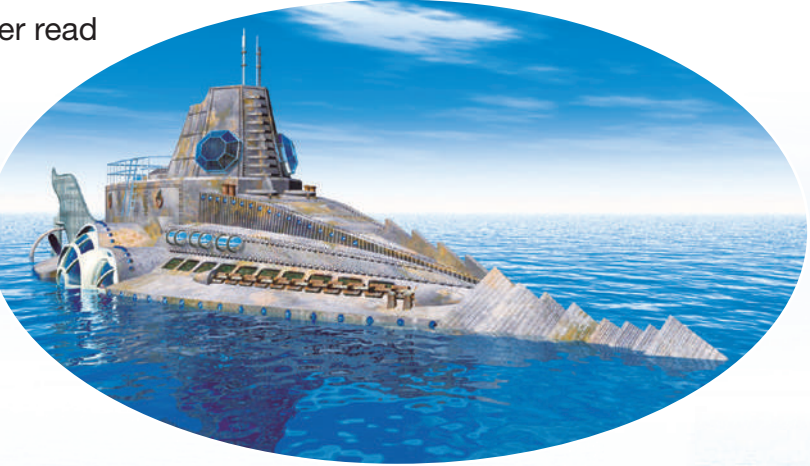
# 20000 TWENTY THOUSAND LEAGUES UNDER THE SEA

by Jules Verne

(extract)

### Chapter xi - all by electricity

“Sir,” said Captain Nemo, showing me the instruments hanging on the walls of his room, “here are the mechanisms required for the navigation of the Nautilus. Here, as in the **drawing-room**, I have them always under my eyes, and they indicate my position and exact direction in the middle of the ocean. Some are known to you, such as the thermometer, which gives the internal temperature of the Nautilus; the barometer, which indicates the weight of the air and predicts the changes of the weather.”



“These are the usual nautical instruments,” I replied, “and I know the use of them. But what about these other instruments, the use of which I cannot guess?”

“Here, Professor, I must give you some explanations. Will you be kind enough to listen to me?”

He was silent for a few moments, then he said:


“There is a powerful agent on board my **vessel**. Everything is possible because of it. It lights, warms it, and is the soul of my mechanical apparatus. This agent is electricity.”

“Electricity?” I cried in surprise.

“Yes, sir.”

Adapted from: Thompson, L., Bianchi, F., & Verne, J. (2010). *Twenty Thousand Leagues under the sea*. Oxford University Press.

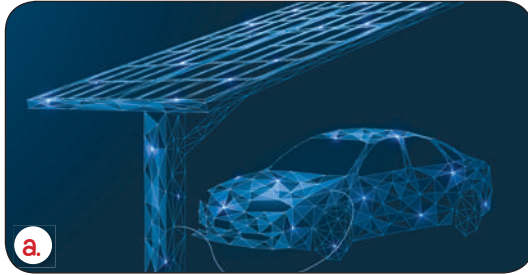
## Creating your own nautilus

- 1  Go around the classroom or school and collect recycled materials. Use them to create your own model of a submarine, made with your own hands.
- 2 Present your submarine to the rest of the class and explain its special features.

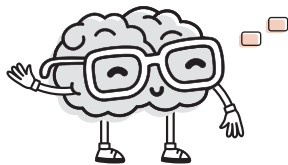


## LISTENING

- 1 You will listen to a piece of news about inventions and discoveries we missed because of the pandemic. Look at the pictures and relate them to the recording. What do they show?



- 2 Listen to the piece of news. Were your predictions correct?
- 3 Listen again. Then decide if the statements below were said by Sandra or Leonard.
- After working for three years, on December 3<sup>rd</sup>, 2021, students and Francisco Martínez were able to present this new solar prototype to the world.
  - This mosaic forms the floor of what is thought to be a large dining or entertaining area.
  - The discovery was made during the 2020 lockdown by Jim Irvine.
- 4 Discuss the following questions.
- Do you know of any archeological discoveries made in Chile? Which ones?
  - Do you know about any sustainable inventions made in Latin America lately? Which ones?



### LET'S REFLECT

- Do you think archeological discoveries and sustainable inventions are equally important? Why?

## LANGUAGE IN USE

### WH Question Words

- Practice these sentences with your partner and pay attention to the underlined parts.
  - Who discovered penicillin? Alexander Fleming discovered penicillin.
  - What was discovered in the UK? A great Greek mosaic.
  - Where is ALMA radio telescope located? In Atacama.
  - When was penicillin discovered? In 1928.
  - How was penicillin discovered? A green mold contaminated and killed some bacteria accidentally.
- What were the underlined words used for? Discuss.
- Put the words in order and write the questions.

## SPEAKING

- 1 **Preparing to speak**  Andrew and Sophie are talking about what they consider the most important discovery. Listen and read.

**Andrew** What do you consider to be the most important discovery?

**Sophie** I would say that it is electricity because it is the base of many other discoveries in different areas, for example, science, industry, technology, etc.

**Andrew** That's right! And besides, electricity is a fundamental part of our everyday life for lighting, heating, cooling, for operating **appliances**, and public transportation systems. So many things. And who discovered electricity?

**Sophie** Many names are associated with electricity, like Benjamin Franklin, William Gilbert, among others, but Edison and Tesla brought electricity to homes and cities.


**Andrew** What did they do exactly?


**Sophie** Edison invented the light bulb, and Tesla invented electric oscillators.

**Andrew** And when was that?

**Sophie** It was in the 1880s.

**Andrew** That's incredible!


- 2 **Modeling**   Listen again and practice the dialogue.

- 3 **Let's speak**  Use the example in activity 1 to create a similar dialogue about what you consider it is the most important discovery. Use the **USEFUL EXPRESSIONS** provided.




### USEFUL EXPRESSIONS

- I would say that...
- I personally believe...
- I have no doubt...
- I am not sure but I think...
- I tend to think...

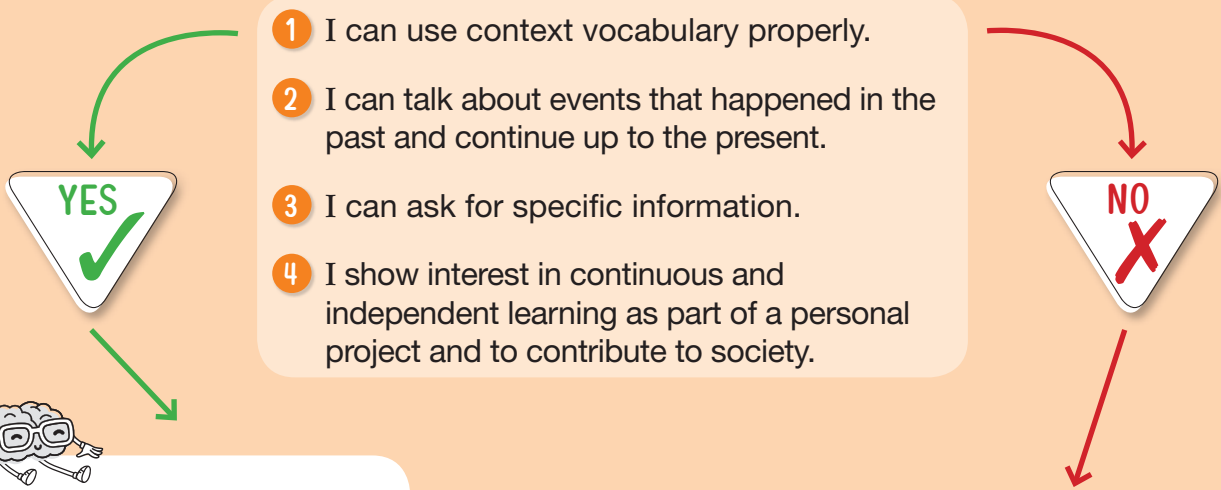
# Checkpoint

1.  Look at the pictures and explain what they show in your own words. Use the vocabulary covered during the lesson.



2.  Which great discovery would you like to be a part of? Explain.
3.  Think about any of the discoveries or inventions covered in the lesson. Think of three questions you would like to ask the discoverer or inventor.
4.  Write three sentences to talk about events that happened in the past and continue up to the present.

## CHECK AND TAKE ACTION



- 1 I can use context vocabulary properly.
- 2 I can talk about events that happened in the past and continue up to the present.
- 3 I can ask for specific information.
- 4 I show interest in continuous and independent learning as part of a personal project and to contribute to society.





What strategies did you use?  
Which was the most challenging activity? Why?

Make sure you revise pages 36, 38 and 41.

# LESSON 2

## Archeological discoveries

### VOCABULARY IN CONTEXT

- 1   Look at the pictures and read the sentences. Which areas of study are they related to?



a.

A very interesting **artifact** was found in the temple ruins.



b.

Apes can give us important **clues** to understanding our ancestors.



c.

During the **excavation**, the team found a dozen objects.



d.

An archaeological **site** is a vault filled with historical and cultural artifacts.




e.

Discovering that Brazil's capuchins can use tools was an important **milestone**.



f.

The medical discovery **timeline**, since the end of the 19<sup>th</sup> century, has been remarkable.

- 2  Talk about the importance of these sites. Find information on the web or an encyclopedia.




a.

Chinchorro settlements.



b.

The Nile river in Egypt.

- 1 Read the title and look at the pictures below. What kind of information do you think the text will provide? What makes you think that?
- 2  Skim the text and indicate why San Pedro de Atacama is an archeological tourist destination.

Discover the archeological capital of Chile:

# SAN PEDRO DE ATACAMA

## MISCANTI LAGOON. TOCONAO, SAN PEDRO DE ATACAMA

Known as the archaeological capital of Chile, San Pedro de Atacama is a mandatory stop to tourists who want to learn about our anthropological and archaeological **richness**, which has been preserved by surrounding communities.

## PUKARA DE QUITOR RUINS, SAN PEDRO DE ATACAMA

It is a National Monument and pre-Inca architecture patrimony. The Quito Pukara was a fortress made of rock built in the 12<sup>th</sup> century by an agricultural population known as “Ayllu de Quito”, before the conquest period. It is located at the top of the Sal mountain, and can be visited on a tour or by bike from San Pedro de Atacama, as it is 3 kilometers away.

## TULOR VILLAGE, SAN PEDRO DE ATACAMA


The location of this archaeological site is near the “Ayllu de Coyo”, in San Pedro de Atacama. It is a **settlement** of high cultural value. This village is composed of 22 circular sites, and other constructions, completing a total of 106 structures. The constructions are 2 meters high and most of them have balconies.

## PUKARA DE LASANA, SAN PEDRO DE ATACAMA

140 km from San Pedro de Atacama, in the middle of the Atacama desert, you can find the national monument Pukara de Lasana, a fortress that was built in the 12<sup>th</sup> century and part of the “atacameña” culture or “liikan antai”. It was declared a National Monument in the category of Historical Monument in 1982.


Adapted from: L., B. P. (2017, September 8). *San Pedro de Atacama and archaeological sites tours*. Go Chile. Retrieved January 21, 2022, from: <https://bit.ly/3FPms6X>

You cannot miss these archaeological remains if you travel to San Pedro de Atacama!

- 3  Read the text and answer.
- Were your assumptions in activity 1 correct?
  - What kind of archaeological sites were mentioned?
  - What do *Quitor* and *Lasana* have in common?




- 4  Read the text again and complete this chart with relevant information about the sites.

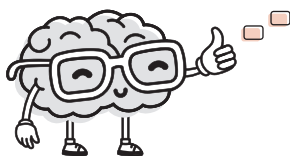
TOURIST SITES			
Miscanti Lagoon	Pukara de Quitor	Tulor Village	Pukara de Lasana

- 5  Discuss these questions.
- Would you like to take this tour? Why?
  - Is there any other archeological tour you would like to take? Support your answer.
  - Are there any archeological sites in your city or region? Which ones? What is their value?

## LANGUAGE IN USE


### Expressing time

- Read these sentences. Pay special attention to the words in **blue**, **orange** and **green**.
  - Settled 2,500 years **ago**, Tulor village is located in an ancient oasis once supported by the San Pedro River.
  - Pukara de Quitor ruins have been part of the Atacama landscape **since** the 1200s.
  - For** many years, locals, along with academics and the Ministry of Culture, found it very hard to get this site included on the World Heritage List.
- Answer these questions orally.
  - Which of the time expressions was used to indicate a **starting point in time**?
  - Which of the time expressions was used to indicate a **period of time**?
  - Which of the time expressions was used to indicate a **time in the past**?
-  Write two sentences about a personal situation that started in the past and continued to the present. Exchange it with a classmate and ask related questions. Answer them using the time expressions of this section.
-   Read the sentences carefully and circle the correct alternative.




### LET'S REFLECT

- In your opinion, why are World Heritage Sites important?

 If you want to learn more about Chinchorro Culture, you can visit: <https://on.natgeo.com/3FYX4Mh>



- 1 **Modeling**  Read the review. How is the text organized? Which aspects does the text highlight?

# Pali Aike Cave Archeological tour

*Pali Aike cave is located in the volcanic steppe of southern Patagonia, in the Pali Aike National Park that it is located 122 miles from Punta Arenas, near Chile's border with Argentina.*



Pali Aike Cave is of great archaeological importance since it was used as a temporary camp by Paleo-Indian hunters-pickers. Tools and animal remains have been found in the place. The oldest tools are dated back to 11,000 BC. For this reason, Pali Aike has been declared a National Monument. You will have the opportunity to admire the “stratigraphy,” which shows the different stages of evolution of the first inhabitants of this Magellanic steppe.

After visiting the Pali Aike cave, you can also hike to the “Morada del Diablo” crater, birdwatch in Laguna Ana, and get to the Diablo peak, the highest point in the park.

From Punta Arenas, you have to travel 195 kilometers northwest by car to arrive at Pali Aike, or take a bus from the rural terminal to Villa Punta Delgada, which is 25 kilometers from the park. Various local tour agencies offer day trips to the park from Punta Arenas.

*Adapted from:* Gradual reopening of Protected Areas. *La Ruta de los Parques "Pali Aike National Park"*. (n.d.). Retrieved February 14, 2022, from: <https://bit.ly/3HRJvQf>

- 2 **Organizing ideas** Write a review for an international magazine promoting an archeological site. Brainstorm what relevant information you will include: name, importance, attractions, how to get there, etc.
- 3 **Drafting** Put your notes together. Use the example in activity 1 as a model.
- 4 **Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary. Exchange texts with your partner and make notes to help correct his/her work.
- 5 **Writing** Write the final version on a piece of cardboard.
- 6 **Publishing** Publish the final version on your classroom's notice board.

## SCIENTIFIC REVOLUTION

The Scientific Revolution refers to a period of time from 1500 to 1700 that saw fundamental transformations in people's attitudes towards the natural world. So the birth of modern science, developments in mathematics, physics, astronomy, biology, and chemistry transformed social views about nature.

The scientific revolution began in Europe towards the end of the Renaissance period. Even though its dates are not clear, it is said that this long process had begun with the Polish astronomer Nicolas Copernicus, who in 1543 demonstrated that the Earth was not the center of the universe. Instead, he demonstrated that the Earth rotated around the Sun.

From 1500 to 1600, many discoveries and inventions were made in different areas, especially Astronomy; however, the 1700s witnessed significant innovations, such as in the practice of medicine, mathematics, and physics.





**Taken and adapted from:** Boundless. (n.d.). *Boundless World history*. Lumen. Retrieved January 21, 2022, from: <https://bit.ly/3AjPlai>

- 1 Read the text and answer.
  - a. What is the text about?
  - b. What important breakthrough was mentioned?
  - c. Do you think these inventions influenced some developments in our country?
- 2 Read the text again and pay special attention to the underlined connectors *so*, *such as* and *even though*. What is their function within the text?

### MINIPROJECT

#### Scientific Revolution inventions timeline

- a.  You will create a Scientific Revolution inventions timeline. Look for information about inventions during the Scientific Revolution on the Internet or an encyclopedia.
- b. Choose six of the ones you think are the most relevant and take notes about them.
- c. After organizing your ideas, draw the timeline on a piece of cardboard and include those inventions. Write a short description of each of them and a picture or drawing of each one.
- d.  Present your timeline and explain why you considered those inventions relevant.

## LISTENING

- 1 You will listen to some information about one of the largest archeological discoveries. Look at the pictures below and predict the discovery.



Pit 1 Emperor Qin Shi Huang' mausoleum. Xi'an, China. Emperor Qin Shi Huang' mausoleum. Xi'an, China.


- 2 Listen and check your predictions in activity 1.
- 3 Listen again and say if the sentences are correct or incorrect. Justify your answers.
- The discovery was made by farmers digging a well.
  - Zhao Kangmin sold all the artifacts that villagers uncovered.
  - Excavations were paused between 2009 and 2019.
- 4 Listen again and put the sentences in chronological order.
- Archeologists found 12 clay horses, traces of two chariots, storage boxes, and even building sites.
  - Farmers found some red soil, some fragments of terracotta, bronze arrowheads and terracotta bricks.
  - They found 1,300 warriors and horses along with thousands of bronze weapons.
- 5 Discuss what you would do if you found an artifact of historical significance.

## LANGUAGE IN USE

### Expressing possession: Possessive Pronouns

- Practice these exchanges with your partner and pay attention to the words in **green** and **blue**.
  - Whose** tomb was it? It was Emperor Qin's **tomb**.
  - Whose treasure is it? It is **ours**.
  - Which** is yours? This is our discovery, that one is **theirs**.
- Answer the following questions.
  - What is the function of words in **green**?
  - What is the function of words in **blue**?
  - What is the difference between *It is **our** invention* / *It is **ours***?
- Rewrite the sentences using possessive pronouns.


## SPEAKING

1  Listen and repeat. Can you hear the difference in the initial sound?

/ð/ this • that • there

/θ/ thick • thanks • three

2  Listen to some words and write the corresponding symbol.

3 **Preparing to speak**  You will listen to a couple of friends talking about their favorite archeological discovery. Pay special attention to how they asked for clarification.

**Jazmin** I think the most amazing discovery in archeology is carbon-14 dating.

**Arnold** What is that? Why is it amazing?

**Jazmin** Carbon-14 dating is a method to know how old some organisms are.



**Arnold** And who discovered it?


**Jazmin** Willard Libby in 1949, and he later received the Nobel Prize.

**Arnold** Pardon, when did he discover it?

**Jazmin** In 1949. And what about you? What archeological discovery do you like the most?

**Arnold** Mmm... The Terracotta Army, because I think it's one of the largest discoveries ever made...

4 **Modeling**   Listen and repeat. Then take turns to practice the dialogue.

5 **Let's speak**  Use the example in activity 3 and create a similar dialogue. Include exchanges asking for clarification and the **USEFUL EXPRESSIONS** provided.


### USEFUL EXPRESSIONS

- What does that mean exactly?
- Do you mean...?
- Could you clarify that, please?
- Pardon, what/when did... discover...?
- In what year did...?

# Checkpoint

1. Look at the pictures and explain what they show. Use vocabulary covered during the lesson.



2.  Talk about the archeological discovery you like the most. Include at least one time expression studied in the unit.

3.   Take turns to pronounce the following words. Then create sentences including them.

**although**   **Math**   **month**   **something**   **these**

4.  Write a short dialogue including four exchanges, asking and answering about possession.

## CHECK AND TAKE ACTION

- 1 I can use context vocabulary properly.
- 2 I can use time expression when talking about events that happened in the past and continue up to the present.
- 3 I can identify and produce target sounds / ð / and / e /.
- 4 I can ask and express possession.
- 5 I show interest in continuous and independent learning as part of a personal project and to contribute to society.



What strategies did you use? Which was the most challenging activity? Why?



Make sure you revise pages 44, 46, 49 and 50.

# Project

## Patenting an invention



You will fill in a patent application form with the information of your latest invention.

### MATERIALS

Cardboard • Pencil • Eraser • Ruler • Markers

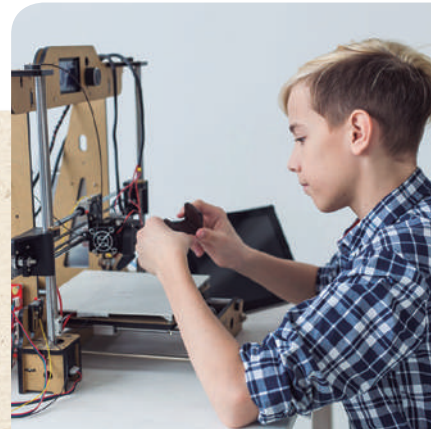
### PREPARATION

- 1 Read the text and answer.
  - a. What is a patent?
  - b. What should application forms include?

### PATENTS

To register an invention, the applicant, inventor, or agent (if any) should fill out some forms with personal information. The form should also contain a representative description of the invention, its field of application, and the technical problem to be solved. It may also contain a figure.

Taken and adapted from: Patents. Invention patent. (n.d.). Retrieved January 21, 2022, from: <https://bit.ly/3KJiQht>



- 2 Imagine you have recently invented a particular artifact. You have to register your invention, and to do so, you have to fill in a patent application form.

### PRODUCTION

- 3 Brainstorm what your invention would be, its components (parts), and how it would work. Make a draft of your invention.
- 4 Organize your ideas and select the information to be presented.
- 5 Revise and edit the texts with the teacher's help. Use a dictionary if necessary.
- 6 Replicate the application form on your piece of cardboard and complete it with the information asked.
- 7 Make a drawing of your invention.
- 8 Practice the oral presentation as a group.

## PRESENTATION

- 9 Present your patent application form to your classmates orally. Display the application form in a visible place in your classroom.

### PATENT APPLICATION FORM

Write the form clearly in BLOCK CAPITALS

■ Inventor(s) **FLORENCIA PALACIOS, ALEJANDRO CAMUS AND OLIVIA MORENO.**

■ Place of residence **LINARES, MAULE REGION, CHILE.**

■ Application number (internal) **56123789**

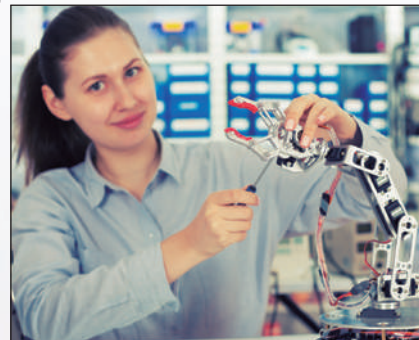
■ Date **11 / 05 / 2023**

■ Write a summary of what your invention is. **ROBOTIC ARM THAT CAN DRAW ON ITS OWN.**

■ Write the components your invention has.

**RECYCLED MATERIALS, CABLES, METAL PLATES, SOLDERING IRON.**

■ Attached the designed drawing or a picture of your invention.



■ Write a short description of how your invention works.

**THE ARM IS ACTIVATED BY A SOFTWARE IN A COMPUTER AND MAKE VERY SIMPLE DRAWINGS.**

## PEER ASSESSMENT

Read these indicators and check your performance with your group.

We **PRESENTED** a clear and well-organized project.

We **ACCOMPLISHED** our tasks on time.

We **SUPPORTED** and cooperated with each other.

We **FOLLOWED** the instructions and **INCLUDED** all the information asked.

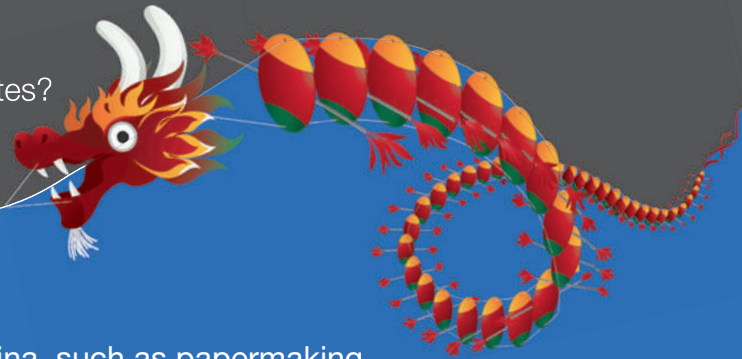
We **SHOWED** a positive attitude towards others' work.

# Final check

Total: 24 points

4 p.

- 1 Read the text and answer.
- a. When was the kite developed?
  - b. What purpose did the kite have primarily?
  - c. How was the kite used for those purposes?
  - d. What kind of materials were used for making kites?



## Chinese Kites

Many old inventions were developed in ancient China, such as papermaking, printing, gunpowder and the compass. However, China has contributed **countless** other inventions to the world, and one of them is the kite.

The kite was developed around 3,000 years ago, around 475 - 221 B.C. Kites were exclusive to China for many years before their knowledge of making and using them advanced.

Kites in China were made with paper or **silk**, and with a variety of light woods such as bamboo, that were often used to create the bones of the kite. Later, kites with ornamental paper and fabric were developed.


During times of war, kites played a relevant role in providing military intelligence for the Chinese forces, since they were used for military purposes.

Over time, kite flying developed into playthings and kite flying is now enjoyed worldwide. Today, this ancient relic brings the colors and patterns of the ancient dynasties to the modern skies of China.



Taken and adapted from:

*Chinese kites - history and culture.* The History and Culture of Chinese Kites. (n.d.). Retrieved January 21, 2022, from: <https://bit.ly/3KB1Su0>

- 2  Which of these Chinese inventions do you think is the most important? Why?

4 p.



a. Paper making



b. Printing





c. Gunpowder



d. Compass



- 3   Listen to a recording about three vaccines developed in Chile and answer. Use the pictures as a guide.

4 p.

- a. Name the Chilean scientists involved in the development of the vaccines.  
b. Name the diseases these scientists are working on.



- 4  Listen again and discuss if the information is correct or incorrect.

6 p.

#### Recording 1

- a. Pablo Valenzuela was a doctor.  
b. This vaccine does not introduce real viral DNA.

#### Recording 2

- a. The respiratory syncytial virus is the major cause of hospitalization in children younger than two years in Chile.  
b. It will take approximately four years to complete all clinical trials.

#### Recording 3

- a. Melanoma is the second leading cause of death in Chile.  
b. Dentric cells were “educated” and re-injected to attack the tumor.

- 5 Write a short biography (50 words approximately) of a scientist or inventor that you admire. Use the Present Perfect and the corresponding time expressions studied in the unit.

6 p.

Outstanding! (24 - 22)	Very good (21 - 18)	Needs improvement (17 - 14)	Not good enough (Less than 14)
You achieved the learning goals.	You are achieving the goals. Analyze the few mistakes you have made.	Your performance can improve. Review your mistakes.	You need to review the contents and practice more.
CONGRATULATIONS!	WELL DONE!	KEEP ON WORKING!	YOU CAN DO IT!

# Evaluation rubrics

## Writing skills

AREAS	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of control of the target grammatical structures of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good degree of control of the target grammatical structures of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a sufficient control of the target grammatical structures of the unit.</li> <li>• Frequent and/or major errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates poor use of target grammatical structures of the unit.</li> <li>• Makes use of basic structures.</li> <li>• Errors interfere with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very limited use of basic grammatical structures.</li> <li>• Multiple errors.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target vocabulary of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target vocabulary of the unit.</li> <li>• Few and minor spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes adequate use of the target vocabulary of the unit.</li> <li>• Frequent and/or major spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes poor use of the target vocabulary of the unit.</li> <li>• Makes use of basic vocabulary.</li> <li>• Errors interfere with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of basic vocabulary.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of basic cohesive devices among paragraphs.</li> <li>• Relies on punctuation mainly.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally makes poor use of punctuation and simple connectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs unlikely to be connected neither by punctuation nor connectors.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The text structure presents the corresponding features, and the content is coherent.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents the corresponding features, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents minor omissions, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents major omissions, and the content shows multiple irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text is irrelevant and leads to multiple misinterpretations.</li> </ul>

## Oral skills

AREAS	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of control of the target grammatical structures of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good degree of control of the target grammatical structures of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a sufficient control of the target grammatical structures of the unit.</li> <li>• Frequent and/or major errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a poor use of target grammatical structures of the unit.</li> <li>• Makes use of basic structures.</li> <li>• Errors interfere with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very limited use of basic grammatical structures.</li> <li>• Multiple errors.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target vocabulary of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target vocabulary of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes adequate use of the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes poor use of the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes inadequate use of vocabulary.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Speaks clearly and imitates accurate pronunciation.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly and attempts accurate pronunciation.</li> <li>• Few and minor mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks intelligibly.</li> <li>• Frequent and/or major mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple mispronunciations interfere with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks often unintelligibly.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Presents a continuous smooth flow of speech.</li> <li>• Makes natural pauses.</li> <li>• Never reads.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents, in general, a smooth flow of speech.</li> <li>• Few self-corrections and/or hesitations.</li> <li>• Uses written text only as help.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an irregular flow of speech.</li> <li>• Frequent self-corrections and hesitations.</li> <li>• Depends too much on written text.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a slow flow of speech.</li> <li>• Multiple self-corrections and hesitations interfere with the comprehensibility of the speech.</li> <li>• Reads constantly.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a stumbling speech, constant corrections, and hesitation.</li> <li>• Fails to communicate ideas.</li> <li>• Always reads.</li> </ul>

Do you think technology has improved our society? How?






# UNIT 3



## TECHNOLOGY & INNOVATION

### OBJECTIVES OF THE UNIT

#### You will...

- Listen and show comprehension of a variety of texts such as instructive and descriptive texts, and news related to technology.
- Read and show comprehension of brochures, instruction manuals, etc.
- Present and discuss the positive aspects of technological innovations through history, and how they have impacted society.
- Write texts such as descriptive and instructive texts, among others, following the steps of the writing process.

- 1  What is the impact of technology in the following areas? Discuss.
- a. society.
  - b. education.
  - c. medicine.


- 2   Find adjectives to describe the following terms. Use a dictionary if necessary.

Innovation

Technology

Globe

Sustainability

- 3  How can technology affect the lives of people in the following contexts? Give examples.
- a. Indigenous communities.
  - b. Cities.
  - c. Rural areas.

# What do I know?

1   Listen and discuss these questions.

- a. Do you agree with the negative effects of technology mentioned in the research? Is there any other negative effect you would like to add?
- b. Do you agree with the positive effects of technology mentioned previously? Justify your answer.
- c. Look at the pictures. What's the difference between them?



2  Do you know the meaning of these terms? Use a dictionary if necessary.



Digital native.



User friendly.

3  Read the text and decide if these sentences are correct or incorrect.

- a. Singapore ranked 1<sup>st</sup> in the Smart City Index 2021 for introducing technology in all areas of everyday living.
- b. Having free WI-FI has helped productivity and increased growth.
- c. Surveillance is one of the aspects in which Singapore has not invested.
- d. Singapore has a digitalized healthcare system, including video consultations and rehab therapy.

## Singapore: The World's Smartest City



Singapore tops the Smart City Index 2021, a ranking of the most technological cities, but also ecological, health and societal issues, especially for introducing technological solutions to its inhabitants.



Singapore implemented a super-fast **broadband** network and free WI-FI for all. This greatly helped productivity as more people can get online easier, therefore increasing **growth**.



The city has also invested in advanced visual CCTV (closed-circuit television), and a smarter public transit across the island, with over a 160km network of expressways and road tunnels.



by Alexander Knot  
November, 2021


Hundreds of gadgets, sensors and cameras gather data on traffic flow, travel times and road demand, to give people information that helps them make decisions on how to travel around.

Singapore has digitized its healthcare system, implementing video consultations that offer appointments over the Internet, while TeleRehab allows patients to exercise in their own homes.

All these technological advances have not only helped the efficiency of the city, but also made Singapore a tech center and one of the most desirable cities in the world.




Adapted from: Prestigeonline Thailand. (2021, November 25) Singapore is the world's smartest city, followed by Zurich and Oslo. Prestige. <https://bit.ly/3lzNVLv>

4  Imagine you are going to Singapore for three months. What will you do when you have all their technology available? Talk with your partner following the model.

**Student 1** If I travel to Singapore, I'll move around the city efficiently and will visit many places.



**Student 2** If I have free WI-FI, I'll take a Robotics course.

5  Write a short text (50 words approximately) describing your first experience using a technological device (cellphone, tablet, remote control). If you have never used one, find information about one and create a text.

# LESSON 1

## Technology and sustainability

### VOCABULARY IN CONTEXT

- 1   Listen and repeat. What are these technological devices or equipment used for? What is their role in sustainability? Discuss.



a.

Edible cutlery is an **innovative** way to reduce waste.



b.

In the near future, people will invest in **energy-efficient** vehicles.



c.

Many **technological tools** related to wind power can be used in other areas.



d.

A **digital detox** refers to a period of time when a person stops using any tech devices.




e.

**Biotechnology** is used to develop different products.




f.

**Digital technologies** have advanced more rapidly than any innovation in our history.


- 2  Read and discuss. Do you think these ideas can be of massive use? Which of them would be more helpful in your community?

- Air pollution into jewelry
- Converting fog into drinking water
- Supermarket Herb Gardens: cut what you need
- Edible cutlery
- Autonomous solar balloon: bringing electricity to disaster zones

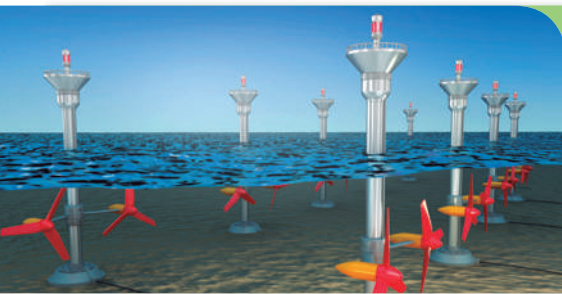
 If you want to learn more about these sustainable ideas, visit *21 Sustainability innovations that might just change the world*: <https://bit.ly/3u60E2X>



## READING

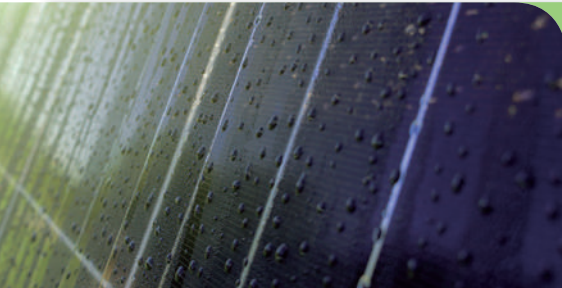
- 1  Read the title and subtitles and look at the structure of the text below. What kind of text is it? What type of information does it provide?
- 2 Skim the text and answer.
  - a. Which part of the text are the sentences in **blue**?
  - b. What are the words in **purple** used for?
  - c. What is the general idea of the text?

## GREEN TECHNOLOGIES: making the difference



### GENERATION OF ENERGY FROM THE WAVES

The energy from waves, tides and currents, known collectively as ocean energy, is a massive resource. New systems pump high-pressure water to a power plant, and **then** the high-pressure water spins the turbines that generate zero carbon electricity.



### HARNESSING SOLAR ENERGY

Scientists have designed solar panels that can collect energy from rain and sun. **Besides**, if it rains, the panels will generate energy from the force of the rain falling on its surface.



### VERTICAL GARDENS AND FARMS


Vertical Farming is an eco-friendly technology. If overpopulation continues to be a problem, it will solve food production problems such as providing fresh food to community buildings. They **also** cut greenhouse gas emissions by eliminating the need to transport.




### RECYCLING AND WASTE MANAGEMENT

A new technology allows for household waste to be divided into two groups. One group of plastic fractions can be used for recycling. The other group can be used for fuel or for recycling. Some enzymes dissolve all food and organic waste, **until** it turns it into a liquid that can be used for biogas.

Adapted from: Golka, P. (2020, September 16). 7 Green technology examples that make a difference. Retrieved from: <https://bit.ly/3rXsUE2>

3  Read the text again and take turns with your partner to summarize each paragraph.

4  Discuss the following questions.

- What did you know about these green energies?
- Do you think these green technologies can be used in your community? Which one?
- Would you like to be a part of these initiatives? Why? Why not?

## LANGUAGE IN USE


### Talking about possible situations in the future (1<sup>st</sup> Conditional)

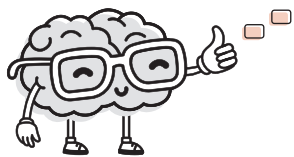
1. Read these sentences. Pay special attention to the sections in **blue** and **orange**.

- **If it rains, I will collect as much rain as I can in rain barrels.**
- **If overpopulation continues to be a problem, it will solve food production problems such as providing fresh food to community buildings.**
- **We will change to thermo panel windows, if we get some extra money.**

2. Answer these questions orally.

- Which parts of the sentences refer to a condition?
- Which parts of the sentences refer to a result?
- What tenses were used in each clause?

3.  Fill in the blanks with the correct form of the verbs between parentheses.



### LET'S REFLECT


- Do you think your community needs green energies? Why? Discuss.

### CULTURAL SPOT

#### Sustainable innovations in your country

- In groups, look for information about sustainable innovations in your country.
- Once you find the information, select the most useful and relevant data.
- Describe the sustainable innovation you chose previously in a PPT or in a piece of cardboard. Check vocabulary and/or spelling in your dictionary, if necessary.
- Include a picture of the sustainable innovation.
- Present your information to the rest of the class. If you worked on cardboard, display it in your classroom.



- 1 **Modeling**  Read the description of an eco-friendly home device. Would you have this appliance in your home? Why?

## MY “A++” FRIDGE


My eco-friendly fridge is silver in color. The outside is made of **stainless steel**. The inside is made out of plastic. It is South Korean. It is 1.80 centimeters high. My fridge has two doors, one for the fridge on the top, and the other for the freezer. In the freezer, there is a tray and an ice maker tray. In the fridge, there are two drawers and two trays. My fridge is very efficient since it has been energy rated “A+,” which means that it uses up to 20% less energy than any other “A” fridge.

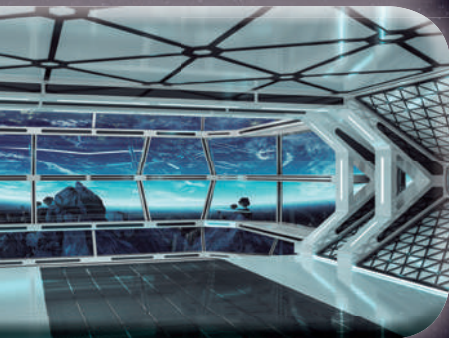


- 2 **Organizing ideas** Describe an ecofriendly home device you have or that you would like to have.
- 3 **Drafting** Put your notes together into a descriptive text. Use the example in activity 1 as a model. Include vocabulary covered in the lesson.
- 4 **Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary. Exchange texts with your partner and make notes to help correct his/her work.
- 5 **Writing** Write the final version on a piece of cardboard.
- 6 **Publishing** Publish the final version on your classroom’s notice board.

## Let's have fun

Ray Bradbury's explorations of science and space revolutionized science-fiction literature.

- 1 Read the title of the text and look at the pictures. What do you think it is about?
- 2  Read the text and answer.
  - a. Were your assumptions correct?
  - b. What kind of text is this? What is the purpose of the text?
  - c. What is Mrs. Bellows's opinion on the trip to Mars?
  - d. Do you think these kinds of trips will be possible in the far future?



## A Little Journey

By Ray Bradbury (Adaptation)

“Round trip,” Mrs. Bellows had thought.  
“But who would come back after seeing Him?”



And so she had bought a ticket and flown off to Mars and spent seven days at Mr. Thirkell's Restorium. She had spent the week bathing in clean waters and relaxing, and now she was moving, ready to be loaded into Mr. Thirkell's own special private rocket, like a bullet, to be fired out into space beyond Jupiter and Saturn and Pluto.

“Here I am,” said Mrs. Bellows, “an ancient unstable elevator, ready to go up the tunnel. God need only press the button.”

“For one thing,” she said aloud to no one, “things are not so perfect here on Mars. My room is like a cell; the swimming pool is really quite inadequate, and, besides, how many **widows** want to swim? And, finally, the whole Restorium smells of boiled cabbage and tennis shoes!”


Adapted from: Bradbury, R. A little Journey. (Released date 2016, February 10). Retrieved from: <https://bit.ly/3AGmeOP>

### A rocket to space

- 1  How do you imagine space travels in the future? Discuss.
- 2  Imagine you and your group are in Mrs. Bellows' position, ready for a journey to Mars. Role-play your experience in the spaceship in front of the class, describing what you see and how you feel. You can use objects in the classroom as support for your role-playing.



## LISTENING



- 1  You will listen to a piece of news talking about a mountain of leftovers found in our desert in 2021. What kind of waste could it be? Why do you think so?



a. Plastic waste.




b. Textile waste.

- 2   Listen to the news and answer.

- Where is the textile mountain located?
- Why is there so much textile waste in this place?
- How does textile waste affect the environment?
- Who are the interviewees?

- 3   Listen once more and complete the sentences in your notebook.

- If I reduce my waste,...
- ..., we will restore the ecosystem in a couple of years.
- If fishing industries reduce their large amounts of waste,...
- If we don't consume fast fashion,...

- 4  Take turns with your partner to create, ask and answer two questions about the news you just heard.





### LET'S REFLECT

- Do you think it is possible to be “zero waste”?

 If you want to learn some tips to become zero waste, visit: <https://bit.ly/3Heqrvs>

## LANGUAGE IN USE

### Expressing cause and effect with “therefore” and “consequently”

- Practice these sentences with your partner and pay attention to the underlined words.
  - Scientists hope green technologies will become more used; therefore, more accessible to all people in the future.
  - Energy-efficient LED lighting has quickly replaced traditional incandescent bulbs; consequently, families have reduced their energy bills.
- What is the function of the underlined words? What do they introduce?
-   Join the sentences using these connectors.

## SPEAKING

- 1 **Preparing to speak**  Jane and William are playing *I spy...* Read and listen to their dialogue.



**Jane** With my little eye I spy a technological device which is multitasking.

**William** Mmm... A computer!

**Jane** Not exactly. It is wireless, and portable.

**William** Mmm... A laptop.



**Jane** No. This device has a touchscreen interface.

**William** A smartphone?

**Jane** Mmm... I don't think so. It's smaller than a laptop but bigger than a smartphone.

**William** I got it! A tablet!

**Jane** Yes! That's right.

- 2 **Modeling**   Listen again and practice the dialogue in pairs.

- 3 **Let's speak**  Use the example in activity 1 to create a similar dialogue describing a technological device or innovation. Use the **USEFUL EXPRESSIONS** provided.




### USEFUL EXPRESSIONS

- It's a...
- They are...
- It's a device with...

# Checkpoint

1. Look at the pictures, describe them and indicate their use. Use vocabulary studied in the lesson.



2.  Talk about the cause and effect of green technologies in your community. Use structures studied in the lesson.
3.  Read the following extracts of sentences and complete them.
  - a. ...; consequently, the levels of contamination have dropped considerably.
  - b. If we consume water appropriately,...
  - c. If countries use mainly solar and wind technologies,...
4.  Write a short paragraph (50 words) describing the green technological device you think is the most useful.

## CHECK AND TAKE ACTION



What strategies did you use? Which was the most challenging activity? Why?

- 1 I can use context vocabulary to talk about technology.
- 2 I can express the cause and effect of green technologies in my community.
- 3 I can write sentences about situations that will possibly happen in the future.
- 4 I can write short texts describing technological devices.
- 5 I show interest in continuous and independent learning as part of a personal project and to contribute to society.



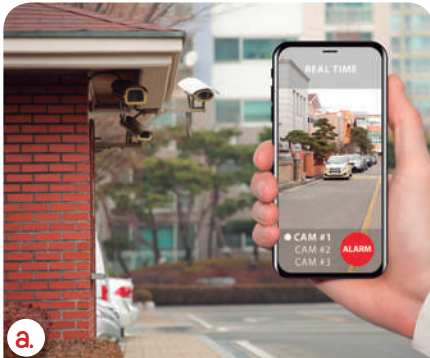
Make sure you revise pages 62, 64, 65, 67 and 68.

# LESSON 2

## Technology at home

### VOCABULARY IN CONTEXT

1 Listen and repeat. How has technology changed our everyday lives? Discuss.



a. Our neighbors decided to get a **high-tech** security system for their home.



b. The slow cooker and the air fryer are two of the most popular **appliances** in the UK.



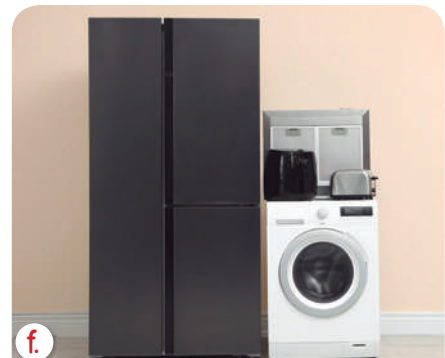
c. This AC aims to **improve** our quality of life.



d. This food processor is possibly the most versatile kitchen **gadget** I've ever seen.



e. **Home automation** allows you to control your home from a distance.



f. Washing machines, and fridges are also considered **smart home technology**.

2 Look at the pictures and rank the kitchen gadgets according to how useful you think they are. Listen, compare and contrast your ranking with the one you listen to.



a. Air fryer.



b. Blender.



c. Coffee machine.



d. Food processor.



e. Slow cooker.



## READING

- 1 Read the title and look at the pictures below. What kind of information do you think the text will provide?
- 2 Skim the text and name:
  - a. the technological devices mentioned.
  - b. some smart home ideas.
  - c. some benefits of smart homes.



# What is a smart home?

A smart home has an intelligent technological system that allows you to remotely program and control your appliances.

### What are the benefits of a smart home?

Smart homes allow you to have control of your energy use by adjusting temperature, turning on and off lights, opening and closing windows, and adjusting irrigation based on the weather.

They also allow you to detect areas where you're using more energy than you need to, helping you to save money.

### Are smart home devices energy efficient?

Most smart home devices can help to conserve energy. People can have smart home appliances, such as lights or a smart thermostat that can help them change their energy consumption habits.

### How do you turn a home into a smart home?

People should upgrade their WI-FI, since all smart home devices use the Internet to communicate.

They should identify exactly what their needs are, and then pick the areas they want to start with.




### What are some smart home ideas?

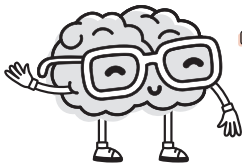
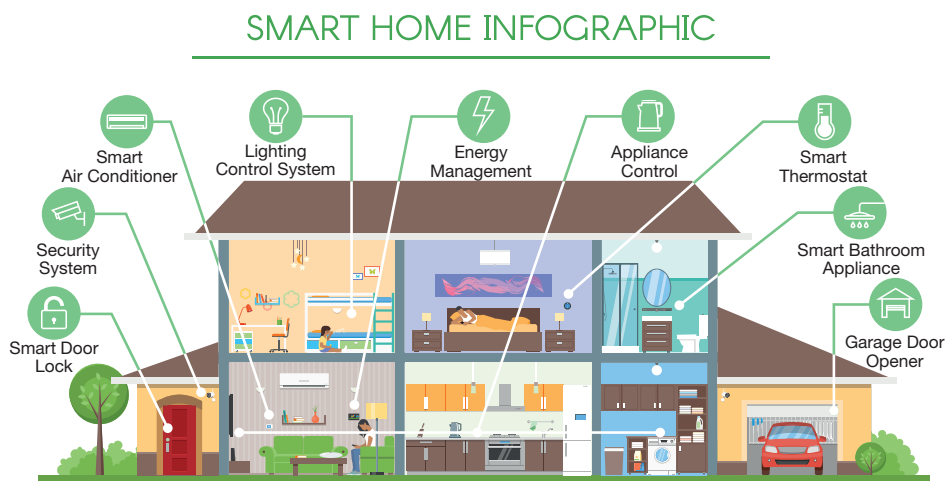
Keep your home safe with smart lock to lock and unlock your door remotely. Monitor your home with smart security.

Manage your home temperature and save energy with a smart thermostat. Use voice commands to do things such as turn on music. Control your home lights with smart light bulbs from your cellphone.

Taken and adapted from: What is a smart home? (n.d.) Constellation. Retrieved from: <https://bit.ly/3uh5a0k>



- 3  Read the text and answer.
- Were your assumptions in activity 1 correct?
  - What is a smart home?
  - Do smart homes help us save energy?
  - What do people need to turn their houses into smart homes?
- 4  Take turns with your partner to ask opinion questions about the text.
- 5  Discuss the following questions.
- Would you like to turn your house into a “smart home”?
  - What would you like to control remotely?
  - Do you think homes should fully control themselves? Why?






### LET'S REFLECT

- What are the pros and cons of a smart home? Discuss.

### LANGUAGE IN USE

#### Introducing relevant information (Relative Clauses)

- Read these sentences. Pay special attention to the sections in **blue** and **orange**.
  - These are the energy-efficient light bulbs** which were sold out.
  - That is the salesman** who recommended me my wonderful robot vacuum.
  - Smart watches contain a small computer** that runs on its own operating system.
-  Discuss.
  - How many parts do these sentences have?
  - What do the parts in orange indicate?
  - What do the parts in blue represent?
- Read the text once more and find the relative clauses.
-  Look at the pictures and finish the sentences with your own ideas.

- 1 **Modeling**  Read an opinion essay. What is its structure? What does the person write about?

## How technology has made our lives easier


There is no doubt that technology has changed the way we live. With the help of technology, things that **seemed** impossible in the past are nowadays easily done and in a short time.



For example, in the past, people spent many hours a day doing the laundry or cooking all by hand. Today most of those things can be done by machines, giving you more time to enjoy with your family or just relax.

In terms of communication, today we just need a smartphone and press a button to talk to someone on the other side of the world.

As I see it, technology has made our lives simpler, and as it continues evolving, we will continue saving time, money and energy.



- 2 **Organizing ideas** Write a 60-word opinion essay about how technology has helped us to reduce waste. Look for information that can help you support your opinion. Then brainstorm what relevant information you will include in your essay.
- 3 **Drafting** Put your notes together. Use the example in activity 1 as a model.
- 4 **Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary. Exchange texts with your partner and make notes to help correct his/her work.
- 5 **Writing** Write the final version on a big piece of paper.
- 6 **Publishing**  Publish the final version on your classroom's notice board or read it to your classmates.

- 1  What do you know about alternative energies? What kind of energies have you studied in Science classes? Discuss.
- 2  Read the text and answer.
  - a. What is alternative energy?
  - b. Which alternative energies are the most affordable?
  - c. Which one is the most reliable?

## What is ALTERNATIVE ENERGY?

Fossil fuels like oil, coal, and natural gas are the most traditional sources of power generation. Therefore, the energy that is produced from any source other than fossil fuels is called Alternative Energy.

The most **affordable** alternative energies are wind and solar power. Bioenergy, geothermal energy, hydroelectric power, and nuclear energy are also becoming affordable too, but more slowly.

One of the most reliable sources of energy is nuclear energy. Next in line comes geothermal, followed by natural gas. Natural gas is considered the cleanest burning and most reliable fossil fuel.

Wind energy, which uses turbines to get power from the wind, is one of the cleanest and most sustainable forms of electricity generation.


As alternative energy technologies continue to improve, they become cheaper and have the potential to meet the world's energy demand.

Taken and adapted from: Why Alternative Energy Sources Are the Future? (n.d.). Just energy. Retrieved from: <https://bit.ly/347Gr46>


### MINIPROJECT

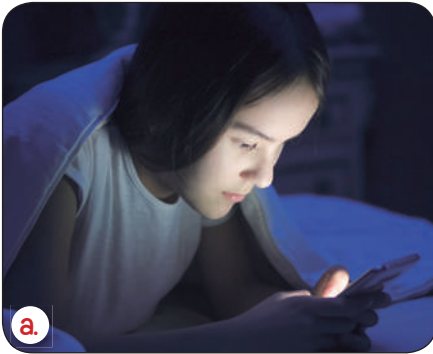
#### Alternative energy sources



In pairs, you will make a PPT presentation of a type of alternative energy.

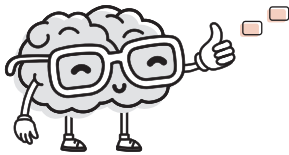
- a.  Choose an alternative energy source, and look for information about it. Include what it is, how it works, advantages and disadvantages, and name a plant in Chile where that alternative source of energy is used.
- b. After organizing your ideas and selecting the information you will include, start working on your PPT or presentation.
- c. Present your work to the class.

## LISTENING

- 1  You will listen to a recording called: *How to technologically disconnect to reconnect with yourself*. What kind of information do you think you will hear? Look at the pictures and guess.



- 2  Listen and check if your assumptions were correct. What was the recording about?
- 3  Listen again and indicate if the statements are correct or incorrect. Justify your answers.
- a. Being off will give you more time to reflect and reconnect with important things.
  - b. Being off will increase your stress for constant connectivity.
  - c. It's a good idea to arrange replacement activities to do during your detox.
  - d. Try not to tell anyone about your time off. Keep it a secret.





### LET'S REFLECT

- Do you think we are too dependent on technology? Are we too dependent on our smartphones?

## LANGUAGE IN USE

### Introducing relevant information (Relative Pronouns)

1. Practice these exchanges with your partner and pay attention to the words in **red**, **orange** and **blue**.
- All these things will make you feel happier, **which** is always better.
  - Reconnect with the things **that** really matter.
  - That is the person **who** can help you find the best security solution for your home.
2. Answer the following questions.
- a. When do we use the relative pronoun in **red**?
  - b. When do we use the relative pronoun in **blue**?
  - c. When do we use the relative pronoun in **orange**?
3.   Write sentences using relative pronouns.


## SPEAKING

1  Listen and identify the difference between the sounds /w/ and /r/.

2  Listen, read and repeat two tongue twisters.

/w/ Wetter weather never weathered  
wetter weather better.

/r/ Ray Rag ran across  
a rough road.

3 **Preparing to speak**   Read and listen to some people talking about how to use a front loading washing machine.

**Mike** How do you use this machine, Laura?

**Laura** It's quite easy. You just place your dirty laundry into the drum of the washing machine. Make sure to leave enough space for the clothes to move around in the wash.

**Mike** OK, that's easy. Then, what do I have to do?

**Laura** Well, you check the **fabric** care labels on your clothes. As a rule, delicate clothes need a slower cycle, while cotton and other durable fabrics will need a faster cycle.

**Mike** OK, so I guess I need to choose the temperature now.


**Laura** Correct! Sometimes your washing machine will automatically select the temperature. However, you can select the right temperature based on the labels on your clothes.

**Mike** OK, ready! And then, we press *go!*

**Laura** Perfect. Remember to always unload your clean laundry immediately.

4 **Modeling**   Listen and repeat.

5 **Practice**  Practice giving instructions and take turns to repeat them.

6 **Let's speak**  Decide on a technological device you would like to show your classmates how to operate. Take turns to present each step. Use activity 1 as a model.

# Checkpoint

1. Look at the pictures and indicate what they are and their use. Use vocabulary studied in the lesson to create some sentences about them.



a. Smart watch.



b. Security camera.



c. Dish washer.



d. Water heater.

2. Think about a technological device. Take turns to give instructions about how to operate it.
3. Take turns to pronounce the following tongue twister. Then choose two words from it and make sentences related to the topic of the lesson.

*When we went walking, we were watching window washers wash windows with warm washing water.*

4. Write a short dialogue giving information about a technological device. Use some of the relative pronouns seen on page 75.

## CHECK AND TAKE ACTION

- 1 I can use context vocabulary properly.
- 2 I can give instructions about how to use a technological device.
- 3 I can identify and produce target sounds / w / and / r /.
- 4 I can use relative clauses and its corresponding relative pronouns to provide essential information.
- 5 I show interest in continuous and independent learning as part of a personal project and to contribute to society.



What strategies did you use? Which was the most challenging activity? Why?



Make sure you revise pages 70, 72, 73, 75 and 76.

# Project

## My technological project



In groups, you will make and show how to make a technological device using recycled materials.



### PREPARATION

- 1 You will make a technological artifact using recycled materials. You must include the instructions on how to do it and how to use it.

### PRODUCTION

- 2 Visit the link below and choose the project you will work on. If you don't have an Internet connection, ask your teacher for help.
  - <https://bit.ly/3LcYoP6>
- 3 Work on the project according to the instructions.
- 4 After finishing your project, write the instructions in a PPT or a piece of cardboard. Include pictures of each step.
- 5 Revise and edit the instructions with the teacher's help. Use a dictionary if necessary.



6 Practice the oral presentation as a group.



## PRESENTATION

7 Present your technological artifact and the corresponding instructions to your classmates, orally. Display the technological artifact in a visible place in your classroom.

## PEER ASSESSMENT

Read these indicators and check your performance with your group.

We **PRESENTED** a clear and well-organized project.

We **ACCOMPLISHED** our tasks on time.

We **SUPPORTED** and cooperated with each other.

We **FOLLOWED** the instructions and **INCLUDED** all the information asked.

We **SHOWED** a positive attitude towards others' work.

We **SHARED** our ideas and **VALUED** each other's contributions.

1 Read the text and answer.

- What is the importance of satellites in climate change?
- How can satellites help meteorologists?
- How do satellites contribute to our well-being?

## Satellites in our everyday life

The first satellite was launched into orbit in 1957, and from that day on, they have evolved rapidly. There is a growing number of satellites orbiting around the Earth, but we do not realize the important role satellites play in our daily lives.


They contribute to our well-being by allowing us to communicate between

widely dispersed locations, provide instant credit card authorization or have video conferences with people from different parts of the world.

Satellites can also help meteorologists to see the weather on a global scale, follow the effects of volcanic eruptions, and **stare** at hurricanes as they evolve, etc.



Taken and adapted from: Satellites in our everyday lives. (Modified 2020, January 27). Government of Canada. <https://bit.ly/3Gz6HS8> Soffar, H. (Updated 2020, May 7) What are the importance and uses of Satellites in our life? Online science. <https://bit.ly/3AWIbcn>

2  Discuss these questions.

4 p.

- a. Have you realized the importance of this technology in our daily lives?
- b. What other advantages can satellites bring to our everyday life?

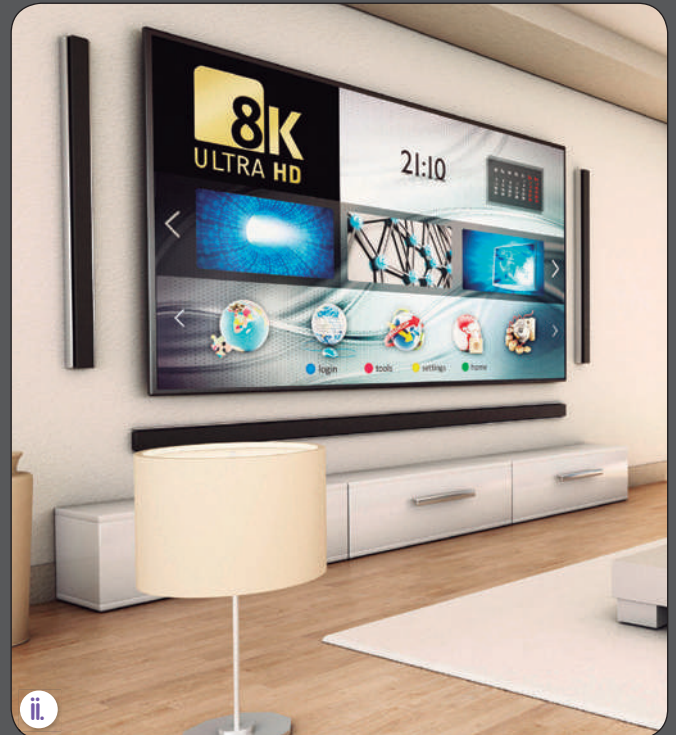
3  Listen to a recording about the evolution of television and answer.

4 p.

- a. How did TV sets start?
- b. Were TV sets accessible for everyone in the twenties? Why?
- c. What is the importance of this technological device?
- d. What are TV sets like nowadays?



1928 Baird TV set - Televisor Model C.



8K television.

4 Write an opinion essay (65 words approximately) about a piece of technology you have that is important for you, and how it could be improved.

6 p.

Outstanding! (17 - 16)	Very good (15 - 13)	Needs improvement (12 - 9)	Not good enough (Less than 9)
You achieved the learning goals.	You are achieving the goals. Analyze the few mistakes you made.	Your performance can improve. Review your mistakes.	You need to review the contents and practice more.
<b>CONGRATULATIONS!</b>	<b>WELL DONE!</b>	<b>KEEP ON WORKING!</b>	<b>YOU CAN DO IT!</b>

# Evaluation rubrics

## Writing skills

AREAS	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of control of the target grammatical structures of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good degree of control of the target grammatical structures of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sufficient control of the target grammatical structures of the unit.</li> <li>• Frequent and/or major errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates poor use of target grammatical structures of the unit.</li> <li>• Makes use of basic structures.</li> <li>• Errors interfere with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very limited use of basic grammatical structures.</li> <li>• Multiple errors.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target vocabulary of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target vocabulary of the unit.</li> <li>• Few and minor spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes adequate use of the target vocabulary of the unit.</li> <li>• Frequent and/or major spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes poor use of the target vocabulary of the unit.</li> <li>• Makes use of basic vocabulary.</li> <li>• Errors interfere with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of basic vocabulary.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of basic cohesive devices among paragraphs.</li> <li>• Relies on punctuation mainly.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally makes poor use of punctuation and simple connectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs unlikely to be connected neither by punctuation nor connectors.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The text structure presents the corresponding features, and the content is coherent.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents the corresponding features, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents minor omissions, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents major omissions, and the content shows multiple irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text is irrelevant and leads to multiple misinterpretations.</li> </ul>

## Oral skills

AREAS	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of control of the target grammatical structures of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good degree of control of the target grammatical structures of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sufficient control of the target grammatical structures of the unit.</li> <li>• Frequent and/or major errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates poor use of target grammatical structures of the unit.</li> <li>• Makes use of basic structures.</li> <li>• Errors interfere with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very limited use of basic grammatical structures.</li> <li>• Multiple errors.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target vocabulary of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target vocabulary of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes adequate use of the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes poor use of the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes inadequate use of vocabulary.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Speaks clearly and imitates accurate pronunciation.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly and attempts accurate pronunciation.</li> <li>• Few and minor mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks intelligibly.</li> <li>• Frequent and/or major mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple mispronunciations interfere with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks often unintelligibly.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Presents a continuous smooth flow of speech.</li> <li>• Makes natural pauses.</li> <li>• Never reads.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents, in general, a smooth flow of speech.</li> <li>• Few self-corrections and/or hesitations.</li> <li>• Uses written text only as help.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an irregular flow of speech.</li> <li>• Frequent self-corrections and hesitations.</li> <li>• Depends too much on written text.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a slow flow of speech.</li> <li>• Multiple self-corrections and hesitations interfere with the comprehensibility of the speech.</li> <li>• Reads constantly.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a stumbling speech, constant corrections, and hesitation.</li> <li>• Fails to communicate ideas.</li> <li>• Always reads.</li> </ul>

In what aspects are you similar to or different from your classmates?




# UNIT 4

## EQUALITY and DIVERSITY



### OBJECTIVES OF THE UNIT

#### You will...

- Listen to and show comprehension of spots and interviews about diversity and multiculturalism.
- Read and identify general and specific information in articles and letters about situations of discrimination and diversity.
- Talk about multiculturalism, diversity and discrimination.
- Write simple texts, following the steps of the writing process.

- 1  Read these verses taken from a famous song. Do you know its name?


*Imagine there's no countries,  
It isn't hard to do;  
Nothing to kill or die for,  
And no religion too;  
Imagine all the people living life in peace.  
Imagine no possessions,  
I wonder if you can;  
No need for greed or hunger,  
A brotherhood of man;  
Imagine all the people sharing all the world.*

- 2  Read the verses from the song again and answer.
- a. What is the topic of the song?
  - b. What does the song promote?
- 3  What is your favorite part of the lyrics in activity 1? Why?

# What do I know?

1   Listen and discuss these questions.

- What is Jenna listening to?
- What does Jenna think about education? Why?

2   Listen and answer these questions about teens around the world.



- What do the kids in the picture have in common? In which way are they different?
- How many hours does an average 14-year-old spend playing video games?
- How many emails has he/she exchanged by the age of 14?
- How many hours has he/she spent on the cellphone?
- Do these statistics apply to your reality?




- 3 Read this piece of information about the Statue of Liberty and answer the questions.

On Oct. 28, 1886, the Statue of Liberty was **unveiled** in New York City. The statue has become an icon of freedom for the United States and has been a welcoming **sight** to immigrants arriving from abroad. Lady Liberty is one of the first New York icons seen when sailing into its **harbor**. It remains an enduring symbol of freedom, democracy and even diversity.

Mirror, F. the. (2017, December 4). The statue of liberty: Standing tall for diversity: Diversity. Federal Way Mirror. Retrieved June 22, 2022, from: <https://bit.ly/3HGGJhC>

- What does the Statue of Liberty represent today?
- Why do you think this statue is famous?
- Do you think it is important to have a symbol like this one? Why? Why not?
- Do you think diversity has to be celebrated? Why?



- 4  Read this dialogue between two friends and then replace the underlined parts with your own ideas.

**Dan** What do you know about your origins?

**Karla** Well, my family is from the north of Chile, and my grandparents are immigrants from Peru.

**Dan** Interesting! Do you keep your traditions in terms of food and festivities?

**Karla** Yes, but only some of them, such as *Inti Raymi*.

**Dan** Naturally, all families in Chile are different.



**Karla** For sure! Every family has its own particularities, depending on their origin, customs and history.

- 5  Role-play your new dialogues in front of your classmates.

# LESSON 1

## What is diversity?

### VOCABULARY IN CONTEXT

1   Look at the pictures, listen and read.



a.

This university respects the **cultural diversity** of the students.



b.

It is necessary to address the **cultural background** of indigenous children in schools.



c.

**Cultural assimilation** tends to become normal among children.



d.

**Differently abled** people face many challenges.




e.

Canada has traditionally emphasized its **multicultural** character.






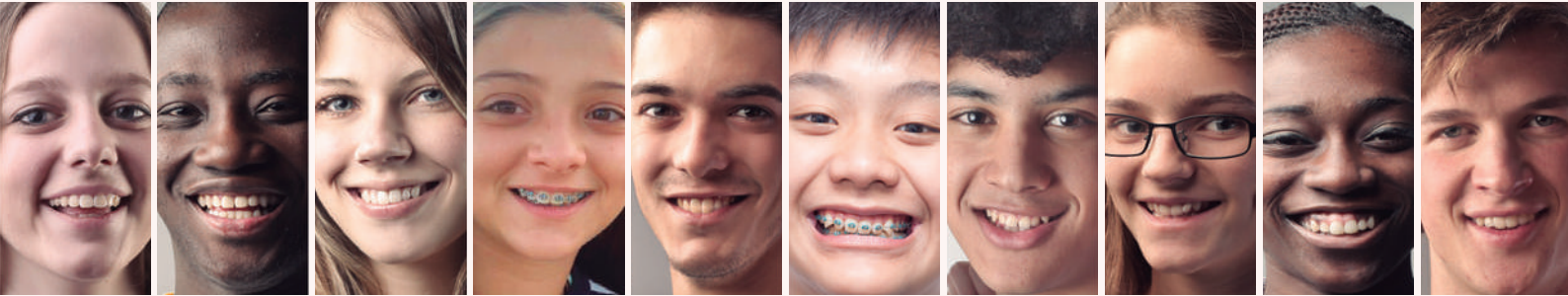
f.

**Identity** is influenced by aspects such as gender, ethnicity, and sexual diversity.

2  Is Chile a diverse country? Why? Why not?

## READING

- 1  Look at the pictures below. How are they related to the concept of “diversity”?
- 2  Look at the text and the pictures again. What type of opinion do you think the author has about diversity?
- 3  Read the text and check your ideas.



# WHAT IS DIVERSITY?

**I** The word diversity means a variety of things. Look around and you will see that our society is very diverse.

**II** Human beings have a great deal of diversity. Although our basic structure is the same -we all have a head, a body, and usually two arms, two legs, etc.- there is diversity in our looks; skin, hair, and eyes all have lots of interesting colors. Our bodies are different, too, in size and shape. Even our fingerprints are unique!

**III** People are diverse in many ways. We have a variety of ethnic backgrounds and religious beliefs; we speak a great deal of languages, and have different thoughts and feelings. We also have multiple identities that **intersect** to influence how we experience our world, connect to others, and create a sense of self. These identities can be influenced by gender and sexual orientation, for example. Research tells us that positive mental health, wellbeing and a sense of belonging are strongly influenced by an inclusive approach to identity.

**IV** Unlike assimilation - where everyone’s differences are lost in a giant **melting pot** -multiculturalism supports the idea that maintaining our different cultural identities can enrich our communities and us. Multiculturalism does not promote **ethnocentrism**. Instead, it celebrates diversity by valuing individual **heritages** and beliefs.

**V** Respect for each other’s cultural values and beliefs is an intrinsic part of cultural diversity. We must learn to respect others and not to pre-judge them, as there is much to learn from people who are different from ourselves. It is important to make it clear that it is wrong to reject a person because of his or her appearance or heritage.

Adapted from: Hurwitt, M. *Cultural Diversity: Towards A Whole Society*. (n.d.). Retrieved from: <https://bit.ly/3vXLE9Y>

4 Read the text again. Identify the answers to these questions.


- a. How are human beings diverse?
- b. What are the external signs of human diversity?
- c. What does multiculturalism promote?

5  Discuss and then share opinions with other groups.


- a. How much do you agree with the opinions in the text? Support your answer.
- b. How diverse is your own society? Explain.

## LANGUAGE IN USE


### Expressing quantity

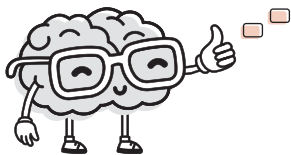
1  Read these phrases from the text. Pay special attention to the parts in **bold**.

- We all have **a** head, **a** body, **two** arms, **two** legs.
- Our eyes all have **lots of** interesting colors.
- People are diverse in **many** ways.
- We speak a **great deal of** languages.

2  Answer the questions orally.

- a. What do the parts in **bold** express?
- b. What do these parts refer to?

3  Look at the pictures and fill in the blanks with the correct word to express quantity.



### LET'S REFLECT

- What are the positive aspects of living in a diverse society? Why?

### CULTURAL SPOT

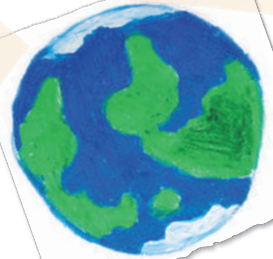
#### Diversity in Chilean schools

- a. In groups, describe your school answering these questions:
  - i. What is the composition of the students in terms of ethnicity, class, gender, sexual orientation or religion?
  - ii. Do you consider your school to be diverse? Why or why not?
- b. In what ways can diversity improve learning experiences?
- c. Write a short text expressing your ideas and conclusions. Check grammar, vocabulary and spelling in your dictionary.
- d. Present your ideas to your classmates.

## WRITING

- 1 **Modeling** Read the following paragraph and pay attention to its structure.

Diversity is everything that makes people different from each other. This includes many different factors, such as **ethnicity**, gender, sexual orientation, socio-economic status, physical or cognitive abilities, etc. My classroom is very diverse. There are students from different countries and religions. There are students of different origins too. I think there are a lot of benefits to a multicultural classroom. We can learn about the cultural backgrounds of other students, we can talk about life in other countries and develop tolerance to their culture.



- 2 **Organizing ideas** Discuss these questions.
- How diverse is your school and your town?
  - Are your customs different from / similar to your classmates' customs? Why?
  - What are the advantages / disadvantages of living in a diverse society?
- 3 Copy the chart below in your notebook and take some notes of the main ideas discussed.

OUR EXPERIENCE		
Advantages	Challenges	Our feelings

- 4 **Drafting** Use your notes to write some sentences, summarizing your conclusions, feelings and opinions about this topic.
- 5 **Revising and editing** Check your text. Correct spelling, punctuation and grammar when necessary. Exchange texts with your partner and make notes to help correct his/her work.
- 6 **Writing** Write the final version on a piece of paper.
- 7 **Publishing** Present your opinions to the class orally. Use the text you wrote as help.

## Let's have fun

Rigoberta Menchú is one of the most important indigenous leaders and activists in Guatemala.

- 1 Look at the picture and read the title of the text. Have you ever heard of this person before?
- 2 Read the text and answer.
  - a. Who is Rigoberta?
  - b. What does she fight for?

# Rigoberta Menchú



Rigoberta Menchú was born on January 9, 1959, in Chimel, Guatemala.

Her family and her community suffered the repression of the Guatemalan regime; Her hometown was **razed** to the ground, leaving only twelve inhabitants out of four hundred.

While Rigoberta lived through family tragedies, she worked in the fields to later become a domestic worker in Guatemala and learn Spanish on her own, with no university studies.

She joined the “*Unidad Campesina*” Committee in 1979, and was forced into exile in Mexico where she arrived in 1981 supported by militant Catholic groups.




Already in exile, she started publicly denouncing the serious situation of the Guatemalan Indians. In August 1982, she became the first Guatemalan Indian to participate in the beginnings of the working group on indigenous populations at the UN, and in 1983 she published her book “*My name is Rigoberta Menchú and that is how my conscience was born.*”

In 1992, she was awarded the Nobel Peace Prize, becoming the first indigenous person and the youngest person to receive it. In 1998, UNESCO awarded her the “Education for Peace Prize”.

She used the money from the Nobel Prize to establish the “*Vicente Menchú Foundation*,” which aims to support development projects for the indigenous people in Guatemala.





Adapted from: *Menchú Tum, Rigoberta*. Biografía: Menchú Tum, Rigoberta. (n.d.). Retrieved July 25, 2022, from: <https://bit.ly/3J13AoR>

## Storytelling & roleplaying

- 1  Investigate online, or in an encyclopedia, about other social fighters, such as Gandhi, Malcolm X, Martin Luther King, Rosa Parks, Nelson Mandela or Elena Caffarena.
- 2  Write and tell a story about one of the people you have chosen, using the text as a model.
- 3  Role-play it in front of the class.



## LISTENING


- 1  What can we do to show respect to people who are different from us? Discuss.
- 2  You will hear a recording about diversity. What kind of text do you think it is?
- 3  Listen to the recording and check your ideas.
- 4  Who says it? Listen again and point at the people as you hear the ideas.
  - a. Don't go along with prejudices and racist attitudes.
  - b. Never stereotype people.
  - c. Try to learn something from them.
  - d. Show interest and appreciation for other people's cultures and backgrounds.



Mario




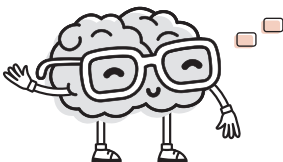
Rita

- 5  Discuss these questions.
  - a. Do you agree with the message in the recording?
  - b. Would you add any recommendations to the list? Which one(s)?

### LANGUAGE IN USE

#### Expressing quantity (continued)



1. Read the sentences from the recording and other examples.
  - We live in a diverse nation made up of **many** different cultures, languages, ethnicity, backgrounds and sexual orientation.
  - Here are **some** ways we can respect people.
  - There is **much** to learn from people who are different from us.
  - In our school, only **a few** students come from other countries.
2. Answer these questions.
  - a. What do the parts in **bold** express?
  - b. Which parts express big quantities?
  - c. Which parts express small quantities?
3.  Circle the correct word to express quantity.



### LET'S REFLECT

- What do you think we can learn from people with different backgrounds?

## SPEAKING

- 1 **Preparing to speak**   Lindsay and Francis are talking about diversity. Read and listen to their conversation.

**Lindsay** Francis, what comes to your mind when you hear the word “diversity”?

**Francis** I think of a combination of cultures, ethnicities, sexual orientations, etc, that make up a society.



**Lindsay** OK, and do you feel diversity is good for us?


**Francis** Absolutely, I think diversity and different ways of life make our society more tolerant and also richer.

**Francis** What about you, Lindsay? Do you think we are all equal?

**Lindsay** Of course, and I believe nobody should be judged or discriminated against because of things such as color of skin or sexual orientation.

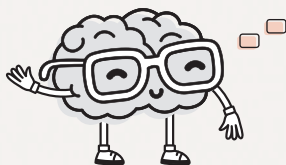
**Francis** I strongly agree with you.

- 2 **Modeling**   Listen again and practice the dialogue in pairs.

- 3 **Let's speak**  Use the example in activity 1. Create a similar dialogue expressing your ideas about diversity. Use the **USEFUL EXPRESSIONS** provided.

### USEFUL EXPRESSIONS

- How would you define...?
- What are the differences...?
- I think... / I believe
- In my opinion... / I agree... (don't agree) because...



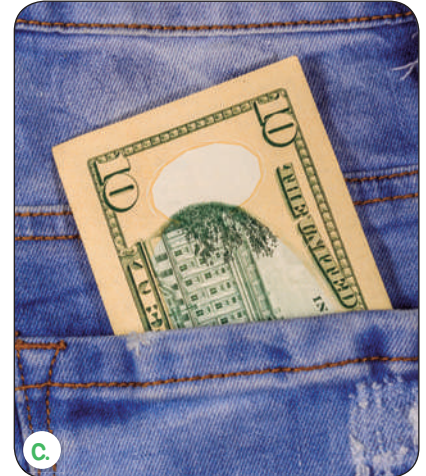
### LET'S REFLECT

- Did the instructions and the model text help you accomplish the task? Explain.
- Was the task useful to understand our differences?



# Checkpoint

1. Look at the pictures and describe them using expressions of quantity.



2. Express two actions that show respect to others.

3. Write two sentences describing diversity and multiculturalism.

## CHECK AND TAKE ACTION

- 1 I can use expressions of quantity.
- 2 I can express actions to show respect.
- 3 I can write about a specific topic.
- 4 I developed cultural awareness and comprehension, showing interest and tolerance for different ideas, beliefs and thoughts.



What strategies did you use? Which was the most challenging activity? Why?





Make sure you revise pages 90, 91, 93 and 94.

# LESSON 2

## Diversity and discrimination

### VOCABULARY IN CONTEXT

1   Read, listen and explain the meaning of the words in bold. Use a dictionary if necessary.



a. It's not right to **discriminate** people because of age, ethnicity, gender, origin or physical appearance.




b. A person with a disability was **approached** by her classmate to offer some help.



c. They usually **look around** many places when they travel.






d. Nowadays, we live **surrounded** by many other cultures.


2  What situations of discrimination can happen in these places? Discuss.




## READING

-  Discuss these questions.
  - Have you ever seen a discriminating situation? If yes, what did you do?
  - Are you familiar with the concept of “intersectionality?”
-   Read this short definition. Do you think intersectionality is relevant today?

**Intersectionality** can be understood as the complex, cumulative way in which the effects of multiple forms of discrimination (such as racism, sexism, and classism) combine, overlap, or intersect especially in the experiences of marginalized individuals or groups.

-  Read the text and discuss. Can you guess why the girl was being discriminated against?

**To:** Superstore

**From:** Karol Ortega

**Subject:** Discriminating situation

Dear Mr. Daniels,

Last Friday, I went to your store to buy some products, it was my first time going there alone.



Unfortunately, while I was looking at different products, I was approached by one of your guards. She asked for my name. Then I was asked about the purpose of my visit to the store. She finally wanted to know why I was alone.

This situation made me very upset and I didn't buy anything. I feel that your guard acted incorrectly. I was simply looking around a shop with the intention of buying a few things. I felt discriminated against.

I would like an explanation about this situation, because it made me feel guilty for something I didn't do.

Sincerely,  
Karol Ortega


Created by: Publishing team

**SEND**        



4  Read the text again. Identify the specific answers to these questions.

- a. Where did this situation happen?
- b. Why did the girl write the email?

5  Discuss these questions.


- a. How did you feel when you read the mail? Why?
- b. Do you think the guard acted correctly? Why? Why not?
- c. What would you do if you saw something similar happen?

6  What's your opinion about the situation in this picture?



## LANGUAGE IN USE

### The Passive Voice

1. Read these sentences from the text. Pay special attention to the parts in **color**.
  - While **I** was looking at different products, I **was approached** by **one of your guards**.
  - **I was asked** about the purpose of my visit to the store.
2. Match the parts in color with these concepts.
  - a. the action
  - b. the person who performed the action
  - c. the person who received the effect of the action
3.  Fill in the blanks with the passive form of the verbs between parentheses.

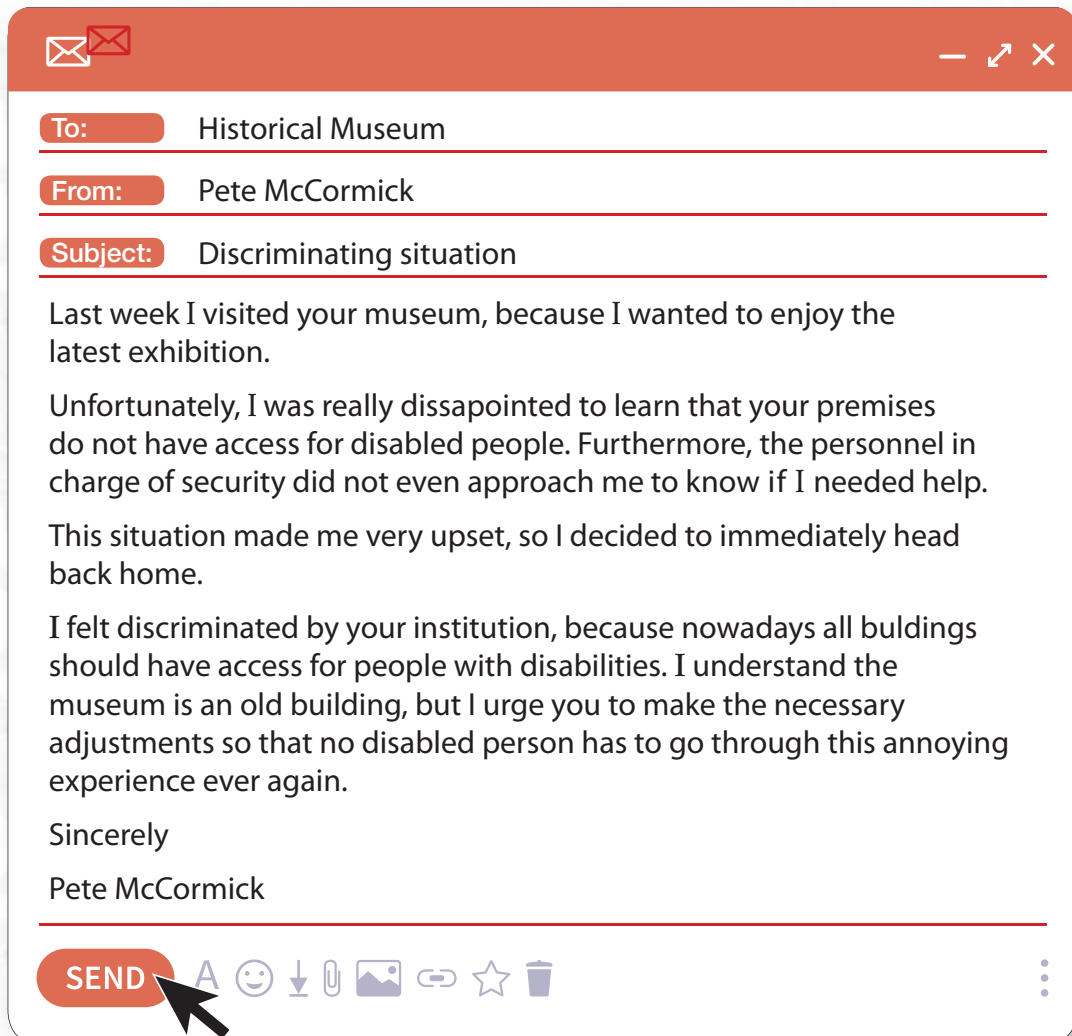



### LET'S REFLECT

- Do you think discrimination can be tolerated in some situations? Why?

**1 Modeling** Read some paragraphs from the e-mail below. Identify:

- When the situation happened.
- What happened.
- What the purpose of the email is.






**2 Organizing ideas**  Think about a discriminating situation (real or imaginary) you would like to complain about. Reflect on the origins of the particular kind of discrimination and take some notes on how the events happen.

**3 Drafting** Put your ideas together into a short paragraph. Use the example in activity 1.

**4 Revising and editing** Check your text. Correct spelling, punctuation and grammar when necessary.

**5 Writing** Write the final version on a separate piece of paper or type it on a computer.

**6 Publishing**  Get in groups and read your paragraph aloud. If possible, send your text by mail. Exchange opinions and reach an agreement about this controversial situation.

- 1  Discuss what you know about social rights. If you don't know much, find out about them.
- 2  Read this article about famous activists and answer the questions below.

## WORLD-CHANGING VOICES



Throughout history and all accross the world, people have been protesting and speaking up about what matters to them. Take a look at five activists that used their voices to make a change.



**ELENA  
CAFFARENA**

Chilean lawyer, jurist and feminist. She dedicated her life to fighting for the working class and women's **emancipation** in Chile. Together with Flor Heredia, she drafted the bill that would allow women to vote in all elections, an accomplishment that was only achieved in 1949, under the government of Gabriel González Videla.

**Adapted from:** Elena Caffarena (1903-2003) - memoria chilena. Memoria Chilena: Portal. (n.d.). Retrieved July 25, 2022, from: <https://bit.ly/3vftm2J>



**GRETA  
THUNBERG**


Swedish teenage climate activist Greta Thunberg started a school strike for climate change outside the Swedish Parliament. Since then, Greta has become a global phenomenon and has helped spread the movement around the world.

**Adapted from:** Five child activists you need to know (2021)  
Retrieved from: <https://bit.ly/3CQo9kJ>





- a. Do you feel identified by any of these examples? By which one?
- b. Are there any other rights you would you like to support? Why?

### MINIPROJECT

#### A children rights' activist

- a.  Work in groups of three or four.
- b. Look for information about a children rights' activist in Chile (or in Latin America).
- c. Make a list of achievements and actions she/he has achieved or taken.
- d. Write a short paragraph about this activist.
- e. Copy the text on a separate piece of cardboard. If possible, get a photo of the activist.
- f. Present your work to your classmates.

## LISTENING

-  Make a list of everyday things related to your own culture (the food you eat, the language you speak, the music you listen to, etc.). Then compare them.
-  You will listen to some teens expressing their feelings about multiculturalism. Do you think they like this concept? Why? Why not?
-  Listen and check your ideas in activity 2.
-  Listen again and decide if the sentences are right or wrong.
  - The reporter is in East London.
  - At Queen Mary's school, more than ten languages are spoken.
  - It is one of the most multicultural schools in the city.




Kendra

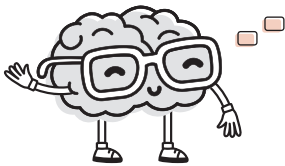


Greg



Sharon

-  Listen once more. Who said each sentence? Sharon, Greg or Kendra?
  - It is important to understand other cultures.
  - Today, we live surrounded by many other cultures.
  - We are a lot more similar than different.
  - Multiculturalism is great.
  - The world is becoming smaller.
  - Differences make our world more interesting and diverse.





### LET'S REFLECT



- What are your feelings towards multiculturalism?

## LANGUAGE IN USE


### Passive Voice (continued)

- Read these sentences from the recording. Pay attention to the underlined parts.  
At St Mary's School, more than twenty languages are spoken.  
Today, we are surrounded by many other cultures.
-  Analyze and discuss.
  - What do the underlined parts express? Choose an option.
  - What is the difference between the two verbs?
-  Rewrite the sentences using the Passive Voice.

## SPEAKING

1 **Preparing to speak**   Listen and repeat these lists of words. Pay special attention to the sounds of the underlined letters.

- a. This they that there mother father feather leather  
b. Three think thousand thanks path both birthday theater

2   Listen and repeat these phrases.



What do you think...?

What do you feel about...?

I think...

In my opinion...


Today...

3 **Modeling**   Listen to this short recording. Pay special attention to pronunciation and intonation.



I think multiculturalism is everywhere. Today, we are surrounded by many other cultures. In my opinion, multiculturalism is great. Walking out of your door and seeing other cultures is fantastic.

4 **Practice**  Take turns to practice the speech in activity 3.

5 **Let's speak**  Answer the questions below and express your feelings about multiculturalism. Use the example you practiced and the expressions provided.

- a. What are the positive aspects of multiculturalism?  
b. What can we learn from a multicultural classroom?  
c. Do you think you live in a multicultural area or city? Why? Why not?

6  Report your opinions to your classmates.

### USEFUL EXPRESSIONS

- I think...
- In my opinion...
- I believe...
- In my school...



# Checkpoint

1. Write a sentence to describe each picture. Use the Passive Voice.



2. Explain to your partner what you think about multiculturalism.

3. Discuss discriminating situations you see in your country or city in pairs.

## CHECK AND TAKE ACTION



- 1 I can describe situations in which the subject is unknown.
- 2 I can explain my ideas to my classmates.
- 3 I can talk about the topic of the lesson.
- 4 I showed a positive attitude and demonstrated interest in developing independent learning.
- 5 I developed my cultural awareness and showed respect and tolerance for other cultures.



What strategies did you use? Which was the most challenging activity? Why?

Make sure you revise pages 98, 101 and 102.

# Project

## A campaign to promote inclusion



In groups, you will prepare a campaign with several tips to promote inclusion.

You will also make a short oral presentation to expose the situation.

### MATERIALS

Pencils • Colored cardboard • Printed text  
Scissors • Images of your topic • Glue

## PREPARATION

- 1 Agree on a discriminating situation that you have seen or heard of.
- 2 Look for information about: origin, people involved, reason, etc.

## PRODUCTION

- 3 Organize the ideas to prevent this problem and promote the inclusion of the people being discriminated against. Write some sentences promoting the inclusion of this particular group of people, giving tips and advice on how to carry it out.
- 4 Revise and edit the texts with the teacher's help. Use a dictionary if necessary.
- 5 Arrange the text and images on a separate piece of cardboard. Glue or stick the images you collected.
- 6 Practice reading the presentation aloud as a group.

## PRESENTATION

- 7 Exchange your work with your classmates. If possible, display your work in a visible place in the classroom.



## PEER ASSESSMENT

Read these indicators and check your performance with your group.

We **FOLLOWED** the instructions and **INCLUDED** all the information asked.

We **PRESENTED** a clear and well-organized project.

We accomplished our tasks on time.

We **SHOWED** a positive attitude towards others' work.

We **SUPPORTED** and cooperated with each other.

We shared our ideas and valued each other's contributions.

We **SHOWED** a positive attitude and interest in developing independent learning.

1 Read the text and answer.

- a. What neurological minority does the girl belong to?
- b. What are the tips she gives useful for?
- c. Does she feel in control of her condition?



# Practical strategies to control my ASD.

I wanted to share with you some of the strategies I use to deal with my ASD.

### 1. Have something in my pocket to fiddle/squeeze

This could be anything depending on what texture you like better. I usually keep a scrunched piece of paper. Sometimes it is a plain piece of paper or sometimes it has thoughts on it. Either way, having something to squeeze helps me not to rely on physical stimuli as much.

### 2. Clean my head

I find that I have lots of different thoughts in my head at once and sometimes they become overwhelming. These thoughts tend to be more negative. So instead of keeping them in my head I write them down in continuous prose, so that every single word in my head leaves my brain. For some reason, my thoughts look more irrelevant on paper.

### 3. Observe before acting

Having a lack of social understanding means that, in every situation, I must work harder than “neurotypicals” to react. So, I watch, I watch everything, every single micro detail. I analyze, I stage and predict everything that could happen then and only then do I act. It spares me a lot of drama and maybe not only people with ASD need to do this.

### 4. Creating scripts

In order to be able to observe and act, I need scripts. Scripts are drawn from my previous interactions and stored in my mind so that when similar situations happen again, I can use these scripts to be able to act in social situations. Though I personally find it hard to adapt these scripts to very different situations, I can only use a script if there are minor changes.

This listing has really helped me realize that I actually do quite well for myself. I’m sure others might benefit from the same. I hope you find this list useful!


Thanks for reading. Peace out!

Adapted from: Autiwomandifferentbox, ~. (2017, March 19). *Being in control of my autism: Practical strategies*. AutiWomanDifferentBox. Retrieved July 25, 2022, from: <https://bit.ly/3zuSMMY>


2 Read the text again. Identify the specific tip and name it.

- a. Watch every single micro detail and then act.
- b. Keeping something in your pocket that comforts you.
- c. Writing down overwhelming thoughts.

3 p.

3  Listen to a conversation between two friends. Identify the topic of the conversation.


2 p.

4  Listen again and decide if the statements are correct or incorrect.

4 p.

- a. Jenna was listening to a UNICEF volunteer.
- b. They are talking about immigrant's rights.
- c. They say children have the right to go to school and learn.
- d. Jenna says education is a way to get out of poverty.



5  What would you do to stop discrimination in your city or school? Discuss using the dialogues and reports in this unit as a model.

8 p.

6 Go to page 97 of the Student's Book and read the email again. Write a 50-word message to reply Ms. Ortega and give her an explanation.

6 p.

Outstanding! (26 - 24 )	Very good (23 - 20)	Needs improvement (19 - 15)	Not good enough (Less than 15)
You achieved the learning goals	You are achieving the goals. Analyze the few mistakes you made.	Your performance can improve. Review your mistakes.	You need to review the contents and practice more.
<b>CONGRATULATIONS!</b>	<b>WELL DONE!</b>	<b>KEEP ON WORKING!</b>	<b>YOU CAN DO IT!</b>

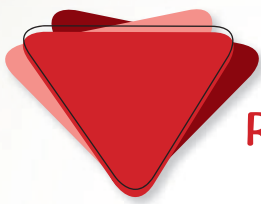
# Evaluation rubrics

## Writing skills

AREAS	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of control of the target grammatical structures of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good degree of control of the target grammatical structures of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sufficient control of the target grammatical structures of the unit.</li> <li>• Frequent and/or major errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates poor use of target grammatical structures of the unit.</li> <li>• Makes use of basic structures.</li> <li>• Errors interfere with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very limited use of basic grammatical structures.</li> <li>• Multiple errors.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target vocabulary of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target vocabulary of the unit.</li> <li>• Few and minor spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes adequate use of the target vocabulary of the unit.</li> <li>• Frequent and/or major spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes poor use of the target vocabulary of the unit.</li> <li>• Makes use of basic vocabulary.</li> <li>• Errors interfere with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of basic vocabulary.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes use of basic cohesive devices among paragraphs.</li> <li>• Relies on punctuation mainly.</li> </ul>	<ul style="list-style-type: none"> <li>• Occasionally makes poor use of punctuation and simple connectors.</li> </ul>	<ul style="list-style-type: none"> <li>• Paragraphs unlikely to be connected neither by punctuation nor connectors.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>• The text structure presents the corresponding features, and the content is coherent.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents the corresponding features, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents minor omissions, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text structure presents major omissions, and the content shows multiple irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>• The text is irrelevant and leads to multiple misinterpretations.</li> </ul>

## Oral skills

AREAS	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• Demonstrates a high degree of control of the target grammatical structures of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates a good degree of control of the target grammatical structures of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates sufficient control of the target grammatical structures of the unit.</li> <li>• Frequent and/or major errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates poor use of target grammatical structures of the unit.</li> <li>• Makes use of basic structures.</li> <li>• Errors interfere with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates very limited use of basic grammatical structures.</li> <li>• Multiple errors.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• Makes use of a wide range of the target vocabulary of the unit.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes appropriate use of the target vocabulary of the unit.</li> <li>• Few and minor errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes adequate use of the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes poor use of the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• Makes inadequate use of vocabulary.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• Speaks clearly and imitates accurate pronunciation.</li> <li>• Almost error-free.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks clearly and attempts accurate pronunciation.</li> <li>• Few and minor mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks intelligibly.</li> <li>• Frequent and/or major mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple mispronunciations interfere with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• Speaks often unintelligibly.</li> <li>• Fails to communicate ideas.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• Presents a continuous smooth flow of speech.</li> <li>• Makes natural pauses.</li> <li>• Never reads.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents, in general, a smooth flow of speech.</li> <li>• Few self-corrections and/or hesitations.</li> <li>• Uses written text only as help.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents an irregular flow of speech.</li> <li>• Frequent self-corrections and hesitations.</li> <li>• Depends too much on written text.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a slow flow of speech.</li> <li>• Multiple self-corrections and hesitations interfere with the comprehensibility of the speech.</li> <li>• Reads constantly.</li> </ul>	<ul style="list-style-type: none"> <li>• Presents a stumbling speech, constant corrections, and hesitation.</li> <li>• Fails to communicate ideas.</li> <li>• Always reads.</li> </ul>



# The Theft of a Generation: The Mona Lisa was stolen

The reason why the Mona Lisa is so famous today (besides the fact that she was painted by Leonardo Da Vinci) is that it was once stolen.

The media coverage and journalistic storm of this **theft** would remain imprinted in the public's mind for eternity. On 21<sup>st</sup> August 1911, the Mona Lisa was stolen from the *Salon Carré* in the Louvre.

The theft was discovered the following day when a painter went into the Louvre to admire the Mona Lisa, and the painting wasn't there. Even Pablo Picasso and Guillaume Apollinaire were both prime suspects!

## The Mona Lisa is found once more

For two years, the painting remained missing. However, in November 1913, an art dealer in Florence was offered an undeniable request.

A man who called himself Leonardo Vincenzo wrote to art dealer Alfredo Geri and offered him the Mona Lisa for 500,000 lire. Geri accepted the offer and Vincenzo travelled by train to Florence, with the Mona Lisa casually stuffed in his bag.

When he arrived in Florence, he took the painting to Geri. The art dealer persuaded him to leave the Mona Lisa overnight and quickly alerted the police. The Mona Lisa had been found once more.





## How did Vincenzo Steal the Mona Lisa?

It turns out, Vincenzo Peruggia's simple plan was rather effective. Peruggia worked at the Louvre, making protective cases for some of the museum's most famous works. One day, he simply hid in a broom cupboard overnight.

During the night, Peruggia rolled up the masterpiece and hid her under his clothes. The next day, he simply walked out of the museum with the masterpiece, undetected. In fact, no one even noticed until a visitor alerted the security team!

When he was finally caught, he claimed that he had stolen the Mona Lisa because he wanted her back to her place of origin, Italy. He had assumed that *La Gioconda* was stolen by the French and he was simply trying to return her to Italy. He was given a six-month jail sentence, and many Italians thought of him a hero.

Peruggia died young, at age 44, having made the Mona Lisa the most famous painting in the world.



Adapted from: Solosophie. (2022, May 30). *Remember that time when the Mona Lisa was stolen?* Solosophie. Retrieved June 15, 2022, from: <https://bit.ly/3b2wbwN>

# The Letters of Amerigo Vespucci

(Extract)

Letter on his Third Voyage from Amerigo Vespucci to Lorenzo Pietro Francesco di Medici. March (or April) 1503.

...We went towards the Antarctic Circle; and I have seen those people, their customs, the resources and fertility of the land, the salubrity of the air, the positions of the celestial bodies in the heavens, and, above all, the fixed stars, never seen by our ancestors, as I shall explain below.

Regarding the people: we have found such a multitude in those countries that no one could enumerate them. They are gentle people, and all of both sexes go naked, not covering any part of their bodies, just as they came from their mothers' wombs, and so they go until their deaths. They have large, well-proportioned bodies. Their color reddish, which I think is caused by their going naked and being exposed to the sun.

Their hair is thick and black. They are agile in walking, and of quick sight. They are of a free and good-looking expression of countenance, which they themselves destroy by perforating the nostrils and lips, the nose and ears; nor must you believe that the accessories are small, nor that they only have one, for I have seen those who had no less than seven accessories in the face, each one the size of a plum. They stop up these perforations with blue stones, bits of marble or crystal, and also with very white bones and other things artificially prepared according to their customs. This custom is only for the men, as the women do not perforate their faces but only their ears....



...The land is very fertile, with many hills, valleys, and large rivers, and is irrigated by very refreshing springs. It is covered with extensive and dense forests, which are almost impenetrable, and full of every kind of wild beast. Great trees grow without cultivation, of which many yield fruits pleasant to the taste and nourishing to the human body; and a great many have an opposite effect. The fruits are unlike those in our country, and there are innumerable different kinds of fruits and herbs, of which they make bread and excellent food. They also have many seeds different from ours. No kind of metal has been found except gold, though we haven't brought anything back in this, our first navigation. The natives, however, assured us that there was an immense quantity of gold underground.



Adapted from: Vespucci, A., De Las Casas, B. Columbus, C. (n.d.) *The Letters of Amerigo Vespucci and other documents illustrative of his career*. Project Gutenberg. Retrieved from: <https://bit.ly/3QqVpp9>



# The Crow and the Pitcher

by Aesop

A Crow, ready to die with thirst, flew with joy to a Pitcher, which he saw at a distance. But when he came up to it, he found the water so low that with all his **stooping** and **straining**, he was unable to reach it.

Thereupon he tried to break the Pitcher; then to overturn it; but his strength was not sufficient to do either. At last, seeing some small pebbles lie near the place, he cast them one by one into the Pitcher; and thus, by degrees, raised the water up to the very **brim**, and quenched his thirst.

Moral: Necessity is the mother of invention.

Adapted from: AEsop (1895) *Aesop's Fables*. Project Gutenberg. Retrieved from: <https://bit.ly/3tIH1yx>

# From the Earth to the Moon

by Jules Verne (Extract)

"There is no one among you, my brave colleagues, who has not seen the Moon, or, at least, heard speak of it. Don't be surprised if I am about to discourse to you regarding the Queen of the Night. It is perhaps reserved for us to become the "Columbuses" of this unknown world. Only accept my plans, and second me with all your power, and I will lead you to its conquest, and its name will be added to those of the thirty-six states which compose this Great Union."

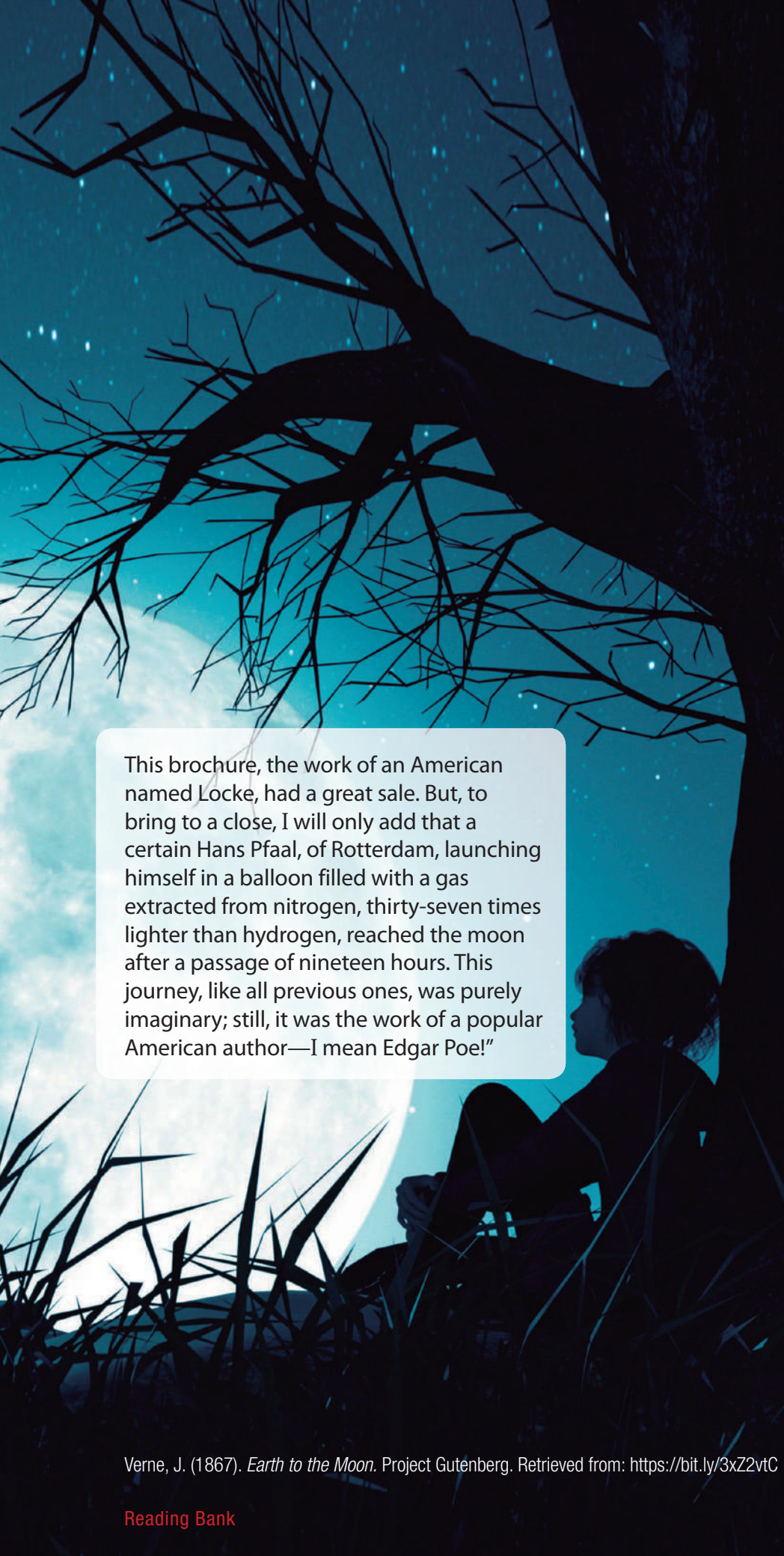
"Three cheers for the Moon!" roared the Gun Club, with one voice.

"The Moon, gentlemen, has been carefully studied," continued Barbicane; "its mass, density, and weight; its constitution, motions, distance, as well as its place in the solar system, have all been exactly determined. Photography has given us proof of the incomparable beauty of our satellite; all is known regarding the Moon, which

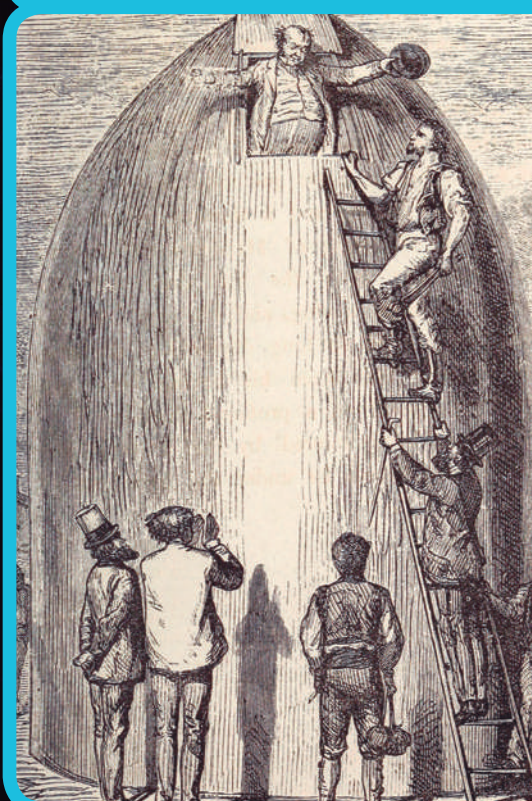
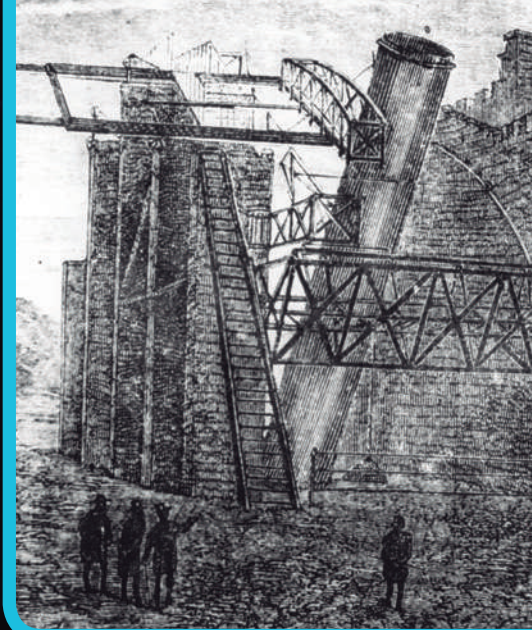
mathematical science, astronomy, geology, and optics can learn about it. But up to the present moment no direct communication has been established with it."

The audience made a violent movement of interest and surprise.

"Permit me," he continued, "to recount to you briefly how certain ardent spirits, starting on imaginary journeys, have penetrated the secrets of our satellite. In the seventeenth century, a certain David Fabricius said he had seen, with his own eyes, the inhabitants of the moon. In 1649 a Frenchman, one Jean Baudoin, published "A Journey Performed from the Earth to the Moon", by Domingo Gonzalez, a Spanish adventurer. About 1835, a small **treatise**, related how Sir John Herschel, with a telescope, had perceived caverns frequented by hippopotami, green mountains, sheep with horns of **ivory**, a white species of deer and inhabitants with membranous wings, like bats.



This brochure, the work of an American named Locke, had a great sale. But, to bring to a close, I will only add that a certain Hans Pfaal, of Rotterdam, launching himself in a balloon filled with a gas extracted from nitrogen, thirty-seven times lighter than hydrogen, reached the moon after a passage of nineteen hours. This journey, like all previous ones, was purely imaginary; still, it was the work of a popular American author—I mean Edgar Poe!”



# The Time Machine

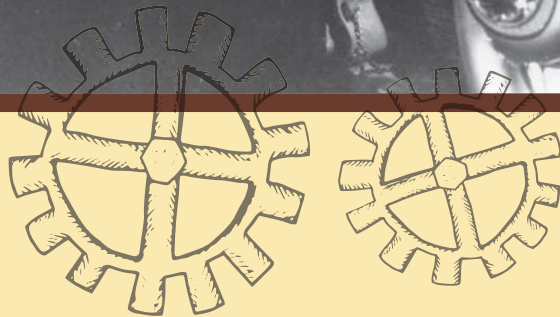
by Herbert George Wells

## II. The Machine

The thing the Time Traveler held in his hand was a glittering metallic **framework**, a bit larger than a small clock, and very delicately made. There was ivory in it, and some transparent crystalline substance. He took one of the small octagonal tables that were in the room, and put it in front of the fire. On this table, he placed the mechanism. Then he sat down on a chair. The only other object on the table was a small lamp, and its bright light illuminated the model. I sat in a low armchair nearest the fire, almost between the Time Traveler and the fireplace. Filby sat behind him, looking over his shoulder. The Medical Man and the Provincial Mayor watched him from the right, the Psychologist from the left. The Very Young Man stood behind the Psychologist. We were all on the alert. It appears incredible to me that any kind of trick could have been played upon us under these conditions.

The Time Traveler looked at us, and then at the mechanism. "Well?" said the Psychologist.

"This little affair," said the Time Traveller, resting his elbows upon the table and pressing his hands together above the apparatus, "is only a model. It is my plan for a machine to travel through time. You will notice that it looks singularly misaligned, and this bar has a strange appearance, as though it was in some way unreal." He pointed to the part with his finger. "Also, here is one little white **lever**, and here is another."



The Medical Man got up out of his chair and looked into the thing. “It’s beautifully made,” he said.

“It took two years to make,” retorted the Time Traveler. Then, when we had all imitated the action of the Medical Man, he said: “Now I want you clearly to understand that this lever, being pressed over, sends the machine gliding into the future, and this other reverses the motion. This **saddle** represents the seat of a time traveler. Presently I am going to press the lever, and off the machine will go. It will vanish, pass into future Time, and disappear. Have a good look at the thing. Look at the table too, and satisfy yourselves; there is no trickery. I don’t want to waste this model, and then be told I’m a **quack**.”

Adapted from: Wells, H. G. (1895). *The time machine*. Project Gutenberg. Retrieved from: <https://bit.ly/3ngFFRO>

# A Brave Woman

AUGUST 10

Rosa Parks (1913 – 2005) helped initiate the civil rights movement in the United States when she refused to give up her seat to a white man on a Montgomery, Alabama bus in 1955. Her actions inspired the leaders of the local Black community to organize the Montgomery Bus Boycott. Led by a young Martin Luther King Jr., the boycott lasted more than a year –during which Parks lost her job –and ended only when the U.S. Supreme Court ruled that bus segregation was unconstitutional. Over the next half-century, Parks became a nationally recognized symbol of dignity and strength in the struggle to end racial segregation.

## Did you know?

When Rosa Parks refused to give up her bus seat in 1955, it wasn't the first time she'd clashed with driver James Blake. Parks stepped onto his very crowded bus on a chilly day 12 years earlier, paid her **fare** at the front, then resisted the rule in place for Black people to disembark and re-enter through the back door. She stood her ground until Blake pulled her coat **sleeve**, enraged, to demand her cooperation. Parks left the bus rather than give in.

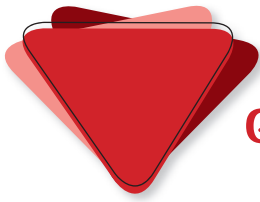
## Famous Rosa Parks Quotes

- “I had given up my seat before, but this day, I was especially tired...”
- “I believe there is only one race – the human race.”
- “One person can change the world.”
- “I’m tired of being treated like a second-class citizen.”



Adapted from: History.com Editors. (2009, November 9). *Rosa Parks*. History.com. Retrieved June 24, 2022, from: <https://bit.ly/2DxHLcZ>





## Glossary

### A

**Affordable (adj):** having a cost that is not too high. (Page 74)

**Appliance (n):** an instrument or device designed for a particular use or function. (Page 42)

### B

**Brim (n):** the edge or rim of a hollow container or vessel. (Page 113)

**Broadband (n):** A high-speed communications network, especially Internet. (Page 61)

**Broom (n):** a bundle of firm fibers bound together on a long handle, especially for sweeping. (Page 111)

**Buff (adj):** a color, a moderate orange yellow. (Page 14)

**Bulky (adj):** having great volume in proportion to weight; large. (Page 34)

### C

**Countenance (n):** calmness, tranquility. (Page 112)

**Countless (adj):** too numerous to be counted. (Page 54)

### D

**Drawing-room (n):** a formal reception room. (Page 40)

**Dump (n):** a place where discarded materials are accumulated. (Page 11)

### E

**Emancipation (n):** to free from restraint, control, or the power of another. (Page 100)

**Ethnicity (n):** a particular ethnic affiliation or group. (Page 91)

**Ethnocentrism (n):** the attitude that one's own group, ethnicity, or nationality is superior to others. (Page 89)

### F

**Fabric (n):** a material that resembles cloth. (Page 76)

**Fare (n):** the price charged for transporting a person. (Page 118)

**Fiddle (v):** to move the hands or fingers restlessly. (Page 106)

**Framework (n):** a structural frame. (Page 116)

### G

**Goldsmith (n):** one who makes or deals in articles of gold. (Page 34)

**Growth (n):** progressive development; the process of growing. (Page 61)

### H

**Harbor (n):** a protected part of a body of water, especially with port facilities for ships. (Page 87)

**Heritage (n):** something transmitted by or acquired from a predecessor. (Page 89)

**Household (adj):** related to a household, such as appliances or waste. (Page 11)

### I

**Ivory (n):** the hard white modified dentine that composes the tusks of mammals such as elephants. (Page 115)

### L

**Lever (n):** a bar by which a mechanism is operated or adjusted. (Page 117)

**M**

**Melt down (v):** to turn from a solid to a liquid state, usually by heat. (Page 11)

**Melting pot (n):** a place where a variety of peoples, cultures, or individuals assimilate into a cohesive whole. (Page 89)

**Milestone (n):** a significant point in development. (Page 37)

**N**

**Nourishing (adj):** nutritious. (Page 112)

**P**

**Plum (n):** oval dark-red edible fruit with oblong seed. (Page 112)

**Q**

**Quack (n):** a charlatan. (Page 117)

**R**

**Ravage (v):** to destruct. (Page 11)

**Raze (v):** to destroy to the ground. (Page 92)

**Richness (n):** the state of existing in or containing plentiful quantities of something desirable. (Page 45)

**S**

**Saddle (n):** a seat to be used by the rider of a vehicle (such as a bicycle). (Page 117)

**Seem (v):** to appear to the observation or understanding. (Page 73)

**Settlement (n):** an area or region where people settle. (Page 45)

**Shack (n):** a room or similar enclosed structure for a particular person or use. (Page 14)

**Silk (n):** a lustrous tough elastic fiber produced by silkworms and used for textiles. (Page 54)

**Sight (n):** something that is seen. (Page 87)

**Sleeve (n):** a part of a jacket or sweater covering an arm. (Page 118)

**Stainless steel (n):** an alloy of steel with other elements (such as nickel) that is practically immune to rusting and ordinary corrosion. (Page 65)

**Stare (v):** to look fixedly often with wide-open eyes. (Page 80)

**Stoop (v):** to bend the body or a part of the body forward and downward sometimes simultaneously bending the knees. (Page 113)

**Strain (v):** to stretch to maximum extension. (Page 113)

**Streamers (n):** narrow strips of paper used for ornamentation. (Page 9)

**T**

**Theft (n):** the act of stealing. (Page 110)

**Thrift Shop (n):** a shop that sells secondhand articles and especially clothes. (Page 13)

**Treatise (n):** an extensive exposition or argument in writing. (Page 115)

**Toss (v):** to move with a sudden motion. (Page 14)

**U**

**Unveil (v):** to make public. (Page 87)

**V**

**Vessel (n):** a watercraft bigger than a rowboat, in this case, a submarine. (Page 40)

**W**

**Widow (n):** a woman who has lost her spouse or partner by death and usually has not remarried. (Page 66)

**Womb (n):** uterus. (Page 112)



TÓMALO  
CON CUIDADO



NO LO RAYES  
NI SUBRAYES



CUIDA SUS  
HOJAS Y NO DOBLES  
SUS ESQUINAS



ÚSALO ALEJADO  
DE COMIDAS  
Y BEBIDAS



GUÁRDALO  
EN UN LUGAR  
ADECUADO



# Parque Nacional TORRES DEL PAINE



Normativas / Regulations

RESPECTE LAS REGLAS DEL PARQUE  
NACIONAL TORRES DEL PAINE  
(FOLLOW THE RULES OF TORRES DEL PAINE NATIONAL PARK)



ESTÁ PROHIBIDO EL  
USO DEL FUEGO  
(OPEN FIRES ARE STRICTLY  
FORBIDDEN)



CAMINE SIEMPRE POR  
SENDEROS AUTORIZADOS  
(STAY ON ESTABLISHED  
TRAILS)



ACAMPE SÓLO EN  
SITIOS AUTORIZADOS  
(CAMP ONLY AT AUTHORIZED  
CAMPSITES)



NO ALIMENTE A LA  
FAUNA SILVESTRE  
(DO NOT FEED WILDLIFE)



LLEVE CONSIGO  
SU BASURA  
(ALL TRASH MUST BE  
CARRIED OUT OF THE PARK)

CONSULTE SU MAPA / REFER YOUR MAP  
LOS GUÍA PARQUES CON LA AUTORIDAD DEL PARQUE



Ministerio de  
Educación

Gobierno de Chile



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