

Student's Book

# High School English 2

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Edición especial para el  
Ministerio de Educación.  
Prohibida su comercialización.



**Richmond**



# Student's Book

# High School English

## 2

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# Student's Materials



## Presentation

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

## Checkpoint / Reflect

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

## Reviews

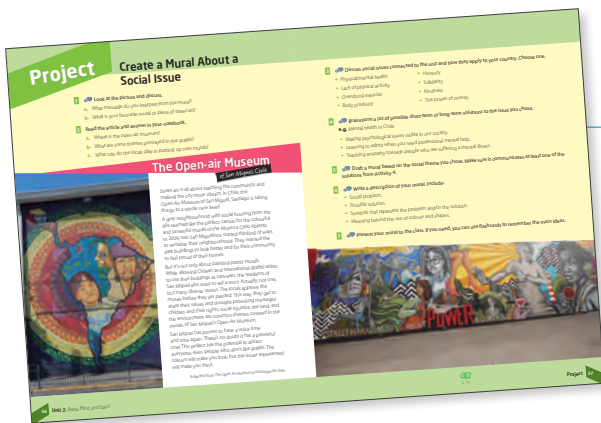
Each unit presents instances where you can evaluate your learning of the structures and vocabulary of each lesson via activities and games.

## Think Back / 3Ws

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

## Extra Material

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

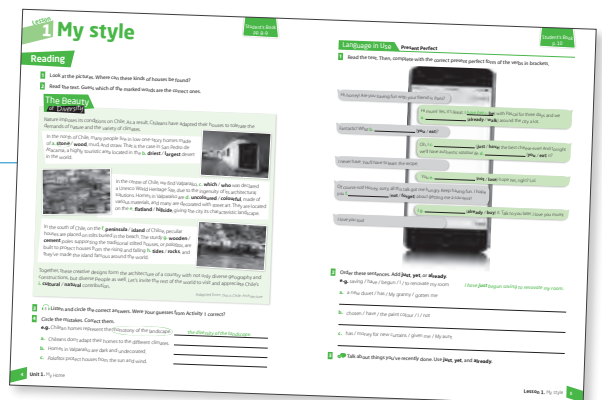


## Project

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

## Exercise Book

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



## Icons



This icon indicates an activity in pairs or groups.



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



This icon indicates a listening activity.



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## Look and discuss

- › What current affair does this picture represent?
- › How does this global problem affect you and your home?
- › What daily habits can you change to help the planet?

## Unit goals

- › Express opinions – agreeing and disagreeing.
- › Describe actions that occurred in the past with present consequences.
- › Describe quantity and frequency.
- › Practice initial /t/ and /d/ sounds.
- › Show a positive attitude about your learning progress.

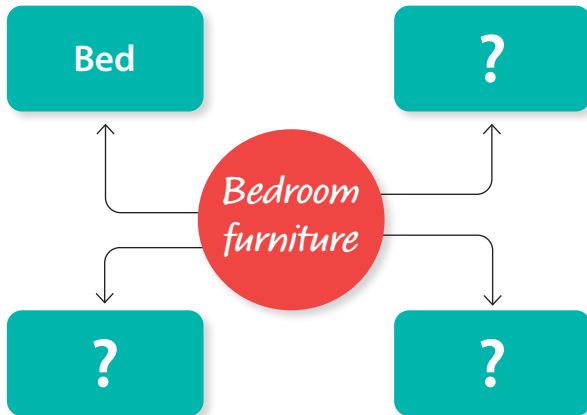




# 1 My Style

## Reading

- 1 Think of words you know for bedroom furniture. Make a spidergram in your notebook with the words you remember.



- 2 Read a blog about teenage bedrooms. Write any new furniture words in your spidergram from Activity 1.
- 3 Complete the sentences in your notebook with the correct names.
- e.g. *Silvia* has a small bed.
- ... is learning to play guitar.
  - ... plays computer games.
  - ... has just changed rooms.
  - ... shares a room.
  - ... hasn't decorated his/her room much.
  - ... hasn't had his/her own room before.
- 4 Discuss your ideal bedroom. Think about:

colour - decoration - furniture

## Blog

### Teenage Bedrooms 😊

This is my new bedroom. My family and I have just moved to a new house. I've never had my own space before – I used to share a room with my brother. As you can see, I'm pretty tidy. You can also tell I love science... Look at those planets over my bed!



This is a typical day in my room. Dad went to work, and my little sister is still sleeping late. My bed here is small, but at least I sleep alone. Don't get me wrong! I love sharing the space with them, but they can get really messy sometimes! Good thing this girl here always helps me put everything in order every day.



Have you just decorated your room? Or do you simply love your space and want to share it with us? Post a picture and description on this site!

OMG, my room is so messy already! I just cleaned it yesterday. My favourite place is my desk. I spend all my free time sitting there playing computer games. I made sure to get a comfortable chair. I always keep my blinds closed because I don't like watching people go by.

Laura



Here's a pic of my room! I haven't really decorated it much. The white walls make the room feel bigger, and the big window gives me lots of light. I'm really excited about my new guitar – I just got it a week ago! I'm still learning how to play it, though.

Samuel



- 5 In your notebook, write a description of your own bedroom. Use vocabulary from the text and the words below to help you.

bedside table - duvet - chest of drawers - bedside lamp - TV - wardrobe - computer

### Checkpoint

- 6 Present your bedroom to the class.
- Make a sketch of your room.
  - Use the description you wrote in Activity 5.
  - Present your room to the class.

### My Bedroom



My bedroom has a bed, a desk, and a chair. I have prints of my favourite artwork on the walls and a colourful rug. I keep my computer on the desk. I don't have a bedside table, but I have a lamp over my bed. The walls are painted light blue and the curtains are cream-coloured.

## Language in Use Present Perfect

We use the **present perfect** to talk about past experiences that continue in the present. We often use it with **yet**, **already**, and **just**.

- We've **already slept** in our new beds.
- My family and I have **just moved**.
- Have you **guessed** my favourite pastime **yet**?

Grammar reference Exercise Book p. 76

**1** Complete the sentences with **just**, **yet**, or **already** in your notebook.

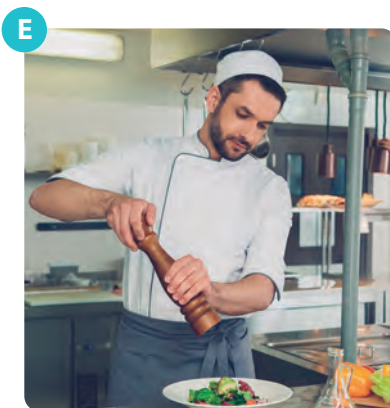
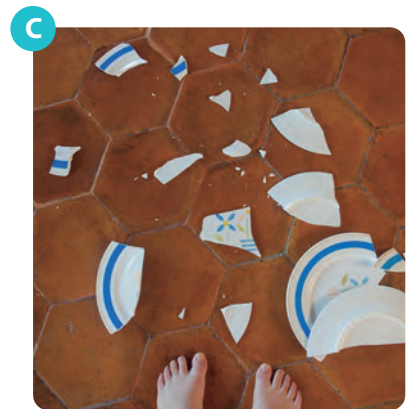
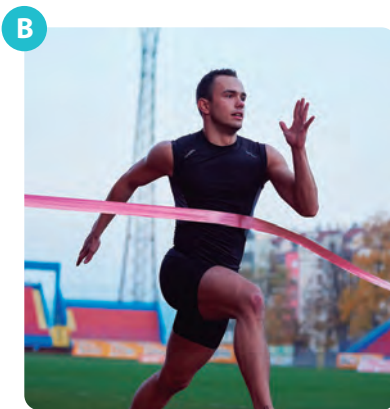
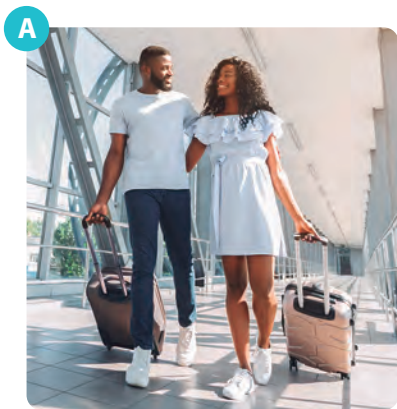
**e.g.** Oh dear! Look at my room. I haven't tidied it yet.

**a.** "You look tired." "Yes, I've ... been for a run."

**b.** "Are we too late to see the programme?" "No, it hasn't started ... ."

**2** Write sentences in your notebook about what the people in the pictures have just done.

**e.g.** **A.** They've **just** arrived from their trip.



**3** Ask a classmate questions using **yet**, **already**, and **just**. Then, answer their questions.

**e.g.**

Have you ever gone swimming?

Yes, I've just learnt last month. Have you read the story for Language class yet?

Yes, I've already read it.

## Dream Homes

Fallingwater



The Tower Place



Container City



- 1 Look at the pictures of the three houses and discuss.
  - a. What's special about each house?
  - b. What other unique houses have you seen?
- 2 Listen to the programme and pay attention to the information about each house.
- 3 Listen again and complete the factfile using Extra Material 1.

### Fallingwater

location when built floor area

### The Tower Palace

location when built number of floors

### Container City

location when built how long to build

- 4 In your notebook, match each house with the concept that best represents it.

Unique design - Efficient use of space - Reused materials - Contemplation of nature - Isolation from society - High population density

## Reflect

- 5 Discuss.
  - a. Which of the three houses is best adapted to our society? Why?
  - b. What would you prioritise when designing a dream home?

- 1** Look at the picture of a time capsule. What do you think is in it?



A time capsule is a container with a collection of objects inside it, which is sealed and put away for people in the future to open. It can be buried, sealed in a vault, or even shot into space! It can be a small box, an enormous chest, or a simple letter. But all time capsules have the same purpose: to teach future generations about our lives now.

One of the first ever time capsules was the Century Safe, made in the United States in 1876. President Gerald Ford opened it during the USA bicentennial celebrations in 1976. It contained books, pictures, and autographs.

Chile has also joined the fad: a time capsule was buried during the bicentennial celebrations in 2010, and it is meant to be opened in 100 years, during the tricentennial celebrations in 2110.

Time capsules can also be personal. Sometimes people write a letter to themselves in the future or put things they value into a box and don't open it for many years. Opening a personal time capsule is exciting: it takes you back into your past, reminding you of your likes, thoughts, dreams, and feelings from 5, 10, or 20 years ago.

*Adapted from What is a Time Capsule?*

- 2** Read the article and discuss.

- What are time capsules useful for?
- What things would you put into a time capsule?


### Checkpoint

- 3** Make a personal time capsule for yourself to open 10 years from now.

- Make a list in your notebook of the things you will put in it. Make sure to include:
  - A letter to your future self.
  - Pictures of yourself, your family, and your friends.
  - A pendrive with your favourite songs and videos.
  - Anything else you want!
- Decorate a box to put your things in.
- Finally, seal it and put it somewhere safe for the next 10 years. Remember to write the opening year on the box!

# Speaking

1 Look at the picture. What do you think the friends are talking about?

2  Listen to their conversation. In your notebook, identify:

- a. Daisy's birthday.
- b. What her friends want to get her.
- c. Why they haven't chosen anything yet.

3  Listen to the next part of the conversation. In your notebook, identify:

- a. Which of these t-shirts the friends talk about.
- b. Which one they chose.



## Pronunciation Initial /d/ sound

4  Listen and repeat.

dear - decision - delightful - design - desk - different - dimension - discuss - double - drawing

5  Listen and say.

Why don't we design the desk, dear?  
Don't you think it's the best idea?

A double desk sounds delightful, darling.  
A bigger dimension for drawing and drafting.

## Your Turn to Speak

6  Discuss in groups.

a. Choose two or three of these topics:

the Olympics - bungee jumping - horoscopes - rock music - comic books - influencers

b. Take turns giving your opinions about the chosen topics.

*I'd love to try bungee jumping.*

*I disagree – I think it sounds terrifying!*

- 1** Scan the text and find words you don't know.
  - a. Write the words in your notebook.
  - b. Use a dictionary to find what they mean. Then, write their definitions.
- 2** Read the lyrics of a song. Does it sound familiar?

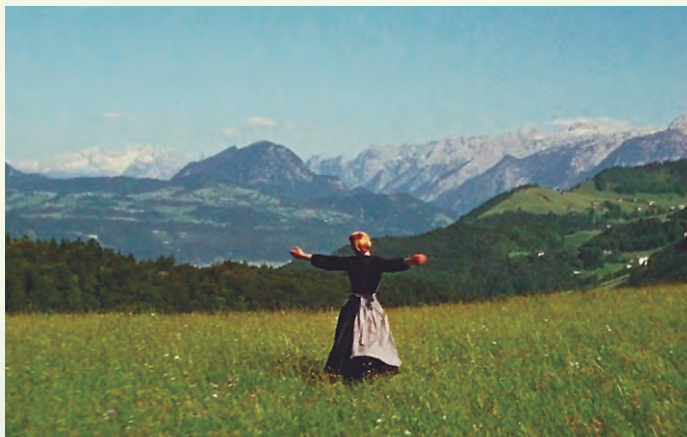
## My Favourite Things

Raindrops on roses and whiskers on kittens,  
Bright copper kettles and warm woollen mittens,  
Brown paper packages tied up with strings:  
These are a few of my favourite things.

Cream-coloured ponies and crisp apple strudels,  
Doorbells and sleigh bells and schnitzel with noodles,  
Wild geese that fly with the moon on their wings:  
These are a few of my favourite things.



Girls in white dresses with blue satin sashes,  
Snowflakes that stay on my nose and eyelashes,  
Silver-white winters that melt into springs:  
These are a few of my favourite things.

When the dog bites, when the bee stings,  
When I'm feeling sad,  
I simply remember my favourite things,  
And then I don't feel so bad.



Watch the video at <https://www.youtube.com/watch?v=0lagRZBvLtw&t=1s>

*My Favorite Things* song lyrics

- 3**  Read the lyrics again while listening to the song. Then, discuss.
  - a. Does listening to the song help you understand it better? Why? / Why not?
  - b. Based on the lyrics and the video, do you think the singer lives a simple or a privileged life? Why?
- 4**  Play a game!
  - a. Write three of your favourite things on small pieces of paper and fold them up.
  - b. Put everyone's pieces of paper onto the table. Then, pick random papers and read them.
  - c. Ask and answer each other questions about each thing.
  - d. Try to guess who wrote each paper!



## Language in Use Present Perfect and Past Simple

We use the **present perfect** with **for**, **since** and **how long** to talk about situations that started in the past and continue in the present.

*I **have had** this T-shirt **for** three years.*

*I **have collected** badges **since** I was a child.*

We often start a sentence in the **present perfect** and then give more information with the **past simple**.

*I **have** done some extreme sports. I **went** surfing last summer.*

Grammar reference Exercise Book p. 76


**1** In your notebook, complete the sentences with *for* or *since*.

- We've had our new dog ... six months.
- I've lived here ... I was a child.
- I've had this phone ... ages.

**2** In your notebook, identify and correct the mistakes you find.


- I've had sausages for lunch at one o'clock.
- Tom has left school one year ago.
- My parents lived in Peru for two years.

### Checkpoint

**3**  Make a timeline for a classmate using Extra Material 2.

- Read the instructions carefully.
- Check this timeline to make yours!



- 1  Talk about your favourite people, things, and pets.

The first paragraph presents what you'll write about.

The middle paragraphs talk about each of your favourite people or things.

The last paragraph invites readers to write their own journals.

## Journal

"In my life" by Lidia Jiménez

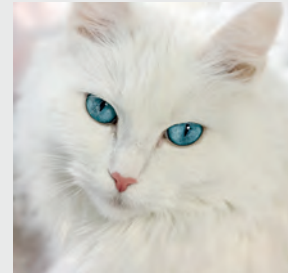
The three most important things in my life right now are my best friend Mariel, my pet cat, and my favourite earrings.

I love my cat, Celeste. She has soft white fur and big sparkling light-blue eyes. We adopted her from an animal shelter three years ago. She loves playing with her toys. I'm always taking pictures of her. I've just posted some on my Instagram. Take a look!

I've had my favourite earrings since I was born. They were a present from my grandmother and they remind me of her. They're cute little gold moons and I wear them every day.

I couldn't live without my best friend, Mariel. She always makes me laugh. She's got beautiful long curly brown hair and a wonderful big smile. I met her on my first day at nursery school, so we've known each other for nearly 13 years. She's actually from Argentina, but she moved to Chile when she was three.

**What about you? Write about it in your own journal.**




Editorial Creation

- 2 Identify the adjectives Lidia uses in her descriptions.
- Find as many adjectives as you can. Copy them into your notebook.
  - Classify them into these categories: opinion, size/shape, quality, colour, and material.

## Your Turn to Write

- 3 Write a journal entry about your favourite people and things.
- Choose three people, pets, or things that are important in your life.
  - Decide which people, pets, or things you want in which paragraph.
  - Write down notes about these people, pets, and things, and why they are important to you.
- 4 Now, go to your Exercise Book to write your journal entry.




- 1  Look at the pictures and discuss. Do they make you think of any ethnic group or tribe? If so, which one?
- 2 Watch the video and answer in your notebook.




<https://www.youtube.com/watch?v=GHe5I4dnrw4>

- a. What areas do the Bajau live in?
- b. What is the Bajau's basic diet?

- 3 Identify two similarities and two differences between these houses and yours.  
**e.g.** *My house and the Bajau houses have roofs. My house is on land, but the Bajau houses are at the sea.*
- 4  Discuss. Do you think Bajau culture may suffer from the effects of global warming? Why? / Why not?

## Think Back

- 5  Think about the lesson and discuss.
  - a. What have you learnt in this lesson? How did you learn it?
  - b. What was easier or more difficult for you to learn in this lesson?
  - c. What can you do to improve your learning?

# 2 Save the Planet

## Reading

### Six Easy Ideas to Save the Planet



The Earth needs your help. It's warming up, the Arctic is melting, the rainforests are getting much smaller, and a large number of habitats are disappearing. Yet there are lots of simple, fun things you can do to save the environment!

1 Each year we throw away millions of mobile phones. When the time comes to say goodbye to your old phone why not recycle it? Recycling an old phone produces much less CO<sub>2</sub> than making a new one, and you can even use it to raise a lot of money for charity.

1 Discuss.

- What do you do to help protect the planet?
- Look at the title and picture. What do you think you're going to read about?

2 Read the text and check your predictions from Activity 1.

3 In your notebook, match each picture below to one of the six ideas from the text.



2 Human activity and pollution threaten wildlife. So, why not help protect endangered species in your country by volunteering for a local nature reserve? Or you could organise an event to raise some money for local environmental charities.


3 Choose a place where a tree can grow big and tall. Then sow a tree seed and watch it grow. There are many different native species you can plant. Your grandchildren will thank you!

4 Cycling is a lot healthier, cheaper, and more environmentally friendly than taking a bus. So ride your bike, get fit, and reduce your carbon footprint.

5 You use a plastic bag for a few minutes, but it can take up to 500 years to decompose! Producing plastic bags also contributes to global warming, and they often end up as litter that can harm wildlife. So take your own bag when you go shopping or use biodegradable ones!

6 Some things can be bought second-hand. Things that have a short usage period like books, clothes, or shoes can be sold in fantastic condition and at a low price. This saves you money and helps reduce packaging materials.

Editorial Creation

- 4  Compare the six ideas from the text.
- Which is the most interesting?
  - Which one do you not agree with? Why?

- 5 In your notebook, write about other green ideas you could do.
- e.g.** - I think we should use reusable bottles!  
- I agree, but I think going vegetarian helps the planet too.

### Checkpoint

- 6 Make a poster about a green idea.
- Choose your favourite green idea from the text.
  - Design your poster. Look at the pictures to get some ideas.
  - Make sure the message is clear and simple.



## Language in Use Describing Quantity

We can use certain words and expressions to describe quantity, such as **lots**, **few**, **some**, **many**, **all**, and **none**.

- There are **lots** of simple things you can do to save the environment.
- **Some** things can be bought second hand.

Grammar reference Exercise Book p. 76

**1** Read the text. Complete the missing words in your notebook using the correct descriptors of quantity.

little - a few - not many - few - many



Andean Mountain Cat



Pudú

## Save Our Endangered Species!

The Andean Mountain Cat is one of the most endangered species in South America! Today there are only **a. ...** left. There are about 2,500 Andean Mountain Cats in the wild. They live in very high, mountainous areas in Northern Chile. There is **b. ...** information because there have only been **c. ...** sightings. This small wild cat is hunted for its ashy-grey fur.

The *pudú* is also part of Chile's native wildlife. It lives under the dense foliage of southern Chilean rainforests. Although they're not as critically endangered as the Andean Mountain Cat, there are **d. ...** *pudús* left today. **e. ...** different reasons have made this species vulnerable. Natural habitat loss due to climate change and hunting by wild dogs have reduced their numbers.

Translated from *Inventario Nacional de Especies de Chile*

**2** Check if these sentences are true or false. Correct the false ones in your notebook.

- There are very few Andean Mountain Cats.
- Pudús* live in forests in northern Chile.
- Pudús* are hunted by wild dogs.
- Pudús* are more endangered than Andean Mountain Cats.



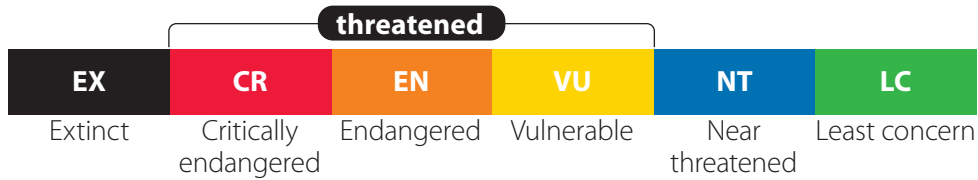
- 1 Look at the pictures and discuss. What could you do to keep the oceans clean?
- 2 Listen to the beginning of a TV programme and answer.
  - a. What happens on International Coastal Cleanup Day?
  - b. How many people participate each year?
- 3 Listen to the next part of the interview and answer.
  - a. What are the most common rubbish items?
  - b. What's the best way to keep the oceans clean?
- 4 Discuss with a classmate.
  - a. Describe how you feel when you see places full of rubbish, and why you feel that way.
  - b. Propose different solutions to keep natural areas clean.



## Reflect

- 5 Discuss.
  - a. How much can one person's actions impact the environment, compared to the pollution from large industries?
  - b. Who should be more responsible for caring for the environment: national governments or non-governmental organisations (NGOs) like Greenpeace? Why?

1 Look at the diagram. Do you know what each conservation status means?



2 Read about these native animals. Try to guess their conservation status.



Puma (*Puma concolor*)

Pumas can be found all along the American continent. They live in forested mountain areas from southern Alaska in North America to the Magallanes region in southern Chile.



Chilean Huemul (*Hippocamelus bisulcus*)

Huemules live on bluffs and in dry and rocky areas. They used to be found all over southern Chile and Argentina, but their habitat is getting smaller. Now they can be found in small groups between the Los Lagos region and the Magallanes region.



Andean Flamingo (*Phoenicoparrus andinus*)

These birds live in the wetlands and salt flats of northern Chile, between the Arica and Parinacota region and the Atacama region. They live at high altitudes. They can also be found in Argentina, Peru, and Bolivia.



Chilean Woodstar Hummingbird (*Eulidia yarrellii*)

This tiny hummingbird can only be found in the Azapa, Vitor, and Camarones valleys in the Arica and Parinacota region. It lives in low areas close to rivers.

Translated from *Inventario Nacional de Especies de Chile*

3 Check this website to confirm what you guessed.



Confirm your answers here:

<http://especies.mma.gob.cl/CNMWeb/Web/WebCiudadana/>

### Checkpoint

4 Research about more threatened animal species.

- Find two more threatened animals from Chile.
- Find three threatened animals from the world.
- Complete the information files in Extra Material 3.



Bengal Tiger  
Status: Endangered  
Lives in: India



African Bush Elephant  
Status: Vulnerable  
Lives in: Africa






Research threatened animals here:

<https://www.worldwildlife.org/species>





# Speaking

- 1 Look at the picture. Do the friends agree or disagree with each other?
- 2  Listen to the conversation. Pay attention to their arguments about becoming vegetarian.
- 3  Listen again and answer.
  - a. Why did Mia become a vegetarian?
  - b. What is Lauren's opinion about eating meat?
- 4  Discuss.
  - a. Who do you agree with? Why?
  - b. Did any of their arguments change your mind? How?



## Pronunciation Initial /t/ sound

- 5  Listen and repeat.  
together – teenager – table – tidy – tired – ticket – T-shirt – tablet – text – tube
- 6  Listen and repeat. Then, see who can say it the fastest.  
Tomas and Tim have tidied.  
Tomas and Tim have tidied the table.  
Tomas and Tim have tidied the table together.

## Your Turn to Speak


- 7 In groups, choose a statement.

Cars should be banned from cities.

Nobody should wear fur.

- a. Make notes for and against the statement.
- b. Then, use your notes to discuss with your classmates.

## Reading

- 1 Make a spidergram in your notebook with things you use that contain plastic.
- 2  Look at the pictures. What do you think the article you're going to read is about?

# The Great Garbage Patch

Plastic is everywhere. It's incredibly useful and our life wouldn't be the same without it. Now, you probably never throw rubbish into the sea, but did you know 10% of all the plastic in the world ends up there? It usually comes from ships, from litter on beaches, the wind carries it from land, and rivers take it out to sea.

In fact, somewhere in the Pacific Ocean there is an enormous area of floating plastic called the Great Garbage patch. Nobody knows exactly how big it is, but some people say it's the size of the USA! It's the world's largest rubbish dump. Why does this happen? The strong ocean currents constantly push everything into a huge vortex of rubbish that stays in one place. Everything that is made of plastic (balls, tyres, syringes, toothbrushes, toys, bottle tops, plastic bags, etc.) ends up in this huge rubbish patch.

Charles Moor, the oceanographer who discovered it in 1997, believes it contains 100 million tonnes of plastic. This plastic is dangerous for marine life because sometimes fish swallow it, birds feed it to their babies, or animals like sea turtles get trapped in plastic nets. In fact, each year about 1 million sea birds and 100,000 marine animals die because of plastic.



The patch also reduces the amount of microscopic plankton that fish can find to eat. This is because it contains 3 kilos of plastic for each half kilo of plankton. But the most harmful plastic is invisible, because ocean waves and sunlight often break up the plastic into tiny pieces. These particles are easily swallowed, and they carry manmade chemicals, which get into the food chain. 'What goes into the ocean goes into animals and onto your dinner plate,' says Dr Jon Erikson, a marine researcher.

The environmentalist David de Rothschild took a 12 000-mile journey across the Pacific Ocean in a boat made of 12 500 recycled plastic bottles called the *Plastiki*. He wanted everyone to know about the dangers of plastic and to show practical ways to recycle. We can all do something to help. Use less plastic, recycle more, and pick up litter!

Editorial Creation

- 3 Read the article and check your predictions from Activity 2.
- 4 Check if these sentences are true or false. Correct the false ones in your notebook.  
**e.g.** 10% of rubbish ends up in the sea. *False. 10% of plastic ends up there.*
  - a. The Great Garbage Patch is in the Pacific Ocean.
  - b. Charles Moor discovered the Great Garbage Patch.
  - c. 100,000 sea birds die because of plastic each year.
  - d. Plastic particles from the sea can end up on your plate.
  - e. The *Plastiki* was made of plastic bottles.

## Language in Use Describing Frequency

We use adverbs of frequency, such as *always*, *never*, *sometimes*, *often*, and *hardly ever*, to talk about how often we do things.

• Ocean waves **often** break up plastic into tiny pieces.

• **Sometimes**, fish swallow plastic.

Grammar reference **Exercise Book p. 76**

**1** Put the words in order to make sentences in your notebook.

- hardly ever / music / listen to / my parents
- go swimming / doesn't / very often / Rosie

**2**  Discuss about things you do.

e.g. • How often do you run?

• I run every day. How many times a week do you read?

### Checkpoint

**3** Make a schedule with things you do in the week in Extra Material 4.

- Read the instructions.
- Check this schedule to make yours!

Things I do

- Always
  - Study After School
  - Feed the Cat
- Often
  - Do Sports
  - Visit Friends
- Sometimes
  - Walk the Dog
  - Play Videogames
- Hardly ever
  - Clean my Room
  - Watch T.V.

Things I do

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Study	Study	Study	Study	Study		
Feed the Cat	Feed the Cat	Feed the Cat	Feed the Cat	Feed the Cat	Feed the Cat	Feed the Cat
Do Sports		Do Sports		Do Sports		
	Visit Friends		Visit Friends		Visit Friends	
		Walk the Dog				Walk the Dog
Play Videogames				Play Videogames		
					Clean my Room	
						Watch T.V.

- 1 Look at the picture and the heading. What do you think the article is about?
- 2 Read the article and check your prediction from Activity 1.

The title should be creative and informative. Include the author's name.

The introduction explains what your project is about.

The following paragraphs detail the steps you'll take to start your school garden.

The conclusion invites your readers to start their own school project.

## Cornhill High School Eco Group

Matt Parker, Year 10

This term the school eco group set up a food waste recycling project to save energy and help the planet. Our school uses loads of bins for recycling paper and cardboard, but no one used to recycle their waste food. Schools in the UK throw away more than 110,000 tonnes of food each year: That's as heavy as 18,300 elephants!



We've already done a lot of things this term. For example, we put green plastic food waste bins everywhere: the staffroom, the canteen, the playground, and the school kitchens in order to encourage everyone to put their food waste in them. We have a rota and different classes take turns in taking the waste from the bins to the school garden, where it's used as compost. We monitor the project each week so that we can make sure it is working. We've also given talks in assemblies to tell everyone what we are doing, and we spoke to the local newspaper as soon as we started the project because we wanted as many people as possible to know what we were doing.

So look for an eco-project to join so as not to waste any more food. And if you can't find one, start one yourself! It really is the most useful thing I've ever done.

Editorial Creation

### Your Turn to Write

- 3 Imagine your school wants to start a garden to grow vegetables.
  - a. What steps would you take to start the project?
  - b. Who and what does the project involve?
  - c. How can other people help?
- 4 Now, go to your Exercise Book to write your article.



# Earthships

People began realising that our actions had an impact on the environment many years ago. One of these people was an architect from the United States called Michael Reynolds. He often worried about taking care of the planet, so he designed a self-sustainable house called an Earthship. Much of the energy used in Earthships comes from renewable sources such as solar and wind. These houses produce very little rubbish, and much of the waste is composted, reused, or recycled.

The water usually comes from collected rain or melted snow, and a lot of the building materials are reused or come from renewable, local sources. Food is hardly ever bought from outside because it's almost always grown in gardens in the homes. They're named Earthships because their purpose is to protect the Earth, and because they're made to be self-sustainable like a ship.

Adapted from *Earthship Biotechnology*

- 1 Look at the picture and discuss. What do you think Earthships are?
- 2 Listen and identify.
  - a. Where Earthships get their energy and water.
  - b. Why these eco-homes are named Earthships.
- 3 Read the text and answer in your notebook.
  - a. Identify as many descriptors of quantity and frequency as you can in the text.
  - b. Write four sentences using descriptors of quantity and/or frequency.
- 4 Discuss.
  - a. Would you be willing to live in such extreme off-the-grid conditions just to reduce your carbon footprint? Why or why not?
  - b. Discuss the obstacles a person would face living in an Earthship.

## Think Back

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



# FINAL Review

- 1 Look at the pictures. What do you think these businesses have in common?
- 2 Read the descriptions of the businesses. Was your prediction correct?



Adapted from *Recygroup*

## Recybatt

Recybatt is a small business in Atacama that recycles batteries. Several companies in Chile collect batteries and dispose of them safely so they don't contaminate the ground, but Recybatt actually recycles them. Batteries contain chemicals like zinc and manganese, which are harmful for the environment but can be useful prime materials. Recybatt recovers these elements and sells them to companies that can use them.

## Pewün

Pewün is a composting business created by two young families who wish to raise awareness about organic waste. Pewün aims to teach people that organic waste is not rubbish and it should continue its natural process. This business collects organic waste for composting from houses in Viña del Mar, Valparaiso, Villa Alemana, Limache, and other nearby towns, all at a very fair price.



Adapted from *Pewün*



Adapted from *Idea-Tec*.

## Idea-Tec


Idea-Tec is a business created by two chemists who wanted to find a good use for discarded expanded polystyrene (EPS), a plastic also known as styrofoam. This material isn't easy to reuse or recycle, and often ends up in landfills. These two women developed a way to turn the EPS into paint, which they now sell to diverse companies and which is used for painting streets, floors, and walls.

- 3 In your notebook, match each business with the environmental issue it helps solve.

Droughts - Plastic waste - Floods - Chemical pollution - Greenhouse effect - Organic waste

- 4  Discuss.

- a. Why do you think green businesses are becoming more popular now?
- b. Do you think it is important for companies to be environmentally conscious? Why? / Why not?

**5**  **Create your own green company.**

- a.** Choose an environmental issue you believe is important. Here are some examples:
- Ocean and land pollution
  - Air pollution
  - Endangered animals
  - Deforestation
- b.** Decide what product or service you can offer to help with the issue you chose. For example:
- Recycling plastics
  - Renting electric vehicles
  - Selling products for charities
  - Growing native trees
- c.** Create a name and a logo for your company.
- d.** Write a description for your company using the model below. Remember to use what you've learnt in this unit:
- Vocabulary
  - Quantifiers and adverbs of frequency
  - Expressions of purpose
  - Present perfect and past simple



**NEW 2 YOU**

**One person's trash can be another person's treasure!**

At **New-2-You** we take old clothes and turn them into something new!

Millions of tonnes of clothing are thrown away each year, but very little of that waste is reused or recycled. Many people buy new clothes every season, but they rarely think of recycling their clothes or buying second-hand.

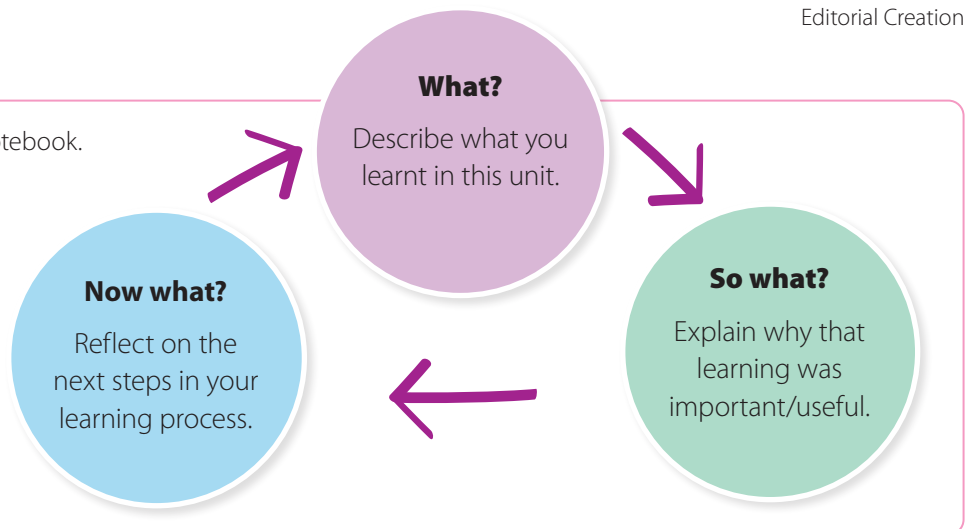
In order to start New-2-You, we collected donated clothes from friends and family. We've been making our products for seven months now, and we've already been invited to several events.. We've just finished designing a new product: it's a backpack made from jeans and t-shirts. We used jeans to make the structure so that it's sturdy, and then we cut out fun designs from old t-shirts to decorate it.

**Help us reduce textile waste by preferring our reused and recycled products!**

Editorial Creation

**My 3Ws**

Answer the questions in your notebook.



### Earth DAY

Every year on 22<sup>nd</sup> April there is an incredible worldwide event – Earth Day. It is the largest environmental event in the world and raises awareness of the world we live in. Earth Day is celebrated by over a billion people in more than 190 countries. Cities, towns and schools organise special events, people take part in parties, sponsored sports events and talks, and organise sales to raise funds.

Some people might do things to improve their neighbourhood or clean up local parks. For example, in 2012 more than 1 million students took part in Earth Day activities in Iraq alone; in Salangor, Malaysia, hundreds of people cleaned up a local waterfall; in Boujaad, Morocco, a group of students organised a rubbish cleanup and a tree planting day; and in Washington D.C. there was a great event with environmental activists, celebrities and music. The aim is to learn more about the environment and help communities take better care of the planet.

Editorial Creation



#### 1 Read the text and answer in your notebook.

- a. When is Earth Day?
- b. What is it for?
- c. How many people participate?
- d. What do people generally do?

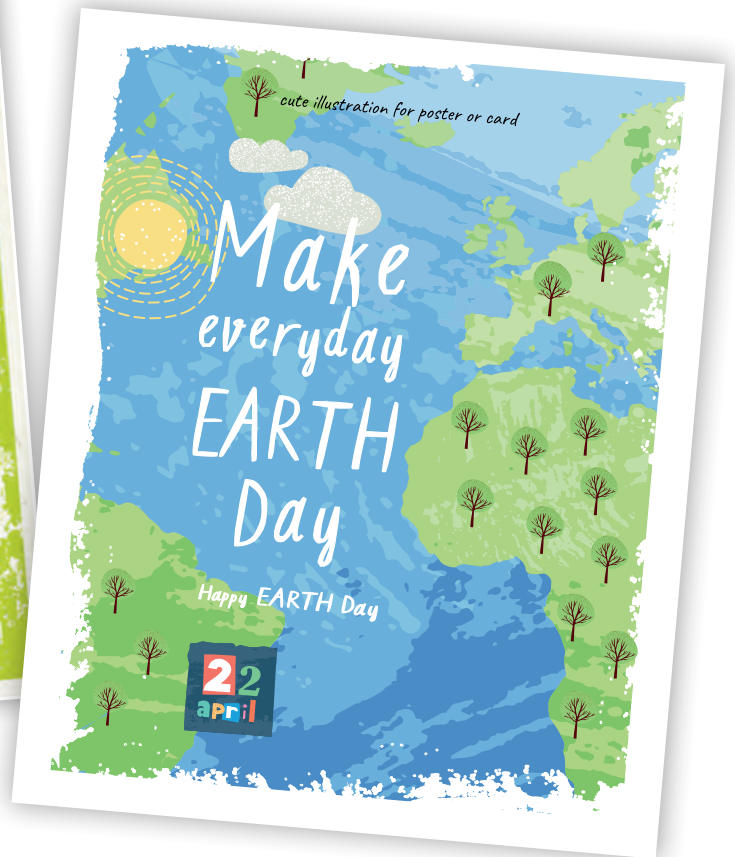
#### 2 Choose the three Earth Day activities that you like the most from below, or use your own ideas.

- Do a recycling project
- Clean up your neighbourhood
- Make a community garden
- Sell homemade T-shirts or shopping bags
- Plant native trees
- Build a recycled sculpture
- Do a sponsored walk or run

#### 3 Think about what each activity can contribute to your community. Does it...

- educate people?
- raise money for the environment?
- improve the natural world?
- help people live a greener lifestyle?





**4** Choose and plan your activity.

*I think that the best idea is selling homemade T-shirts.*

*I disagree. I think planting trees is a better idea.*

- a. Choose a name for your event.
- b. Decide where and when it will be held.
- c. Write a plan for how you will organise and carry out your event.

- d. Create a poster for your event.
  - Make sure that the description of your event is neatly and clearly written.
  - Check that you are using language learnt in this unit.

**5** Write a description of your event. Divide the description between everyone so you can present it. Ask your teacher if you need help with pronunciation.

**6** Present your event to the class. Use your poster as a visual guide.

# Body, Mind, and Spirit

## Look and discuss

- › What do you think the phrase “healthy body, healthy mind” means? Do you agree?
- › Do you think your morality affects your mental health? Why? / Why not?



## Unit goals

- › Learn how to make requests, offers, and suggestions.
- › Talk about hypothetical future situations.
- › Practise the /z/ sound.
- › Show respect for different cultures and realities.




Spirit



Mind

# 1 Healthy Body, Healthy Mind

## Reading

- 1  Discuss. What functions of the human brain do you find most important?
- 2 Read the article. Which of the functions that you mentioned are in the text?

## Super Brain

**1** Shall I tell you some interesting facts about your brain? It tells your lungs to breathe, your stomach to digest, and your heart to beat. It is where you think, learn, remember, feel, solve problems, and imagine things. Your brain is who you are and how you understand the world.



**2** The cerebrum is the largest part of your brain. It has four parts called lobes, each with a different job. The frontal lobe (A) is linked to your


personality and planning. The temporal lobe (B) has to do with hearing and processing sounds. The occipital lobe (C) is where you interpret what you see. And the parietal lobe (D) specialises in touch, heat, cold, and pain. The cerebellum (E) is a smaller part of the brain. It processes emotions such as anger, fear, pleasure, and sadness.

**3** The cerebrum is divided into the left and right hemispheres. Each half controls the opposite side of your body. Can you move your right arm for me? You just did that with the left side of your brain.

- 3 Read the article again and complete the factfile using the Extra Material 1.

### Factfile

- |                                |                              |                                       |                                      |                            |
|--------------------------------|------------------------------|---------------------------------------|--------------------------------------|----------------------------|
| a. Lobe that processes sounds. | b. Lobe that processes pain. | c. Structure that processes emotions. | d. Lobe that determines personality. | e. The two language areas. |
|--------------------------------|------------------------------|---------------------------------------|--------------------------------------|----------------------------|

- 4  Discuss.
  - a. What can you do to keep your brain well trained and strong?
  - b. What actions do you think can have a negative impact on your brain's functions? Why?
  - c. Do you agree with the statement "Your brain is who you are and how you understand the world"? Why / Why not?



**4** In your brain, there are billions of nerve cells connected by trillions of pathways. They send messages and form memories. If you could see inside your brain now, you would see millions of electric signals. This uses lots of power, so your brain needs 25% of your body's energy.

**5** Without our amazing brains, we wouldn't be able to speak. In the 1860s, two doctors discovered language areas in the left hemisphere – Broca's area and Wernicke's area. Would you like

to have a healthier brain? Don't give up on learning English! Scientists believe that using more than one language keeps your brain more active.

**6** Could you do me a favour? Never damage your frontal lobe, or your personality will change! Remember to take care of your Broca's area, too, or you won't be able to speak properly. How do we know this? Because head injuries help scientists understand how the brain works. Doctors usually study healthy human brains by scanning people's brains with MRI machines. In conclusion, the more we learn about the brain, the more we can help people in the future.

Editorial Creation

## Checkpoint

**5** Create a memory game.

a. Read the text box and look at the different kinds of intelligences.

verbal / linguistic

logical / mathematical

visual / spatial

naturalist

### Multiple intelligences

Everyone learns in different ways. Scientists say that we all have a bit of all eight, but each of us has a unique profile. What's yours?

musical

intra-personal

interpersonal

body / movement

b. In your notebook, match each type of intelligence with one of the following concepts:

- Music and sounds. **e.g.** *Musical*.
- Words and language.
- Images and spaces.
- Sports and physical activity.
- Your own interests and feelings.
- Nature, plants, and animals.

c. Read the instructions on Extra Material 2.

d. Take turns quizzing each other.

## Language in Use Modals: Offers and Requests

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

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

e.g. **Shall** I tell you some facts about your brain?

**Would** you like to have a healthier brain?

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

e.g. **Could** you do me a favour?

**Can** you move your right arm for me?

Grammar reference **Exercise Book p. 77**

- 1 Write sentences using each of the modals in your notebook.
- 2 Read the poem. In your notebook, complete the blanks with the modals of requests and offers.



### Asking Too Much



- a. "... you bring me food?", you ask.  
Yes, I certainly could.
- b. ... I make some soup for you?  
I hope that will be good.
- c. "... you buy me a bike?", you say.  
They're expensive, but I can try.
- d. ... you like to borrow mine?  
Maybe that'll get you by.
- e. "... you do my test for me?"  
I will teach you, if you need.  
But I won't earn your grades for you.  
If you cheat, you won't succeed.

Editorial Creation.



- 3  Discuss.
  - a. What is different between the things the first person requests?
  - b. Why do you think the poem is titled "Asking Too Much"?
- 4  Play *Roll the Dice and Role-play*. Use Extra Material 3.
  - a. Read the instructions carefully.
  - b. Practice your dialogues.
  - c. Role-play in front of the class.



## Listening

# The London Marathon

in Figures



- 1 Look at the pictures. Talk about sporting events that are famous in your country.
- 2 Listen to the podcast about the London Marathon. Identify the following aspects in your notebook:
  - a. Distance.
  - b. Number of runners.
  - c. Fastest woman.
  - d. Fastest man.
- 3 Listen again and decide if the sentences are true or false. Correct the false ones in your notebook.

**e.g.** The London Marathon is longer than most marathons. *False. All marathons are the same distance.*

  - a. A Kenyan athlete set the record for the fastest man in 2011.
  - b. A lot of the runners raise money for charity.
  - c. About 1 million people from around the world watch the event on TV.
- 4 Listen again and check your answers.

## Reflect

- 5 Discuss.
  - a. Over 30,000 people run the Santiago Marathon every year. Why do you think sports are so popular around the world?
  - b. What impact could major sporting events have on a city? Think about:

tourism - traffic - littering
  - c. Organising big sporting events is expensive. Do you think it's a good idea for cities to invest a lot of money on these events? Why / Why not?

1  Read the following riddles and solve them.

a. Which number should come next, and why?

25, 24, 22, 19, 15...

b. You are a cyclist in a race. Just before crossing the finish line you pass the person in second place! What place did you finish in?



c. Jessica put six different coloured beans in a bag. She had red, blue, pink, orange, yellow, and purple coloured beans. There were 30 beans total in the bag: 4 red beans, 2 blue beans, 6 pink beans, 5 orange beans, 4 yellow beans, and 9 purple beans. What is the probability that someone could pull a pink or a yellow bean out of the bag?



## Checkpoint

2  Create a brain teaser.

a. Research brain teasers online.



Read some brain teasers at:  
[www.braingle.com](http://www.braingle.com)

b. Choose the type of brain teaser you want to create: sequences, division, addition, or probabilities.





c. Write a short instruction or riddle and find the solution.

d. Swap your riddle with another group and solve their brain teaser.







# Speaking

- 1  Talk about the last time you went to the doctor. Discuss why you went, what the doctor said, and what happened after.
- 2  Look at the picture. Why do you think Lauren is at the doctor's?
- 3  Listen and identify in your notebook:
  - a. Why Lauren and Charlie were running in the park.
  - b. Why Lauren enjoys running.
  - c. How Lauren hurt herself.
- 4  Discuss.
  - a. What are the consequences of overdoing exercise? Think about Lauren's case and other examples.
  - b. Why is going to the doctor important?





## Pronunciation /ʒ/ sound

- 5  Listen and repeat.
  - a. usually – visual – conclusion – illusion – treasure – inclusion – measure
  - b. Visual illusions usually cause confusion.
- 6  Write rhymes using words with the /ʒ/ sound. Use this webpage to help you find rhyming words:



Find rhymes here:  
<https://www.rhymedb.com>

## Your Turn to Speak

- 7  Listen again and take notes about the doctor's questions and the patient's answers.
- 8  Role-play in pairs.
  - a. Using your notes from Activity 6, write a dialogue about an illness or injury. Include when it started, the symptoms, and how the patient feels now. End it with a treatment recommendation from the doctor.
  - b. Decide who will be the doctor and who will be the patient. Role play, and then swap roles.

*When did your fever start?*

*I've been feeling off since yesterday morning.*

*You should take some paracetamol and rest for a few days.*

**1**  Discuss. Do you like sports? Which sports do you practice?

**2** Read the coach's Q&A. Identify the following things and write them in your notebook:

- a. 4 dietary musts.                      b. 2 warm-up exercises.                      c. 2 non-competitive sports.

## Dear coach

**1** Q: I'm 14 and I do a lot of exercise. I work out at the gym, play football, and go running most days. Am I overdoing it?

A: You're growing, and you mustn't overdo things. Go to the doctor for a health check, and make sure you eat healthily, with lots of protein, carbohydrates, fruit, and vegetables. Sleep is vital. You should also hang out with your friends and relax. It's good to have a healthy body, but you need a healthy mind too!

**2** Q: I often hurt myself when I play football. I recently had a sprained ankle and pain in my legs. What can I do?

A: Don't overdo things – you shouldn't have so many injuries. Do you warm up first? Stretch your muscles with warm-up exercises and increase your body temperature by jogging for 5 minutes. But you must see a doctor if you are in a lot of pain.

**3** Q: I hate sports and prefer listening to music. Why do I have to get hot and sweaty to get fit?

A: You should exercise because it keeps you healthy. But it doesn't have to be a sweaty, competitive sport. You could do something different and fun, like skateboarding. And why not try walking more often? Or you could set yourself a fitness goal. When you achieve it, give yourself a treat!

Editorial Creation


**3** Read the Q&A again. Find the correct word for each definition and write them in your notebook.

- a. Meet with.                      b. Calm running.                      c. Covered in a watery-fluid that comes out of your skin.                      d. A tasty snack that you get as a prize.

**4**  Discuss.

- a. Do you think being overweight or obese is something to be ashamed of? Why? / Why not?  
b. 74% of the Chilean population is overweight or obese (OCDE, 2019). Why do you think there are so many people who fit into that category?

## Checkpoint

**5**  Ask your classmates. Find someone who...

e.g. has broken a leg. *Who has broken their leg? Martín broke his leg last year!*

- a. is allergic to pollen.                      c. got a bad sunburn last summer.                      e. hasn't had chicken pox.  
b. has had a cold this year.                      d. has pulled a muscle in gym class.                      f. has gotten a papercut.

## Language in Use **Modals: Suggestions**


Modals can also be used to suggest things to do or to not do. Remember, modals always go with a bare infinitive.

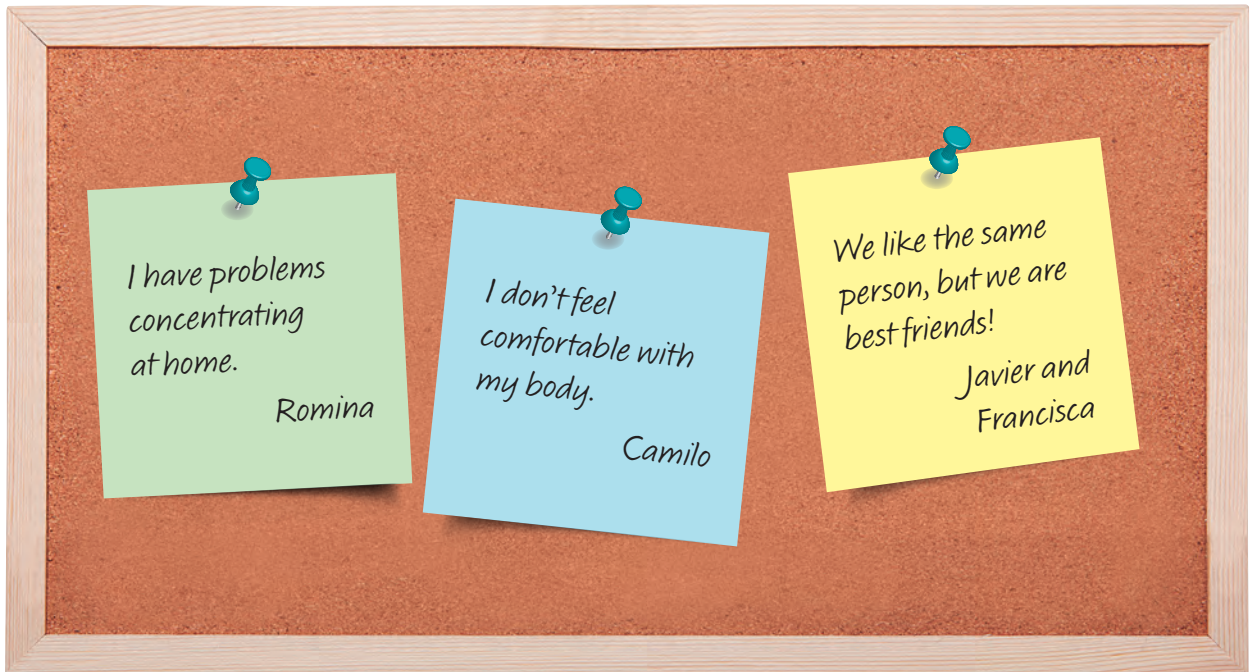
We use *should* or *shouldn't* to suggest doing or not doing something.


**e.g.** You **should walk** home more often.

We **shouldn't eat** so many sweets.

Grammar reference **Exercise Book p. 77**

- 1  Read the Q&A again. What suggestions does the coach give?
- 2 Read the following messages. Choose one and write two suggestions for them in your notebook.




- 3  Discuss.
  - a. Think of something you want to improve in your life. It can be something physical or mental.
  - b. Write it on the adhesive note the teacher gives you.
  - c. Swap notes with different partners.
  - d. Receive and give suggestions. Make sure to use "should".

**e.g.**

*I'm not good at Maths.*

*You should study with me!*

- 1  Look at the title and the pictures. What do you think the brochure will be about?
- 2 Read the brochure and check your predictions.

The title should be short and informative.

### *Tips for a Healthy Life*

You only get one body, so you should take care of it!

A healthy lifestyle improves life quality, reduces stress, depression, and anxiety, and gives you more energy.

Follow these three easy tips to stay healthy!

- ✓ **Stay active.** Doing exercise doesn't have to be only about the gym. There are lots of ways you can be active while doing other things. You could dance or do yoga at home, you could ride your bike to school, or you could walk your neighbours' dogs for a bit of pocket money.
- ✓ **Eat healthy.** Adults always go on about eating more vegetables, but to be honest, I just can't stand lettuce. Shall I tell you a secret, though? Eating healthy isn't just about boring salads. You don't even have to say goodbye to your favourite sweets – just make sure you keep a balanced diet.
- ✓ **Keep in touch with your feelings.** We know that physical health is good for mental health, but the opposite is true too. It's OK to be sad or angry sometimes, but you should manage those emotions effectively without being impulsive or trying to repress them. You should ask for help when you need it. Just like we go to a doctor when our knee hurts, we should go to a professional when our minds don't feel right.

Follow these tips and you'll feel great in no time!

Editorial Creation



The introduction presents the topic you'll be writing about and why it's important.

Tips given should come from trustworthy sources, like doctors and scientists.

The final paragraph closes the pamphlet with a short summarising statement.

Bullet points organise the tips about the topic you chose. Each paragraph addresses one tip and gives extra information about why it's relevant.

Remember to use should for suggestions.

## Your Turn to Write

- 3 Write a brochure with tips about being healthy.
  - a. Think of three pieces of advice that you think are important for being healthy.
  - b. Mention why each tip is important or useful.
  - c. Make sure your advice is backed by trustworthy sources.
- 4 Now, go to your Exercise Book to write your brochure.



- 1  Read the following statement and arguments for and against it.

**"Healthy people are generally happier than unfit, unhealthy ones."**

"Dieting makes people miserable and radically obsessed with their body image. You've got to be happy with what you have, and not worry about things too much. It takes work, but if you can accept yourself as you are, then you'll be happier."

"You're happy when you're living at your fullest potential. Diets are popular because people are unhappy with their bodies. Would you swap places with a fit version of yourself? If you said yes, then you're not happy with your body. It's time to get in the game and get fit."

Editorial Creation


- 2  Discuss.
- Do you agree or disagree with the statements? Why?
  - Which argument do you find the strongest? Give proof to support your choice.
- 3  Write about your opinion in your notebooks. Include:
- An introduction to the topic.
  - Arguments to support your stance. Include at least two.
  - A conclusion.
- 4 Debate with a group with the opposite stance in front of the class. Use the arguments you wrote in Activity 3. May the best group win!

## Think Back

- 5 Think about the lesson and answer.
- What did you learn in this lesson? How did you learn it?
  - What was easier or more difficult for you to learn in this lesson?
  - What can you do to improve your learning?

# 2 Moral Dilemmas

## Reading

- 1  Look at the pictures and discuss. Have you ever done something dishonest? Share your experiences.
- 2 Read the article and identify the main conclusions of the surveys. Write them in your notebook.

### I'm Honest... aren't I?



We would all like to think that we are honest and trustworthy. But are we? Would you keep a wallet if you found it on the street? Would you stand in a preferential line at the shop even if you didn't need it?

A recent survey of 1300 people from different Chilean cities suggests that we aren't as moral as we think. It found that over 25% of people would keep money if they saw it fall out of someone's pocket in front of them, 23% would spread unconfirmed rumours about a neighbour, and over 40% would include fake information on their *curriculum vitae* to get a job. Interestingly, women and older people, in general, were the most honest, while men and younger people had more flexible values.

The study found some factors that affect people's decisions. People are more likely to do something unethical if a friend does it, or if it's something that a


lot of people also do. On the contrary, empathetic people are less likely to do something they feel will harm someone else.

A different study, carried out in England, asked people about these two situations: in the first one, a woman buys a special dress, wears it once, and then takes it back for a refund.

In the second one, a care-at-home nurse gets an old woman to change her will in his favour. This survey found that over 80% of people thought it was wrong to take the dress back, but only 40% disapproved of taking advantage of the old person. Do you find that surprising?



Editorial Creation

- 3 Read the article again. Complete the sentences in your notebook.
  - a. The Chilean survey found ... to be more dishonest.
  - b. People are more likely to do something dishonest when ... .
  - c. The English survey revealed people thought it was worse to ... than to ... .
- 4  Discuss.
  - a. Do you find the results of the English survey surprising? Why? / Why not?
  - b. In your opinion, is dishonesty embarrassing or a necessary evil? Why?


- 5  Choose three questions and discuss your answers.

## Now You Try!

### Are you honest? What would you do in these situations?

- If you broke something valuable at home, would you tell your parents it was you?
- If there wasn't a litter bin, would you carry the litter home?
- If you got a bad score on a test, would you lie to your parents?
- If a friend baked a cake and it tasted horrible, would you say it was nice?
- If you were playing a game, would you cheat?

## Checkpoint

- 6  Survey your class about moral dilemmas.

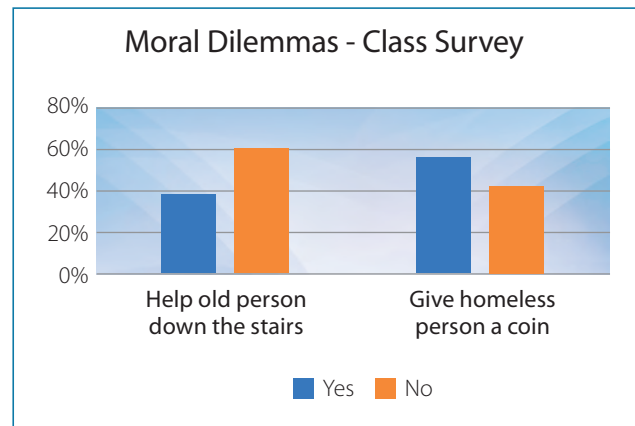
- Make a list of five moral dilemmas.
- Make survey forms with the dilemmas.
- Ask your classmates to answer the surveys anonymously.
- Analyse the answers and make a graph with the results.
- Present your results to the class.

*Moral Dilemmas  
Class Survey*

*Would you help an old person walk down the stairs if you were running late for school?*

*Would you give a homeless person a coin, if it meant you couldn't buy a snack later?*

*Would you...?*



## Language in Use **Second Conditional**

We use the **second conditional** to talk about hypothetical situations.

It is divided in two parts:

- We use the **past simple** in the *if* clause.

- We use **would / wouldn't** + a verb in **infinitive** in the **other clause**.

• **If Jake *was* late for school, he *wouldn't help* the lady to cross the street.**

• ***Would* you **keep** money, **if** you **found** it on the ground?**

- We can use the phrase *if I were you* to give advice.

• ***I'd stop* hanging out with those guys, **if I were you**.**

Grammar reference **Exercise Book p. 77**

**1** Complete the questions in your notebook. Use the correct forms of the verbs in brackets.

**e.g.** If you *found* a wallet with 200 000 pesos, what *would* you do?

**a.** ... you ... (read) a friend's diary if you ... (see) it on the table?


**b.** If you ... (not/want) to do an exam, ... you ... (pretend) to be sick?

**2** Write some advice in your notebook for the following problems using *If I were you ...*.

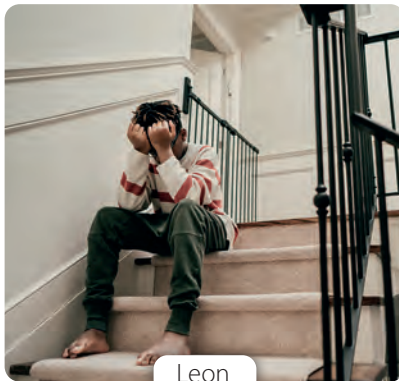
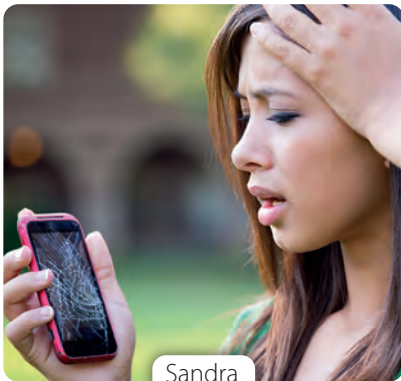
**a.** The essay I wrote for class isn't very good, but I found a great one online that I could copy.

**b.** My friends always make fun of another classmate. I think it's mean, but I don't want them to get mad at me.

**c.** My neighbour has a game I really like, and he always forgets it outside.

**3**  Look at the pictures. Think of what you would do in each case. Take turns with a partner.

**e.g.** *If I were Sandra, I would take my mobile phone to the repair shop.*





## Listening



# The Winning Ticket!



- 1 Look at the pictures and discuss. How do the people feel? What do you think happened to them?
- 2 Listen to the first part of a TV programme called *The Moral Question*. Identify the following information. Use the Extra Material 4 your teacher will give you.

### Eric

- Occupation.
- Reason to play the lottery.
- Why his life would change.
- Person he would give money to.


### Sally

- Occupation.
- Reason to play the lottery.
- Why she wouldn't want so much money.
- Would move home if... .

- 3 Discuss. Who would you choose to win, Eric or Sally? Why?
- 4 Listen to the last part of the programme and answer in your notebook.
  - a. How did Jerry and his wife spend the money?
  - b. What happened to their marriage?
  - c. How does Jerry feel now about his lottery win?

## Reflect

- 5 Discuss.
  - a. Do you think winning the lottery is always a good thing? Why? / Why not?
  - b. Would your personality change if you suddenly had a lot of money? Why? / Why not?
  - c. Should people who win the lottery be required to give a certain percentage to charity? Why / Why not?

- 1  Look at the picture and discuss. What are some of the effects of bullying?



- 2 Watch a video by Natalie Hampton, a victim of bullying. Does she mention any of the effects that you discussed in Activity 1?



Watch the video at:

<https://www.youtube.com/watch?v=sh7XFCysTr4>

- 3 Watch again and identify in your notebooks.

- a. What saved Natalie's life at her new school.
- b. What actions Natalie took to help other victims of bullying.

### Checkpoint

 Research and discuss bullying issues.


- a. Identify bullying issues in your school, such as:
  - Inequality.
  - Racism / xenophobia.
  - Sexism.
  - Body shaming.
  - Ableism.
  - Sexual orientation.
  - Social exclusion.
  - Gender identity.
- b. Choose and research a bullying issue.
- c. Write an explanation of the bullying issue.
- d. Present your research to the class.





Research bullying here:

<https://www.cdc.gov/violenceprevention/youthviolence/bullyingresearch/fastfact.html>

# Speaking


- 1  Look at the pictures and discuss.
- a. Do you like art? Who is your favourite artist?
  - b. Do you think graffiti is art? Why? / Why not?
  - c. What message do you think these graffiti send?

- 2  Listen to some friends talking about graffiti and decide if the sentences are true or false. Correct the false ones in your notebook.
- a. Alex is reading an article about street artist Banksy.
  - b. No one knows anything about Banksy.
  - c. Banksy's artwork is very valuable.
  - d. Laura loves graffiti.

- 3  Listen to the second part of the conversation and discuss.
- a. Does street art make the city ugly or more beautiful? Why?
  - b. Do you think a museum or gallery is the best place to see art? Why? / Why not?
  - c. Should people be allowed to make art in public places without permission?



## Your Turn to Speak

- 4  Discuss in groups.
- a. Choose a statement:

Graffiti is an acceptable form of protesting.

Tattoos are art.

- b. Make notes for and against the idea.
- c. Then, use your notes to discuss with your classmates.

e.g.

*I'm convinced that getting a tattoo is a terrible idea. It's a mark that you can never remove from your body!*

*As I see it, a tattoo is a permanent piece of art that will stay with you all your life.*

## One Love Manchester

22<sup>nd</sup> May, 2017 was going to be a great day for the 14 000 people attending Ariana Grande's concert in Manchester, UK. But minutes after the show ended, someone detonated a bomb killing 22 of the concert attendants and injuring hundreds more.

Ariana was devastated by the news. She cancelled her shows for the next two weeks and she organised a charity concert on 4<sup>th</sup> June: One Love Manchester. The concert would gather money for the "We Love Manchester Emergency Fund", which was set up by the city council and the Red Cross to help the victims of the bombing and their families.

One Love Manchester was a huge success. 55 000 people went to the concert and security measures were increased. Guest stars included Justin Bieber, Miley Cyrus, Katy Perry, and Pharrell Williams, among many others. The We Love Manchester Emergency Fund received the equivalent of over 10 500 million pesos. If the concert hadn't happened, they wouldn't have received nearly as much money for the victims and their families.



**1** Look at the pictures. Have you ever been to a big concert? Do you recognise the singer?

**2** Read the article and decide if the sentences are true or false. Correct the false ones in your notebook.

- a. Ariana Grande cancelled all the remaining concerts on her tour.
- b. One Love Manchester collected money for the victims of the bombing on 22<sup>nd</sup> May.
- c. The people of Manchester were ungrateful for the concert.

**3** Discuss.

- a. Is it safe to organise a massive event right after a terrorist attack?
- b. Do you think celebrities do the right thing when they do charity events? Why? / Why not?

Some people criticised Ariana Grande for doing the concert. They said the singer was taking advantage of the publicity surrounding the news. After One Love Manchester, she continued her tour, playing concerts all around the world. Many of her shows sold out.


Nevertheless, the people of Manchester were very grateful. The charity concert helped raise spirits in a city that was still suffering the trauma of the bombing. Ariana was named an honorary citizen of Manchester, because of her solidarity and kindness after the incident.

Controversies like this are common when celebrities do something for charity. On the one hand, they are often accused of using a tragic situation to their benefit. Solidarity makes them look good. On the other hand, their fame makes people more interested in helping. If someone famous wasn't involved, people would be less likely to support a charity event.

*Adapted from: 'Let's Not Be Afraid': Ariana Grande Returns to Manchester in Show of Unity.*



## Checkpoint

- 4  Make a charity concert poster.
  - a. Choose a local NGO to support.
  - b. Choose three bands / musicians you would like to invite.
  - c. In your notebooks, write a description of the event. Include a fun catchphrase.
  - d. Design your poster. Don't forget to give your concert a name!



- 1 Look at the title and discuss. How would you answer the question?
- 2 Read the discussion essay and answer. Does your answer to Activity 1 change? Why? / Why not?

The title presents the discussion question.

The introduction paragraph gives more context and repeats the discussion question.

The second paragraph presents the arguments in favour of the dilemma.

The third paragraph presents arguments against the dilemma.

The conclusion paragraph gives the author's opinion.

## Should Governments Make Everyone Give Money to Charity?

By Andrés Conde

We all know that there are problems in the world today like famine, drought, and civil wars. But should a government obligate people to give money to charity to help with these global problems?

On the one hand, if governments made people give money, there would always be money for innocent people who are suffering. For example, a few euros can provide clean water for a child in Africa. Bigger donations could help change the lives of whole communities. What's more, through the internet we can donate money quickly and easily.

On the other hand, a lot of people just don't have any extra money that they can donate. They might feel under pressure if their government forced them donate to a charity. Some people might want to choose what they do with their money too, and not be told that they have to give it to charity.

I think we could all still do a bit more to make a difference. It doesn't have to be giving money; we can also contribute by donating our time or skills to people in our own towns.





Editorial Creation

### Your Turn to Write

- 3 Write a discussion essay about a controversial dilemma.
  - a. Present your topic explaining why it's controversial.
  - b. Choose at least one argument for and one against your dilemma.
  - c. When presenting your opinion, think outside the box: try to find a compromise between both sides.
- 4 Now, go to your Exercise Book to write your discussion essay.



- 1  Look at the picture and discuss. What do you think the “Another way” sign symbolises?
- 2  Read the blog and the comments. Choose the comment you like best and discuss your choice.

Blog

## Weekly Ethical Dilemma

*by Isocrates*

*Hope you are feeling moral today! Here is this week's ethical dilemma. As always, post your thoughts below and keep discussion civil!*

### A Dangerous Job

Fishing is one of the most dangerous jobs in the world, and many fishermen die or get injured each year at sea. Is this suffering worth it, just so people can eat fish? Or should fishing be banned?



Editorial Creation.



**chelseaboy** If fishermen couldn't fish, then they would be unemployed and entire coastal communities would suffer. That can't be right.



**rockdrum** I don't believe fishermen should put their lives at risk for my plate of fish. But if they improved the working conditions and the safety of fishing boats, it'd be a safer job.



**5banana** There's another issue here. Fish suffer too and I don't believe animals should suffer. We should all be vegetarian. Leave the fish in the sea!

- 3 Write your own comment in your notebook for the following ethical dilemma. Include at least three arguments to support your opinion.

### *The Birthday Present*

Two of your friends buy a lottery ticket as a present for you. You win 100 million pesos. Would you share the money with your friends, who only spent 1000 pesos each on your birthday present?

## Think Back

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



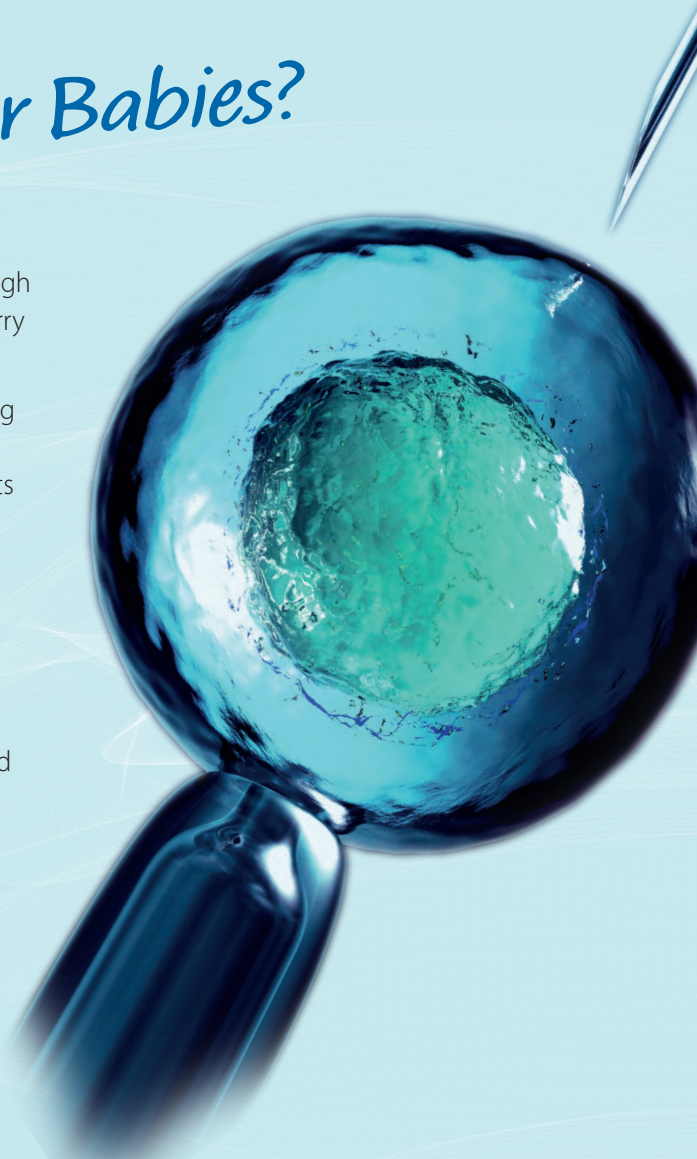
## A **New Era** of *Designer Babies?*




For years, couples with life-threatening diseases have used preimplantation genetic testing (PGT) to select embryos created through in vitro fertilization (IVF). The objective? To select those that will not carry these diseases.

Nowadays, some companies offer other possibilities, such as calculating the risk of developing common illnesses like heart disease, diabetes, and schizophrenia. They also calculate the likelihood that future parents will pass such risks along to a future child. This would help identify the healthiest of their embryos for pregnancy.

These tests search for genetic problems that would only become evident after the birth of the child. But diseases caused by a single gene are rare. Most children are born healthy, and most couples who do carrier screening get good results. By contrast, including common diseases ensures that a high percentage of prospective parents will find something to worry about.

Geneticists have greeted these new techniques with skepticism. This is because of the companies' use of a technique called polygenic risk scores to assess the risk an embryo has of developing common diseases during their lifetime. Heart disease runs in families just like musical ability or height, but only in exceptional cases can the inherited risk be traced to a single gene. Hundreds or even thousands of genes each contribute in a small way.



- 1**  Look at the pictures and read the title of the article. What do you think the reading will be about?
- 2**  Discuss. What are some genetic advances you know about?
- 3** Read the article. Complete the sentences in your notebook.
  - a. New companies have offered the chance to ...
  - b. The genetic problems detected only ...
  - c. A decreased risk of a disease doesn't mean ...
- 4**  In groups, answer the following questions.
  - a. If given the chance, should parents be allowed to change every single trait of their future child?
  - b. Do you think this type of genetic manipulation could eventually lead to other problems?
  - c. Would you change something about yourself if you could? Why?



Researchers who work with polygenic risk scores are concerned about their use in this context. “We don’t know what these variants are doing biologically,” says Peter Kraft, a professor of epidemiology. “Something that is associated with decreasing the risk of breast cancer could be linked to other things, some of which might actually increase your risk of something else. We just don’t know enough yet.”

Polygenic risk scores could generate predictions for more than just heart disease and cancer.

Eventually, they could be devised for any trait, such as neuroticism and same-sex sexual behavior (although this is not currently being done).

For better or worse, genetic testing of embryos offers a potential gateway into a new era of human control over reproduction.



Adapted from *A New Era of Designer Babies  
May Be Based on Overhyped Science*

## 5 Create a podcast.

- a. Choose a controversial subject. For example:

**Genetic manipulation**

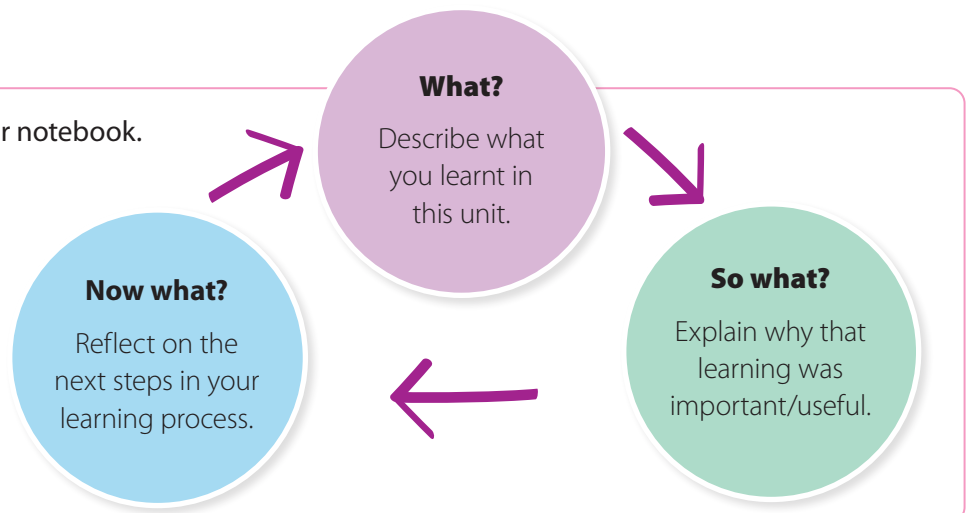
**Plastic bag ban**

**Unauthorised street art**

- b. Determine two or three different postures regarding the topic.
- c. Divide your group into smaller groups, one for each posture.
- d. In small groups, discuss the subject based on the assigned posture. Take notes about your arguments.
- e. Practice discussing the subject. Use what you have learnt in this unit:
- Offers, suggestions, and requests.
  - Expressing different points of view.
  - Second conditional.
  - Vocabulary.
- f. Record your discussion podcast and share it with the class.


## My 3Ws

Answer the questions in your notebook.



# Project

## Create a Mural About a Social Issue

- 1  Look at the picture and discuss.
  - a. What message do you interpret from the mural?
  - b. What is your favourite mural or piece of street art?
- 2 Read the article and answer in your notebook.
  - a. Where is the open-air museum?
  - b. What are some themes portrayed in the graffiti?
  - c. What role do the locals play in putting up new murals?

## The Open-air Museum

*of San Miguel, Chile*

Street art is all about reaching the community and making the city more vibrant. In Chile, the Open-Air Museum of San Miguel, Santiago is taking things to a whole new level!


A grey neighbourhood with social housing from the 60s seemed like the perfect canvas for the colourful and powerful murals of the Museo a Cielo Abierto. In 2009, two San Miguelinos started thinking of ways to revitalise their neighbourhood. They wanted the dark buildings to look better and for their community to feel proud of their homes.

But it's not only about painting pretty murals. While allowing Chilean and international graffiti artists to use their buildings as canvases, the residents of San Miguel also want to tell a story. Actually, not one, but many diverse stories. The locals approve the murals before they are painted. This way, they get to share their values and thought-provoking messages: children and their rights, social injustice, the land, and the environment are common themes covered in the murals of San Miguel's Open-Air Museum.


San Miguel has proven to have a voice time and time again. There's no doubt it has a powerful one! This project has the potential to attract everyone, even people who don't like graffiti. The colours will make you look, but the issues represented will make you think.

*Adapted from The Open Air Museum of Santiago de Chile.*




**3**  Discuss social issues connected to the unit and how they apply to your country. Choose one.


- Physical/mental health
- Lack of physical activity
- Overdoing exercise
- Body positivity
- Honesty
- Solidarity
- Kindness
- The power of money

**4**  Brainstorm a list of possible short-term or long-term solutions to the issue you chose.


**e.g.** Mental health in Chile:

- Making psychological issues visible in our society.
- Learning to admit when you need professional mental help.
- Teaching empathy towards people who are suffering a mental illness.

**5**  Draft a mural based on the social theme you chose. Make sure it communicates at least one of the solutions from Activity 4.

**6**  Write a description of your mural. Include:

- Social problem.
- Possible solution.
- Symbols that represent the problem and/or the solution.
- Meaning behind the use of colours and shapes.

**7**  Present your mural to the class. If you need, you can use flashcards to remember the main ideas.



# 3 Your Time to Shine

## Look and discuss

- › What do you think when you look at these pictures? Have you ever been to a festival?
- › Has technology helped make international culture more available? Why? / Why not?
- › Why is cultural diversity important?



## Unit goals

- › Report what another person said.
- › Apply the use of the present tense to review a story.
- › Practise initial /sp/ and /st/ sounds.
- › Show respect for different cultures and realities.

# 1 Let's Celebrate

## Reading



- 1 Discuss.
  - a. What do you usually do on your birthdays?
  - b. Do you think it's important to celebrate birthdays? Why? / Why not?
- 2 Read the article. In your notebook, match each paragraph with one of these titles.
 

a. Jamming	e. NGO Birthday
b. Camping Trip	f. Grow your Roots
c. Photography Session	g. Bake It Yourself
d. Cook Out	h. Solo Bike Ride
- 3 Read the article again. Discuss which option you'd choose to celebrate your birthday, and why.
 

e.g. *I would choose the Grow your Roots plan because it's interesting and eco-friendly. I love plants!*

## Out-of-the-Box Birthday Plans

1 Outdoors activities are fun! A camping trip could be an excellent birthday celebration. Choose a natural location you love, invite your best friends, set up a large tent outside, and enjoy a great experience in the fresh air.

2 Gardening is a wonderful way of giving back to the Earth. You can celebrate your birthday by planting some flowers or herbs in tubs, inside the house. Or you could choose a place outside and plant a tree. The plants will make your space look more beautiful, and watching them sprout will make you feel happy.

3 Why wait for someone to surprise you with a wonderful birthday cake? Be independent and bake one yourself. Ask a friend or family member for their best cake recipe and start baking! My mother told me that she always baked her own cake for her birthdays, and everyone loved it.

4 Maybe you'd prefer to celebrate your birthday alone. How about an exciting bike ride down a hill or near the seashore? Remember to take sunblock, your helmet, and plenty of water. Get in touch with your inner adventuring spirit.

## Checkpoint

4 Write a birthday cake recipe using Extra Material 1.

- Follow the instructions carefully.
  - When you are ready, check for any corrections you can make.
  - Exchange recipes with another pair. Comment on what you would improve to make the best birthday cake ever.
- e.g.

You shouldn't freeze the dough.

You could use more flour.

**RECIPE**

Minty birthday cake

PREP TIME	20 min	COOK TIME	40 min	INGREDIENTS
SERVINGS	12	DATE	24/09/2021	• Chocolate chips
INSTRUCTIONS				• Mint ice-cream
• First, break the eggs in a bowl...				• Eggs
• ...				• Milk
• Last, decorate with the toppings you like best.				• Flour
				• ...

FROM THE KITCHEN OF Romi and Pancho

5

Last year I went to an orphanage with the help of an NGO called "One life." During my visit, we celebrated a child's birthday. The people in charge of the orphanage said that I could celebrate my birthday with them this year, so I did. It was my most heart-warming birthday celebration ever. I will cherish the memory of the experience forever.

6

Maybe you already have a cake, but you still want to make some of the food for your party. Why not involve all your friends and have a cooking competition? Make sure you have all the ingredients and utensils you will need. Everyone can show off their cooking talents, and then you get to have a feast with the results!

7

A few years ago, my best friend Beto asked me if I wanted to learn to play the guitar. He gave me some lessons, and for my birthday that year, he surprised me with a jam session along with some other friends. They all brought their instruments and we played music for hours! It was really fun, and I got to listen to different music styles I didn't know about.

8

Are you interested in photography? A day out taking photos could be a great birthday celebration. It doesn't matter if you prefer nature, cityscapes, or portraits: you can find great snapshot moments anywhere. My dad told me of a special place for taking photos: it's on top of a hill overlooking the city, so there's both nature and city landscapes. I think that's what I'll do for my next birthday.

Adapted from *53 Unique Celebration Ideas*.

## Language in Use **Reported Speech**

We use reported speech to say what someone else communicated, using **said**, **told**, and **asked**.

We change the tense of the verbs to a **past** form.

**e.g.** *Cony: "Can I go to the party tomorrow?"*

*Cony **asked** if she **could** go to the party tomorrow.*

Grammar Reference **Exercise Book p. 78**

### 1 Read the statements below and report them.

**a.** "My birthday is at the end of October, but I usually celebrate it in November".



Ale

**b.** "We're planning to spend New Year's Eve in Curicó this year."



Cami and Marco

### 2 Play Voicemail.

**a.** Form a circle.

**b.** Choose a player to say a short comment. That person will be Player 1.

**c.** Player 2, the person to the right, will report what Player 1 said.

**d.** Players 3 and 4 will report what the Players before them said.

**e.** Switch player roles and start over again.

**e.g.**

**P1:** "I don't like running or swimming."

**P2:** "She said she didn't like running or swimming."

**P3:** "He said she said she didn't like running or swimming."

**P4:** "They said she said she didn't like running or swimming."





- 1 Look at the pictures and discuss.
  - a. Do you know what a prom is?
  - b. Do you celebrate proms in your country? What are they like?
  - c. Does anything like this happen in your school?
- 2 Listen to Daisy talking to Erin and answer the questions in your notebook.
  - a. Who is Will and how old is he?
  - b. What was he wearing on Friday?
  - c. How did he get to prom?
- 3 Listen to the rest of the conversation and identify in your notebook:
 



a. What Will found difficult to buy.	c. Why he had a crisis with his socks.
b. What Will did on the day of the prom.	d. What Daisy helped Will to do.
- 4 Listen again and check your answers as a class.

## Pronunciation Initial /sp/ sound

- 5 Listen to the tongue twister and repeat it out loud.  
*A Spanish spaceman spent his time spiralling spicy spaghetti with a spoon.*
- 6 Find words that begin with /sp/ in the article on pages 60-61. Make a list in your notebook and pronounce them all together.

## Reflect


- 7 Discuss.
  - a. What do you think about spending a big sum of money on parties?
  - b. Do you think it's necessary for proms to be luxurious and pompous? Why? / Why not?

- 1  Discuss. Why do you think some Chilean festivals have lasted for such a long time?
- 2  Read an opinion paragraph about a Chilean festival. Identify expressions to give opinions.

## Huaso de Olmué Music Festival

The Huaso de Olmué music festival is one of the greatest festivals in Chile. It is held every January, and various artists get the chance to perform their songs during the three to four days this event lasts. If you ask me, in comparison to festivals like Viña del Mar, the Huaso de Olmué festival has a lot more to offer in terms of authenticity and national representation. Everyone on the stage wears traditional outfits, and the spirit of the show is the best. It's a nice festival, because you can see in people's faces that there is more to it than just fun. Personally speaking, I think this festival is meaningful because it shows how beautiful our Chilean culture is. I believe it is very necessary to have more festivals like this one, because they help preserve the country's traditions.

Editorial Creation


- 3  Watch a video from the Huaso de Olmué festival and discuss.
  - a. Do you agree or disagree with this statement: "the Huaso de Olmué festival has a lot more to offer in terms of authenticity and national representation"? Why?




<https://www.youtube.com/watch?v=PGR0x6LuSPQ>

- b. Do you recognise the song and the band from the video? What do you think the song is about?
- c. Are traditional music festivals important for a country's national identity? Why? / Why not?

### Checkpoint

- 4  Write a song in English.
  - a. Decide on a topic for your song. Think of something that's relevant to your local or national identity.
  - b. Choose a musical style. Think of your favourite musicians from your country for inspiration.
  - c. Write lyrics to your song in English.
  - d. Write a description of your song, including:
    - Musical style.
    - Band(s) that inspired the song.
    - Topic.
    - A brief explanation of the meaning of the lyrics.
    - Names of the songwriters (you!).

# Speaking

- 1  Look at the pictures and answer: What do you do when you receive a phone call for someone else?



- 2  Listen to Lauren and Theo. Complete the sentences in your notebook.


- a. Charlie has ... his phone.
- b. Lauren is celebrating her ... birthday.
- c. They are meeting at the ... .

- 3 Write the conversation between Aisha and Cesar in the correct order in your notebook.

- a. A: Kevin isn't at his desk at the moment. Would you like to leave him a message?
- b. C: Hi. Can I speak to Kevin Jamieson, please?
- c. A: All right, Cesar. I'll see that he gets your message.
- d. A: Goodbye.
- e. C: Thank you very much. Bye.
- f. A: Rossetti Media. This is Aisha speaking. How can I help you?
- g. C: Yes, please. Could you tell him Cesar said to meet him at the gym at 6:15 pm?

- 4  Check your answers with a classmate.

## Your Turn to Speak

- 5  Prepare a phone conversation and practise taking messages. Use Extra Material 2.

- a. Follow the instructions to write your dialogue.
- b. Check the example below.

*"Hi! Is Moira there?"*

*"She's not, sorry. Do you want to leave her a message?"*

*"Yes, please. Tell her Daniel will pick her up at seven today."*

*"Ok, I'll let her know. Bye!"*

# Benny's *Weird* Festivals



Battle of the Oranges



Up Helly Aa Fire Festival

Last year, Benny Aziz went to some extraordinary festivals around the world. I caught up with him in California and found out more in an internet interview.

First, Benny told me about the three-day Battle of the Oranges, which takes place every February in Ivrea, Italy. About 3000 people dress up in colourful costumes and throw over 360 tonnes of oranges at each other! 'Guards' ride in horse-drawn carts; the 'common people' stay on the ground. Spectators who don't want to be hit wear red hats. After the procession, it takes a team of 100 workers to clean up the city!

Benny's year started at the Up Helly Aa fire festival in the Shetland Islands, north of Scotland. On the last Tuesday of January, the small town of Lerwick goes mad for 24 hours. At 7.30pm, 1000 'guizers', men dressed as Vikings, carry flaming torches and a replica Viking longship through the streets. There are fireworks, marching bands, and at least 5000 spectators. At the end of the procession, the longship is burnt in a huge bonfire. I asked if Benny had slept that night. He said the celebrations ended at 8.30 in the morning!

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

- a. Which events did you celebrate last year?
- b. Are any of the events you celebrated similar to the festivals in the pictures? Why? / Why not?

**2** Read the article. Take notes in your notebook for each festival, including:

- a. Festival's location.
- b. Important objects in the festival.
- c. Number of spectators.
- d. Festival's main activity/attraction.
- e. When the festival starts.

**3** Write a summary of each festival in your notebook using the notes you took in Activity 2.

In November, Benny was in Thailand for the strangest dinner in the world. In the city of Lopburi, 20 top chefs prepare over 2000 kilos of fresh fruit and vegetables, ice cream and jelly for up to 3000 special guests. Macaque monkeys! The people believe the monkeys, which live in the city, bring them good luck. This enormous buffet is a way of saying 'thank you'.

I asked Benny if he had a favourite festival. He answered that his favourite is the Air Guitar World Championship in Oulu, Finland, held every August. The competition started as a joke in 1996, but it soon became very popular. Now around 8000 spectators watch the competitors play their imaginary guitars to rock music. And the prize for the best air guitarist? A real guitar!

Finally, I asked if Benny had plans to visit more festivals. He told me that in May he was attending the Calaveras County Fair in California for the world's biggest frog jumping competition, with thousands of frogs. It's a very strange world

Editorial Creation



Macaque Monkey Banquet



Air Guitar Championship

#### 4 Discuss.

- Which festival is the weirdest?
- Which one is the most exciting?
- Which festival would you like to go to? Why?
- Are there any festivals like these in your country?

e.g.

*I think the weirdest festival is the monkey buffet.*


*I disagree. There is a reason for that festival. I think the strangest one is the air guitar competition!*

### Checkpoint

#### 5 Create your own weird festival using Extra Material 3.

- Brainstorm ideas for a weird festival.
- Present your festival to the class.

# Writing An Informal Letter

- 1  Discuss: What typical festivities are celebrated in your country?
- 2 Read the letter below. What do you think about the celebration mentioned in it?

The letter starts with a greeting (e.g. 'Hi' or 'Dear').

The introduction paragraph explains your motives.

The body of the letter includes the main information of your message. All details are written in this part.

The letter finishes with a friendly goodbye and a signature.

A post scriptum, or P.S., is used to add something you forgot to say in the letter.

Hi *mon ami*,

I hope you are doing great. It has been a long time since I last wrote to you. That time, you **said** that you wanted to know more about my country's traditions. Guess what? Now, I will **tell** you about one of our main festivals, *RaRa*.

The *RaRa* celebration is held during Easter week. It is one of our strongest musical traditions as we have celebrated it since the 17th century! Every year, people from all villages and towns reunite to play their best tunes with homemade instruments. It is my favourite festivity of the year, because the music we play makes *RaRa* unique. Our lyrics are about our social conditions, and the greatest part is that all songs are in the Haitian Kreyòl language, so we share our real essence. My parents particularly love it. It's a festival that everyone can be a part of!

*RaRa* is the perfect mix between thinking and feeling in my opinion. I hope this information was enough for you to learn a bit about us. That is all for now but, please, don't forget about me! I am curious about your favourite Chilean festivity.

Lots of love,  
Rose Pierre

P.S.: Here's a picture of some of the costumes from the festival!

Editorial Creation


We use 'say' for words or short sentences, such as requests or comments. We use 'tell' for larger messages, like a story or detailed information.

The conclusion paragraph summarises the content of the letter. It also includes an invitation for a response.



## Your Turn to Write

- 3 Write a response letter about your favourite Chilean celebration.
  - a. Choose one festivity.
  - b. Mention what it is about and when it is celebrated.
  - c. Give details about any activities or interesting elements of the celebration.
- 4 Now, go to your Exercise Book to write your response letter.

- 1  Read the following tips about zero-waste celebrations. With your classmate, choose your top three tips out of the list.

## 8 Easy and Affordable Zero-Waste Party Tips Party

### Party Preparations

- 1 Be a conscious consumer – Think about what the products are made from and what will happen to them after your party.
- 2 Cloth napkins are more durable and effective than paper napkins. Borrow some or make your own from fabric scraps.

### Decorations

- 3 Choosing natural decorations of flowers and foliage is a low-waste option, and they can be composted when you're done.
- 4 Make decorations that will work for multiple occasions. Use recycled materials.

### Food and Drink

- 5 Check what you already have in the fridge and freezer before going shopping.
- 6 Let your guests take food home with them if you are not going to consume it.


### Zero-Waste Guests

- 7 Skip plastic straws and cups. Consider reusable ones, or drinking directly from a bottle or can.
- 8 There is no need for single-use wrapping paper. Wrap presents using newspaper. Make it look good by adding ribbons.

Adapted from *33 Easy and Affordable Zero-Waste Tips*

- 2  Discuss.


- a. How are these tips beneficial for the environment?
- b. Which tip is the most important to you? Why?

- 3  Create your own birthday party invitation.

- a. Decide on a theme for the party.
- b. Include the name of the venue where you will celebrate.
- c. Add the date and time of the event.
- d. Write the addressee's name.
- e. Write an invitation message for the party guests.



## Think Back

- 4  Think about the lesson and answer.

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

# 2 Life Changes

## Reading

### Ethan's Book Blog

#### My Top Coming-of-Age Novels

In this week's blog, I talk about coming-of-age novels. This kind of story explores the difficult journey all of us teenagers have to make to get to know ourselves and become adults. These are my three favourites:

**1 A Mercy by Toni Morrison.** This story happens in the United States during the colonial period. The protagonist is Florens, a slave girl living on a farm. The people who live on the farm are all alone in the world: Florens was given to the farm master by her own mother; Lina, another slave, is the only survivor of her Native American tribe; and Rebekka, the master's wife, went to America leaving her family behind in Europe. Because they have no one else, they all form an odd family together. But after the master dies and Rebekka falls ill, Florens leaves the farm to find a free black man who knows about medicine, hoping that he can help Rebekka. She falls in love with the man, but he rejects her. He says he doesn't like her because she is a slave to her own mind, and to him, for trying to find her freedom in someone else. In the end, she finds her own voice and tells her story herself. I really liked this book because it taught me about people's everyday lives in United States in the 17th century, and because it shows different people's points of view.



Toni Morrison

**1** Look at the book covers and read the titles. Who do you think will be the protagonists of each book?

**2** Read the blog and write the names of the characters in your notebooks.

- |  |   |
|--|---|
| <p><b>a.</b> ... lives in a very small house.</p> <p><b>b.</b> ... leaves home to find a man who can help an ill person.</p> <p><b>c.</b> ... summons an evil monster.</p> | <p><b>d.</b> ... has a father who doesn't appreciate him.</p> <p><b>e.</b> ... is the only survivor of her people.</p> <p><b>f.</b> ... gets too ambitious about his magical abilities.</p> |
|--|---|

**3** Ask and answer the following questions.

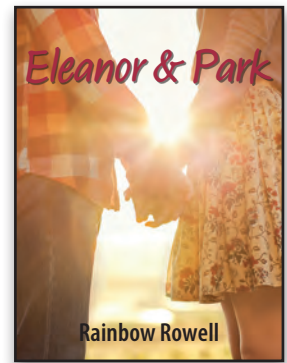
- |   |  |
|---|--|
| <p><b>a.</b> What is the last book or story you have read?<br/>e.g.</p> | <p><b>b.</b> Did you enjoy it? Why? / Why not?</p> |
|---|--|

*What's the last novel you've read?*

*The last novel I've read is The Book Thief. It was really interesting.*



**2** *Eleanor & Park* by Rainbow Rowell. This is a story about two 10th grade students who meet on the school bus and fall in love. They're both misfits at school: Eleanor gets bullied because of her unique clothes and personality, and Park feels he doesn't fit in because he's half Korean. They also have difficult home lives: Park's father thinks his son isn't masculine enough and constantly looks down on him. Meanwhile, Eleanor lives in a very small house with her five siblings, her mother, and her alcoholic and abusive stepfather. This is a good book because it shows how both protagonists learn to stand up for themselves, prove they are valid despite what other people think, and in Eleanor's case, escape from an abusive household. Although this isn't my favourite kind of story, it was still very interesting to read.



**3** *A Wizard of Earthsea* by Ursula K. Le Guin. Sparrowhawk is a young boy in the fictional fantasy world of Earthsea. He discovers he has magical abilities and goes to a prestigious school for mages. Once there, he begins to learn very quickly, and he gets ambitious. Another student who doesn't like Sparrowhawk dares him to show how good he is with magic. Sparrowhawk does a forbidden spell and accidentally creates a shadow monster. The monster begins hunting Sparrowhawk, and he must find a way to destroy it himself. This one's my absolute favourite. I love fantasy novels! I like this story because the protagonist learns how to face his darker side, take responsibility for his mistakes, and confront his deepest fears, becoming a better person in the end. And there're dragons and magic! What more could I ask for?

**4** Read the rules in the box. Then, find reflexive pronouns in the blog and write them in your notebook.

Reflexive pronouns are a pronoun with *-self* or *-selves*. There are eight:

myself – yourself – himself – herself – ourselves – yourselves – themselves – itself

We use them when we want to emphasise who the agent of the verb is.

– *We can write the story ourselves.*

We also use them when the subject and the object of a sentence are the same person.

– *I bought myself a new book.*

### Checkpoint

**5** Write a review using Extra Material 4.

- a. Choose a book, film, or series you love.
- b. Follow the steps on your material before you start writing.

**Present Simple and Present Continuous**

We use the **present simple** to talk about regular actions, habits, and routines.

Park **feels** that he doesn't **fit in**.

Kyle **plays** tennis once a week.

We use the **present continuous** to talk about activities in progress at the time of speaking.

Hi! I'm **sitting** on the bus. Where are you?

We're **living** in Berlin, but we usually **live** in Seoul.

**Historic Present Tense**

We use the **historic present** to talk about books and film plots.

This story **happens** in the United States.

The **historic present** is also used for newspaper headlines.

Ship **sinks** in Sydney harbour.

Grammar reference Exercise Book p. 78

**1** Complete the dialogue in your notebook with the present simple or the present continuous.

Lucy: Hey, Josh. **a.** ... you ... (want) to meet up later? My cousin Bella **b.** ... (visit).

Josh: Sure. What **c.** ... Bella ... (do) now? **d.** ... she ... (look for) a job?

Lucy: No, she's at college. She **e.** ... (study) Literature and Film.

Josh: Cool! Ok, so let's **f.** ... (meet) at Paddington station at about 5 o'clock.

Lucy: That **g.** ... (sound) perfect! I'll see you then.

**2** Interview your partner. Ask follow-up questions and note the answers. Then, write about your partner in your notebook.

What time do you usually get up?

At a quarter to seven.

What about the weekend?

Sara gets up at quarter to seven during the week. However, she gets up after ten o'clock on Sundays!

**3** Read the book review. Write the verbs in brackets in the correct form in your notebook.**My reading list** by Katy

This week's book is To Kill a Mockingbird by Harper Lee. I **a.** ... normally ... (not like) historical books, but this novel is incredibly powerful. The story **b.** ... (take) place over a three-year period in the 1930s in the USA. The main story **c.** ... (focus) on the trial of a black man. However, for me the real story is about the man who **d.** ... (try) to bring up three children on his own. Atticus Finch is a lawyer with two young children. The story is told through the innocent eyes of Scout, his daughter. The story **e.** ... (be) dark and complicated, and Harper Lee **f.** ... (show) us a period of history that was full of racism and inequality. However, Scout **g.** ... (bring) humour to the storytelling, so the book never **h.** ... (get) depressing. My brother **i.** ... (read) this at the moment. He has to read it for school. Unfortunately, he **j.** ... (hate) it!



## Catching Up with Old Friends


- 1 Look at the pictures and discuss.
  - a. Do you keep in contact with old friends? If so, how?
  - b. What is the difference between getting together with a friend and talking over the phone? Which do you prefer? Why?
- 2 38 Listen to the first part of the conversation between Oscar and Daisy and answer the questions in your notebook.
  - a. How did Oscar and Daisy get in contact again?
  - b. Where is Daisy living now?
  - c. When and why did she go there?
- 3 39 Listen to the second part of their conversation. Read the questions and complete the statements in your notebook.
 

<ol style="list-style-type: none"> <li>a. Daisy lives in ...</li> <li>b. Compared to school in the UK, Daisy has more ...</li> <li>c. Her classmates think she has a cute ...</li> </ol>	<ol style="list-style-type: none"> <li>d. Her brother is living in ...</li> <li>e. Daisy's mother is teaching in a ...</li> <li>f. Daisy is reading a lot of old ...</li> </ol>
--	---
- 4 39 Listen again and check your answers.

### Reflect

- 5 Discuss the following statement. Do you agree or disagree? Why?

Sometimes, a person who was important in our lives starts to have a negative effect on us. Maybe they start being mean, or they start doing things we disagree with. The fact that they were important to us before doesn't mean we have to stick around if we don't want to. Your own mental health and peace of mind is more important than other people, so if you need to say goodbye to someone, you shouldn't feel bad about it.

- 1**  Look at the picture and discuss.
- Do you think is art constantly changing? Why / Why not?
  - What do you think art will look like in the future?

## What Will Art Look Like *in the Future?*

The future may be uncertain, but one thing we know for sure: there will be changes, both wonderful and terrible. And art will change as well.

Identity and inclusion will most certainly be important, and laws about equality, identity, and migration will evolve. Following these cultural developments, art will also become increasingly diverse, and might not 'look like art' as we know it now.

Art curator Jeffreen M. Hayes says: "I imagine art in 20 years will be much more fluid than it is today. It will be much more representative of our growing and shifting demographics, so we will see more artists of colour, more female-identified works, and everything in between."

The change Hayes talks about does not mean that black, Latino, LGBT, outsider, feminist, and 'other' art will suddenly appear; these movements have existed for a long time already. Rather, she means to say that these diverse artistic expressions will become more openly accepted and valued, moving away from the dominant Eurocentric, Western canon.

Our future will bring unpredictable changes, but we can be hopeful that those changes will be positive. Art will help pave the way for a more inclusive, diverse, and accepting world for everyone.


*Adapted from What will Art Look like in 20 Years?*



Japan's National Art Centre installation, The Forest of Numbers.

- 2** Read the article. Write if these statements are true or false in your notebook. Correct the false ones.

- Identity and inclusion won't be important in the future.
- "Art" as we know it will change.
- There will be more people of colour and sexual diversities in art.
- The Western canon will stay in place.


- 3**  Watch a video about writer Sandra Cisneros' perspective on art and discuss. How important is it for people to see themselves represented in art?



Watch the video by Sandra Cisneros here:

<https://www.youtube.com/watch?v=4AqX9fAgf7o>

### Checkpoint

- 4**  Create a collage about art in the future.
- Sketch a drawing showing how you imagine art in the future.
  - Cut pictures or patterns out of magazines to match your idea.
  - Cut words or sentences to explain the message of your work and paste them together.

## Speaking



- 1 Look at the picture. What are they doing?
- 2 Listen to a conversation between two friends recommending books. Answer in your notebook.
  - a. Which book has Nicky recently finished?
  - b. Why are astronauts' lives boring?
  - c. What is the 'cabin fever' that astronauts suffer?
  - d. What does the book teach the reader?
- 3 Listen to the second part of the conversation and discuss.
  - a. What type of book is Fahrenheit 451?
  - b. Why is the title relevant to the story?
  - c. Why are books banned in this future society?
  - d. How are the firefighters different from ours?

### Pronunciation Initial /st/ sound

- 4 Listen and repeat.
  - a. That student stands out for his style.
  - b. Steven stopped on the street to stare into a store window.

### Your Turn to Speak


- 5 Recommend a book, film, or series.
  - a. Choose a book, film, or series you loved. Make notes about why you like it. Think about:
    - The author or director.
    - The characters.
    - The story.
    - Other reasons you loved it.
  - b. Take turns to give your recommendations.
  - c. Ask questions to find out more about other people's recommendations.

e.g.

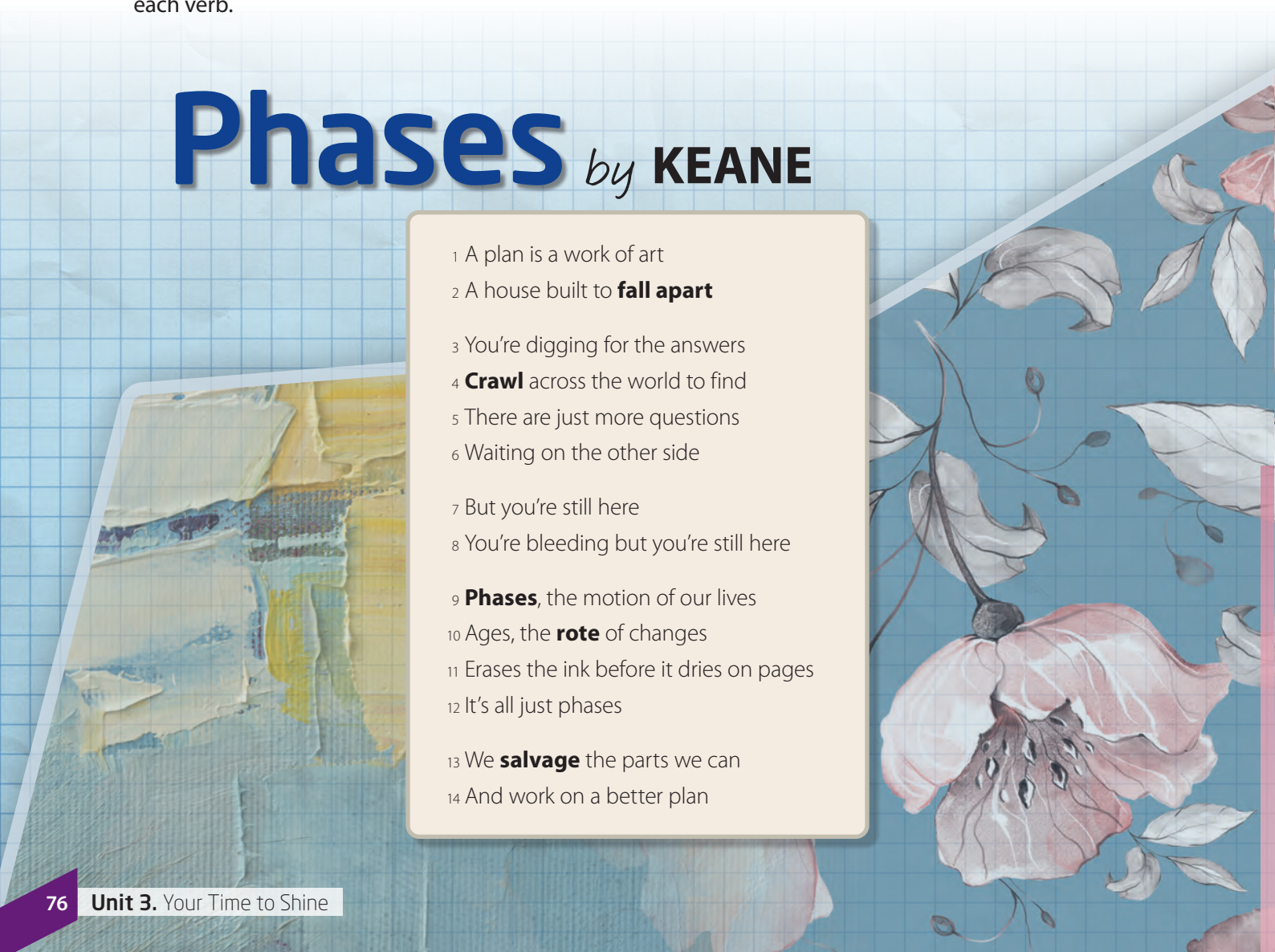
*I really recommend Black Mirror. There are some pretty creepy episodes!*

*I prefer watching film, actually. Have you watched Inception?*

*That film's really old! I haven't seen it, but my sister loves it.*

- 1  Discuss the following statements. Do you agree or disagree with them?
- a. Life doesn't often go as we planned it.
  - b. Everyone will experience meaningful changes at some point in their lives.
  - c. Music helps us connect with other people who feel the same way as we do.
- 2 Read the song lyrics. Match the words in bold with the following synonyms in your notebook.
- |               |                     |               |                |
|---------------|---------------------|---------------|----------------|
| a. save       | c. strong interests | e. repetition | g. move slowly |
| b. break down | d. hanging on to    | f. ocean wave | h. periods     |
- 3 Read the lyrics again. Complete the sentences in your notebook.
- a. There are ... on the other side of the world.
  - b. Changes erase the ink before ... .
  - c. When a plan fails, we make ... .
  - d. ... comes after high tide.
- 4 Identify verbs in the present continuous tense and write them in your notebook. Write a sentence with each verb.

# Phases *by* KEANE

- 
- 1 A plan is a work of art
  - 2 A house built to **fall apart**
  - 3 You're digging for the answers
  - 4 **Crawl** across the world to find
  - 5 There are just more questions
  - 6 Waiting on the other side
  - 7 But you're still here
  - 8 You're bleeding but you're still here
  - 9 **Phases**, the motion of our lives
  - 10 Ages, the **rote** of changes
  - 11 Erases the ink before it dries on pages
  - 12 It's all just phases
  - 13 We **salvage** the parts we can
  - 14 And work on a better plan

5 Listen to the song and discuss.

- What do you think the songwriter wanted to express? Why?
- Do you agree with the song's message? Why? / Why not?
- How do you interpret the verse "low tide gives way to high tide"?



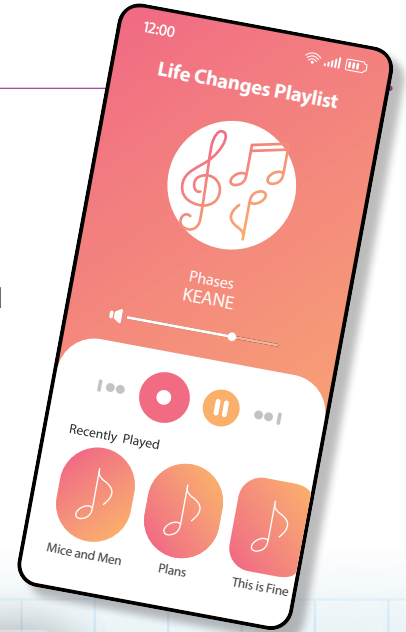
Listen to *Phases* here:

<https://www.youtube.com/watch?v=V55A9ED9oAM>

Checkpoint

6 Make a playlist.

- Think of songs you like that talk about changes.
- Brainstorm a list of all the songs you can think of.
- Look up the lyrics to the songs and select the best ones. Represent and respect everyone's musical styles!
- Make a booklet with the lyrics to the songs you chose.
- Present your playlist to the class.



- Always on the outside
- Fingers **clinging** on so tight
- Kicking at the window
- Dreaming of a better life
- Take what you can
- Just got to take what you can
- Phases, the motion of our lives
- Ages, the rote of changes
- Erases the ink before it dries on pages
- It's all just phases
- And sometimes you feel how good it is
- And low **tide** gives way to high tide
- And hard times, we watch them come and go
- Like **crazes**, it's all just phases



- 1** Look at the picture and read the title of the biography. Do you know this person? If so, what do you know about her?

The title of a biography states the person's name.

### Billie Eilish

Born in the United States on 18<sup>th</sup> December, 2001, Billie Eilish has had an explosively successful musical career. Her parents and her older brother are all also musicians, so she was exposed to music since she was born.

The first paragraph has the person's date and place of birth, and who they are/ what they do.

The following paragraphs give a summary of the person's life. This includes any relevant details such as awards, achievements, or big life changes.

She became famous for her song Ocean Eyes, which she made with her brother Finneas. This breakthrough song was released in 2016 on SoundCloud, where it was streamed over 14 million times. This won her almost immediate attention from the musical industry. She continued releasing successful singles, and in 2019 she released her first full album.

In 2020, only four years after her rise to fame, she won the top four most prestigious categories in the Grammy awards: record of the year, album of the year, song of the year, and best new artist. She became the youngest person to ever win all four awards in one year. The last time someone won all four was in 1981.

The last paragraph concludes with what the person is doing now.

When she received the awards, she was very surprised. She said she didn't feel she deserved to win them, and that other artists deserved them more. Her sudden stardom has left her feeling overwhelmed but happy. She's excited for the future and has several projects she's already working on.

- 2** Discuss.

- What important life changes has Billie experienced?
- Why do you think she didn't feel she deserved the Grammy awards?


## Your Turn to Write

- 3** Write a biography about someone in your life that you admire.

- Choose a person you know who has overcome important changes in their life.
- Ask them questions about their life and take notes of their answers. Make sure to ask about important life events, such as:
  - Moving to a new city or country.
  - Living during a historical moment.
  - Personal successes and failures.
  - Happiest and saddest moments.
  - Important people to them.
  - Life-changing decisions.

- 4** Now, go to your Exercise Book and write a biography about the person you chose.



- 1  Read the following pieces of advice. Give examples for each one.

## How to Face Changes

### *in Your Life*

**1 Be Ready for Change** It can happen suddenly. Prepare yourself for various situations in life. Don't be a paranoid, but always have some other options in case a plan does not work out the way you wanted it to.

**2 Be Aware of Possible Signs** Be always watchful, listen carefully, and pay attention to everything that happens around you. Many signs that indicate change appear ahead of time, but people choose to ignore them most of the time. Be wise and have those signs in mind.


**3 Spend some Time Alone** Keep yourself away from distractions like your phone from time to time. It will help you think clearer about what you have experienced, what you are going through, or what could possibly happen. Take time to think of possible options if you are already facing a major change. Quiet is your strongest ally.

**4 Have an Accepting Mind** You should have a ready mind to accept changes. A person very close to you may die, and you may suffer from a terrible setback if you do not have an accepting mind. It may take you some time to adapt with the new change. However, life will eventually get better to you.

*Adapted from How to Face with Change in your Life*


- 2  Discuss.

- Do you agree with the text? Why? / Why not?
- How do you cope with change?

- 3  Make a brochure including ways of adapting to high school life.

- Mention 4 complicated changes you experienced in 9<sup>th</sup> grade.
- Write how you felt and what you did about those changes.
- Include solutions for each change.
- Give it to a 9<sup>th</sup> grade student at school!

### Think Back

- 4  Think about the lesson and answer.

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




## The One New Year's Resolution

A new  
year  
a new  
you

by Lori Deschene


I originally started to offer lots of different New Year's resolutions and tips to create lasting change. However, we know most people give up on the first weeks of the New Year. Then, I realised that didn't feel authentic to me. I don't actually believe 1st January is any different than any other day. I don't think we need to change or improve at such a random point in time that we invented. New Year's Eve is, in fact, just another day, and the next day is one, too.

New Year's resolutions often fail for a reason, and it's usually linked to discipline. Resolutions fail because they don't emerge from true intentions. They're calendar-driven obligations, and they often address the symptoms, not the cause of our unhappiness. Some resolutions are smart for our physical and emotional health and well-being. Losing weight, dealing with stress better... But if we don't focus on the cause, like ordering cheeseburgers or worrying too much, will it really help to expect one day to change it all? It's pretty much like we avoid facing what's bothering us.

- 1**  Read the quotes next to the text. Discuss:

  - What is each quote trying to communicate?
  - Which quote do you agree with the most? Why?
- 2** Read the text and identify in your notebook.

  - Health-related resolutions.
  - Common causes to create resolutions.
  - The strategy to make things work.
- 3** Decide if the sentences are True or False. Explain why in your notebook.

<ol style="list-style-type: none"><li>According to the author, New Year's Resolutions are effective.</li><li>New Year's Day is just another day from the author's perspective.</li></ol>	<ol style="list-style-type: none"><li>Setting goals on specific dates is the key to not giving up.</li><li>You should focus on happiness and reflect about it to feel well.</li></ol>
--	---
- 4**  Discuss.

  - Have you ever made any New Year's resolutions? If yes, name one.
  - How easy or difficult is it for you to stick to a resolution? Why?

# that Creates Durable Change

## An Alternative to Resolutions

Maybe instead of ignoring our dissatisfactions, we can accept that what we really want is happiness—and that true happiness comes and goes.

No amount of medication or meditation can change the fact that thoughts and emotions will sometimes get in the way. What we can do is work to improve the ratio of happy-to-unhappy moments. We can learn to identify when we're spiralling and pull ourselves back with the things we like and want to do in this world.

Instead of getting frustrated for all the things we're doing wrong and making long to-do lists to stop doing them, we can focus on doing the things that feel right to us.

Adapted from *The One New Year's Resolution that Creates Lasting Change*

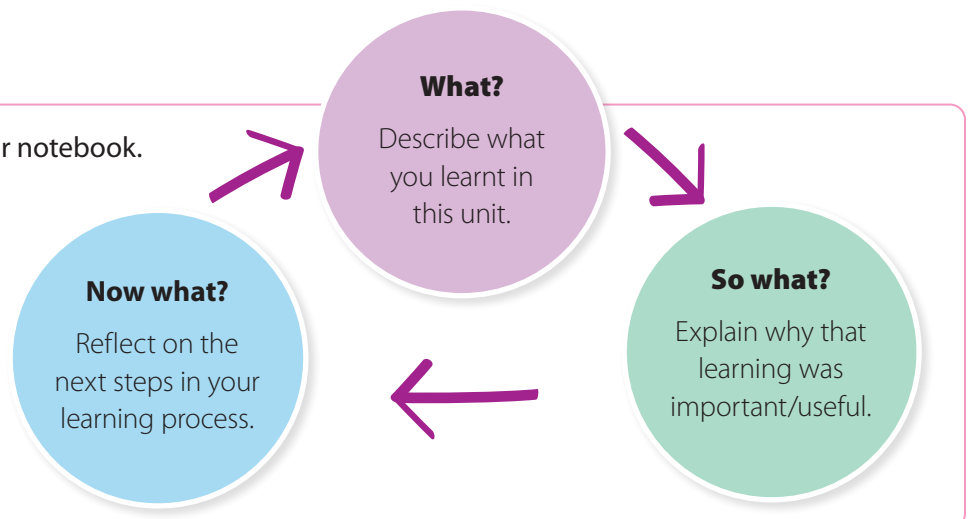
**“**  
**YOU DON'T NEED  
A NEW YEAR  
TO MAKE A  
CHANGE.  
ALL YOU NEED  
IS A MONDAY.**

### 5 Make a comic based on the text's main ideas.

- Divide in small groups.
- Think of other common New Year's resolutions. Choose one to work with.
- Consider the view of the author to write the dialogues.
- In the interactions, remember what you've worked with throughout the unit:
  - Present simple.
  - Reported speech.
  - Vocabulary about celebrations and changes.


## My 3Ws

Answer the questions in your notebook.



# Project

## Create a Tradition for Your Community

- 1  Discuss. What comes to mind when you think about traditions? Do you follow any traditions?
- 2 Read the text. Decide if the following sentences are True or False. Correct the false ones in your notebook.
  - a. A tradition is something we keep on doing the same way for generations.
  - b. We hold onto traditions because we can't think of new ways to celebrate.
  - c. Traditions aren't important to communities because they don't mean anything.
  - d. We don't only follow traditions to celebrate holidays; they can be for anything we want.

### The Importance of Traditions


Most families and communities celebrate holidays with their own traditions, which means that we continue to celebrate doing the same things generations before us have done. Even when we grow up and form our own families or move to a new place, we mix our new traditions with some of our old ones.

We hold onto holiday traditions because they add meaning to our celebrations. They are an important part to building a strong bond between family and our community. They give us a sense of belonging and a way to express what is important to us. They connect us to our history and help us remember past generations.

Although holidays are usually the first thing people think of when you mention traditions,

there are many more reasons to follow traditions. Maybe your neighbourhood has a Christmas fair each December, or maybe your family goes to the beach every summer, or maybe your school has a sports tournament at the end of each year. Whatever they are, these moments create wonderful memories for everyone!


Not every family or community has traditions, but that's OK. That just gives you the freedom to create your own! It can really be anything you think is fun. Traditions are good for our spirit and are an important part of any community. Remember, the most important goal is to share experiences with people you care about.


**3**  Discuss reasons to start a tradition for your community.

**a.** Brainstorm reasons for starting a tradition. For example...


- Someone important in the community you want to give tribute to.
- An important event you want to remember.
- Something sad or tragic you want to commemorate.

**b.** Discuss what each idea means to the community and why you should start a tradition about it.

**4**  Choose the idea you like best from the brainstorm.

**5**  Discuss ideas for your community tradition, such as...

- A candle-light tribute.
- A night market.
- A community picnic.
- A cleaning day.
- A planting day.
- An art display.


**6**  Identify the advantages and disadvantages of each tradition idea and write them in a chart. Consider...

- Location.
- Date.
- Materials and resources needed.
- Meaning to the community.


**7**  Choose the community tradition.

**a.** Consider the advantages and disadvantages from Activity 6.

**b.** Vote for the best idea.

**8**  Write a description of your tradition including:

- The reason you chose in Activity 4.
- The tradition you chose in Activity 7.
- The advantages and disadvantages of the tradition you chose, which you identified in Activity 6.
- The date, location, and any other important detail for your tradition.

**9**  Present your tradition to the class using the description you wrote.



Unit

# 4 A Day in the Life





## Look and discuss



- › Describe the situation and the people in the picture.
- › Is journalism an important job in today's world? Why? / Why not?
- › How has technology changed the news is made and transmitted?

## Unit goals

- › Describe things that happened in the past in different contexts.
- › Describe actions that started in the past and that are still happening.
- › Practice the stress rules for pronouncing multi-syllable words.
- › Explore creative and responsible ways to use technology.

# 1 In the News

## Reading

- 1  Read the title and the first paragraph and look at the pictures. Discuss.
  - a. What do you think happened in the Chilean mining accident?
  - b. How do you think the story ended?
- 2  Read the article and check your answers to Activity 1.
- 3 Read again and find words with the following meanings. Write them in your notebook.
  - a. A long, narrow space.
  - b. A small amount of drink.
  - c. Felt afraid that something bad would happen.
  - d. A tool or machine used for making holes.
  - e. Large businesses.
- 4 Find what each of these numbers refers to in the article. Write them in your notebook.
 

a. 17	d. 69
b. 33	e. 24
c. 45	f. 700

## Trapped Underground

**In 2010, a terrible mining accident happened in the Atacama Desert in Chile. But through human courage, determination, and ingenuity, this potential tragedy turned into a triumph.**

Thursday, 5<sup>th</sup> August was just another day for 33 miners at the San José gold and copper mine, 45 km north of the city of Copiapó. Lifts took them 700 m underground, then trains carried them 5 km to their work site. The miners were working when the mine entrance suddenly collapsed, trapping them underground.

The miners were cut off from the world and they spent the next 17 days in darkness. It was a long and difficult time. They didn't know if anyone was looking for them. However, they remained hopeful. They had very little food and drink, so they would eat just two teaspoons of tuna fish with a biscuit and drink a sip of milk every 24 hours. Despite this, they felt that they were waiting for death.





## Estamos bien en el refugio, los 33

The miners had been underground for 17 days and the rescuers feared they wouldn't find them alive. However, they didn't lose hope. Drilling teams drove holes through rock, trying to locate the miners. Finally, on 22<sup>nd</sup> August, a drill returned to the surface with a note. It said, '*Estamos bien en el refugio, los 33*' ('We are well in the shelter, all 33').

The rescue team had found them just in time: the miners had run out of food. The narrow shaft left by the drill became their lifeline. Over the following days, the rescue team would send down soap, clothes, food, and hot tea.

The rescue was an international effort, involving the Chilean government, three international drilling teams, the NASA space agency, and more than a dozen multi-national corporations. Finally, on 13<sup>th</sup> October, 69 days after the accident, the first miner was lifted up to the surface. One at a time, the miners got into the tiny Fenix capsule that would take them up to freedom. 24 hours later, the last of the 33 had safely reached the surface. An estimated one billion viewers worldwide were watching as the miners and their families laughed, sobbed, and hugged.

Editorial Creation

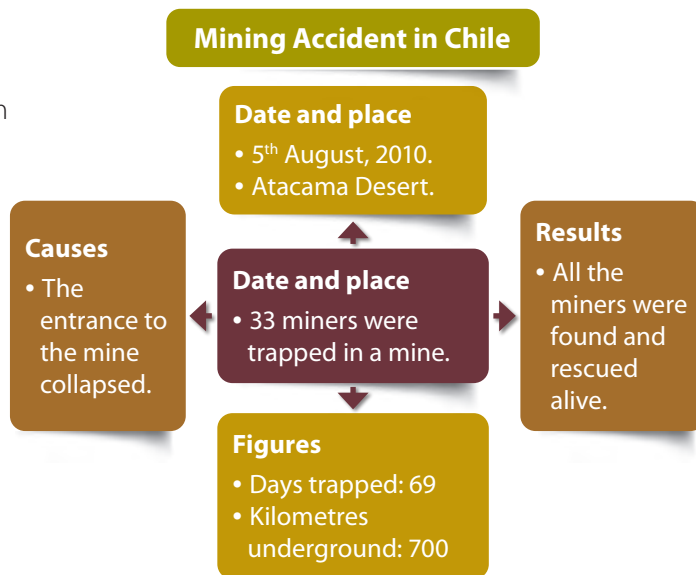
### 5 Read the article again and answer the questions in your notebook.

- a. What type of mine was San José?
- b. How were the miners trapped?
- c. How did the miners survive underground?
- d. How did rescue teams find the miners?
- e. How did they learn that the miners were still alive?
- f. Why was the 'narrow shaft' so important to the miners?

### Checkpoint

### 6 Make a summary diagram about an important news event in your area. Use Extra Material 1.

- a. Choose a local or national news event.
- b. Follow the instructions in your material carefully.
- c. Check this model to complete the diagram with your own piece of news.
- d. Present your news to the class.



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

We use the **past simple** to talk about finished actions in the past and the **past continuous** to talk about activities in progress in the past.

On 22<sup>nd</sup> August, a drill **returned** to the surface with a note.  
The miners felt that they **were waiting** for death.

We can connect past actions with *when* and *while*.

The miners **were working** *when* the mine entrance **collapsed**.

Grammar reference **Exercise Book p. 79**

**1** Complete the sentences in your notebook with *when* or *while* and the correct form of the verbs in brackets.

- a. I ... (hear) the explosion ... I ... (check) my emails.
- b. ... they ... (travel) across the desert, planes ... (fly) overhead.
- c. ... the landslide ... (happen), the rescue team ... (try) to locate the lost climbers.

**2** Read the text box. Write the sentences in your notebook using the correct tenses of the verbs in brackets.

At 5.30pm, a gas explosion happened in the centre of Maintown, Texas, USA.  
When the gas explosion happened, ...

- e.g. ... Larry (take) his dog for a walk. → ... *Larry was taking his dog for a walk.*
- a. ... the windows (break).
  - b. ... Max (throw) himself to the ground.
  - c. ... Carmen (read) a newspaper.
  - d. ... Mr and Mrs Clark (watch) TV.
  - e. ... Roy (make) coffee.
  - f. ... a car (crash) into a truck.

**3** Interview your partner about last Saturday. Find out as much information as you can!

What did you do last Saturday?




I stayed at home and played video games.

What were your parents doing while you were playing?


They were repairing a hole in the roof.


## Listening

# The Latest Local News

-  Look at the pictures. What do you think the news stories are about?
-  Listen to two stories from a radio news report. Write the complete sentences in your notebook.
  - The fire is at ...
  - Sally was rushed to hospital ...
  - In her career as a DJ, Sally ...
-  Listen again and answer the questions in your notebook.
  - Why are the police going to investigate this fire?
  - What happened in Sally's road accident?
  - Why did she want to get back to the UK after the accident?
- Check if these sentences are true or false. Correct the false ones in your notebook.
  - The fire at Newton recycling plant started at midday.
  - This is the second incident at Newton plant in a month.
  - Sally Lomax was holidaying in Italy when she crashed her motorbike.
  - Sally has a gig in Santiago next weekend.

## Reflect

-  Discuss.
  - Do you think it is more important to listen to local or to international news? Why?
  - Do you think that news sources can manipulate what people think about a news piece? How and why?

- 1 Scan the article. Write a sentence in your notebook describing what the article is about.
- 2  Read the article and discuss.
  - a. Is it a good or bad idea to get news from social media? Name advantages and disadvantages.
  - b. Do you think social media platforms should take a more active role in moderating the news content their users share? Why? / Why not?

## Social Media has Changed

### *the Way We Consume News*

Social media has changed our news consumption habits. Recent studies show that people no longer go to newspapers, radio, and TV for news. Today, we get our news from social media.

Social media platforms use algorithms to know what sort of content each person likes the most. As a result, they have a strong impact on what type of news we consume. As opposed to traditional news sources, we no longer receive a variety of information, but rather only read what appears on our social media newsfeeds.

Even more worrying is that today, most people simply view the news as a source for making new memes. Nobody really reads full articles any more – all they do is scan the headlines and check out the pictures or videos. Especially with the rise of sites like BuzzFeed (which has more visitors than the New York Times), viral and buzzworthy news pieces are much more popular.


If people aren't going to press the "like" button on a story, what's the point of publishing it?

On the other hand, social media makes all news available almost immediately. You no longer have to wait for the evening news or the weekend newspaper to get information. Now, as soon as something happens, it gets published and constantly updated online.



Whether you think this is a good or a bad change, one thing is certain: social media has forever affected how we consume news. It's more widely available to everyone, but it's also harder to know if what we're reading is true or if it's just another version of 'fake news'.

*Adapted from Social Media Has Forever Changed  
The Way We Consume News*

### Checkpoint

- 3  Make a school news platform on social media.
  - a. Create an account for the class on a social media platform, such as TikTok, Instagram, or another one.
  - b. Make posts or videos about school news. Each group will make one post.
  - c. Research the news. Interview the people involved, if possible. Make sure you only share true information from direct sources.
  - d. Upload the news posts to your class account.
  - e. Invite the rest of the school community to follow your class account.


# Speaking

- 1  Discuss.
  - a. If you heard some surprising or amazing news, who would you tell first? Why?
  - b. When you tell a story, what makes a good listener?
- 2  49 Listen to the conversation and identify in your notebook:
  - a. The news Melanie tells Paul.
  - b. How Paul feels about the news.
  - c. What Paul says happened to their friend Kevin.
  - d. How Melanie feels about the news.


## Pronunciation **Stressed syllables**

- 3 Read the rules below and practice pronouncing the examples.

Type of word	Stress	Example
Most 2-syllable nouns	Stress on first syllable	PRE-sent, EX-port, CHI-na, TA-ble
Most 2-syllable adjectives	Stress on first syllable	PRE-sent, SLEN-der, CLE-ver, HA-ppy
Most 2-syllable verbs	Stress on last syllable	pre-SENT, ex-PORT, de-CIDE, be-GIN
Most words ending in <i>-ic</i>	Stress on penultimate syllable	GRA-phic, geo-LO-gic, FRAN-tic
Most words ending in <i>-sion</i> and <i>-tion</i>	Stress on penultimate syllable	te-le-VI-sion, re-ve-LA-tion
Most words ending in <i>-cy</i> , <i>-ty</i> , <i>-ry</i> , <i>-phy</i> , and <i>-gy</i>	Stress on ante-penultimate syllable	de-MO-cra-cy, BA-ke-ry, pho-TO-gra-phy, ge-O-lo-gy
Most words ending in <i>-al</i>	Stress on ante-penultimate syllable	CRI-ti-cal, ge-o-LO-gi-cal, ME-di-cal

- 4  49 Listen again while you read along. Use the Extra Material 2 your teacher will give you. Identify in the transcript:
  - a. Words that follow the stress rules.
  - b. Words that don't follow the stress rules.

## Your Turn to Speak

- 5  Tell and listen to anecdotes.
  - a. Think of something surprising, amazing, or strange that you heard about recently.
  - b. Tell a classmate about your anecdote. Then, listen to theirs.
  - c. Remember to use the stress rules properly.

*You won't believe this, but I won a writing contest on Sunday!*

*No way! That's fantastic! Congratulations!*

- 1 Discuss. What's the biggest story in the news at the moment?

## Dead or *Alive?*

On the evening of 12<sup>th</sup> October, 2011, a man walked into a London police station claiming he was suffering from amnesia. His name was Max Mercer. He had gone missing five and a half years earlier, and he was officially declared dead one year later. Now he had returned from the grave, saying he had no idea what had happened since he disappeared. But within days, the truth began to come out.

These were the known facts: Max Mercer was a former medical technician married to Ina, a retired paramedic. He had gone bike riding on 29<sup>th</sup> April, 2006. The next day, his wrecked bicycle was found in the sea at the bottom of a cliff. A rescue operation began, but Max was never found.

No one knew that Ina was faking her mourning and that Max was living in a secret room hidden

in their house. So, what had in fact happened during Max Mercer's missing years?

A few hours after Max had pushed his bike off the cliff, Ina picked him up and drove him away. And then he went into hiding in the secret room. Meanwhile, Ina collected over £250 000 (about 270 000.000 pesos) in life insurance payments. The Mercers did this because they had heavy debts that they couldn't pay.

However, Max began feeling anxious locked up, and he wished to visit his children, who also believed that he was dead. And so, the Mercers came up with the idea of faking his amnesia. It didn't work. Max and Ina Mercer were convicted of fraud and sentenced to over six years in prison.

Editorial Creation

- 2 Read the article. Put the events in chronological order in your notebook.

- |  |  |
|--|--|
| a. Max and Ina were sent to prison.            | d. Max hid in a secret room.             |
| b. Max walked into a police station in London. | e. Ina picked Max up and drove him away. |
| c. Max pushed his bicycle down a cliff.        | f. Ina received life insurance payments. |

## Checkpoint

- 3 Role-play an interview between journalists and Max Mercer.

### Journalists:

- Write questions to ask Max Mercer about his decision to fake his own death and about his life in hiding.
- Role-play the interview. Then, switch roles.

### Max Mercer:

- Read the story again and try to remember as many details as you can. Be prepared to invent information in the interview if you don't know the answers.

*How did you feel when you were living in the secret room?*

*It was a difficult time. I didn't like being locked up.*

## Language in Use **Past Perfect**

When we talk about two events in the past, we can use the **past perfect** to make clear which happened first.

Max **had gone** missing in 2006 and was officially declared dead one year later.

We often use the **past perfect** after 'thinking' verbs such as *think, decide, know, believe, forget, or remember*.

I **thought** we **had decided** to go to the cinema this evening.

Grammar reference **Exercise Book p. 79**

### 1 Combine the sentences using the past perfect and adding any other words you need.

**e.g.** The ship sank in the ocean. The ship struck an iceberg.

*The ship sank after it had struck an iceberg.*

- a. We arrived at the station. The train already left.
- b. They climbed for six days. They reached the summit of the mountain.
- c. I didn't understand the project. I spoke to the teacher.
- d. He didn't finish the marathon. He trained for six months.
- e. You studied for weeks. The exam was cancelled.

### 2 Read the situations. Invent what you think happened before each one and write it in your notebook.


**e.g.** The police arrested Harry at the airport. → *Harry had just landed a stolen plane.*

- a. Nsaki, 15, received an award for bravery.
- b. The factory collapsed three weeks after its opening.
- c. Jamie looked at the message on his phone and started laughing.
- d. The book fell off the shelf.
- e. Everyone was happy when the dog came back home.

### 3 Take turns reading your sentences. Think of as many new ideas as you can.

*The police had heard Harry was trying to escape the country.*

*They arrested him at the airport because they had followed him there from the crime scene.*

- 1**  Read the news headline and look at the picture. Talk about the last news piece you read and what it was about.



Headlines should be clear and concise.

## Huge Blaze Destroys Recycling Plant

Pictures can make a news piece more interesting and give the readers a better idea of what happened.

The first paragraph is a short description of the news and the main relevant facts.

A Chinese lantern is thought to have started an enormous blaze at a recycling plant near Birmingham. Although the fire, which involved over 100 000 tons of plastic recycling material, is now under control, poisonous fumes and smoke are still billowing from the wreckage.

The information in the second paragraph is more detailed, like time, people affected, etc.

The fire began at about 11pm last night, and even though more than 200 firefighters and 45 fire engines were on the scene within minutes, it took only eight minutes for it to spread. The fire crew described the blaze as one of the biggest they had ever seen, and estimate it will be another three days before it is out completely. Three firefighters remain in the hospital with minor injuries, including heat exhaustion, problems with their eyes, and minor burns.

The third paragraph gives advice and suggestions for the community.

The advice to local residents is to keep all windows and doors shut. However, in a statement from the Health Department, a spokesperson said that anyone with asthma or an existing respiratory condition should make sure they carry their medication with them at all times and use it when necessary.

The final paragraph states possible future effects of the news.


The director of the recycling plant described the fire as a tragic accident which no one had any control over. Fire chiefs and senior fire officers are urging the government to review their policy on Chinese lanterns.

Editorial Creation

## Your Turn to Write

- 2** Write a news piece.
- a. Use a story you know or invent your own.
  - b. Make a summary diagram of the story like the one you made on page 87.
  - c. Choose an interesting and relevant picture for your news piece.
- 3** Now, go to your Exercise Book to write your news piece.



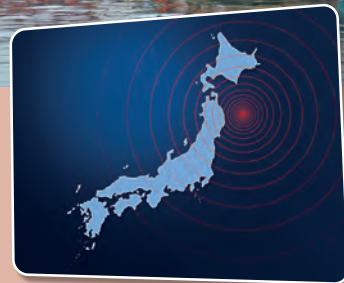
- 1**  Look at the pictures and read the news headline. Have you ever experienced something similar?

## Mega Earthquake and Tsunami

On 11<sup>th</sup> March, 2011, Japan experienced a powerful earthquake. It reached a magnitude of 9.0 and it lasted 6 minutes. It left parts of the country completely destroyed.

The earthquake struck about 400 Km from Tokyo and it triggered a super tsunami. Waves reached heights of up to 40,5 m and travelled almost 10 Km inland. The Japanese National Police Agency reported that 15 883 people were killed and another 6 145 were injured during the disaster. Around 129 225 buildings were destroyed.

Jeremy Michael, an English teacher working in Japan at the time, was teaching a class of primary school children when the earthquake hit. He said it had felt like it was never going to end. After the earthquake ended, they went outside and were met with more danger. The tsunami alarm bells were ringing,



warning the town to evacuate immediately to higher ground.

Within 10 minutes, they had all managed to reach safety high up on a hill. He recalls looking back and seeing the wave approaching. Water had already flooded the school. The tsunami waves had destroyed most of the town and everyone lost their homes.

In Utatsu, where Jeremy was living, only 50% of the population of 18 000 were confirmed as survivors. Millions of people suffered across Japan. It was the worst natural disaster they had ever experienced.

- 2** Read the news piece. Write in your notebook what each figure refers to in the news.

a. 9.0      b. 40,5      c. 15 883      d. 6 145      e. 129 225      f. 10      g. 50

- 3** Check if these sentences are true or false. Correct the false ones in your notebook.

- a. The emergency services warned people to evacuate to safety.
- b. Jeremy and his class didn't manage to escape.
- c. Tsunami waves covered the whole town.
- d. People rescued their belongings from their homes.
- e. Half the population of Utatsu was missing.


### Think Back

- 4** Think about the lesson and answer.

- a. What did you learn in this lesson? How did you learn it?
- b. What was easier or more difficult for you to learn in this lesson?
- c. What can you do to improve your learning?

# 2 What Your Future Holds

## Reading

- 1 Look at the pictures and read the title. What do you think the woman's job is?
- 2 Read the article and check your answer.
- 3 Read again and identify in your notebook:
  - a. What Suzie did when she left school.
  - b. The minimum age for learning to drive a lorry in the UK.
  - c. What Suzie's father does.
  - d. The most amusing part of Suzie's job.
  - e. Two things that make Suzie special in her line of work.
- 4  Discuss.
  - a. Why do you think Suzie felt intimidated as the only female in the class?
  - b. Why is it important for more women to begin working in areas traditionally reserved for men, and *vice versa*?

## Jobs for the Girls



After she left school, Suzie Hopkins went to college to get a childcare service qualification. While she was doing her course, she realised that childcare wasn't really what she wanted to do. Her dream was to drive lorries. The age limit to obtain a Heavy Goods Vehicle (HGV) licence in the UK used to be 21, but it is now 19 so Suzie was eligible.

After she finished college, her father, who ran his own haulage firm, encouraged her to apply for the lorry-driving course. She was the only girl to take the practical driving exam and she admitted feeling a little intimidated. But this didn't put her off and she picked things up quickly. She says she knew she was as good as any of the boys. She did the exams, took the theory and practical tests, and passed everything the first time.

**5** Look at the job adverts. In your notebook, match the jobs with the words in the box.

self-employed - permanent job - voluntary work - weekend job

- a.** We're offering the chance to develop your career in a secure and friendly company. There is a variety of great opportunities for people of all ages and experience.
- b.** Tired of your job routine? Would you rather set up your own business for a change?
- c.** We are a local charity looking for staff to work at one of our shops. There is no salary for the job, but we offer a wide range of training and experience.
- d.** Local newsagent looking for polite and enthusiastic young person to help out on Saturdays and Sundays. No experience necessary.

### Checkpoint

**6** Write a *curriculum vitae* using Extra Material 3.

Suzie loves her job and wouldn't want to do anything else. Her boyfriend is also a lorry driver, and she says that because being a lorry driver isn't always a nine-to-five job and can often involve shift work, it's good that he works in the same area. For Suzie, the funniest thing is always the look on other drivers' faces when they realise it's a woman driving a 32-tonne lorry. Of the 300 000 truck drivers in the UK, only 1 600, or 0.5%, are female. Suzie is one of those 1 600, and she's also one of the youngest lorry drivers in the UK.

She has now been driving lorries full-time for a few years with her father's company and has been working towards getting a licence to drive 42-tonne lorries. She hopes more girls will follow her example, but deep down she still thinks women will remain the minority in this line of work.



## Language in Use Present Perfect Continuous

We use the present perfect continuous to talk about things we have recently finished doing.

*What have you been doing?*

*We've been reviewing for our exam.*

We also use it to show that an activity that started in the past is still continuing.

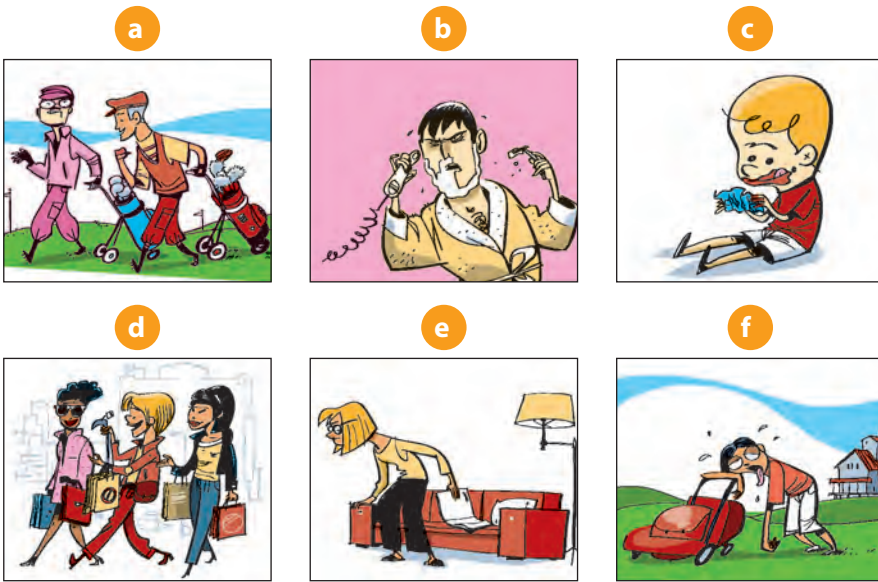
*They've been playing football all morning.*

Grammar reference Exercise Book p. 79

### 1 Match the two halves of the dialogues in your notebook.

- |                             |  |
|-----------------------------|--|
| a. You're soaking wet.      | I know. She's been studying really hard for her exams.   |
| b. You look very happy.     | It's been raining all afternoon and I've been out in it. |
| c. Sara looks really tired. | It's just Will and Josh. They've been arguing again!     |
| d. What's that noise?       | Yes, I've been watching a really funny show!             |

### 2 Look at the pictures. Write sentences about what the people have been doing.



### 3 Write questions in your notebook using the present perfect continuous and the words below.

- How long / you / live in (name of your town / city) ?
- What / think about / in the last hour ?
- What / do / all day ?




### 4 Ask a classmate your questions and answer theirs.

*How long have you lived in Vallenar?*


*I've lived here all my life.*


## Listening



- 1  Imagine you are choosing a university to study after high school. What are the most important things for you? Why?
  
- 2  Listen to the introduction to the radio programme. Answer in your notebook.
  - a. What are prospective students thinking about?
  - b. How long has Alec Brown been studying at Nottingham University?
  - c. How long is his degree course?
  
- 3  Listen to the radio programme and complete the statements in your notebook.
  - a. Alec thinks it is better to choose a course because ...
  - b. Some of Alec's friends have had problems with ...
  - c. Alec thinks that everyone should ...

## Reflect

- 4  Discuss.
  - a. Do you think a person needs to go to university in order to be successful? Why? / Why not?
  - b. Do you think the university education system in your country is fair or unfair? Why?

- 1  Read the title. What do you think "Diversity and inclusion jobs" are?
- 2 Read the article. Write any words you don't know in your notebook. Then, look up the meanings of the words in a dictionary. Write a definition and a synonym for each one.
- 3 Read the text and answer in your notebook.
  - a. What are "diversity and inclusion jobs"?
  - b. Why is the final goal of these jobs to become unnecessary in the future?

## The Rise of Diversity and Inclusion Jobs, by Julia Carpenter

Earlier this year, Uber hired its first ever "diversity officer", following a string of sexual harassment claims and other public relations crises. Last month, after a year plagued by controversy, the NFL posted a job opening for a "head of diversity and inclusion".

These diversity officers are popping up at many other high-profile companies, too. The titles may vary - "director of diversity and inclusion," "chief equality officer," or "head of diversity, inclusion, and belonging" - but more organisations are realising this is something that matters to their employees. It even merits an entire position (or sometimes, even its own department). But what does a diversity officer do?

Diversity and inclusion roles require expertise in three important areas: employee recruitment, retention, and engagement. Diversity and inclusion go hand-in-hand, which is why you see them in so many of these job titles. Diversifying a company workforce requires leaders to make sure employees from underrepresented groups feel welcome.

Focusing on diversity and inclusion isn't just a good PR move, something to implement in the wake of a crisis. Instead, it's a proven investment in company success. There's been study after study that shows diversity is good for the bottom line. So by investing in this, companies are doing the right thing. It not only makes employees happy at the end of the day, but if employees are happy, they're more likely to stay at a job.

The focus of these new job positions isn't only about the workers, though. Netflix strives for diversity not just in its employees, but in its programming as well, making sure to represent a wide diversity of characters, actors, and directors in their series and films.



The final goal of these positions, however, is for them to eventually not be necessary. In an ideally inclusive world, we won't need to pay people to make sure all diversities are equally respected. It'll just come naturally.

*Adapted from The Rise of Diversity and Inclusion Jobs*

### Checkpoint

- 4 Re-write the text in simpler words.
  - a. Imagine an 8th grade student will read the text.
  - b. Read the text again and take notes about:
    - The general topic.
    - The main ideas in each paragraph.
    - Important facts and figures.
    - Key words and concepts.
  - c. Re-write the text in simpler language using your notes. Make sure your text is 150 words or shorter.

# Speaking

- 1  Discuss.
  - a. Have you ever had an interview? If so, what was it for?
  - b. What questions might you be asked in a job interview?
- 2  Listen to an interview. Complete the statements in your notebook.
  - a. Imogen wants to do the Engineering course because... .
  - b. The interviewer mentions these two school subjects: ... .
  - c. Imogen suggests the connection between engineering and art is ... .
  - d. The students in the course have to do ... in their second year.

## Your Turn to Speak

- 3  Read the apprenticeship offer below and role-play an interview.

### ENGINEERING APPRENTICESHIP

A full-time two-year course.

Location: City centre campus + work placement.

Cost: free for 16-18 year olds.

You spend one day each week in class at college and the other four days at the workplace, putting your college training into practice.



**Interviewer:**

- a. Think about the questions you want to ask the interviewee, such as: motivation, qualifications, experience, and plans for work in the future.
- b. Role-play the apprenticeship interview. Then, switch roles.

*Why are you interested in this apprenticeship?*

**Interviewee:**

- a. Think about why you want to do the apprenticeship and what it involves. Think about the qualifications and the exam results you already have.

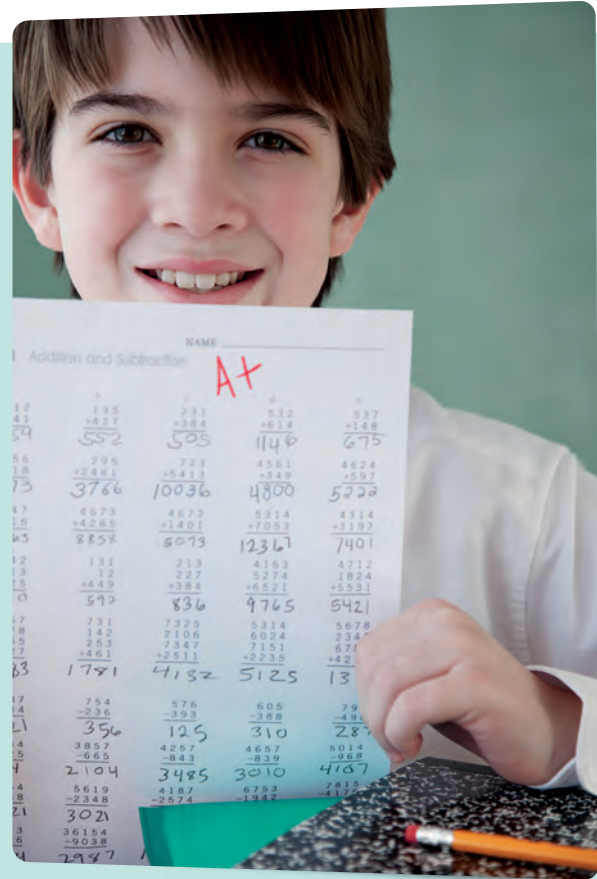
*Because I want to be an engineer and it will be a good work experience.*

- 1 Look at the pictures and read the title. What do you think the article is about?
- 2 Read the article and check your predictions.

## Too Much, Too Soon

Very intelligent children can find life difficult. When Jonas White, a seven-year-old boy from Newcastle, achieved the top grade in a high school level Maths exam recently, his parents were delighted. But when it was revealed that Jonas had had four hours of intensive teaching every Saturday morning for nine months, 'hothousing' suddenly became a hot topic again.

An increase in the number of intensive tutoring centres in the UK reflects this growing trend to push children to take exams early. Educational professionals warn of the dangers of hothousing. They all agree that there are some children who are born extremely gifted and talented, but that parents should not put too much pressure on their children to be the best at everything. Recent research suggests that this stops children thinking for themselves, and such children can end up going off the rails because they have been pushed too hard.



- 3 Read the article again. Check if the sentences are true or false. Correct the false ones in your notebook.
  - a. Parents should stop putting children under pressure to be successful from a young age.
  - b. Hothousing often means that children don't learn to do things for themselves.
  - c. Children might have problems if they aren't pushed enough.
  - d. All children develop at the same rate.
  - e. It is better for children to learn to cope with things and to be good communicators, than to achieve top academic results.



Jenny Rojas left school with top grades at the age of 12 and went to university to get a Maths degree. Her father stayed with her there and accompanied her to all her lectures and tutorials. By the time she started her second year, Jenny claims she hadn't made any friends. She worked all the time and she was exhausted. 'The pressure got to me in the end and I couldn't go on,' she said. 'It suddenly dawned on me that everyone around me was seven or eight years older, and that they were all having a great time going out and enjoying their courses. I wasn't doing either, so I left.' Jenny has been doing a bit of tutoring part-time since she left and is trying to decide whether to go back to university or not.

So, what should you do if you have an exceptionally gifted child, like Jenny or Jonas? Experts strongly believe that bright children should be nurtured and encouraged to develop their talents. But the most important thing for both parents and children is to realise that academic achievement is not the most important thing in life. Some people will develop faster than others, but everybody has the right to live a normal childhood and adolescence. Schools and parents should let children find out what they actually enjoy doing, as well as learning to cope with failure. Being resilient and able to communicate well is ultimately what enables us to develop better relationships and deal with difficulties; and we will be happier and ultimately more confident and successful as a result.




Editorial Creation



Take the VARK® Learning Preference Test here:  
<https://vark-learn.com/the-vark-questionnaire/>

## Checkpoint

- 4**  **Design a personalised studying plan for next year using using Extra Material 4.**
  - a.** Take the VARK® Learning Preference Test to discover your preferred learning modes.
  - b.** Form groups with other classmates that share your learning mode preferences.
  - c.** Design a studying plan. Make sure to follow the instructions in your material carefully.

- 1 Read the title of the story. Can you guess what will happen?
- 2 Read the story and check your prediction.

A story starts with the title and the author.

## The Hike *by Lily Freeman*

It was a freezing cold day and it was raining steadily. I was on a hike with my best friend Abby in the hills. We couldn't see very much because the rain was forming a continuous, mysterious mist.

The first paragraph sets the scene and describes the characters of the story.

We had been walking for about an hour when the rain began to pour down. We quickly ran under some nearby trees, but it didn't shelter us enough – we kept getting wetter and wetter. Suddenly, Abby noticed a small hut in the distance. It looked lonely and abandoned in the mist, but we decided to head there for shelter.

The following paragraphs describe how the story started and developed.

We knocked loudly on the old wooden door, but there was no reply. Nervously, we pushed it open and went inside. The embers of a fire crackled and you could feel that someone had been there recently. The place felt eerie; I didn't like it at all. But Abby and I huddled together for warmth, glad to be out of the rain.


Then, out of nowhere, we heard a loud screech. It sounded like someone or something was in pain. We were terrified and grabbed each other. What was it?

Then we saw it ... a huge, black crow by the window. It screeched again and then flew towards us. That was too much for us! We fled and didn't stop running until we got home.

The final paragraph tells the ending to the story.

## Your Turn to Write

- 3 Choose one of the following sentences to begin your story:
  - As the train left the station, I suddenly felt uneasy.
  - The first time I saw that house, I knew there was something strange about it.
  - I got out of the car and smelt the salty sea air.
- 4 Think about the following points and make notes.
  - The setting and the weather.
  - The characters and how they felt.
  - The beginning, the middle and the end.
- 5 Now, go to your Exercise Book to write your story.

- 1 Scan the apprenticeships and job vacancies below. What is each advert offering?
- 2  Listen to three students giving a talk. In your notebook, match each student to the apprenticeship or job they chose to do.
  - a. Lizzie
  - b. Joel
  - c. Ben

## CAREER PATHS

### *This week's opportunities*

**a. Sports coach and fitness instructor.** This is a great opportunity for anyone who wants to get involved in the sports and leisure industry. We offer training on the job, hands-on experience, and excellent career development opportunities. Qualifications: 4 GCSE passes, including English or Maths, PE, and Science.




**b. Apprenticeship for chef.** Local restaurant seeks young enthusiastic person to work in a busy kitchen. We will fund your apprenticeship at a local college three days a week and you will work with us for two days a week. Once you are qualified, there are opportunities within our company here and abroad. This is a full-time position for one year.


**c. Business Administration Assistant.** We are a small local business looking for an enthusiastic young person to join our admin team. This is a fulltime position and we offer a competitive salary, on-the-job training, and 25 days holiday a year. Qualifications: School-leaving qualifications in English, Maths, and Science.



Editorial Creation



- 3  Prepare a talk to give to younger students.
  - a. Choose one of the apprenticeships or jobs above.
  - b. Take notes using both the adverts you read and the talks you listened to. Include:
    - The apprenticeship / job you have chosen.
    - The experience you have gained by doing it.
    - The reasons why you chose that apprenticeship / job.
    - Why you like it.
- 4 Give your talks using your notes from Activity 3. Answer any questions from your classmates.

## Think Back

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



# FINAL Review

- 1**  **Discuss.**
  - a. What do you want to do when you finish school?
  - b. What types of jobs do the people in your family do?
  - c. Do you know anyone who is self-employed? If so, what do they do? Why did they choose to become self-employed?
- 2**  **Look at the people in the pictures. What do you think their jobs are? Read the article and check your predictions.**

## From Unemployed to Self-Employed

Since leaving school with only a few qualifications, Daniel Millar had had a lot of different temporary jobs doing shift work at local factories. He would often have to work very hard for low pay. That was until, at the age of 19, he decided to take a graphic design course. He had finally found a job that he actually enjoyed doing.

He found some work at a local agency, where he got quite good training, and for three years he had a stable job. But when things started going badly for the company, he lost his job and again he was unemployed. 'I felt really low,' says Daniel. 'The only way to move forward I could see was to set up my own business.'

Now, and for the last year, he has been working in an industrial area on the edge of his city, where he has



converted an old ship container into a design studio. He says he doesn't earn much yet, but he's gaining valuable experience and is optimistic about the future.

- 3** **Read the article again and write in your notebook:**
  - a. What Daniel did after he left school.
  - b. What Daniel did in order to become a graphic designer.
  - c. Why Daniel decided to become self-employed.
  - d. Where Daniel has been working for the last 12 months.
  - e. What Katie did before becoming self-employed.
  - f. What made Katie decide to set up her own business.

For Katie Fawkes it had been a similar story. She had been to and left three different colleges and had started receiving unemployment benefits from the government. Then in 2012 she had the idea of turning a hobby of hers into a business.

'It started when a stranger stopped me in the street and asked me about my hats,' she explains. 'She said she'd seen me a couple of times wearing hats that she thought were cool. I told her I'd been making them for myself for years.' That's when she came up with the idea. Now, she says, she can't imagine doing anything else. 'And I don't have many expenses because I work from home and each hat doesn't cost me very much to make,' says Katie.

For both Daniel and Katie, being self-employed has given them a chance to take control of their own futures, and they're not alone in their career choice either. Government statistics say that the number

of self-employed people in the UK is now over 4 million. It seems that self-employment is becoming an increasingly popular choice for young people.



Editorial Creation

#### 4 Discuss.

- a. What are the advantages and disadvantages of being self-employed?
- b. What type of job would you do if you were self-employed?

### My 3Ws

Answer the questions in your notebook.

#### Now what?

Reflect on the next steps in your learning process.

#### What?


Describe what you learnt in this unit.

#### So what?

Explain why that learning was important/useful.

# Project

## Create a School Newspaper Club

- 1  Discuss. Have you heard of school newspaper clubs? Do you think they sound like a good or a bad idea? Why?

### The Value of

### School Newspaper Clubs


In this digital age and with so many means of communication available to us, a school newspaper seems outdated and irrelevant, sharing news that everyone has already seen on social media and text messages. However, that is not the reason for having a school newspaper club.

So why have a newspaper club? Every school can benefit from having one, and here are some of the main reasons.


First of all, students of any age need the freedom to express themselves in a respectful, thoughtful, and accepted manner. A newspaper club can give everyone a voice. It also allows teachers and administration to monitor the content to ensure appropriateness and relevance. A newspaper club is more than just for sharing information. It is the voice of the student body. It is a place for them to voice their opinions, their ideas, and their ideals. Giving students a voice makes them become participants rather than spectators.

- 2 Read the article and identify in your notebook.


- a. Three reasons for having a school newspaper club.
- b. Three things writing news pieces can teach students.
- c. Four skills publishing a newspaper can teach students.
- d. The difference between a newspaper club and homework assignments.

- 3  Choose the roles each person would like to have in a newspaper club:

- Writer.
- Editor.
- Designer.
- Photographer.
- Content selector.
- Club director (only 1 person).

- 4  Identify the resources you'll need to start the club. Consider...

- A place for the club.
- Regular meeting times.
- Materials and tools needed.
- How to promote the club in the school.
- A guide teacher.
- Extra training the club members might need.

**5**  Name your newspaper club.

Secondly, and regardless of the way technology evolves, there will always be a need for writers. The pen is still mightier than the sword, as Twitter, Facebook, and other social media platforms have shown. While writing news pieces, students can learn the importance of good journalism. They can learn to communicate their thoughts, ideas, and impressions. They can learn the value of research and the dangers of misinformation and slander.

Finally, publishing a newspaper teaches a variety of skills beyond writing, such as editing, designing, and photography. A newspaper club can provide the basis to learn and improve these skills. Students in a newspaper club can put into practical application the skills they learn in the classroom. One significant difference is that the newspaper isn't a homework assignment and shouldn't be treated as one. It is a club. Students do it because they want to.

*Adapted from Why a Newspaper Club is Important for Your School*

**6**  Write a description of your club. Include:

- The club name.
- The roles of each club member.
- The resources you identified in Activity 4.
- The kind of news your club will focus on.
- The publication medium (print, internet, etc.)
- Who your guide teacher will be.

**7**  Present your club plan to the class using the description you wrote in Activity 6.



**Noun: (n)**

**Verb: (v)**

**Adjective: (adj)**

**Preposition: (pp)**

**Ableism (n):** unfair treatment of people because they have a disability.

**Algorithm (n):** a set of mathematical rules to calculate an answer to a problem.

**Altitude (n):** height above sea level.

**Attendant (n):** someone whose job is to be in a place and help visitors or customers.

**Authentic (adj):** real and not false.

**Below (pp):** under.

**Blinds (n):** covers for a window.

**Bluff (n):** a cliff or very steep bank.

**Bonfire (n):** a large, controlled fire that is made outside.

**Breast (n):** either of the two soft, rounded parts on a female person's chest that can produce milk after having a baby.

**Canon (n):** a general rule or criterion by which something is judged.

**Canvas (n):** a piece of strong, rough cloth used by artists for painting on.

**Capsule (n):** a small, enclosed space used for holding things or people.

**Charity (n):** the act of helping people who are in need.

**Childcare (n):** the care of children while their parents are at work.

**Comfortable (adj):** something that provides a pleasant feeling and no physical problems.

**Competitive (adj):** excessively wanting to win or be more successful than others.

**Compost (n):** rotting organic material used as fertiliser for plants.

**Controversial (adj):** causing disagreement or discussion.

**Costume (n):** the set of clothes typical of a particular country or period of history.

**Course (n):** a set of lessons about a particular subject.

**Cushion (n):** a cloth bag filled with soft material that is used for sitting or leaning on.

**Decompose (v):** to decay or break down into smaller parts.

**Deserve (v):** to earn something as a right by one's actions.

**Detonate (v):** to cause something to explode.

**Devastate (v):** to destroy a place or thing completely or cause great damage.

**Digest (v):** to break up food and turn it into substances your body can use.

**Devise (v):** to invent something, especially with intelligence or imagination.

**Dilemma (n):** a position or situation giving two unpleasant choices.

**Dominant (adj):** most important or strongest.

**Draft (v):** to make a simple diagram of something you want to draw or build.

**Empathetic (adj):** having the ability to imagine how someone else feels.



**Environment (n):** the air, water, and land in or on which people, animals, and plants live.

**Fad (n):** a style, activity, or interest that is very popular for a certain period of time.

**Famine (n):** a great lack or shortage of food for a long time.

**Fictional (adj):** existing only in imaginary stories or events.

**Fit (adj):** healthy, especially because you exercise a lot.

**Foliage (n):** the leaves of a plant or tree.

**Gardening (n):** the work that you do in a garden in order to grow plants and keep it attractive.

**Gifted (adj):** talented.

**Habitat (n):** the natural environment in which an animal or plant usually lives.

**Harassment (n):** behaviour that annoys or upsets someone.

**Haulage (n):** the business of moving things by road or railway.

**Homemade (adj):** made at home and not bought from a shop.

**Hunt (v):** to chase and kill an animal or bird for food, sport, or profit.

**Hut (n):** a small house or shelter, usually made of wood.

**Hypothetical (adj):** imagined but not necessarily real or true.

**Impulsive (adj):** doing things suddenly, without thinking carefully.

**Inherited (adj):** received from someone who has died.

**Injury (n):** damage to someone's body.

**Intruder (n):** someone who enters a place without permission to commit a crime.

**Jam session (n):** an informal jazz or rock music performance that has not planned or practised.

**Kettle (n):** a container for boiling water.

**Life-threatening (adj):** something very serious that can cause death.

**Likelihood (n):** the chance that something will happen.

**Litter (n):** trash that has been left on the ground in public places.

**Logical (adj):** using reason and good judgment.

**Melt (v):** to turn from something solid into something soft or liquid.

**Mercy (n):** kindness toward someone whom you have the power to punish.

**Misfit (n):** someone who is not accepted socially because their behaviour is unusual.

**Nerves (n):** cords that take messages all parts of the body to the brain and vice versa.

**Neuroticism (n):** the condition of often feeling worried and nervous, often because of a mental illness.

**Orphanage (n):** a home for children whose parents are dead or unable to care for them.

**Overwhelm (v):** to cause someone to feel a sudden strong emotion.

**Pastime (n):** something entertaining that you do during your free time.

**Pathway (n):** a chain of nerve cells in which impulses usually travel.

**Plague (v):** to cause worry, pain, or difficulty to someone or something over a period of time.

**Plankton (n):** very small plants and animals that float in the sea and which other sea animals eat.

**Pollution (n):** damage caused to water, air, etc. by harmful substances or waste.

**Posture (n):** a partial approach or attitude.

**Preferential (adj):** giving one person or group an advantage over others.

**Prestigious (adj):** very much respected and admired.

**Probability (n):** the state of being probable.

**Procession (n):** a line of people who are all walking in the same direction in a public celebration.

**Profile (n):** description of a person or an organisation.

**Publicity (n):** advertising about someone or something in the media or television.

**Qualification (n):** an official record showing that you have finished a course or have the necessary skills.

**Rainforest (n):** a forest in a tropical area that receives a lot of rain.

**Raw material (n):** any material, such as oil, cotton, or sugar in its natural condition.

**Renewable (adj):** renewable forms of energy can be produced as quickly as they are used.

**Resilient (adj):** able to be successful or improve after overcoming problems.

**Rota (n):** a list of things that have to be done and of the people who will do them.

**Salt flats (n):** areas of flat land covered with a layer of salt.

**Satin (n):** a type of cloth that is smooth and shiny.

**Schnitzel (n):** a thin slice of meat covered in egg and small pieces of bread before being fried.

**Screech (n):** a long, loud, high noise that is unpleasant to hear.

**Seashore (n):** the land along the edge of the sea.

**Second-hand (adj):** something that has already been used by someone else before.

**Setback (n):** something that causes delay or stops progress.

**Shelter (n):** a building that gives protection from bad weather.

**Sighting (n):** an occasion when you see something or someone that is rare or trying to hide.

**Single-use (adj):** used to refer to a product that can be used once and is then discarded.

**Skepticism (n):** doubt that something is true or useful.

**Sleigh (n):** an object used for travelling over snow, pulled by animals, especially horses or dogs.

**Snowflake (n):** a small piece of snow that falls from the sky.

**Sow (v):** to put seeds in the ground so that plants will grow.

**Stardom (n):** fame.

**Storytelling (n):** the art of telling stories.

**Strive (v):** to try very hard to do something or to make something happen.

**Strudel (n):** a cake made from fruit wrapped in a thin layer of dough.

**Success (n):** something that has an excellent result or is very popular.

**Survey (n):** an examination of people's opinions by asking people questions.

**Sustainable (adj):** causing little or no damage to the environment and therefore able to continue for a long time.

**Trapped (adj):** unable to move or escape from a place or situation.

**Trauma (n):** severe emotional shock and pain caused by an extremely upsetting experience.

**Trustworthy (adj):** someone or something that can be considered honest or truthful.

**Utensils (n):** a tool with a particular use in a house or kitchen.

**Valuable (adj):** having high value.

**Vault (n):** a room with thick walls and a strong door, used to store valuable things.

**Vibrant (adj):** energetic, exciting, and full of enthusiasm.

**Vital (adj):** necessary; essential; of great unimportance.

**Vortex (n):** a mass of air or water that spins around fast and pulls objects into its empty centre.

**Weird (adj):** very strange or unusual.

**Wetlands (n):** an area of land that is naturally wet.

**Will (n):** a legal document about what to do with one's belongings after one's death.

**Xenophobia (n):** extreme dislike or fear of foreigners and their customs or religions.



# Keller and Katrina

Natural disasters can bring out the best and the worst in people. Some people take the opportunity to loot shops or steal cars or set fire to buildings. Others try to save lives and make a terrible situation better.

When Hurricane Katrina struck New Orleans in the morning of 29<sup>th</sup> August 2005, it was the sixth strongest Atlantic hurricane ever recorded, and the third most powerful to hit the USA. The wind speed was an incredible 200 km per hour. By 31<sup>st</sup> August, 80% of the city was flooded, with some areas under 4.5 metres of water. Most of the residents of the city got out in time. However, many remained trapped in their homes. These people were mainly the elderly, the sick and the poor.

Imagine the situation. You look out of your apartment building, and the streets are filled with water. There are drowned cats and dogs. There are cars floating past. Inside your apartment there's no electricity. That means there's no light, no way of knowing what's going on in the outside world and no way of contacting anybody. Nothing in the kitchen works so you can't store or cook any food, and you can't get out to find fresh food or water.

That was the situation in the American Can Company building. This was a solid, five-storey apartment block in central New Orleans. About 500 people usually lived there, many of them elderly or disabled. Lots of them left. But when Katrina struck, 170 residents were still living there. On the day after the storm, this building became a small island



when over three metres of water flowed into the lobby. With the water came turtles, fish, and snakes. Soon afterwards, some unexpected human guests arrived, too – 74 people from the neighbourhood who were looking for a safe place to stay. And some of them looked desperate and not very friendly.

One of the residents, John Keller, was an ex-marine with military experience in Iraq. At 38 years of age, over two metres tall and weighing 118 kilos, Keller knew that he could survive. He could have simply got into a boat and paddled his way to safety. However, he knew that wouldn't be right.

He calculated that more than half of the people in the building were elderly. About a third of those couldn't walk without help. About a quarter were in wheelchairs. And about a quarter of the neighbourhood refugees were behaving a bit aggressively. Without his help and organisational skills, the residents' lives were in danger.

Hunger was an immediate problem. On the ground floor of the building there was a restaurant and a coffee shop. Keller had to stop one man from stealing food from the restaurant. Although he couldn't stop another thief from breaking into the vending machines, he made him bring back the food and share it with the others. Meanwhile, he instructed the residents to take everything out of their freezers and cook it. But how? They had no energy. So Keller swam to a local store and carried back charcoal and supplies. Then he and his friends set up eight grills and cooked the food – standing in water up to the tops of their legs!

Keller was also worried about his own mother and sister who lived on the eastern side of the city. He took a kayak and paddled to their home. When he finally arrived, he found their home was empty. It was a long and pointless journey. He only learnt later that they were both safe in a hospital. However, this seven-hour trip showed Keller terrible scenes. He saw people on roofs, houses floating past, people in real despair. He now knew better than ever that his fellow residents were in danger.

They urgently needed fresh food and water – and Keller had an idea. He took a fire extinguisher up onto the roof. He used it to write a message for passing helicopters. They often flew over the American Can building, but they still didn't stop. Why? Then Keller understood. Some of the refugees were living on the roof and the pilots didn't like the look of them. So Keller decided he had to make their terrible situation absolutely clear. He carried elderly residents and their wheelchairs onto the roof. The pilots saw them – and Keller's plan worked! After only 15 minutes, the first helicopter landed. Soon food and water were dropping from the skies. But this wasn't enough. Some of the residents were sick and needed medical help. So Keller persuaded a Coast Guard pilot to fly them all to safety.

Keller now had to get everyone else out of the building. He noticed some motorboats on a nearby roof. So he swam across, got their engines working, and brought the boats back to the American Can. A crowd was waiting and cheering when he returned. He then took up to 12 passengers at a time to an open area on Moss Street. From there, helicopters flew them to the Superdome stadium, a safe place for the citizens of New Orleans. At five o'clock on the evening of 2nd September, Keller carried the last residents from the American Can. In total, he organised the evacuation of all 244 people from the building. And amazingly, every one of them survived.

Natural disasters produce heroes and villains. John Keller was a true hero.

# Changes

I waited.

There were people all around me, but I didn't say a word.

I was sitting in a corridor with my team mates. Janine, the team captain, was next to me, talking to the team, telling them to concentrate, to play hard, to give 100%.

My heart was pounding in my chest but I tried to keep calm, to breathe slowly, to keep still. I was nervous, of course, but I was ready. After years of preparation, I was fit and strong. This was my moment. This was my time.

Then a man in a uniform entered and said, 'OK. Are you all ready?'

'You bet,' said Janine.

'Then let's go.'

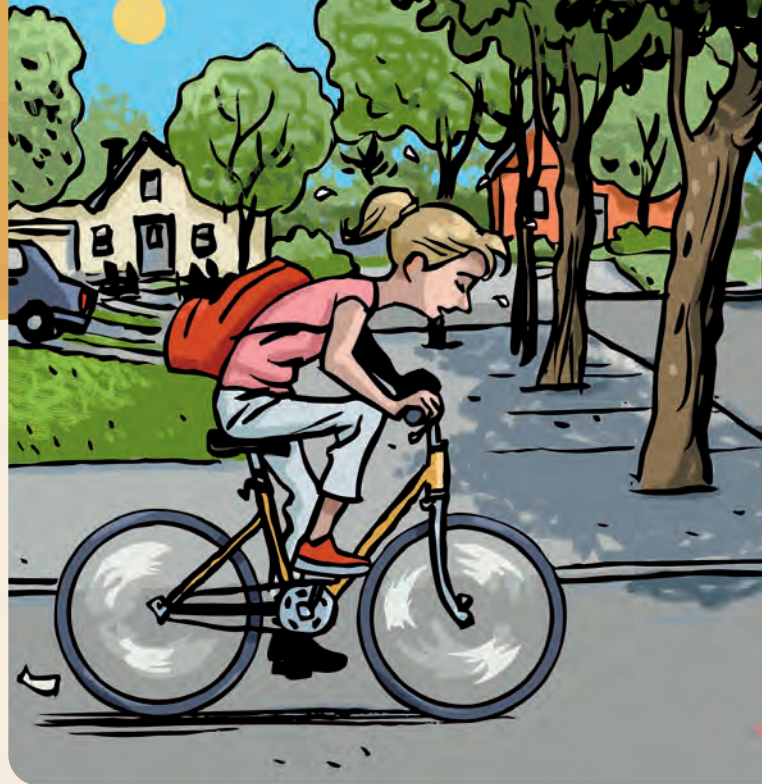
He opened the doors and we moved out into the bright lights and the incredible noise of the crowd.

\*

Lives can change in an instant. One moment you're living an ordinary life, your normal life. Maybe it's boring, maybe it's fun. But it's expected – it's known. It's what happens every day. And then... something else can happen that will change that life forever. It can happen suddenly, without warning, from one second to the next. And your life will never be the same again.

That's what happened to me.

It was six years ago. I was fifteen. It was the beginning of summer, my favourite time of the year. The sun was shining, the trees were heavy with fresh, shiny leaves, the air was perfumed

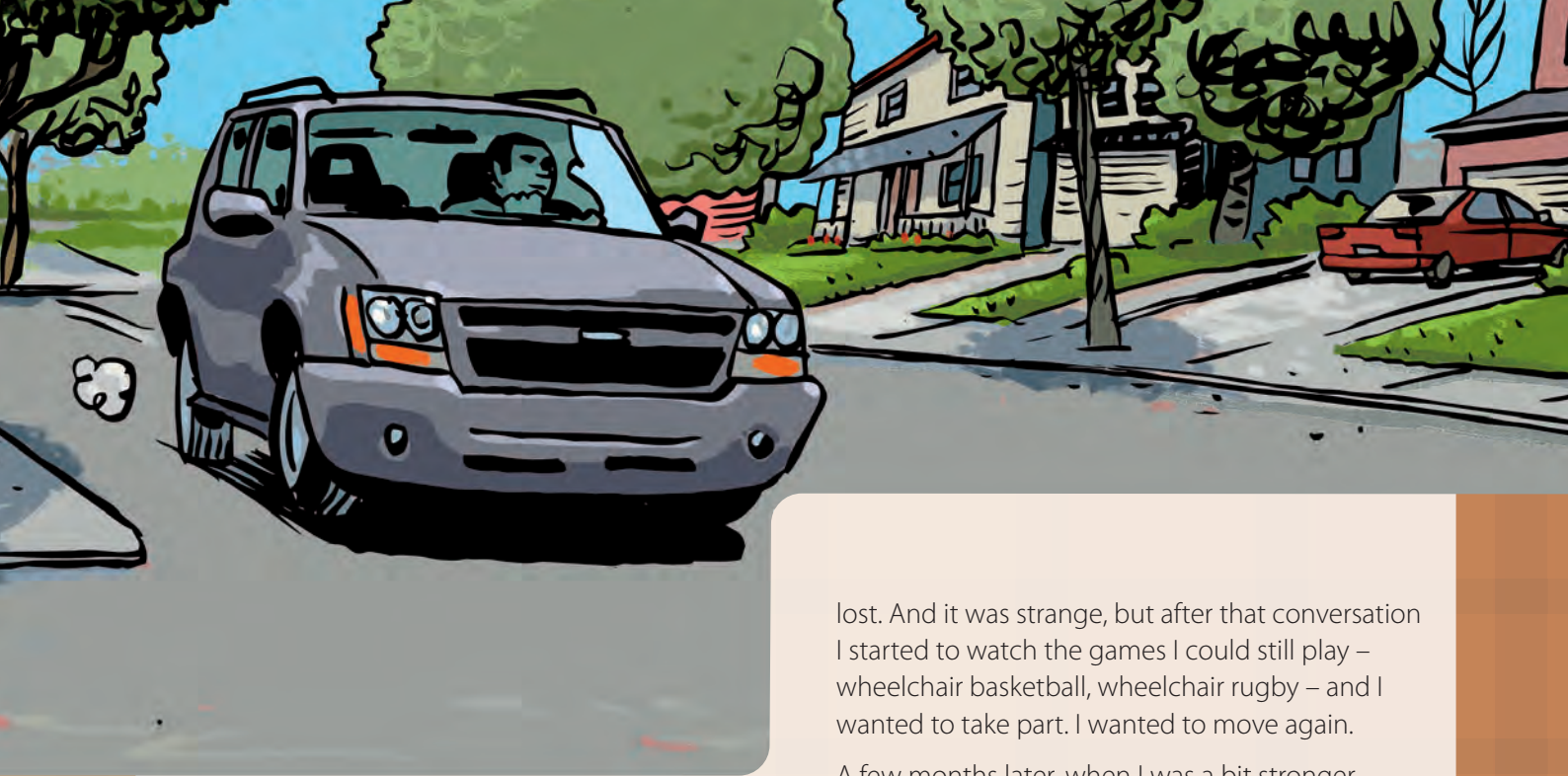


with flowers and blossom. And my birthday was in two weeks! Unfortunately, however, that year was poisoned by exams. It seemed we were preparing for them every hour at school and then again in the evening for homework. We were under a lot of pressure and I was finding it difficult to get to sleep at night. I always wanted to do well at school, and I liked being top of the class – I just hated exams.

Anyway, one day I was cycling home from school, worried about yet another exam I had to study for, and I guess I wasn't looking where I was going. I only heard the screech of brakes at the last moment. I turned towards the noise – and there was the car, coming towards me. It was only metres away. And then it hit me.

Everything went black.

A day later, I woke up in hospital. I tried to move my legs, but I couldn't. I couldn't feel them. I touched them with my hands and there was nothing, no feeling at all. And from that moment, I knew my life was no longer my own. I was pushed, I was lifted, I was carried. I was washed and dressed and fed. I was a thing they looked after. I was a thing that lay in a bed. My legs were useless and I was useless. I didn't know myself.



I don't know how many months passed. Then one day I was sitting in my room when Johnny entered. He was one of my best mates from school. He came round at least once a week to see me. It was incredible, really, because I wasn't very nice to him. In fact, I was horrible. I was horrible to everybody. And normally, he was nice and sympathetic with me. Today, though, his tone was different.

'What will you do now?' he asked. It sounded like a challenge.

'What do you mean "do"? What can I do?'

'Well, you can't sit in your room the whole time.'

'Haven't you noticed, Johnny? I can't walk!'

'But you can move.'

'What, in a wheelchair?'

'Exactly.'

'And what can I do in that?'

'I brought you this,' he said. And he left a DVD on my bedside table.

Well, I soon discovered what he meant. You know, I was never sporty at school. I mean, I played a bit of tennis and netball, but I didn't really care if I won or

lost. And it was strange, but after that conversation I started to watch the games I could still play – wheelchair basketball, wheelchair rugby – and I wanted to take part. I wanted to move again.

A few months later, when I was a bit stronger, I joined a sports club. There were lots of other people there in wheelchairs, just like me. Some of their stories were a lot worse than mine. And it was hard at first (actually, sport is always hard!), but I started training and playing and... I started having fun again. And you know what? I discovered I was competitive. And wheelchair rugby was my game.

\*

We rolled around the Paralympic rugby court, throwing the ball to each other, testing our wheelchairs. The spectators were cheering and waving banners and calling out. I looked above and saw my parents in the crowd. My sister Louise was with them. And there was Johnny, my boyfriend. I saw him smile and he gave me a thumbs up.

I wanted to win. I really wanted to win. But at that moment, there was something even more important than winning.

'I don't know what will happen in this competition,' I thought. 'I don't know if we'll win or lose. Maybe I'll get a gold medal. Maybe I'll go home with nothing. I'd like to go home a champion. But if I don't win, it won't matter. I'm here now. My life has led up to this moment. And I know that, from one moment to the next, anything can happen.'

The referee blew his whistle. It was time to begin.

# The Island

It was an isolated house on the west coast of a rocky island. From the terrace she looked down on high cliffs, huge rocks like bones or skulls, and the bright blue waters of the bay. Difficult paths wound down the steep hillside through stones and trees and bushes to the water's edge. But there was no swimming today. Or yesterday. Or the day before. There was no wind, but the sea was too rough. And all the time she listened to the dull roar of the waves.



Another day of empty wishes. I wish the sea were calm. I wish I could speak to somebody. My phone still isn't working. No coverage. I wish I could connect to the Internet. Once again, I'm writing this blog just for myself. And do you want to know another wish? I wish I hadn't come here on my own without Zadie and Alice! They're still stuck in London. A family crisis. They said they'd get here if they can. But when? I've never been on my own before. It's weird. Too weird.



Have you ever felt like you were cut off from the rest of the world? OK, there are people in some other houses and there's a small town an hour away by bus – so at least I won't starve to death! But I can hardly understand a word the people say. It's like being on a desert island!



I have never been so bored. It's beautiful – but the beauty is beginning to get me down. What can I see? Trees, rocks, waves, an old abandoned tower or something. I've got another two weeks here. If Z & A don't come soon, I think I'll go out of my mind!



I woke up scared stiff. There was a bird screeching outside. Then I heard noises in the bushes like something was digging a huge hole. And this 'thing' sounded big! I looked out but couldn't see anything except for the moon and stars. And then I heard the whine of a mosquito. And that was the end of my night's so-called sleep.

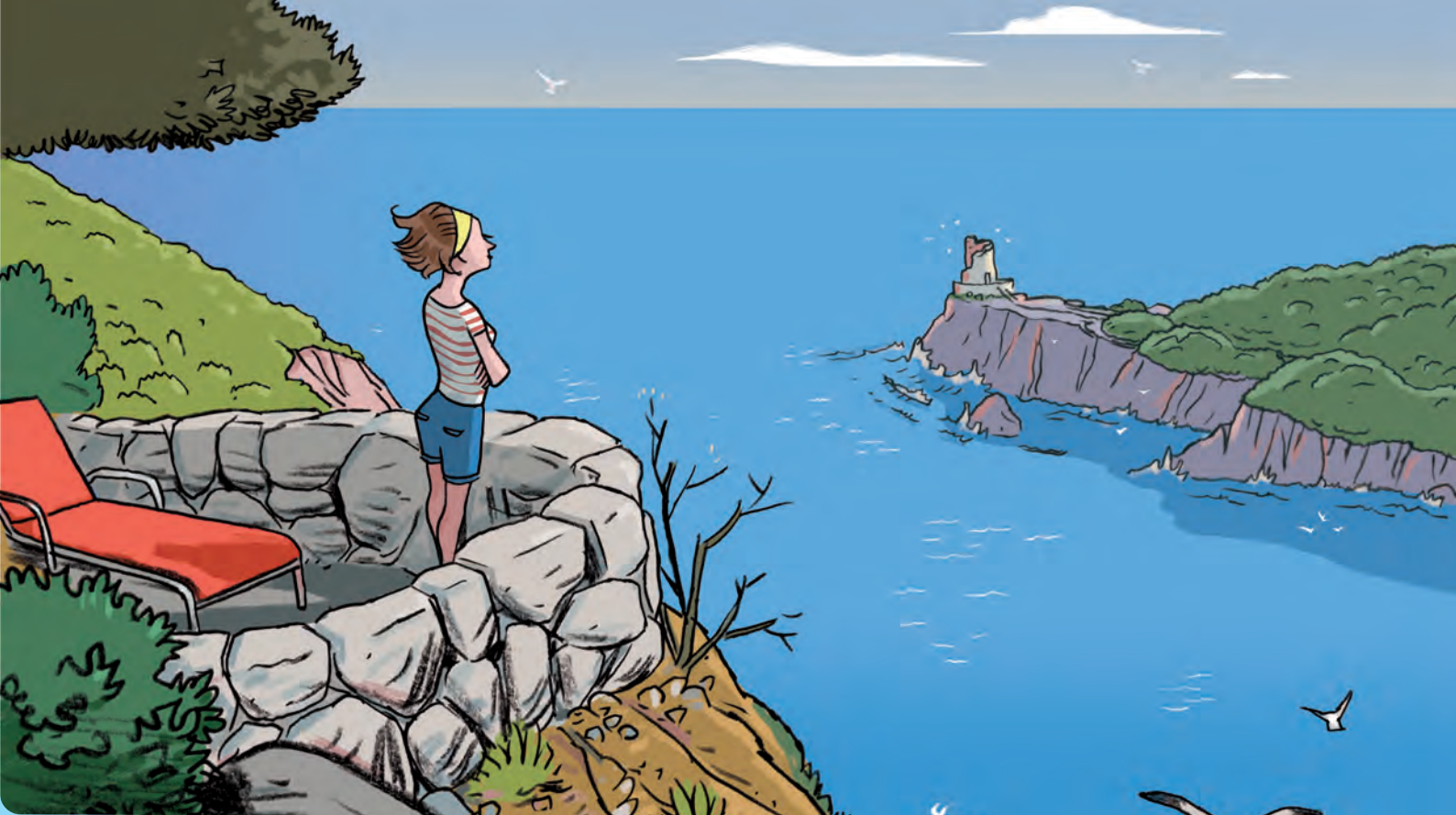


I was sitting on a rock watching the waves (what else could I do?) when a small fishing boat came in. There was an old man in it – brown, wrinkled, white-haired, wiry – and somehow he brought the boat to shore on his own. And then I had my first real conversation here. The old man spoke English! He told me he had been born in the old lighthouse (that's what I thought was a tower). This man (his name's Andreas) can tell amazing stories. He said there were once terraces all the way down the hillsides. The local people grew vines and vegetables and fruit trees. In fact, they grew stuff on every available surface. But now the terraces are all gone, fallen into ruin. All the young people had left for the mainland and the old people had died. 'But not me!' he laughed.



It's two days later. I met Andreas again. He said when his father was the lighthouse keeper and he was a small boy there was a terrible fog. It lasted a week. And every night they heard a mysterious sound – it was loud and long and sad, like an animal in pain. And then on the last night a beam of light from the lighthouse shone down into the bay – this bay! – and they saw it. They saw a sea monster crashing about in the water. 'It's true!' he said. 'These things happened in the old days! Look at the rocks – all these smashed and broken rocks. They were broken by the sea monster!' He also explained about the strange noises I had heard the other night, 'There are wild boars on the island, the same wild animal that killed Adonis.' (I think that's who he said. I'll google him when I'm home.)





Over the coming days Andreas told her many different stories. It seemed that every stone and tree and ruin had its own tale to tell. There was the house where his sister gave birth to triplets. There was little chapel where his parents and grandparents and great-grandparents had got married. There was the poet's tree and the witch's hut and the pirates' cave. When Melissa explored the bay now the stones and trees seemed to talk to her. It was strange, but although she was still on her own, she didn't feel lonely. The island was full of voices.

*She hears the tinkling of bells and soft voices and laughter. Where are they coming from? She walked down through the olive trees and saw a procession winding up the hillside, the sea glittering below. There were girls dressed in white robes and boys in brightly-coloured costumes. The girls held olive branches and the boys carried baskets of fruit.*

*At the head of the procession was a man – he looked like Andreas, but years younger – and he was leading a white bull by a rope. And the bull was crowned with flowers. The young man smiled at her and encouraged her to join them. They were heading to a party, a feast, a celebration. She stepped towards them...*

Melissa woke up with a start to a burst of electronic music. She sat up in bed and stared in confusion into the dark. She was in her bedroom. And it was her phone. Somehow it had picked up a signal! She heard a familiar voice – it was Zadie. The conversation was short and often difficult to make out. Zadie said that they couldn't make it. The situation in London was too complicated. Would Melissa be all right if they didn't come?

Melissa smiled. Everything would be just fine.

# Junk Planet

## PART ONE

Cal climbed over the sheet of rusted metal, sniffing the air. He could detect ammonia and sulphur. But there was also something else, something special. He called out to his sister and immediately she was there, jumping down from a blackened metal beam overhead. Her green eyes stared at him out of her scarred and blistered face. 'Keep watch.'

She nodded and turned, looking out over a nightmarish landscape of twisted metal and smashed vehicles. Cal dropped to all fours and crawled towards a hole in the metal canopy. He leaned over the edge and peered into the darkness. First he had smelt them, now he could see them: pale blue shapes glimmering in the darkness. They were mushrooms. They were food! He grasped the edge of the metal sheet and dropped into the hole.

It was a junk planet.

There were lakes of chemicals, seas of oil. There were hills of rusted machines, mountains of plastic. There were deserts of poisoned earth and dust. For centuries they had come in their container ships from all parts of the universe. Their huge battered craft would orbit the planet, gleaming in the rays of the dying sun. They would land and unload their cargoes of waste, then head off home to collect more. Teams of workers employed by distant corporations set to work, sorting, recycling, and repurposing. But those days were long gone. First the recycling companies went out of business and the spaceships just dumped their garbage from the air. Then, mysteriously, they stopped coming altogether.

It had been the rubbish dump of the universe. Now it was forgotten.

But there were still people here. It was a young population. Few lived to the age of thirty. Their lives were violent, dangerous and short. And their days were spent with only one purpose in mind. Survival.



Cal had taken off his shirt and knotted it into a bag to hold the mushrooms. He had nearly picked them all when there was a mad banging on the metal roof. It was Lina's alarm signal.

By the time he had pulled himself out of the hole, Lina was frantic. She couldn't talk but her face said everything. She pointed towards the shell of a burnt-out space bus. Five – six – no, seven shapes were creeping over it. Cal hoped he and his sister hadn't been seen. But then he heard hooting and shouting and the gang started running – in their direction! Lina grabbed Cal's arm. They had to get away – fast!

They ran through a maze of crushed steel.

They fled through a forest of smashed glass columns.

They jumped over streams of bubbling acid.

And all the time, the wild boys were getting closer. Their animal cries filled the air, turning their blood cold. They wanted food and they would kill for it. Cal and Lina were running for their lives. But they knew this place inside out. They knew where they were running. And it was nearby. Something flew through



the air and struck Cal on the side of his head. He cried out in pain, dropping his shirt. Another rock crashed against arm. He glanced at the mushrooms lying on the ground. He had no choice. He had to abandon them.

Lina was already waiting in the boat when he reached the shore. They had made the boat themselves from a sheet of aluminium. It had a solar motor that they had found in the rubbish. Sometimes it didn't start. Today it did. As Cal leapt on board and the boat pulled away, the gang ran down to the water's edge. They couldn't follow them any further, the water would burn away their flesh. A few stones splashed in the water, but this time they missed their target. Cal and Lina were safe ... for now.

## PART TWO

The fog fell suddenly like a thick grey cloak, swallowing up Cal and his sister and their small frail boat. They had no idea where they were going. After several hours, the solar engine fell silent and all

they could do was drift. They held onto each other for warmth and soon fell asleep. Cal dreamed of a blue planet, a green planet, and knew it was Earth, floating somewhere on the far side of the universe. In his dream, he was there, walking under the trees, watching swans gliding along a crystal stream.

When he awoke to a new day, the fog had already lifted. They were floating up a wide river, carried by the tide. Lina desperately looked for a familiar sight, but they soon realised they had never been this way before.

The river was wide and filled with junk, but the water carried them through it, as if it had a mind of its own. On either bank they saw the ruins of huge buildings amongst the space garbage. Then they thought they saw two rockets standing upright on either bank. But they were towers and once there had been a bridge between them. Then they saw another building with a broken dome for a roof. They saw a big wheel lying on its side like a forgotten toy. And then they heard a strange booming sound. A solitary tower moved in the air. It was swaying, first leaning over the land, then over the water, and as it moved, it made a great ringing sound, again and again. In their short lives they had never seen anything like this before. And as they watched, they saw the tower collapse and heard Big Ben ring for the last time as it crashed into the River Thames.

## Extra Reading 5

# The Body Artist

New York has made the career of many artists. But it has destroyed the lives of many, many more.

His name was Ray Jackson. He used to say that from the moment he opened his eyes, he had to paint, to create, to make something new. He had to make something uniquely his own. And that's what he set out to do, in his every waking moment and using all of his imagination and skill.

He headed down to the Big Apple when he was just 20 with paints and brushes stuffed in his rucksack and a handful of notes in his pocket – everything he'd managed to save from his job in a gas station back in Minnesota. Life in New York was tough. There were plenty of artists working in video, with neon lights, with trash, with concepts, and they were adored by the intellectuals and the fashionable elite. But Ray looked at their work and wondered why they had bothered. He didn't see anything special. He saw second-hand ideas and badly executed work. Unfortunately for Ray, painting in oils was out of fashion. He managed to get a few exhibitions, and he even sold some of his paintings – but not many. His pictures reflected and enhanced what he saw in the world, and that isn't what people were buying.

He used to attend the gallery openings. Most of the invited guests didn't know who he was. So he would listen to them talking about his paintings, the works he had poured all his feelings into, his creations that were more important to him than his own life.

'This stuff is so old-fashioned!'

'This guy Ray can't have seen any contemporary art.'

'Hey, take a look at this one. It must be a self-portrait. He looks like a dumb Romantic poet!'

Ray was standing right next to the man who said this – and the man didn't even notice. Ray was invisible to him.

He survived by giving his paintings in exchange for meals at cheap restaurants. The arrangement



decorated their walls and kept him alive. But when their walls were filled, he went hungry. To make things worse, the exhibitions dried up, too. And so he ended up living on the street.

One day he was drawing the Mona Lisa in crayons on the sidewalk when a voice said, 'Mr Jackson?' He looked up to see a slim well-dressed woman. Her name was Martha Sylvester. She owned a major fashion store.

'I can't believe you're having to live like this,' she said. 'You know, I love your paintings. I've bought several over the last few years, but I guess your work isn't commercial in the art world at the moment ...'

And then she fell silent. Ray looked at her.

'Listen,' she said, 'I've got an idea. Maybe you'll be interested.'

A week later it seemed that every New Yorker was talking about the same thing. A man was seen in all the main sights of the city, his body painted from top to toe to look like the Sylvester Building. On his front, smiling shoppers walked in and out of its ornate entrance. On his back, you could see models dressed in the most gorgeous fashions. His face, arms and



legs were decorated with the latest designs. Maybe it was a trick of the light, but these painted models were so real – they seemed to move. It was the greatest advertisement anyone had ever seen.

Other companies just loved the idea – and they were willing to pay for it. All Ray had to do was clean off the body paint when one job was over and start all over again. He had never planned to use his art in this way, but he had to live, and it bought him the freedom to work on his real paintings.

Then one day he got a call and the next thing he knew he was sitting in a huge office overlooking Central Park with a man in a suit saying, 'We love your art, Ray. But we want it exclusively for us. And for all time.'

The man paused then leaned forward across his desk. 'MegaMart will make you a rich man, richer than you can ever imagine. But we don't want body paint. We want something that will last. We want a body tattoo. Come and see us when you've had it done. And then ...' the man paused and chuckled, 'and then we'll buy you.'

Ray's skin was his canvas. This tattoo had to be his masterpiece. It was going to change his life forever.

After three months of painful work, it was finally finished.

On a bright April morning, he switched on the TV in the kitchen and made some breakfast. It was his first contact with the outside world since he had started the work. Today was payday!

While he was fixing some coffee he gradually became aware that something important had happened.

'They must have been hiding enormous debts.'

'Nobody could have known this was coming.'

'They concealed their financial crisis so well.'

He looked at the screen. A running text said Breaking News. A red-faced journalist was addressing the camera.

'The business world cannot believe what has happened. This morning it was announced that one of America's most powerful corporations has collapsed. All its assets have been frozen. This is the end of MegaMart.'

Ray stood motionless in front of the TV. His left eye twitched, moving the letter M on his cheek. He looked down at his arms, his chest, his legs, his feet. He looked at a worthless masterpiece that would last a lifetime, the masterpiece he could never sell.

And the voices on the TV just kept on talking.

# Irregular Verbs

Infinitive	Past Simple	Past Participle
be	was / were	been
beat	been	beaten
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	built	built
burn	burnt	burnt
buy	bought	bought
can	caught	caught
catch	could	-
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamt	dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forget	forgot	forgotten
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
know	knew	known

Infinitive	Past Simple	Past Participle
lay	laid	laid
learn	learnt	learnt
leave	left	left
let	let	let
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rang
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shoot	shot	shot
show	showed	shown
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled	smelled
speak	spoke	spoken
spend	spent	spent
stand	stood	stood
steal	stole	stolen
swim	swam	swum
take	took	taken
teach	taught	taught
tell	told	told
think	thought	thought
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

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GUÁRDALO  
EN UN LUGAR  
ADECUADO



CUIDA SUS  
HOJAS Y NO DOBLES  
SUS ESQUINAS



ÚSALO ALEJADO  
DE COMIDAS  
Y BEBIDAS



NO LO RAYES  
NI SUBRAYES



TÓMALO  
CON CUIDADO

