

**BREAHE**

**NEVER GIVE UP!** **YOUR** **THINK OUTSIDE THE BOX**

**YOU CAN MAKE A DIFFERENCE** **OWN** **YOU ARE STRONGER THAN YOU THINK!**

**FUTURE**



Student's Book

# HIGH SCHOOL ENGLISH 3-4

Josefina Brahm Brahm



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









Student's Book

# HIGH SCHOOL ENGLISH 3-4

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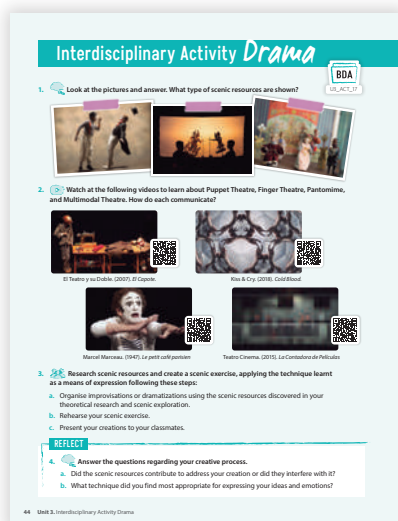
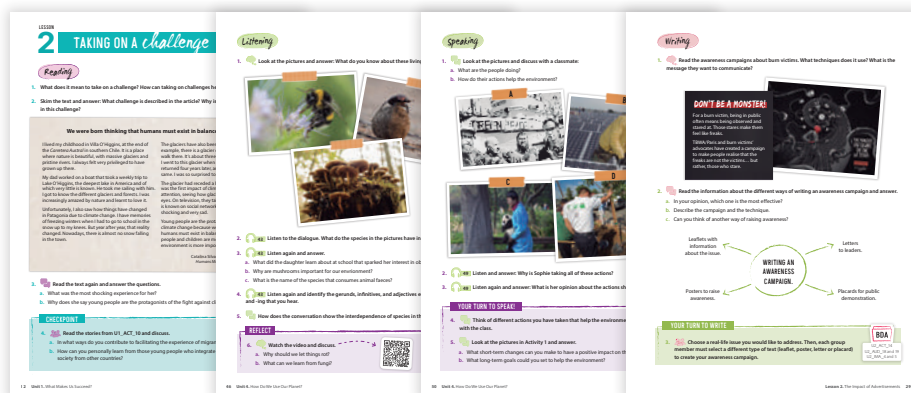
# STUDENT MATERIALS

The introduction to each unit invites you to reflect about a specific topic through a picture. It also states the unit objectives. Each unit is divided into two lessons which will help you in your learning and understanding of the topic and the use of the language.



## Show Your Skills: Reading, Listening, Speaking, and Writing

Each lesson is divided into skills. Each section will allow you to demonstrate your English skills by following a specific model.



## Interdisciplinary Activity

In this section you will apply your English skills to discuss and reflect on topics from other subjects.

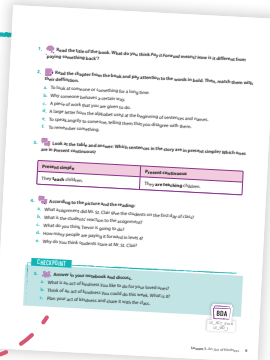


## Bank of Digital Activities

This stamp shows that there is a wide variety of worksheets and assessments in the Bank of Digital Activities that your teacher will give to you to work during classes.

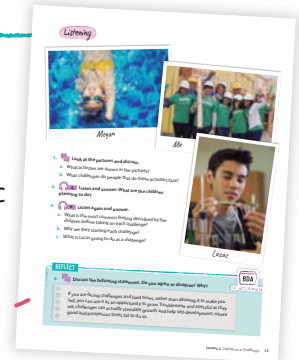
## CHECKPOINT

In this section you are invited to show what you have learnt by discussing, reflecting or creating something in groups.



## REFLECT

In this section you are invited to think critically about a specific topic and to support your ideas using the structures learnt.



## Project

At the end of each unit, you are invited to take part on a project which will impact your community.

**Project: CHANGING OUR PUBLIC SPACES!**

- Think about the public spaces at your school. Do they have signs that adapt to all needs?
  - Look at the pictures and answer:
    - Which ways of communication are missing in your school?
    - Can you think of other ways to communicate so every individual is represented and can understand the signs at the school?
- Would you add any signs or messages to your school to make everyone feel like they belong?
  - Creates signs for your school.
    - Select a sign that already exists or determine a place that needs new signs to deliver a message to the whole school community.
    - Each group member must choose a way of communication (braille, pictograms, other languages, etc).
    - Create one sign in English and one sign using another form of communication.

**DISCUSS YOUR EXPERIENCE**

- What different strategies did you use for the project?
- Was this project important and useful? Why?
- What can you do to improve next time?

## Icons



This icon indicates that you have to answer an activity in your notebook.



This icon shows that you will do a listening activity.



This icon shows that you will watch a video to answer an activity.



This icon invites you to discuss with your classmates about a specific topic.



This icon invites you to do an activity or project in groups.



This icon invites you to reflect about a specific topic or about your own learning experience.

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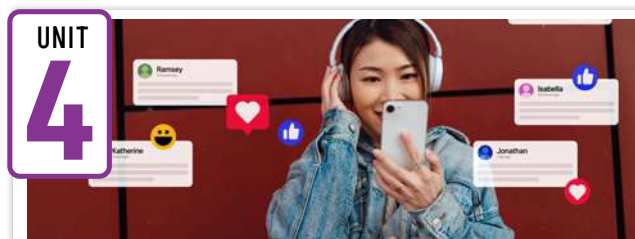
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UNIT

1

WHAT MAKES US

*Succeed?*



## *In this unit you will:*

- Discuss and debate about success, competition, collaboration, and acts of kindness.
- Describe habits.
- Talk about situations in the past and present.
- Talk about good deeds.
- Practise sh /ʃ/ and ch /tʃ/ sounds.
- Project: Create your own act of kindness!



## *Look and discuss:*

- How are people from the picture succeeding?
- What is success to you?
- Does succeeding mean winning or are there other ways to succeed?
- Share a moment when you succeeded. How did it make you feel?

**BDA**

U1\_ACT\_1 and 2  
U1\_IMA\_1



# 1 AN ACT OF *Kindness*

## Reading

### Pay It Forward

#### CHAPTER 1: FROM THE DIARY OF TREVOR

I like the new teacher. I don't know **what the deal is** with the other kids in my class. Even Joe, who's my friend. They all just **stared** at him like he was from outer space. At least Joe didn't laugh when Mr. St. Clair wasn't looking.

And the weird thing is, I don't think most of it was his face. I mean, it was. At first. But then he started talking, and you could sort of feel that almost everybody got used to it. A little.

But then he wrote that **assignment** on the board. He wrote it in really big **capital letters**, like the blackboard was yelling at us.

THINK OF AN IDEA FOR  
WORLD CHANGE AND  
PUT IT INTO ACTION

Man, was it ever quiet in the room.

Finally, Jaime, this girl who's usually shy, said, "Um. What is that?"

Mr. St. Clair said, "It's an assignment. For extra credit."

More silence.

This guy named Jack, who's much cooler than me and has lots of friends, said, "We're supposed to change the world for social studies class? Isn't that a little hard?"






"You're supposed to think of an idea that might change the world and set it in motion. Whether or not the world actually changes is not part of the assignment."

"I want you to think," Mr. St. Clair said. "The first word in this assignment is 'think'. So far, you **are arguing**. Not thinking. That said, if it feels like too much, **bear in mind** it's only for extra credit. It's not required."


But I already knew I was totally going to do it... I looked at my friend Joe, but he just looked totally confused. I wondered if I was the only one who was going to give the assignment a try. And if so, why.

Catherine R. Hyde. (2014).  
Young Reader's Edition: Pay It Forward.




1.  Read the title of the book. What do you think *Pay it Forward* means? How is it different from 'paying something back'?
2.  Read the chapter from the book and pay attention to the words in bold. Then, match them with their definition.
  - a. To look at someone or something for a long time.
  - b. Why someone behaves a certain way.
  - c. A piece of work that you are given to do.
  - d. A large letter from the alphabet used at the beginning of sentences and names.
  - e. To speak angrily to someone, telling them that you disagree with them.
  - f. To remember something.
3.  Look at the table and answer: Which sentences in the story are in present simple? Which ones are in present continuous?

Present simple	Present continuous
They <b>teach</b> children.	They <b>are teaching</b> children.

4.  According to the picture and the reading:
  - a. What assignment did Mr. St. Clair give the students on the first day of class?
  - b. What is the students' reaction to the assignment?
  - c. What do you think Trevor is going to do?
  - d. How many people are paying it forward in level 4?
  - e. Why do you think students stare at Mr. St. Clair?

## CHECKPOINT

5.  Answer in your notebook and discuss.
  - a. What is an act of kindness you like to do for your loved ones?
  - b. Think of an act of kindness you could do this week. What is it?
  - c. Plan your act of kindness and share it with the class.

**BDA**

U1\_ACT\_3 to 6  
U1\_VID\_1

# Listening

A



B



C



1. Look at the pictures and answer:
  - a. What are the people doing?
  - b. Predict what the conversation you will hear will be about.
2. 2 Listen to the conversation between Martin and Laura and check your predictions.
3. 2 Listen again and answer.
  - a. Who is looking for a group activity?
  - b. Does Laura want to pick up trash?
  - c. Who has experience volunteering?
  - d. What does Martin mean by going a bit further?
  - e. What does Martin offer to Laura?
4. 2 Listen again and list all the words that include a /ʃ/ or /tʃ/ sound.

## PRONUNCIATION: /ʃ/ vs /tʃ/

The /ʃ/ sounds like in "shhh" when you signal someone to be silent.

Shelter, wishlist, handshake.

The /tʃ/ sound is shorter and explosive.

Challenge, change, choose.

## REFLECT


5. Is volunteer work alone enough to solve problems such as climate change? Are there more impactful solutions?
6. Research about *voluntourism* it and determine what are some of its pros and cons. Share your findings with the class.



BDA

U1\_ACT\_7 and 8  
U1\_AUD\_3

# Writing

-  Look at the pictures below and discuss:
  - What can people do to solve these problems?
  - If you had to solve one of them, who would you contact to help you?




- Read the following email and pay attention to the structure.

Email address	<i>mayor@city.com</i>
Subject	<b>Park on Hill Street</b>
Address the recipient	Dear Mayor,
Body	<p>Good day, my name is Roger Keats and I am writing this email to inform you about the sad situation of our local park on behalf of all the parents of the community. The watering system of the park on Hill Street is not working properly, so all the trees, plants and grass are drying up. Our children can no longer enjoy the park and spend their free time in what used to be a beautiful green area. Aside from affecting the youngest members of our neighborhood, a lot of birds and insects have left the park, causing more damage to the ecosystem.</p> <p>Hopefully you can come visit the park to see for yourself. We need your help! We are more than happy to volunteer our time and energy to restore the park, but we need you to guide us and provide the resources.</p>
Closing	I hope to hear from you soon.
Signature	<i>Roger Keats</i> <i>On Behalf the People of Hill Street.</i>

Editorial Creation by Diego Tapia.

-  Write an email to your city's mayor to fix a problem in your community.

## YOUR TURN TO WRITE

-  Imagine one of the following problems is affecting your community. Choose one and email your mayor asking for help.

- Not enough recycling bins and dustbin.
- No clean water.
- Elderly people living alone.
- Floods.
- Homeless animals.

**BDA**

U1\_ACT\_9  
U1\_IMA\_2 to 5



## Reading

1. What does to take on a challenge mean? How can taking on challenges help us succeed?
2. Skim the text and answer: What challenge is described in the article? Why is it important to succeed in this challenge?

### We were born thinking that humans must exist in balance with nature

I lived my childhood in Villa O'Higgins, at the end of the *Carretera Austral* in southern Chile. It is a place where nature is beautiful, with massive glaciers and pristine rivers. I always felt very privileged to have grown up there.

My dad worked on a boat that took a weekly trip to Lake O'Higgins, the deepest lake in America and of which very little is known. He took me sailing with him. I got to know the different glaciers and forests. I was increasingly amazed by nature and learnt to love it.


Unfortunately, I also saw how things have changed in Patagonia due to climate change. I have memories of freezing winters when I had to go to school in the snow up to my knees. But year after year, that reality changed. Nowadays, there is almost no snow falling in the town.

The glaciers have also been significantly affected. For example, there is a glacier called *El Tigre*, and you can walk there. It's about three hours from Villa O'Higgins. I went to this glacier when I was ten years old and returned four years later, and it was no longer the same. I was so surprised to see this reality.


The glacier had receded a lot in only four years. That was the first impact of climate change that caught my attention, seeing how glaciers melted in front of my eyes. On television, they talk about climate change; it is known on social networks, but seeing it live is very shocking and very sad.

Young people are the protagonists of the fight against climate change because we were born thinking humans must exist in balance with nature. Young people and children are more empowered; for us, the environment is more important than money.

Catalina Silva. (2022). *We Were Born Thinking Humans Must Exist in Balance With Nature*.

3.  Read the text again and answer the questions.
  - a. What was the most shocking experience for her?
  - b. Why does she say young people are the protagonists of the fight against climate change?

## CHECKPOINT

4.  Read the stories from U1\_ACT\_10 and discuss.
  - a. In what ways do you contribute to facilitating the experience of migrants?
  - b. How can you personally learn from those young people who integrate into Chilean society from other countries?

BDA

U1\_ACT\_10 to 12

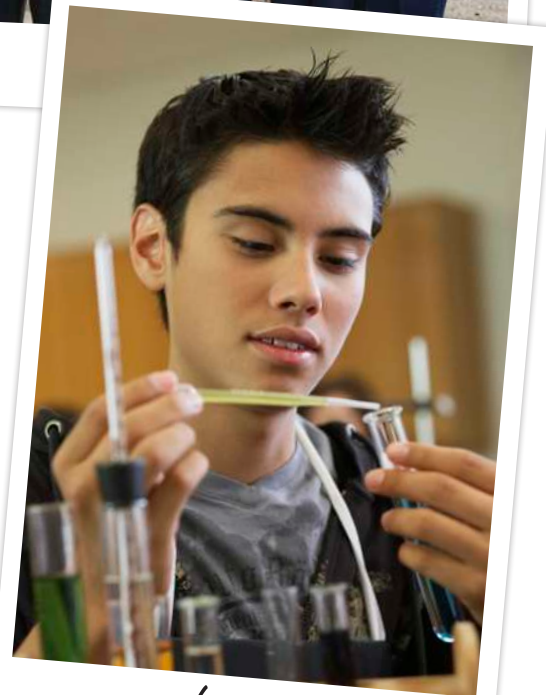
# Listening






Megan



Me



Lucas

-  Look at the pictures and discuss.
  - What activities are shown in the pictures?
  - What challenges do people that do these activities face?
-  6 Listen and answer: What are the children planning to do?
-  6 Listen again and answer.
  - What is the most common feeling described by the children before taking on each challenge?
  - Why are they starting each challenge?
  - What is Lucas going to do as a challenge?

## REFLECT

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



BDA

U1\_ACT\_13 and 14

If you are facing challenges and hard times, rather than allowing it to make you sad, you can use it as an opportunity to grow. Troublesome and stressful as they are, challenges can actually stimulate growth and help self-development, where good and prosperous times fail to do so.




## Speaking

1.  Think about the different ways you can help in your community and the different volunteer programs. Have you participated in one? How was the experience?
2.  Look at the volunteer programs and foundations. Discuss in pairs.
  - a. Do you know what their main purpose is?
  - b. Which one do you think faces the most challenges?



### YOUR TURN TO SPEAK!

3.  There are practical and symbolic ways to show support. Classify the pictures below as practical or symbolic. Then, explain your answer.

BDA

U1\_ACT\_15



Picking up rubbish





Sharing on social media



Donating

## Writing

1.  Look at the picture and discuss: What challenges do you think Ritaj might have faced?
2.  Watch the video and answer the questions:
  - a. What challenge did she take on?
  - b. What inspired her?
3. Skim the excerpt about Ritaj's experience and pay attention to the highlighted words: What is their function? Could you use them in a sentence?



I have loved writing since I was a little girl. I wrote stories for my family all the time and they enjoyed them a lot. **So**, I decided to write books for the world to see. It was challenging **because** I had to work a lot and research for my writing **but** all my effort paid off. **That is why** I broke a Guinness World Record.


Excerpt from Ritaj Alhazmi. (2022).  
The Writing Journey [Video].

4.  What does she mean when she says "all my effort paid off"?

### YOUR TURN TO WRITE


BDA

U1\_ACT\_16 and 17

5.  Answer these questions in a three-sentence paragraph.
  - a. What is the biggest challenge you have ever faced?
  - b. Were you successful? Why? Why not?



# Interdisciplinary Activity *Science*

1.  Write what you think some of the challenges of climate change are. Use the opinion structure.
2. Read the following article. Compare the information with your answers from Activity 1.

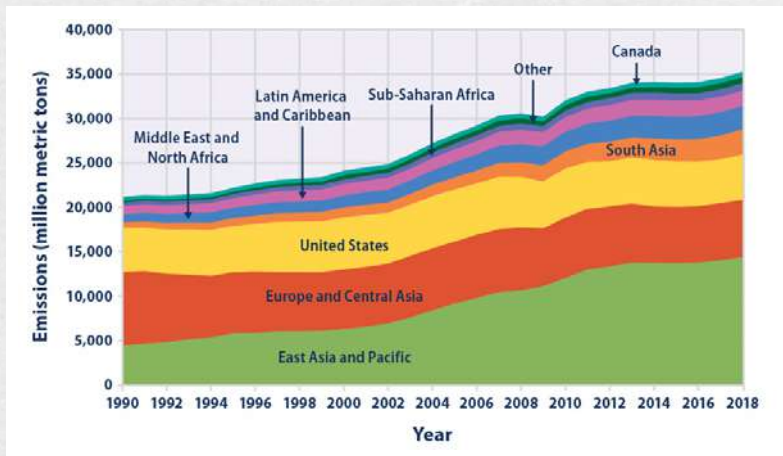
According to one of EPA's (United States Environmental Protection Agency) latest study, there has been a 43% increase in **greenhouse gases** from 1990 to 2015. These gases have been identified as the main cause behind **climate change**. Greenhouse gases stay in the **atmosphere** for many years and **degrade** the **ozone layer**, allowing more **UV light** from the Sun to enter the Earth.

The following graph shows how the emission of greenhouse gases (particularly carbon dioxide) from different countries and continents have changed during the last three decades.

Further studies suggest that climate change is directly correlated with **industrial emissions** and **deforestation**.



Deforestation



## LANGUAGE IN USE:

The opinion structure:


I believe [X] because [Y]

Environmental Protection Agency. (2018). *Carbon Dioxide Emissions by Region*.



Greenhouse gases

## REFLECT



3.  Build your ideas by completing the following sentences.
  - a. I think carbon dioxide emissions are increasing faster in some parts of the world than in others because...
  - b. Greenhouse gases are dangerous because...

BDA




U1\_ACT\_18




# Review

1.  Think about this unit and discuss in pairs.
  - a. Which was your favourite way to help?
  - b. Which challenge do you think was the biggest to achieve?
2.  Look at pictures and discuss them using the **present continuous**.
  - a. What do you think these people are worried about?
  - b. What could their challenges be?



3.  8 Listen to the conversation between Felipe and Mónica. What do you think Felipe's challenge is?
4.  8 Listen to the conversation again, and answer.
  - a. Why is Felipe behind in his assignments?
  - b. Do you think Felipe needs to make a change?
  - c. What are the consequences of Felipe not doing his part of the assignment?
  - d. What do you think Monica means when she says "you know better"?
5.  Challenges can be **personal** or **communitarian**. Write in your notebook an example of each and explain what you would do.

## THINK BACK

6.  Think about the lessons and answer.
  - a. Did you like them? Why? Why not?
  - b. What topic would you add to the lessons?
  - c. Explain what you learnt to a classmate.

**BDA**


U1\_ACT\_19

# Project: OUR ACT OF KINDNESS!

1  Gather in groups and look at the pictures.

- What services, organisations, or shelters are shown?
- What acts of kindness could you do to support them?



2  Gather relevant information.

- Is one of these places near your neighbourhood?
- What does the shelter, organisation, home or department do?
- Is there a problem that the shelter, organisation, or service is facing?
- How can your group help?

**BDA**

U1\_ACT\_20 to 24



- 3 Create an informative campaign communicating what you will do to help. Use the following example to guide you.

Let people know what the objective of your campaign is.

Tell everyone about the place you investigated and why your help is important.

Share different ways to collaborate.

When are you gathering the items?

Who can be contacted to collaborate?

**Our Act of Kindness:**  
**Animal Shelter**

**GOAL:** To collect food, toys, and other necessary items to support our local animal shelters.

**WHY:** Animal shelters provide a warm, safe place for animals to stay until they are adopted. Currently, animal shelters are in need of support.

**WHAT CAN WE DO?** We will collect animal food, toys, and other items to support the care that is being given to these animals.

*Here are some Animal Shelter wishlist items*

- Dry or canned cat and dog food
- Food and water bowls
- Dog and cat treats
- Dog and cat toys
- Cat litter
- Small blankets

Turn in items by: *Friday, April 26<sup>th</sup>*  
Turn in to: *Francisco Roa*

- 4 Let's get on with it! Get organised with your group to make things happen.

- 5 Communicate effectively.

- Decide who will speak in each part.
- Use visual support to show your project to the rest of the class.
- Practise out loud. Check your pronunciation.
- Present your project to the rest of the class. Pay attention to the other presentations.

## DISCUSS YOUR EXPERIENCE

- What different strategies did you use for the project?
- Was this project important and useful? Why?
- What can you do to improve next time?



UNIT

2

WHY IS MEDIA LITERACY

*Important?*







## *In this unit you will:*

- Discuss the critical significance of discerning and evaluating the information sourced from online platforms and social media.
- Ask and answer Wh-questions.
- Use Direct and Reported Speech in written and spoken forms.
- Create a news report and an advertisement.
- Practise the voiced /ð/ and voiceless /θ/ "th" sound.
- Project: Create your own newspaper!

## *Look and discuss:*

- What is media literacy? Do you think it is important?
- What are some examples of media literacy?
- Is it essential to discern fact from fiction? Why? Why not?
- Where do you see advertisements and how often do you see them?
- Do you think you are influenced by advertisements?

**BDA**


U2\_ACT\_1 and 2  
U2\_AUD\_11  
U2\_IMA\_1



## 1

DISCERN BETWEEN *Fact and Fiction*

## Reading

1.  What is the role of the press and media in a democratic society?
2. Skim the text and look for the meaning of the words in bold. Then, share their meanings with a classmate.
3. Read the informative article about fake news and answer. How would you define *fake news* in your own words?

**A** Media literacy means understanding and assessing the information we see on different media platforms, like TV, newspapers, and social media. A critical part of media literacy is being able to recognise and analyse bias, hoaxes, leaks, and manipulation in the news.

**B** **Bias** is when a news story is reported with a preference or inclination that can make the presentation of facts distorted. A **hoax** is when fake information is intentionally created and spread as if it were true. A **leak** is when confidential information is released without permission. All of these can be used to manipulate public opinion by spreading misinformation or disinformation. **Misinformation** is false information that is unintentionally spread, while **disinformation** is incorrect information that is intentionally spread to deceive people. A recent study found that 64% of US adults believe fake news confuses current events.

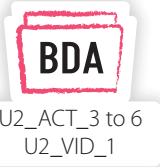
**C** It's important to remember that even reputable news sources can have a point of view that can influence their reporting. Therefore, reading or watching multiple sources is important to get a complete and unbiased understanding of an issue. It's also important to read beyond the headline if it seems unbelievable and analyse the facts to check if the images or videos have been edited or taken out of context.

**D** Sharing news and information on social media can be an excellent way to stay informed, but it's important to check the **source** of information before sharing it. A study found that misinformation on **social media** spreads six times faster than true information. By improving our media literacy skills, we can become better at identifying and resisting manipulation. This could help us to recognise fake news and avoid falling for it. It could also lead to a more informed society.

Adapted from Cynthia Vinney. (2022). *What is Media Literacy?*

4. Choose the title that best fits each paragraph.
  - a. Identifying News Bias
  - b. Beyond the Headline
  - c. Verifying Sources
  - d. Defining Media Literacy

5. Read the following sentences and pay attention to the words in *italics*, then answer.



All these *can* be used to manipulate public opinion...

It *could* also lead to a more informed society.

- a. What do these words mean?
- b. Replace the words in *italics* with the ones from the table below. How does the meaning of the sentence change?

Modal Verbs		
will	should	must
would	may	might

### CHECKPOINT

6. Watch the following videos and discuss if they are real or fake.





7. Research about a piece of fake news that was spread in your country or region.



- a. Write a brief summary of what happened.
- b. Present three ideas to prevent this news from spreading.
- c. Present your ideas to the class.




## Listening

1.  What comes into your mind when you think of Conspiracy Theories?
2.  12 Listen to the radio report about information and misinformation. To which concepts mentioned are these pictures related?



3.  12 Listen again and answer.
  - a. What are cognitive biases according to the speaker?
  - b. Why did people join the Flat Earth Society?
  - c. Does the speaker agree or disagree with the idea that the Earth is flat? How do you know?
4.  Can you provide any examples of cognitive bias you have experienced?

### REFLECT


5.  Make a list of five ways of spreading misinformation and make another list of five strategies to combat misinformation and fake news. Then answer: Which list was easier to accomplish? Why?

**BDA**

U2\_ACT\_7  
U2\_AUD\_14



# Writing

1.  Look at the picture and answer.
  - a. What does it show?
  - b. Do you think it is real or fake?
2. Read the news report. Pay attention to the structure and answer: What information is provided in each part?



**Headline** ○ — **MEET SKIPPER, THE ‘MIRACLE’ PUPPY BORN WITH 6 LEGS AND 2 TAILS**

**Date** ○ — Feb. 25, 2021, 12:24 PM-03 Source: Today

**Lead** ○ — **Skipper the puppy was born on Feb. 16 with six legs –two front legs and four back legs– and two tails, in what veterinarians are calling a “miracle.” The Neel Veterinarian Hospital in Oklahoma City shared photos of the incredible canine on Sunday, who weighs just 11 ounces.**

**Body** ○ — “I don’t think I’m probably gonna see another puppy in my lifetime like this,” Dr. Alison Everett told Oklahoma City’s local NBC affiliate KFOR. “I would say she’s probably one of a kind.”


“What we think happened with her is that sometime during development, when the body normally starts patterning itself... she started trying to split, almost

like trying to form a twin, and just didn’t complete itself,” Everett explained. “Her organs appear to be in great shape, she is peeing and pooping, and is very strong. She nurses well and is growing appropriately so far. All of her legs move and respond to stimulus just like a normal puppy,” the hospital explained through their website.


There are still plenty of unknowns about how she will develop, she might have a much shorter life expectancy than an average pup. She might need physical therapy as she grows, but in the meantime, the hospital will continue to research her conditions and monitor her development for the rest of her life.

**Ending**

Adapted from Lindsay Lowe. (2021). *Puppy Born With 6 Legs and 2 Tails Is a “Miracle,” Vet Says.*

3.  Read the lead again. What specific questions does it answer?
4. How do you know this piece of news is real? How can you verify the information in the article?
5. Do you often check supporting sources, author details or websites when you read an online article? Why? Why not?



## YOUR TURN TO WRITE

6.  Follow the instructions to write a news report.
  - a. Collect information.
  - b. Answer the Wh-questions.
  - c. Use the structure to write a draft.
  - d. Edit a partner’s report using the editor’s checklist.
  - e. Write the report.

**BDA**  
U2\_ACT\_8

# 2 THE IMPACT OF *Advertisements*

## Reading

1.  What kind of products are advertised on social media?
2.  Read the article and define the words in bold. Write one sentence with each of the vocabulary words.

To the Editor,

I am writing to express my concern about the current trend in advertising and the impact on our society. In today's digital age, **adverts** are everywhere, and it's important to consider the ethics and the **algorithms** used to display them.

As consumers, we are bombarded with harmful adverts that promote **unhealthy habits** and products. This can have a negative influence on our personal choices. Companies use **cookies** to track our behaviour and display targeted adverts, but this lack of transparency raises questions about the data being collected and used.

Influencer **marketing** is also becoming increasingly popular, and it's crucial that

companies adopt **ethical** algorithms to ensure that the **slogans** and messages spread align with their values. Influencers have a significant impact on their followers, and it's important that this influence is used in a responsible and ethical manner.

In conclusion, I believe that it's crucial for companies to consider the ethics behind their advertising strategies and the impact they have on society. By using algorithms that prioritise helpful and positive adverts, we can create a better and more informed **consumer culture**.


Sincerely,

Felipe Aguayo.  
Director of Citizens  
for Internet Safety.

Editorial Creation

3. Read again and answer.
  - a. Who sent the letter?
  - b. Why did he send the letter?
  - c. According to the writer, what are the main problems with advertising?
  - d. According to the letter, what should companies do?

### CHECKPOINT

4.  Do you agree or disagree with the following statements? Why? Why not?
  - a. Some adverts contain misleading or inaccurate information.
  - b. I often buy something because I have seen it advertised by an influencer.
  - c. Companies should not target young children.

#### Agreeing or Disagreeing.


- I agree because...
- I disagree with you because...
- You're absolutely right!
- No way!
- I totally agree because...

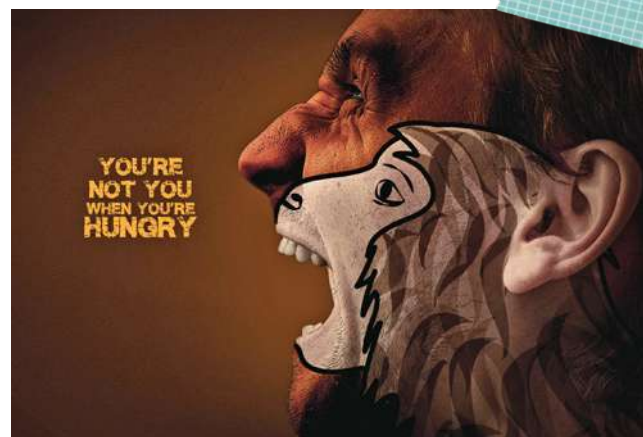
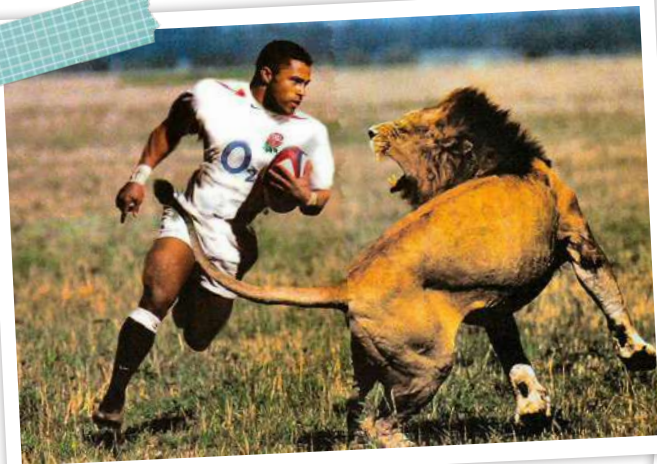
**BDA**



U2\_ACT\_9 and 10




## Listening

1.  Look at the campaigns and answer.



- a. What do you think the campaigns are about?  
b. What are the messages they are trying to convey?
2.  16 Listen to “The Creative Podcast” and answer the questions.
- a. Why was Professor Benjamín Urzúa invited to the program?  
b. What colors does Professor Urzúa mention?
3.  16 Listen again and answer.
- a. How can advertisements influence people’s purchasing decisions?  
b. Why is a product or brand memorable?  
c. Why do adverts bring out emotions?  
d. Why are famous people often in adverts?

## REFLECT

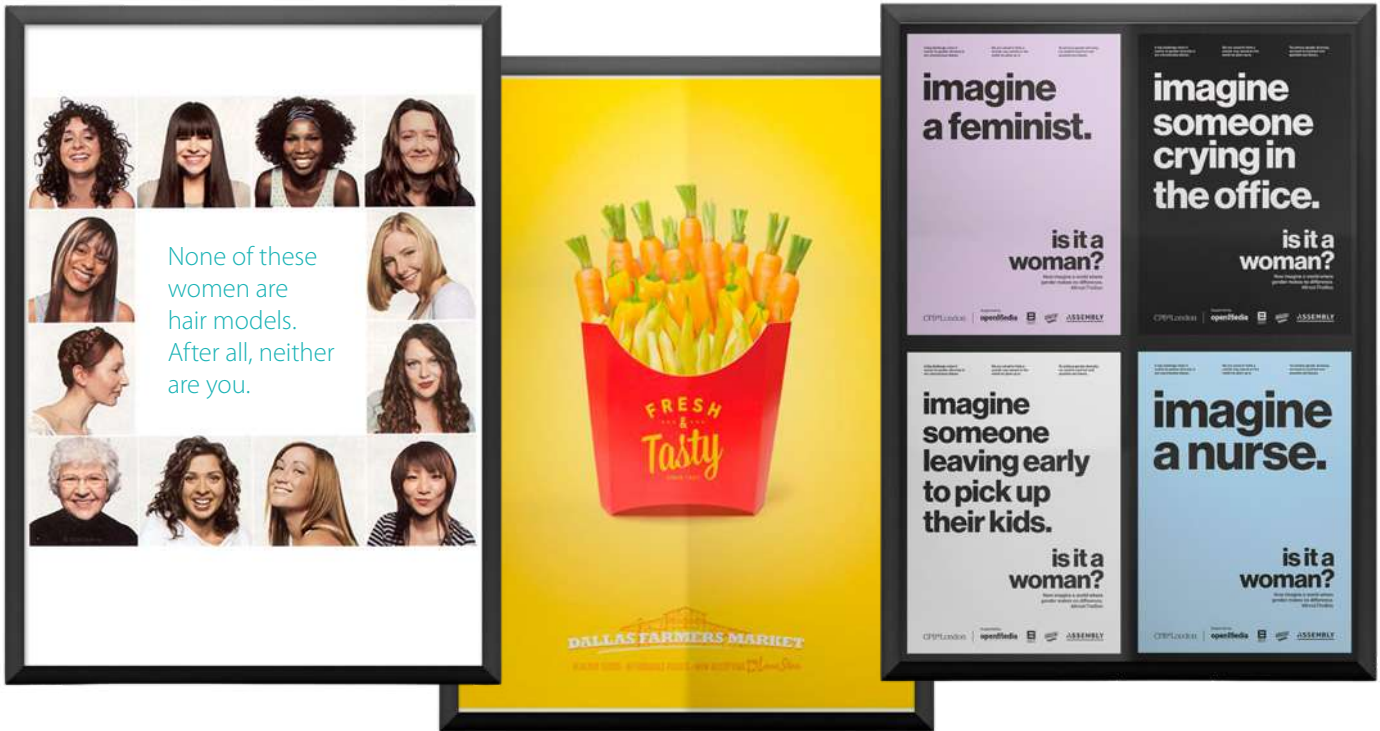
4.  Look at the advertisements again and discuss. Which is more effective and appealing to you? Why?

BDA

U2\_ACT\_11

# Speaking

- Look at the following advertisements and answer.
  - Which lifestyles, values, and points of view are represented – or missing?
  - Why is this message being sent?



## YOUR TURN TO SPEAK!

- Read the situations and role play the conversations with a classmate. Use the advertisements above to guide your conversation.

BDA

U2\_ACT\_12 and 13  
U2\_IMA\_2 and 3

### Role play 1

**Student A:** You keep getting the same beauty adverts on your computer when you visit different websites. It's annoying because you keep seeing the same stereotypes. You want to complain but don't know how.

**Student B:** Student A has a problem with their computer. Listen to the problem and ask questions to find out more information. *E.g. What are the adverts for? What beauty campaigns would you like to see?* Ask them more questions and give useful advice.

### Role play 2

**Student A:** You keep getting promotional emails from a farmers' market. You like the place but their campaign is boring. You want to help them but don't know how.

**Student B:** Student A needs help. Listen to the problem, then ask questions to find out more information. *E.g. Why are the adverts boring? What other method would be more attractive? Have you tried writing them an email?* Ask them more questions and give useful advice.

# Writing


1.  Read the awareness campaigns about burn victims. What techniques does it use? What is the message they want to communicate?

**DON'T BE A MONSTER!**

For a burn victim, being in public often means being observed and stared at. Those stares make them feel like freaks.


TBWA/Paris and burn victims' advocates have created a campaign to make people realise that the freaks are not the victims... but rather, those who stare.



2.  Read the information about the different ways of writing an awareness campaign and answer.
  - a. In your opinion, which one is the most effective?
  - b. Describe the campaign and the technique.
  - c. Can you think of another way of raising awareness?



## YOUR TURN TO WRITE


3.  Choose a real-life issue you would like to address. Then, each group member must select a different type of text (leaflet, poster, letter or placard) to create your awareness campaign.

**BDA**

U2\_ACT\_14  
U2\_AUD\_18 and 19  
U2\_IMA\_4 and 5



# Interdisciplinary Activity *Language*

1.  Brainstorm a list of current issues you believe are causing anxiety or tension among teenagers today.
2. Skim the editorial and answer: Why are memes a way of keeping up with world issues?

## Can crises be memed?

For many teenagers, social media is the primary source of news, and memes are a common way to keep up with current events. However, some argue that memes can trivialise serious subjects, such as the Russian invasion of Ukraine. Memes, on the other hand, create a unique language for a generation struggling with high anxiety moments. They facilitate open discussions and shape cultural


narratives. Furthermore, memes serve as an accessible entry point into the world of politics for young people, making them well-informed citizens. While memes might appear unsophisticated, they are effectively raising awareness among teenagers and shaping their interaction with the world.

Adapted from Kate-Yeonjae Jeong (2022). *To Meme or Not to Meme*. Student Editorial Contest Winner.

3. Read again and answer in your notebook.
  - a. When was the editorial published?
  - b. What is it commenting on?
  - c. What is its point of view?
  - d. Do you agree with Kate's point of view? Why or why not?
4. Create your own meme about a current issue. Look at the model.




## REFLECT

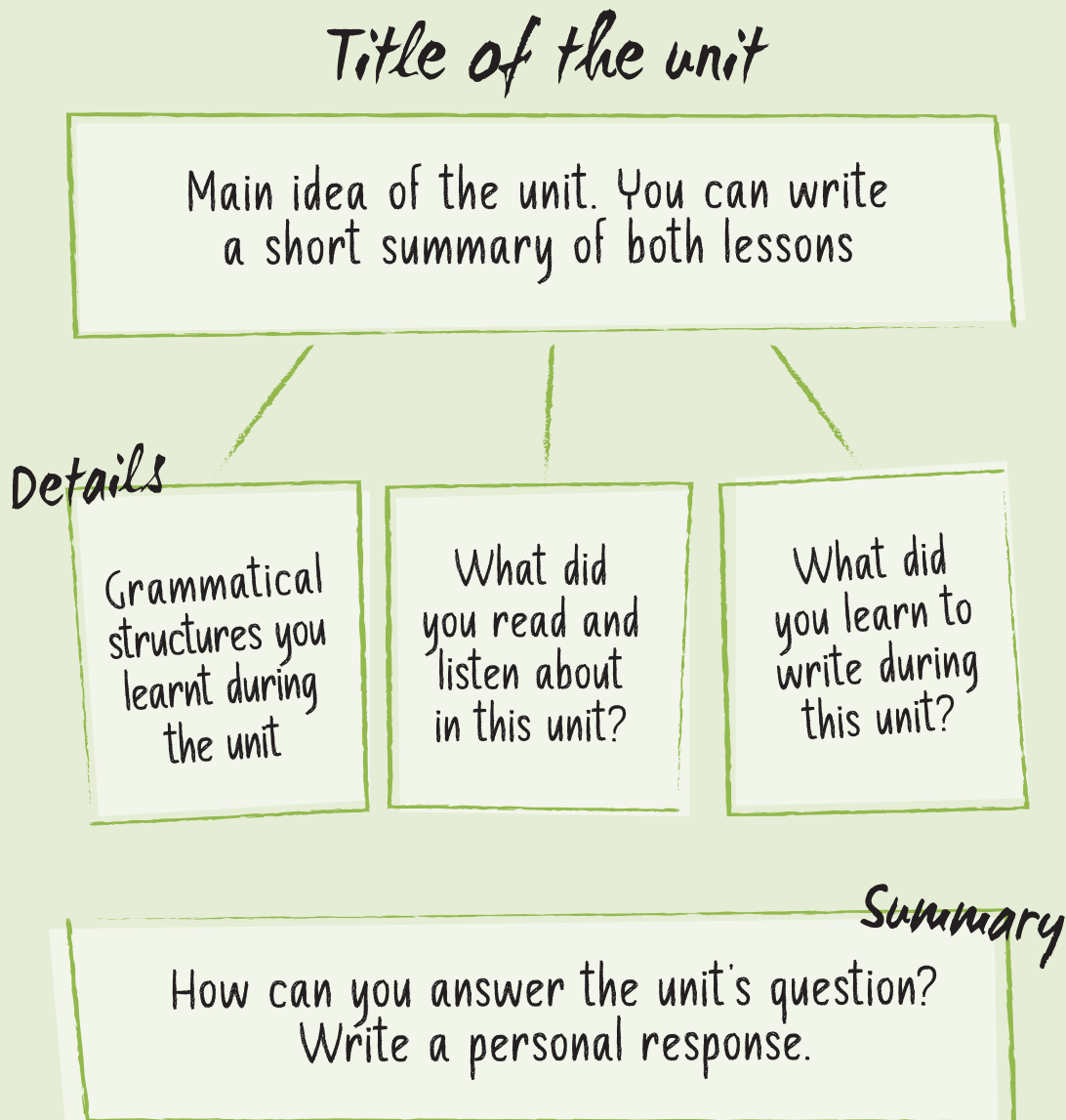
5.  How does your own use of social media and memes influence your understanding of current events and social issues?

BDA



U2\_ACT\_15

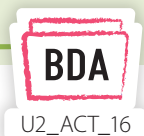
# Review

1.  Create an interesting graphic organiser to help you organise the important ideas from this unit.



## THINK BACK

2.  Think about the lessons and answer.
  - a. Did you like them? Why? Why not?
  - b. What topic would you add to the lessons?
3.  Use your graphic organiser to explain what you learnt to a classmate.



U2\_ACT\_16

# Project: OUR NEWSPAPER!

1



Work in groups and answer.

- What are some events that have happened at your school recently?
- What would you like to communicate to your younger classmates and teachers?

2

Look at the newspaper and pay attention to its segments. Then, get a local newspaper and identify its sections. What similarities and differences can you find in the newspapers?

## DAILY NEWS

265

### Made of gold: meet the Chilean athletes from the Pan American and ParaPan American games



Cristian González and Maximiliano Rodríguez, gold medalists from the table tennis MD8 category

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### Sports: More than soccer

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### The 'Fiu' fever

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### A gold medal and a wedding

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### The first: Francisca Crovetto

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### Letter to the editor

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### Entertainment

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### Trending now Lorem Ipsum Dolor Sit Amet

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**3** Follow the steps to create a class newspaper.

**1**

Define the sections of the newspaper as a class.

**2**

Assign each group a section.

**3**

Plan the texts you are going to use.

**4**

Define what type of text each student is going to create.  
You must include:

- A cover.
- An editorial.
- Letters to the editor.
- News reports.
- Advertisements.
- Upcoming events.
- Any other segment you want.

**5**

Write your texts and share them with your group.  
Make any corrections.

**6**

Put together the newspaper and publish it.  
It could be online or in print.

**DISCUSS YOUR EXPERIENCE**

- What different strategies did you use for the project?
- Was it important and useful? Why? Why not?
- What can you do to improve next time?



U2\_ACT\_17 to 21



UNIT

3

HOW DO LANGUAGES

Shape Our World?

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filke kullin

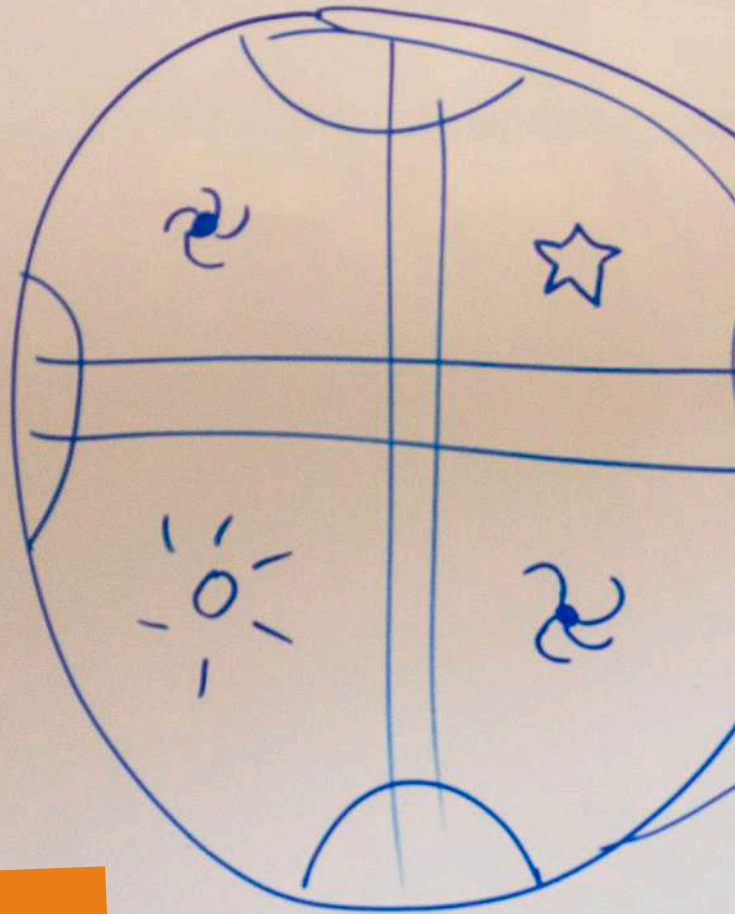
AUKA ÜÑUM

ÑOM ÜÑUM

KAWELL

AKA

Achawall



### Look and discuss:

- What languages do you speak?
- What languages would you like to learn?
- Do you know any Mapudungun words? How do you think Mapudungun is related to the Mapuche worldview?
- Do you think it is worthwhile preserving languages that many people don't speak? Why? Why not?
- What are the advantages or disadvantages of English as a global language?



fachu ammu, mau pura

pu che

## RAKiŪ

- Kiŕe
- Epu
- Kiŕa
- meli
- kechu
- KAYU
- Reape
- pu
- 

### *In this unit you will:*



- Discuss and debate about language, different worldviews, culture, and non-verbal communication.
- Use contractions.
- Create descriptive sentences.
- Talk about habits in the past.
- Analyse how words change.
- Project: Changing Our Public Spaces!



U3\_ACT\_1 and 2  
U3\_IMA\_1



## Reading

1.  What do you know about indigenous languages and cultures from South America?
2.  Read the article and identify:
  - a. The Indigenous group being represented in the music.
  - b. The context in which the article is set.



MC Millaray, Chilean Mapuche rapper

## LANGUAGES OF THE WORLD: THE REVITALISATION OF MAPUDUNGUN THROUGH MAPUCHE HIP HOP

**Hip hop and rap have emerged as an important vehicle for artists of indigenous descent to spread awareness about their culture and, of course, their language. Through art, these artists have found a way to bring the current struggles of indigenous groups to the world's conscience.**

The Mapuche are indigenous people from South America, in today's Chile and Argentina. Having a population of around two million people, they are one of the biggest indigenous groups in South America. The Mapuche speak Mapudungun, a language which is currently struggling to survive. In fact, it is estimated that less than 20% of the Mapuche population speak Mapudungun, and neither Chile nor Argentina recognises it as an official language. Unfortunately, this has led the Mapuche people to lose touch with their culture and their language.

The population of young Mapudungun native speakers are the minority, which has put the language in a dangerous position

as it is becoming extremely difficult for the older generation to pass on the language to younger people, and this is how many indigenous languages have disappeared around the world.

Chilean and Mapuche hip-hop artists have tried to bring attention to this issue. Rappers Portavoz, Luanko, DJ Cidtronyck and MC Millaray are slipping between Spanish and Mapudungun, articulating songs with fast-paced, lyrical fury. Their songs decry environmental injustices, plead for the protection of childhood innocence and to honour fallen Mapuche. Above all, they call for justice and recovering ancestral territory. The rappers manage to perfectly mix traditional Mapuche melodies with modern hip hop music, allowing for a wide audience to enjoy. What's more, the music videos evoke emotions and highlight the discrimination of the Mapuche, giving the songs even more weight.

"I want to reach more people, but I want every verse to contain a message. – I won't make music for the sake of it," MC Millaray determined. Her single "Mi Ser Mapuche," or "My Mapuche Self," which came out this year, combines trumpets with the "afafan" —a Mapuche war cry.

Mapuche hip hop artists have harnessed the power of music to draw attention to the plight of their people and their threatened language. Through their songs, these artists are educating the world about the struggles faced

by indigenous groups, while also celebrating their culture and heritage. By mixing traditional Mapuche melodies with modern hip hop, they have created a unique and compelling sound that resonates with audiences both in South America and beyond. Their music not only gives voice to the Mapuche people but also inspires others to learn about and appreciate indigenous cultures around the world.

Adapted from Agustina Piriz. (2022). *Languages of The World* and John Barlett. (2023). *Teenage Rapper, Rooted in Mapuche Identity, Roars for Indigenous Rights*.



U3\_ACT\_3 and 4

3. Read again and answer.

- a. How do Mapuche hip-hop artists use their music to bring awareness to the struggles of indigenous groups and promote the revitalisation of the Mapudungun language?
- b. Based on the text, how would you interpret the Mapuche expression 'without language there is no culture'?

4. Read the following chart comparing information from the text with information from the past. Then, read the sentence below comparing the data.

Information from the past	Information from the text
<p>Before the 19<sup>th</sup> Century, Mapudungun was used as a <i>lingua franca</i> among the communities between the Aconcagua Valley and the Island of Chiloé.</p> <p style="text-align: right;">Memoria Chilena</p>	<p>"The Mapuche speak Mapudungun, a language which is currently struggling to survive."</p>

*In the past, Mapudungun used to be a lingua franca, but now the language is struggling to survive.*

5. Look at the words in bold. Which ones are used to indicate the past? Which ones are used to indicate the present?

**CHECKPOINT**

6. Research online about the relation between the Mapuzungun and how it shapes the Mapuche culture. Find 3 examples, then share.

## Listening



1. What are the different ways in which languages can vary from one another?
2. **23** Listen and read the fragment of Lera Boroditsky's TED Talk, and replace the letters in **bold** with the words from the box in your notebook.

structures

crafts

language

speculating

seven-thousand

There isn't just one **(a)** in the world, there are about **(b)** languages spoken around the world. And all the languages differ from one another in all kinds of ways. Some languages have different sounds, different vocabularies, and they also have different **(c)**. That begs the question: Does the language we speak shape the way we think? Now, this is an ancient question. People have been **(d)** about this question

forever. Charlemagne, a Holy Roman emperor, said, "To have a second language is to have a second soul" -- a strong statement that language **(e)** reality. But on the other hand, Shakespeare has Juliet say, "What's in a name? A rose by any other name would smell as sweet." Which suggests that maybe language doesn't craft reality.

Adapted from Lera Boroditsky. (2017). *How Language Shapes the Way We Think*. [Video]. TED Talks.

3. **23** Listen to the complete audio and answer:
  - a. How does Kuuk Thaayorre use directions?
  - b. What scientific data relates to language perception?
4. **23** Listen again and answer.
  - a. Do you find the scientific data presented in the audio convincing about how language and culture shape our perception and orientation? Why or why not?
  - b. What other factors might shape our perception and understanding of the world?

### REFLECT

5. How has your language and culture shaped your perception and understanding of the world?

**BDA**

U3\_ACT\_5  
U3\_AUD\_24 and 25  
U3\_ACT\_6  
U3\_VID\_1



1. Do you know any Mapuche poets? Which ones?
2. Read Graciela Huinao's poem and discuss: Why do you think it is translated into English and Spanish?

Title	Stanza	Verse
<p><i>LA VOZ DE MI PADRE</i></p> <p>EN LENGUAJE INDÓMITO NACEN MIS VERSOS DE LA PROLONGADA NOCHE DEL EXTERMINIO.</p>	<p><i>TA ÑI CHAU ÑI DUNGUN</i></p> <p>ÑOMUMNGENOCHI DUNGUN MEU ENTUKEN ÑI DUNGUN ALUÑMALECHI PUN MEU APUMNIENGAM.</p>	<p><i>MY FATHER'S VOICE</i></p> <p>FROM UNTAMED LANGUAGE MY VERSES ARE BORN FROM THE PROLONGED NIGHT OF THE EXTERMINATION.</p>

Adapted from Graciela Huinao. (2009). *Walinto: poesía trilingüe español, mapudungun, inglés.*

3. Read again and answer.
  - a. What do you think the poem represents?
  - b. What associations or feelings does the phrase "untamed language" bring to mind?
  - c. How does the word choice contribute to the overall theme of resilience?
4. Read the fragment of Liliana Ancalao's poem and answer: How do contractions help the verse flow?

<p><i>When I Die I Should Cross the River</i></p> <p>When I die, I should cross the river And the old lady will be in the boat I'll give her two bits of copper to take me across ... I'll hand over stones Will the old lady know their worth?</p>	<p><i>Feichi lali mülen ñi nontual katrütuleufün</i></p> <p>feichi lali mülen ñi nontual katrütuleufün kushe müleay nontuwe mew eluañ epu llanka ñi nontuaetew ... elutukuafiñ tufa falilulüay kushe?</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Adapted from Liliana Ancalao. (2018). *Three Poems in Mapuzungun, Spanish, and English.*

5. Read again and answer: How is the Mapuche world view portrayed in the fragment of this poem?

### YOUR TURN TO WRITE

6. Write a short poem in English using the contractions seen above. Then, rewrite the poem in your mother tongue. What differences can you spot?

# 2 OTHER WAYS TO *Express Language*

## Reading

BDA

U3\_ACT\_10  
U3\_AUD\_26 and 27

1. What other ways of communicating are there aside from talking or writing?
2. Read the article and answer: Why is Jared's testimony relevant?

### *Why Braille Books Matter – for Blind Kids and Sighted Kids*

*My name is Jared. I was born blind with no useful vision. Today, I am employed full-time as a Senior Software Engineer – a job I couldn't do if I hadn't learnt braille.*

*I am also married and a father to two young children, both of whom are sighted. Because I can read braille, I am able to read them bedtime stories and pass along to them my love for the written word.*

*My parents and teachers deserve much of the credit for me being braille-literate today.*

*But some of the credit also goes to Seedlings Braille Books for Children, a small non-profit in Livonia, Missouri. My mother learnt about Seedlings from the teacher of the visually impaired who was assigned to me when I was 7 months old. By the time I was 4, I was already starting to read braille.*

*Without the childhood literacy skills Seedlings provided me, I would not be able to have a job in the modern workforce with the amount of reading and writing most jobs require.*

Adapted from Jared Stofflet. (2020). *Why Braille Books Matter – for Blind Kids and Sighted Kids.*

3. Read again and answer the questions.
  - a. How was Jared able to be a Senior Software Engineer?
  - b. Who does he give credit to for being braille-literate?
  - c. Why does he say Braille books matter for sighted people as well?

### CHECKPOINT


4. Look at the pictures and answer.
  - a. Why are inclusivity and accessibility important when designing cities?
  - b. How would you raise awareness about the importance of accessibility?





# Listening

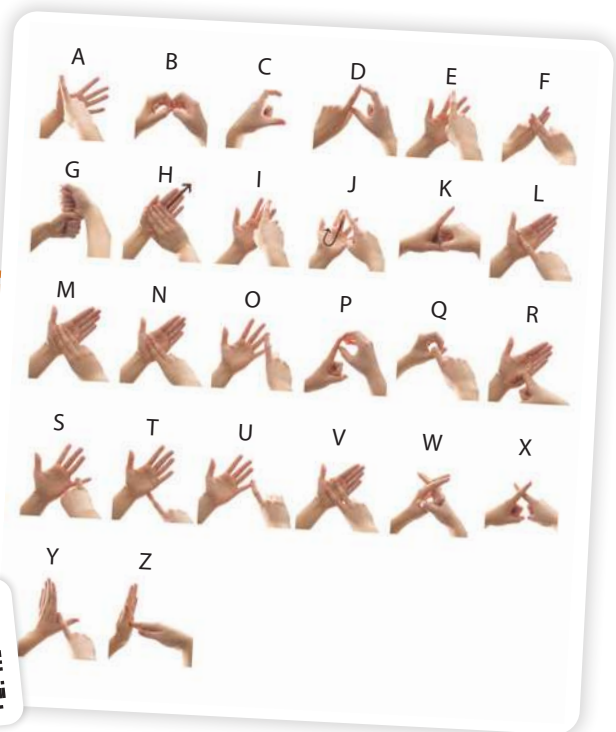
**BDA**

U3\_ACT\_11 and 12  
U3\_AUD\_29 and 30  
U3\_ACT\_13


1.  Look at the pictures and answer.
  - a. What are the people doing?
  - b. What do they want to convey?
  - c. Do you know any more gestures like these?



2.  28 Listen to the audio and answer: How does it connect to the pictures?
3.  28 Listen again and answer.
  - a. Why did the speaker want to learn sign language?
  - b. In what ways has it been challenging?
  - c. In what ways has it been rewarding?





## REFLECT

4.  Look at the picture showing the alphabet for British Sign Language, then answer.
  - a. Why do you think it is specifically British?
  - b. Compare it to the Chilean Sign Language Alphabet. How are they different?
  - c. Why do you think it is important to learn sign language? Give examples.

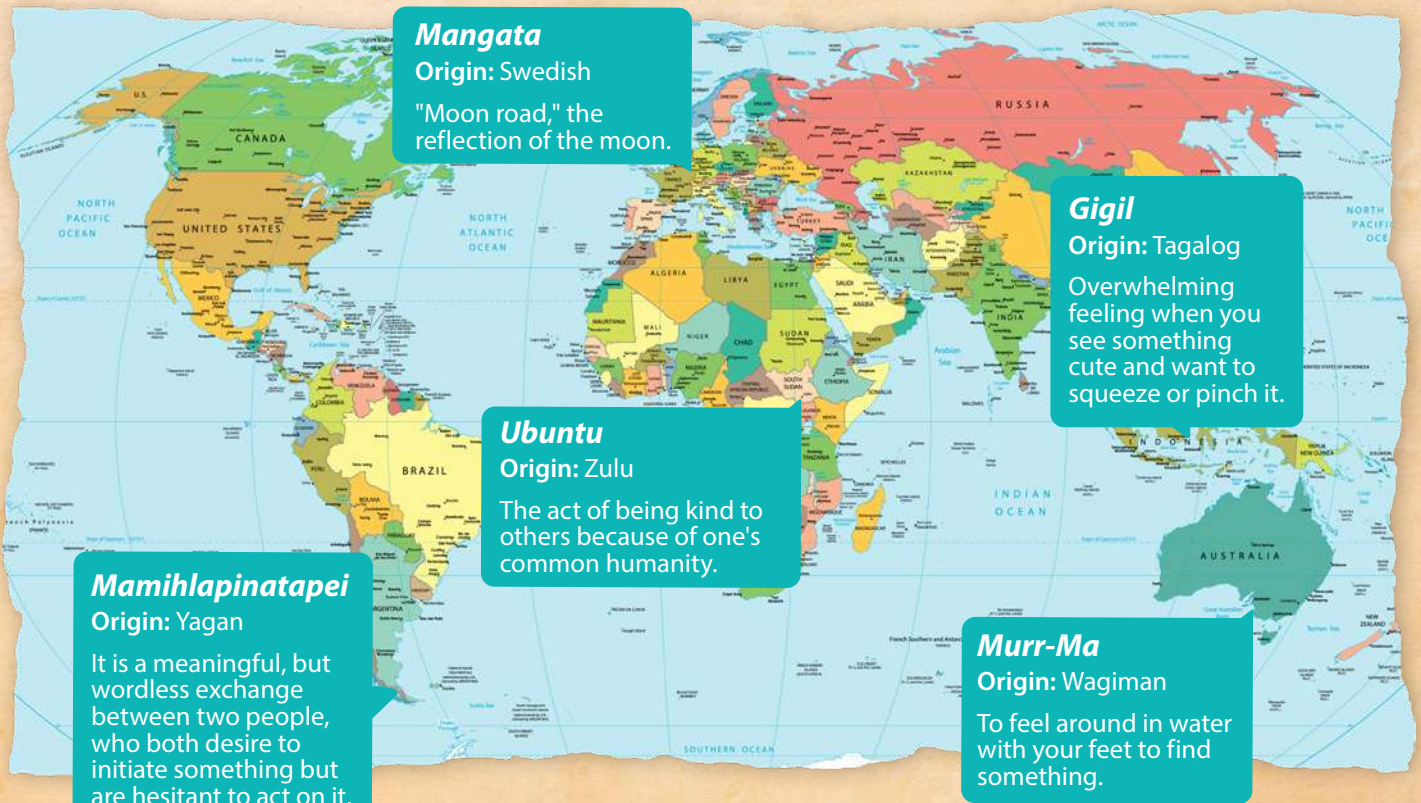




1.  What do you think 'untranslatable words' are? Do you know any?
2.  Read the information and answer: What makes a word untranslatable?

Just as many words as ideas get lost in translation due to differences in grammar and semantics. When a language fails to convey the essence of a word during translation, the word is considered 'untranslatable'. There are many words that relate to emotion and feelings that are simply untranslatable


into English. By looking closely at the most beautiful untranslatable words from the world, they can give us a glimpse into different cultures and belief systems that help us understand the people who speak them.




Adapted from *203 Most Beautiful Untranslatable Words*. (2020). The Intrepid Guide.

3.  What does the word *Gigil* say about its culture? What about the other words?

### YOUR TURN TO SPEAK!

4.  Research untranslatable words and share.
  - a. Look for other untranslatable words and their origin.
  - b. Share your word with the class and explain its origin, its culture, and its importance to such culture.

1.  Look at the pictures and discuss.
  - a. What words would you use to describe them?
  - b. Do you think they are negative or positive examples of body language?



2. Read and pay attention to the words in bold: What kind of words are they? How are they used?

#### NEGATIVE BODY LANGUAGE EXAMPLES

If someone's exhibiting one or more of the following, negative behaviours, they'll likely be **disengaged**, **disinterested** or **unhappy**:

- Arms **folded** in front of the body.
- **Minimal** or **tense** facial expression.
- Body **turned away** from you.
- Eyes **downcast**, maintaining little contact.
- Sitting **slumped**, with head **downcast**.
- Gazing at something else, or into space.
- Nail biting: suggesting **insecurity** or **stress**.
- **Locked** ankles: also associated with **anxious** thoughts.
- Blinking **rapidly**: which may indicate **uncertainty** or **concern**.
- Tapping/drumming fingers: often a mark of **impatience** or **boredom**.

#### POSITIVE BODY LANGUAGE EXAMPLES


People also use their body language to convey positive feelings, such as **trust**, **interest** and **happiness**:

- Having an **open, relaxed** posture.
- Maintaining **good** eye contact to show **sincerity** and **engagement**.
- Smiling: **Warm, sincere** smiles are **attractive, reassuring** – and **infectious!**
- Mirroring: This reflects you're **interested** in the person you're talking to, and it makes them feel more at ease. Although it is usually done **unconsciously**.

Adapted from *What Is Body Language?* (n.d.). MindTools.

3.  Think of 3 other examples of body language and use adjectives and adverbs to describe them.

### YOUR TURN TO WRITE


4.  Find a picture that shows two people and describe their body language in two paragraphs.




# Interdisciplinary Activity *Drama*

BDA

U3\_ACT\_17

1.  Look at the pictures and answer. What type of scenic resources are shown?



2.  Watch at the following videos to learn about Puppet Theatre, Finger Theatre, Pantomime, and Multimodal Theatre. How do each communicate?



El Teatro y su Doble. (2007). *El Capote*.




Kiss & Cry. (2018). *Cold Blood*.




Marcel Marceau. (1947). *Le petit café parisien*



Teatro Cinema. (2015). *La Contadora de Películas*

3.  Research scenic resources and create a scenic exercise, applying the technique learnt as a means of expression following these steps:
- Organise improvisations or dramatizations using the scenic resources discovered in your theoretical research and scenic exploration.
  - Rehearse your scenic exercise.
  - Present your creations to your classmates.

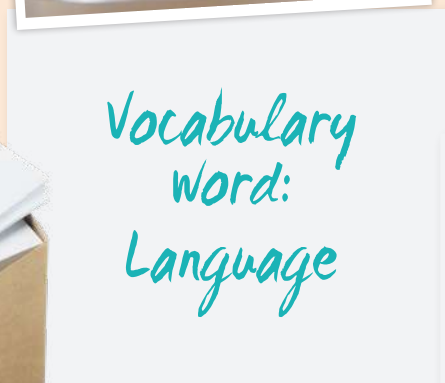
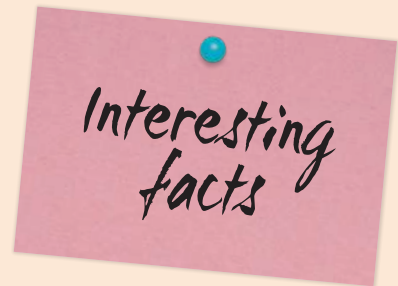
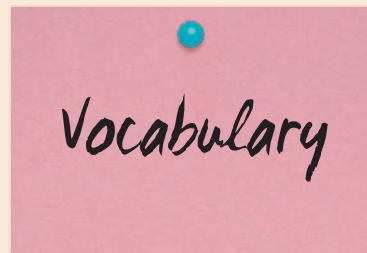
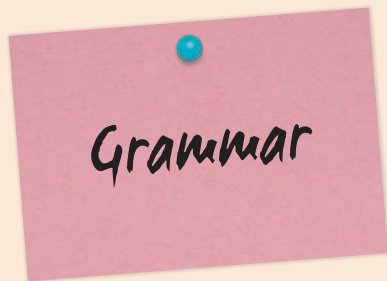
## REFLECT


4.  Answer the questions regarding your creative process.
- Did the scenic resources contribute to address your creation or did they interfere with it?
  - What technique did you find most appropriate for expressing your ideas and emotions?




# Review

1. Create flashcards with what you learnt.
  - a. Write a concept on one side and the definition on the other.
  - b. Quiz yourself and create a game with your classmates.



2.  Answer the question in a short paragraph: How do languages shape our world?

## THINK BACK

3.  Think about the lessons and answer.
  - a. Did you like them? Why? Why not?
  - b. What topic would you add to the lessons?
  - c. Explain what you learnt to a classmate.

# Project: CHANGING OUR PUBLIC SPACES!

1 Think about the public spaces at your school. Do they have signs that adapt to all needs?

2 Look at the pictures and answer.

- Which ways of communication are missing in your school?
- Can you think of other ways to communicate so every individual is represented and can understand the signs at the school?



3 Would you add any signs or messages to your school to make everyone feel like they belong?



4



Create signs for your school.



**a** Select a sign that already exists or determine a place that needs new signs to convey a message to the whole school community.

**b** Each group member must choose a way of communication (braille, pictograms, other languages, etc).

**c** Create one sign in English and one sign using another form of communication.



## DISCUSS YOUR EXPERIENCE

- What different strategies did you use for the project?
- Was this project important and useful? Why?
- What can you do to improve next time?

UNIT

4

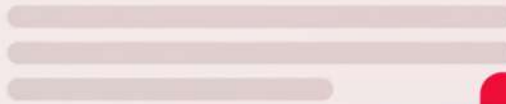
WHAT IMPACT DO

# Trends Have?



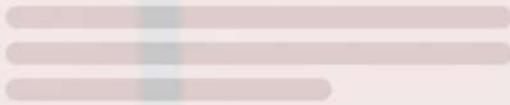
Ramsey

12minutes ago



Katherine

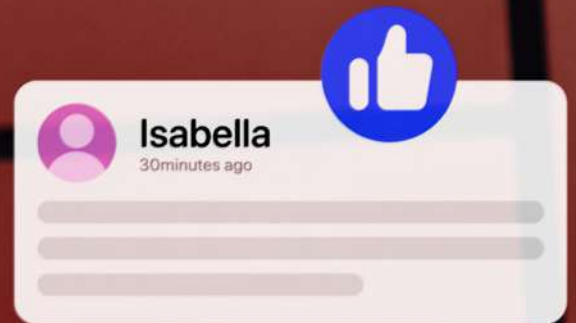
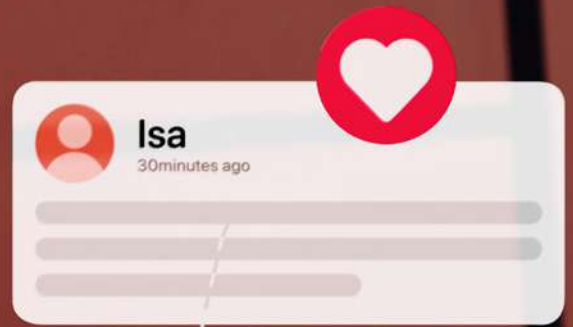
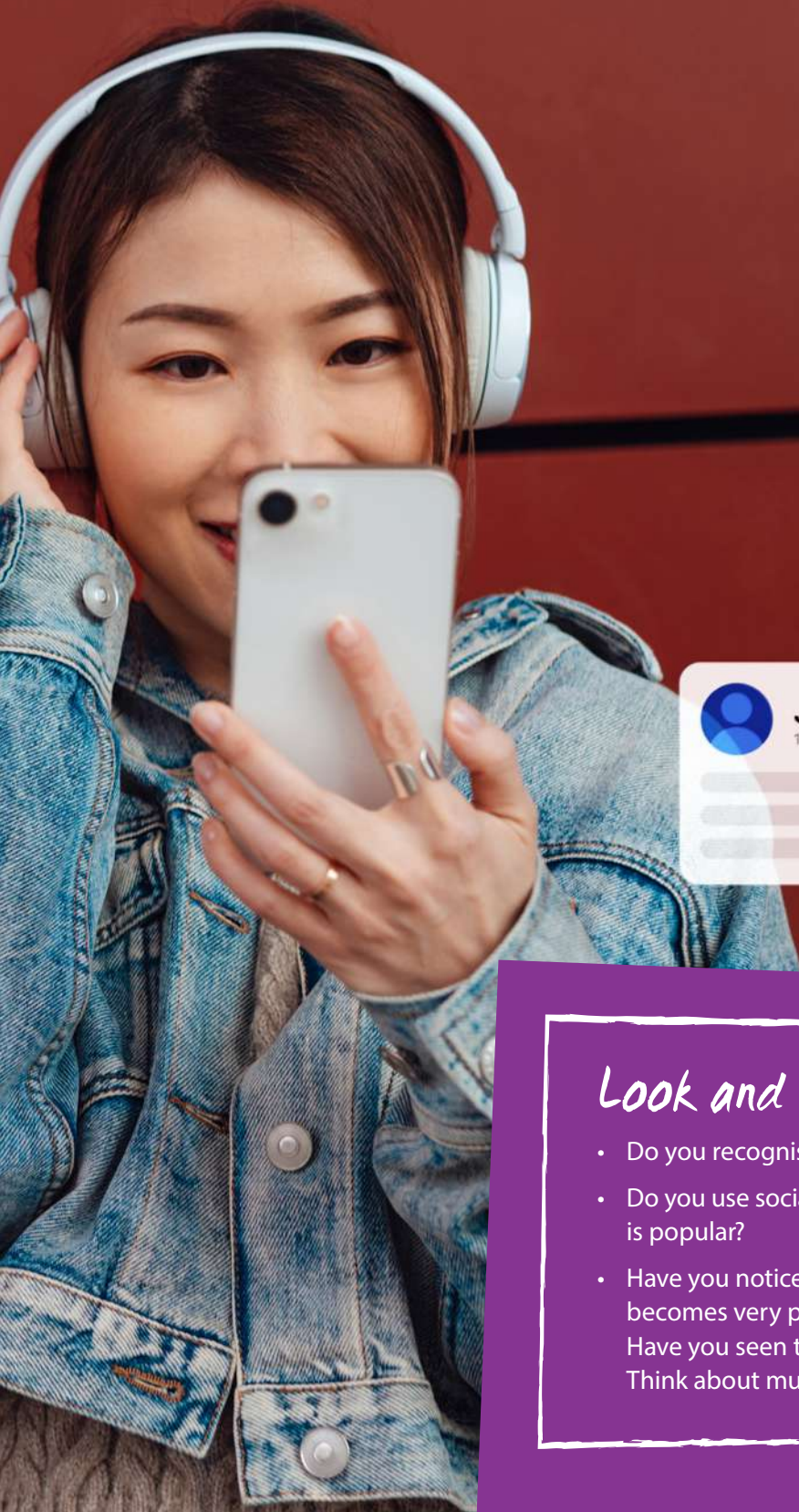
3 hours ago



*In this unit you will:*

- Discuss and debate about social media, fashion, trends, and their influence on us and our society.
- Learn the difference between **obligation** and **suggestion**.
- Structure and connect your ideas.
- Talk about different trends.
- Practise contractions.
- Project: Create an Advice Board!





## Look and discuss:

- Do you recognise what the person in the picture is doing?
- Do you use social media apps? What type of content is popular?
- Have you noticed how content sometimes becomes very popular and then stops? Have you seen this happen in other areas? Think about music, TV shows, fashion, etc.





U4\_ACT\_1 to 3  
U4\_AUD\_32 and 33  
U4\_IMA\_1

## 1

THE IMPACT OF *Trends on Us*

## Reading

1.  Do you know what a trend is?
2.  Read the article and think about the meaning of the words in **bold**. Write them down in your notebook.

TikTok vs. *Vine*

Digital media thrived in the 2000s and social media evolved to many platforms. Vine and TikTok are very similar social media platforms as creators **must** make entertaining videos in a limited amount of time, making short-form video content a trend through which even more trends are generated, some of which spread like wildfire all over internet and the world. So, is one better than the other, or do they hold the same value?

Vine was a unique platform that quickly became loved for its hilarious and addicting content. After Vine was discontinued, TikTok has quickly risen to fame and has given aspiring content creators a second chance. Vine started trends, such as “What are those,” “Look at all those chickens,” and “What’s 9+10.” TikTok was the platform where the renegade dance and some very interesting challenges were created.

In 2013, Vine was launched and the world was introduced to a new style of entertainment. Users could create any kind of content they wanted, but it **had to** be in a maximum of six seconds per video. Viners, people who made Vine videos, such as Lele Pons, Cameron Dallas, and King Bach, thrived on the app. After its shutdown, it was recommended

that viners **ought to** switch to YouTube in order to maintain their popularity and followers, but not everyone succeeded.



TikTok launched in September of 2016, only a few months before the death of Vine. TikTok users have a choice of a 15-second video or a 60-second video. This gives creators way more time per video than Vine, allowing content to get more avant-garde. Although, if you want to keep your audience interested, you **should** stick to 15 seconds or less.

TikTok offers a variety of visual and audio effects that allow people to add text, color filters, voice filters, motion effects, green screens, and much more to their videos. Music also has a really strong presence on TikTok. Almost every video is accompanied by a catchy song that can be saved as a favorite along with your favorite videos.

Vine may not be able to be enjoyed at the moment, but its memory still lives on through its many users. Vine had relatable content with a unique nostalgic quality and TikTok is quite an experience itself, but is it too much? Whether it’s laughing at cringey dances, people just smiling at the camera, or a clever masterpiece, Tik Tok could never replace the wonder that is Vine.

Adapted from Darwin Nelson. (2020). *Tik Tok vs. Vine*.




3.  **According to the article:**
- How are Vine and TikTok similar? How are they different?
  - What was so new about Vine?
  - Does the author think that TikTok is better than Vine? Do you agree? Why/Why not?
4.  **Analyse the sentences and answer:**
- How does the tone shift between them?
  - What do the words in bold from the sentences below and the text mean?

A Vine **must be** six-seconds long.


We **ought not to compare** Vine and TikTok since both are entertaining.

TikTok **has to** keep evolving to remain popular.

You **shouldn't try** that trend.

5.  **Write examples of each of the modal verbs presented above in your notebook. Remember you can use the negative form!**


## CHECKPOINT

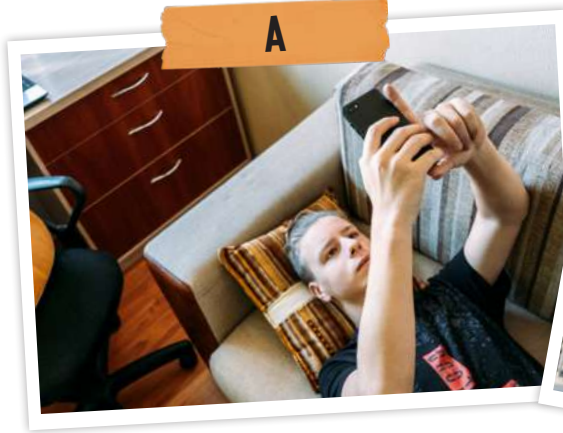
6.  **Let's create a trend! Write in your notebook.**
- Your ideas
  - Your reasons
  - Your plan to make it a trend
  - Vote as a class for the best idea




# Listening

BDA

U4\_ACT\_7 and 8

1.  Look at the pictures. What do you think the people are doing?



2.  35 Listen to the audio. How do the pictures relate to the conversation?
3.  35 Listen again and answer:
- What does Jo think her friend should watch?
  - What do they have to do a marathon of?
  - What advice does Jo give Isi about TikTok?
  - Why must Isi always watch what Jo sends her?
4.  35 Listen again and identify the modal verbs and contractions.

## PRONUNCIATION: CONTRACTING "WOULD"


Would can be contracted after a pronoun:

**I would** → I'd /aɪd/

**You would** → You'd /juːd/

**She would** → She'd /ʃiːd/

## REFLECT

5.  Do you think social media has affected your ability to concentrate? How?



# Writing



1. **Think of recent trends you know and discuss:**
  - a. Which ones have had a positive impact on our society?
  - b. Are there any that have had a negative impact? Which ones?

2. Read the essay and look for the information that connects each section.

Body

Title

## *A LOOK INTO SOCIAL MEDIA: HOW IT HELPS US AND HOW IT HURTS US*

Introduction

Social media has become an integral part of our lives, with millions of people using it daily to connect with friends, share information, and stay up to date on news and events. In this essay, I will discuss the advantages and disadvantages of social media.

However, social media also has its downside. For instance, it can be addictive, leading to people spending too much time on it at the expense of other important activities. Also, social media has been associated with negative behaviours, such as cyberbullying and promoting dangerous trends.

Body

Firstly, social media provides an excellent platform for individuals to connect and communicate with people from different parts of the world. People can easily share their thoughts and opinions on social media, and receive feedback from others. This has led to increased social interaction and has helped to break down cultural barriers.

In addition, social media also poses a threat to privacy. Personal information shared on social media can be accessed by malicious individuals and used for dangerous purposes. This highlights the importance of taking measures to protect one's privacy on social media.

Secondly, social media can be used as a tool for positive social change. For example, social media has been used to raise awareness about social and political issues, and to mobilise people to take action. In addition, it has helped to democratise information, making it easier for people to access information and to share their own views.

In conclusion, while social media provides an excellent platform for interactions, it can also be addictive and associated with negative behaviors. Despite this, social media can be a tool for positive social change and empowerment. So, it is important to have a balance and take steps to protect our privacy and well-being.

Editorial Creation



Conclusion

3. Read the essay again and analyse how the ideas are connected. Write the words in your notebook.
4. Discuss: Do you agree with what was presented in the essay? Justify your answers.

### YOUR TURN TO WRITE

5. Write a personal evaluation about a popular social media trend that you know, and include the following steps:
  - Think of its positive and negative aspects.
  - Organise your essay. Follow the model from Activity 2.
  - Use the connectors shown in the text above.
  - Swap essays with a classmate and give each other feedback.

## Reading

1.  Watch the video and answer: What is a landfill?
2.  Read the article and think: Why is fast fashion controversial?



### The Controversy of Fast Fashion

You may have heard of certain popular stores that seem to always keep up with the latest trends: H&M, Shein, Forever 21, Urban Outfitters, etc. Though these brands may have cute clothes for a lower price than others, they all have a huge impact on the environment, amongst many other controversial issues. This is because these brands are constantly making clothes, overpackaging them, shipping them across oceans and land, stocking them, putting them on sale, and dumping them into landfills at a rapid pace.



According to Earth.org: "Of the 100 billion garments produced each year, 92 million tonnes end up in landfills. To put things in perspective, this means that the equivalent of a rubbish truck full of clothes ends up on landfill sites every second." Not only do these brands fill kilometres and kilometres of landfills, but the actual making of the clothes wastes SO MUCH water. One T-shirt can take 2,700 litres of water to

make. Not to mention the constant release of CO<sub>2</sub> into the atmosphere from planes, cargo ships, and trucks shipping the materials.


Additionally, the people within the factories making the goods are highly underpaid and mistreated. For example, workers at a Shein factory are paid about a penny per garment and make about 500 garments a day. That's equivalent to about five dollars a day. They work constantly and work overtime (unpaid).

Many people say that they only shop at places such as Shein because that is all they can afford. But there are other alternatives, such as thrift shopping, which can also be both cute and inexpensive. So next time you think about buying those cute pants from Forever 21, think twice, considering the impact it makes.

Adapted from Isabella Permenter. (2023).  
*The Controversy of Fast Fashion.*

3.  Read the text again and answer.
  - a. What is the connection between environmental concerns and mistreatment of workers in certain fashion factories?
  - b. What alternative shopping suggestion is offered in response to the environmental and labour issues?
4.  Rewrite the following sentences in the correct order.
  - a. shouldn't / fast fashion / brands / Consumers / support
  - b. wasteful / overproducing / Brands / must / it's / stop / because
  - c. durability / ought to / People / prioritising / over / start / affordability


### CHECKPOINT

5.  Investigate about different upcycling brands and explain how they help solve the environmental issue fast fashion creates.


# Listening

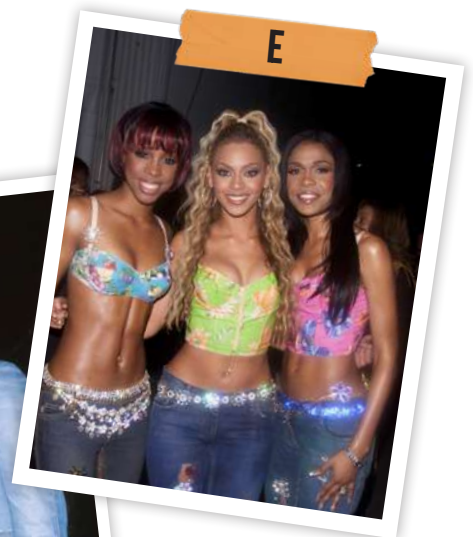
1. Look at the pictures and discuss.
  - a. Do you recognise the trends shown?
  - b. Have you seen these types of styles recently?




2.  37 Listen to Antonia and Sofía discuss about fashion trends. Take notes and then answer.
  - a. What are they discussing about?
  - b. Have you heard about this before?



3.  37 Listen again and discuss.
  - a. What exactly is Antonia against?
  - b. What does Sofía mean by “trends evolve by going back”? Can you think of any other examples of this?
  - c. What is a positive aspect of trends making a comeback?



## REFLECT

4.  What do you think about the cycle of trends? Is it a good thing?

BDA


U4\_ACT\_14



## Speaking


BDA

U4\_ACT\_15 and 16

1.  Look at the pictures and discuss in pairs:
  - a. What types of stores are shown in each picture?
  - b. Where can you find these stores in your country?



### YOUR TURN TO SPEAK!

2.  Research about second-hand stores from your country and discuss.
  - a. Why do you think they use terms such as “nostalgic”, “vintage”, and “american clothes”?
  - b. Where do they get their products from?
  - c. Do all second-hand stores have a positive impact on our society and environment? Consider the video about landfills.
  - d. How can we distinguish if a store has a positive or negative impact?

*I think stores use the concept ... because ...*

*I believe stores get their products from...*

# Writing



U4\_ACT\_17  
U4\_AUD\_39 and 40

1. Look at the pictures and discuss: What significance do Polimá Westcoast's clothes hold?

**prince\_ismwami**

**prince\_ismwami** Looks like this time Polimá Westcoast was not Ultra Alone... That's because he took 3 companions to the MUSA carpet. For the occasion he wore a black suit with colourful details, that alluded to his African origins.

**fundacion\_ubuntu\_chile**

**fundacion\_ubuntu\_chile** Ultra united! The African community in Chile supporting Polimá! Our Chilean and African brother! An Afro-Chilean with the wish to unite us! And for being part of UBUNTU! Congrats on your 3 awards! May the ancestors accompany you and give you the strength to keep going forward with new projects!

Source: Instagram

2. Read the article and answer: What does "cultural appropriation" mean?


3. What do you think the difference is between the pictures of Polimá and the case described in the article?



## YOUR TURN TO WRITE

4. Write about the importance of clothing and what it represents.
- Present your ideas through a short essay using the structure and connectors you learnt in this unit.
  - Remember to include the modal verbs of obligation and suggestion. Use the two cases presented on this page as examples.

# Interdisciplinary Activity *History*

1. Skim the text and identify words you do not understand. Then, look them up in the dictionary.
2.  Read and answer: Why do some companies still avoid established laws? How do they do it?



## *Labour laws and Fast Fashion in Chile*

In Chile, labour laws have a long history of protecting workers' rights, but the fast fashion industry has raised concerns about exploitation and abuse of workers.

In the early 20<sup>th</sup> century, workers in Chile fought for their rights, leading to the establishment of labour unions and the passage of labour laws. The Chilean Labour Code, passed in 1931, established minimum wage standards, maximum working hours, and safety regulations. This was a significant achievement for workers' rights in Chile.



However, the fast fashion industry has become a major concern in Chile in recent years. Many fast fashion companies produce their clothing in countries where labour laws are weak, and workers are often paid low wages. In some cases, workers are forced to work long hours in unsafe conditions. In response to these concerns, labour rights organisations in

Chile have called for greater transparency and accountability from fast fashion companies.


Some companies in the fast fashion industry have responded by adopting ethical labour practices and partnering with local organisations to ensure fair wages and safe working conditions. Other companies have faced backlash and boycotts from consumers and labour rights organisations.

In 2020, the Chilean government passed a law banning the use of single-use plastics in the retail industry, including the production and sale of clothing. This law was a step towards greater sustainability and environmental protection in the fashion industry, but it did not address labour rights issues. This is why it is important for consumers to be aware of these issues and support companies that prioritise ethical labour practices.

*International Labour Organization.*  
(n.d.). The Chilean Labour Code.



3.  Read the text again and discuss what role the government should play. Then, make a list of actions you think governments should implement in relation to this topic.
4.  Discuss: Why is it important to reflect on these issues and to take action?

### CHECKPOINT

5.  Create a timeline of the history of labour laws in our country.
  - a. Use the information provided in the text and research online some other data.
  - b. Add other important dates you have learnt about.
  - c. Get creative about the design!






# Review

1.  How can you positively contribute to trends?
2.  Look at the pictures. What do you think these people are doing? Have you ever done something similar?


**BDA**

U4\_ACT\_19 and 20




3.  41 Listen and answer. What is Dan's problem?
4.  41 Listen again and answer:
  - a. What advice does Catalina give her friend?
  - b. Why does Catalina link Dan's problem to social media?
  - c. How effective do you think Catalina's suggestions are for addressing Dan's problem?
5.  Choose a trend and write about its benefits and drawbacks.

## THINK BACK

6.  Think about the lessons and answer.
  - a. Did you like them? Why? Why not?
  - b. What topic would you add to the lessons?
  - c. Explain what you learnt to a classmate.


# Project: OUR ADVICE BOARD!

1  Gather in groups, look at the pictures, and discuss. What kind of advice could you give your schoolmates regarding:

- a. Eco-friendly clothes
- b. Social media safety
- c. Screen time management
- d. Studying






2  With the previous information, decide the key parts of your advice board as a class.

- a. What sections will it have?
- b. What materials will you need?
- c. How will other students participate?
- d. Where do you want to place it?

**BDA**

U4\_ACT\_21 and 22

3  Create your advice board!

- a. Decide which group will be in charge of each section.
- b. Start working on it from what you have learnt in this unit.
- c. Don't forget the use of modal verbs when giving advice!



### DISCUSS YOUR EXPERIENCE

- What different strategies did you use for the project?
- Was this project important and useful? Why?
- What can you do to improve next time?



UNIT <b>1</b>	WHAT MAKES A STORY <i>Worth Telling?</i>	1
UNIT <b>2</b>	HOW DOES TECHNOLOGY <i>Affect Us?</i>	14
UNIT <b>3</b>	WHAT IS <i>Business For?</i>	28
UNIT <b>4</b>	HOW DO WE USE <i>Our Planet?</i>	42



Student's Book

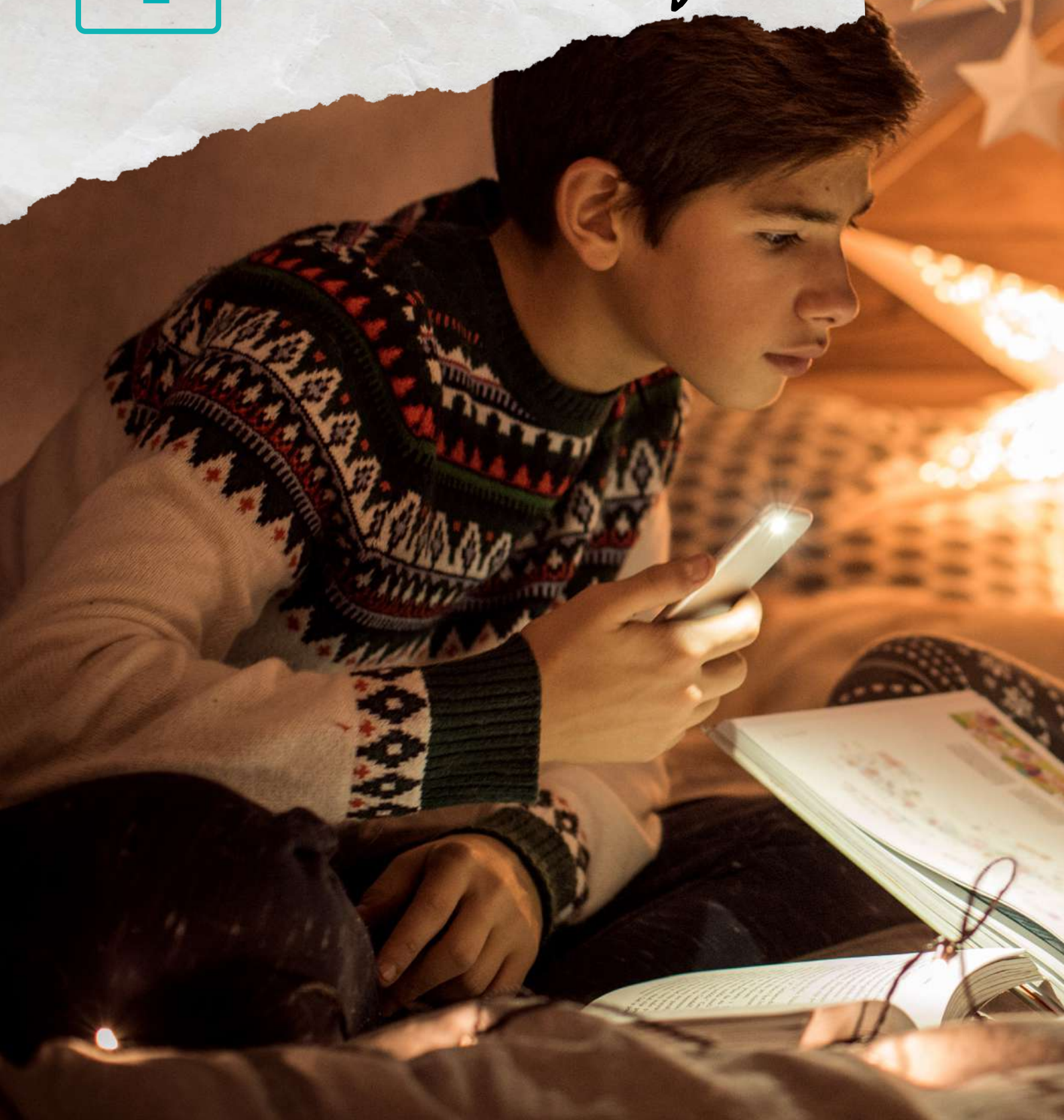
# HIGH SCHOOL ENGLISH 4

UNIT

1

WHAT MAKES A STORY

*Worth Telling?*







## *In this unit you will:*

- Learn how storytelling over history has evolved as a way to imagine possible worlds.
- Talk about written and visual storytelling.
- Use phrasal verbs in spoken and written form.
- Express prohibition, obligation, and necessity.
- Project: Create our own Kamishibai!

## *Look and discuss:*

- What do you think is happening in the picture?
- What kinds of stories do you like?
- How are written stories different from visual stories?
- Why are stories important? What can we learn from them?
- Can you think of stories, books, movies, TV shows, or videogames that had an impact on you?

**BDA**

U1\_ACT\_1 to 3  
U1\_AUD\_1  
U1\_IMA\_1

## 1

THAT IT RESONATES WITH *Our Human Experience*

## Reading

1. Look at the pictures. Do you think modern stories and cave paintings have anything in common? Why? Why not?
2. Read the text and answer: How do video games open new dimensions in storytelling?



### “THE LAST OF US” SHOWS HOW TECHNOLOGY HAS CHANGED HUMANS AS STORYTELLERS.

*Video games matter. Their continued technological and artistic development is reshaping the way we satisfy our ancient need to tell stories.*

Twenty thousand years ago, a small group of men and women **worked their way** deep into a cave system in the south of France. There, by the light of torches, they painted beautiful depictions of the animals they hunted. Their cave paintings remain as a tribute to the first technology humans developed: the story.

It is worth remembering how old and powerful stories are for human beings, like HBO’s successful adaptation of the video game *The Last of Us*. The intersection of these two storytelling forms — a streaming TV show and a console-based video game

— allows us to see exactly how technology has reshaped our ancient drive to **depict the world** through narratives.

Most people look at me a little weird when I reveal that I am an avid gamer. I guess there aren’t a lot of 60-year-old professors of astrophysics who spend six months in an open-world video game about, say, a future full of robot dinosaurs. As someone interested in how technology shapes our imaginations, the specific way video games open up new dimensions in storytelling has always fascinated me.

3. Read again and answer.
  - a. Why does the author believe video games can provide a more powerful storytelling experience than TV or other media?
  - b. In what ways can technological and artistic development of video games impact our desire for stories in the future?

The difference between a game and a traditional storytelling format like a novel is that in a game you must enact the narrative. You are the character, in the sense that your actions are their actions. In lesser hands, this may not mean much. But the creators of *The Last of Us* were brilliant in their ability to draw the player into the consequences of the actions they choose. The world of *The Last of Us* contains a lot of violence. But unlike other games, you are forced **to deal with its impact**. The game does not let you **look away**, which is why playing it is not an easy task. *The Last of Us* is brilliant and compelling, but you cannot say that it's fun.


Video game technology opens up entirely new dimensions for storytelling. There are scenes in the show that are very similar to scenes in the video game. The big difference is that the TV

show spends just five minutes in the room where that scene plays out. I have terrible memories from the week I spent in a room, trying to cross it without getting killed by quick moving, ferocious zombies. As a gamer, I had an entirely different experience from the scenes depicted in the show. Although the game and the TV adaptation have similar scenes, the difficulty and horror I experienced by playing rather than just watching left an emotional resonance that **weighed deeply** on me. My encounter with *The Last of Us* as a story seems far more potent than the TV series can ever hope to achieve, no matter how excellent it turns out to be. That is why video games matter and why their continued technological and artistic development can reshape the way we **satisfy our ancient need** for stories.

*Adapted from Adam Frank (2023). "The Last of Us" Shows How Technology Has Changed Humans as Storytellers.*

4.  **Think and share.**

- How can interactive storytelling through video games impact our approach to real-world challenges?
- What ethical considerations should be considered as this form of storytelling evolves?
- How did your knowledge and experiences influence the understanding of the text?

5.  **Find the sentences that contain the phrasal verbs in bold in the text. Then, rewrite the sentences using the phrases from the box.**

*meet our need*

*had an emotional impact*

*handle its consequences*


*ignore*

*represent the world*

*moved into*

6.  **What is the difference between the phrases in bold and the ones in the box?**

**CHECKPOINT**

7.  **Discuss about storytelling.**


- Choose a storytelling medium (book, movie, TV show, video game, etc.).
- Brainstorm and discuss unique storytelling elements your medium has.
- Share insights and compare the elements with other groups.
- Reflect how technology influences storytelling. What are the similarities between the media chosen? What are the differences?

**BDA**

U1\_ACT\_4 to 6  
U1\_AUD\_2  
U1\_IMA\_2

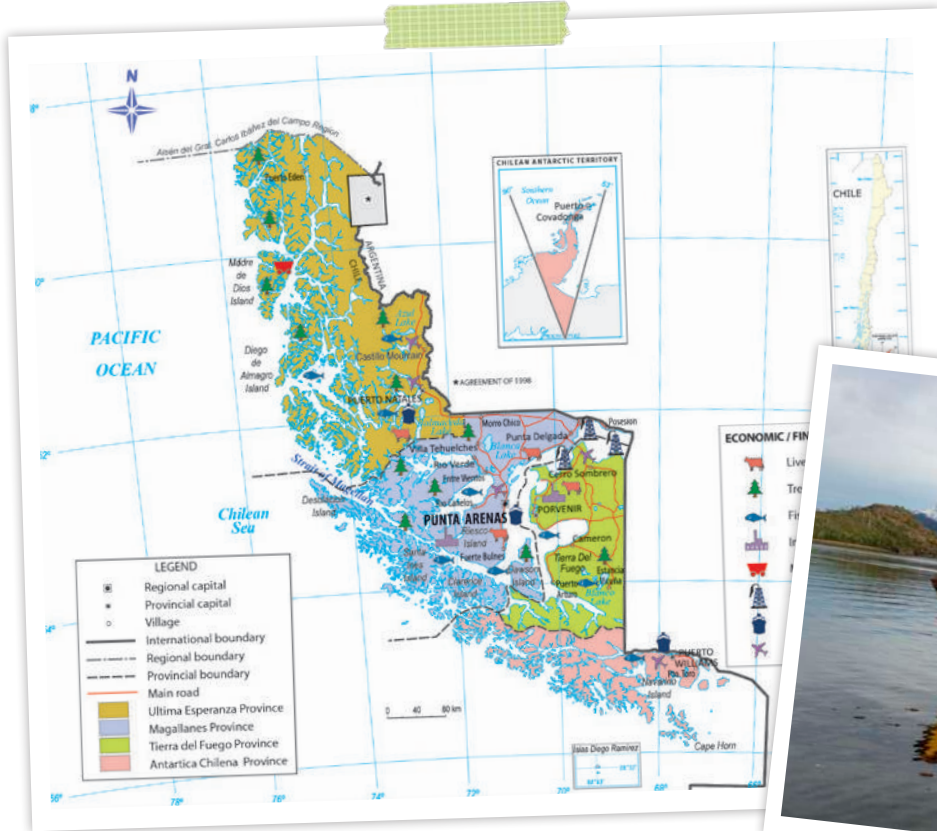





# Listening

1.  Look at the pictures and imagine how the landscape looks like. What do you know about this area? Is it far from where you live? Is it nearby?


**BDA**

U1\_ACT\_7  
U1\_AUD\_4 and 5  
U1\_ACT\_8  
U1\_IMA\_3  
U1\_VID\_1




2.  **3** Listen to the Kawésqar story *Son of the Canelo*, and answer.
  - a. What impact does Saltáxar have on the ability of the Kawésqar people to navigate in the Árioarktawána pass?
3.  **3** Listen again and answer.
  - a. How was Saltáxar found?
  - b. Why was navigation forbidden before Saltáxar arrived?
  - c. What is the significance of the monsters turning into rocks?
  - d. How is this story related to Kawésqar's human experience?
4.  Do you think traditional tales like *Son of the Canelo* should be maintained? Why? Why not?

## REFLECT

5.  What are the similarities and differences between the Kawésqar traditions (transportation, language, celebrations, etc.) and your own?

## Writing

1.  Read the following story and discuss.
  - a. In order to be considered a story, how long should it be?
  - b. What is the role of the title in short stories such as this one?
2. Read the following short story and identify:
  - a. The characters.
  - b. The problem.
  - c. The resolution to the problem.

### *Widow's First Year*

I kept myself alive.


Joyce Carol Oates

## The Gift of the Magi


One dollar and eighty-seven cents. That was all. And the next day would be Christmas. There was nothing to do but fall on the bed and cry. So Della did it. Mr. James Dillingham Young entered the room. Della put her arms warmly around her husband and called him "Jim." Tomorrow would be Christmas Day and she had only \$1.87 with which to buy Jim a gift. Her Jim. After thinking for a few hours what to get him she had the answer. The Youngs were very proud of two things which they owned. One thing was Jim's gold watch. The other thing was Della's hair. Della's hair was like a stream of brown shining water. It reached below her knee. A tear or two ran down her face. She put her coat and moved quickly to the street. She stopped at a beauty shop, where they offered her twenty dollars for her hair. She took the offer. She walked for two hours until she found the perfect gift for Jim: a gold watch chain. It was good enough for *the watch*. She paid twenty dollars for it and returned

home. When Jim arrived home, she looked strangely at Della. Worried, she told him that her hair would grow and that she wanted to make him happy for Christmas. Jim was still confused and, after Della had told him several times that she had cut her hair, he finally told her what was going on. He threw something wrapped in paper on the table. "Nothing like a haircut could make me love you any less," he said, "but if open that you will know how I felt when I came in." Della unfolded the paper and cried. There were *the combs*, the ones Della had seen for years and wanted for so long. The ones that were perfect for her beautiful hair. "My hair will grow fast," Della said, and then reached to give Jim his gift. The gold chain seemed to shine softly as with her own warm spirit. Jim sat down and smiled. Jim had sold his watch to buy Della the combs. Defeated, they both put their gifts away and sat down to have dinner.

O. Henry. (1905). *The Gift of The Magi*.

3.  Compare and contrast *Widow's First Year* and *The Gift of The Magi*. How much is left for the audience to infer in each one?

### YOUR TURN TO WRITE

4.  Now, write your own microstory in less than 400 words.
  - a. Think of an interesting character or situation.
  - b. Introduce the character or situation in a brief setup.
  - c. Create a clear conflict or problem.
  - d. Resolve the conflict or problem in a satisfying way.



BDA

U1\_ACT\_9



# 2 THAT IT EVOKES A *Sense of Wonder*

## Reading

1.  Skim the script below and answer: How does a script help filmmakers tell their story visually?
2.  Read part of the script of the film *Big Fish* and answer: Who is Will narrating about? How do you know?



### EXT. RIVER - DAY

Edward stares intently into the water, a lion in wait.

**WILL (V.O.):** In telling the story of my father's life, it's impossible to separate the fact from the fiction, the man from the myth. The best I **can** do is to tell it the way he told me.

We LOOK DOWN at the river, where Edward's reflection is caught in the dark water. As the water ripples past, something changes. Sure enough, as we LOOK UP again, it's a younger EDWARD BLOOM, 20's, staring into the water. He's not just handsome, not just charming. It's as if all the forces of the natural world had conspired to create him.

**WILL (V.O.):** It **doesn't** always make sense, and most of it never happened.

Suddenly, this Edward thrusts both hands into the water, grabbing hold of **THE BEAST**. He brings the catfish up to his face. Looks it right in the eye. A beat, then the Beast spits out Edward's gold ring.

**WILL (V.O.):** But that's what kind of story this is.

Smiling, Edward takes the ring, then throws the Beast back into the water with a splash.

### INT. HOSPITAL ROOM - DAY

Young Dr. Bennett stands between the Wife's legs. She's flustered and sweating, but the doctor has a comforting bedside manner...

**YOUNG DR. BENNETT:** Now, Mrs. Bloom, I'll need you to give me one good push. On three. One...

Suddenly, we hear a POP as a slimy mass of human being rockets into the doctor's unprepared hands. Bennett tries to hold tight, but the infant is slippery like a fish. It shoots up into air. The NURSES and the Husband try to grab the baby, but no one can hold it. As the newborn sails upward TOWARDS CAMERA, we can see a GIGGLING SMILE on its face. As it falls, the newborn knocks over a tray, which provides it a ramp to slide right out of the room. Everyone races after it.

### INT. HOSPITAL HALLWAY - DAY



Bursting through the doors.

**YOUNG DR. BENNETT:** Grab that baby!

A NURSE finally scoops up the slippery baby. Everyone lets out a collective sigh of relief.


**WILL (V.O.):** My father's birth **would** set the pace for his unlikely life. No longer than most men, but larger. And as strange as his stories got, the endings were always the most surprising of all.

John August. (2023). *Big Fish*.

3.  Read again and watch the scene: How are visuals used in the script to enhance the storytelling?
4.  Read again focusing on the modal verbs in bold. Then, match them with their definition.

a. Express future time, determination or intention.	c. Used to express possibility or ability.
b. Used to express past habits or conditions.	d. Used to express negation or absence.

## CHECKPOINT


5.  Choose a place you like from school and describe what is happening now. Use three modal verbs. Then, swap your work and compare.

BDA


U1\_ACT\_10 and 11




# Listening

1.  Look at the pictures and answer: What is a radio drama? What key elements of a successful radio drama do the pictures show?



2.  8 Listen to *Case 63* and answer.
- What is Peter's claim about where he comes from?
  - How does Dr. Knight react to it?


3.  8 Listen again and answer.
- What do you think is the significance of their conversation?
  - Do you think Peter is delusional or has a different motive for making his claim?
  - How would you approach treating a patient who makes such an unusual claim?

4.  Create and write an ending to the story.


**BDA**

U1\_ACT\_12 and 13

## REFLECT

5.  How does radio drama capture imaginations and create a sense of immersion? What listening strategies did you use to follow the story?

# Speaking

1.  Look at the pictures and answer: How do you think each of these people experienced the Covid-19 pandemic?



2. Read how two different people experienced the COVID-19 pandemic and answer: How are their experiences different? How are they similar?

For me, the pandemic was really isolating. I had to stop seeing my grandparents, and it was hard not being able to do normal things like going to the cinema with friends. But I tried to stay connected with them virtually.

Wow! My experience was so different from yours. I have lots of brothers and sisters, so we did tons of things together. Sometimes it was stressful, but I never felt alone.

## SPEAKING TIPS!

Be an active listener.



Avoid offensive comments.

Consider writing down your story before sharing.

**BDA**

U1\_ACT\_14  
U1\_AUD\_9

## YOUR TURN TO SPEAK!

3.  Take turns telling your partners how you have recovered your routines after the pandemic. What are your takeaways from the pandemic experience in relation to remote schooling?
4.  How does knowing other's experiences help you understand world events better?

# Writing

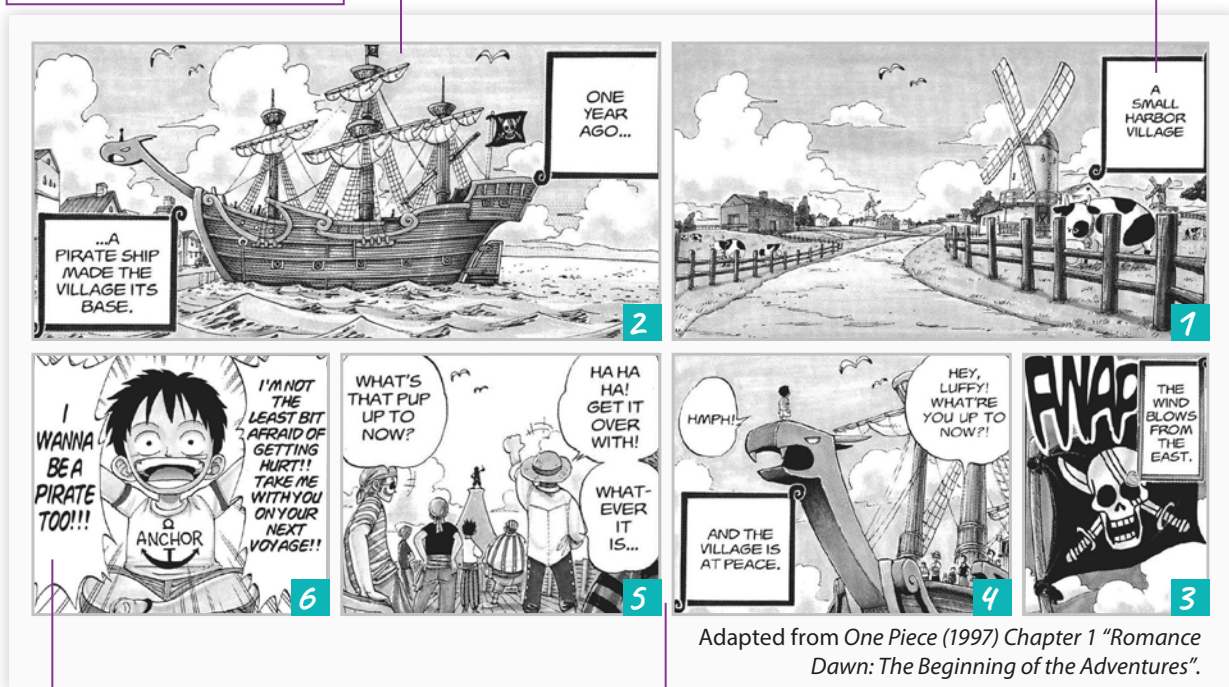
1. What manga and/or comics do you know? List as many as you can think of.
2. Read the definition and answer: Which differences can you state between Japanese manga and Western comic books? Which ones can you identify from the manga panels?

Manga is the modern graphic art of storytelling first perfected in Japan and is now loved all over the world. Building on Japan's centuries-old tradition, the best manga have the visual power to excite us and draw us into their world, with inventive storylines that engage our emotions. Unlike the colourful comic books from other parts of the world, Japanese manga is almost always black and white, and it is read from right to left.

Editorial Creation

**Panels:** Frames that contain one segment of the action.

**Setting:** Where the story takes place.



**Balloons:** Conversations between characters

**Gutters:** Spaces between the panels. Readers' imagination fill the action.

3. Read the manga panels and answer.
  - a. What is happening in the story?
  - b. How do gutters help you fill missing information from the panels? Give an example.
4. How can reading Japanese manga help broaden our understanding and appreciation of different worldviews?

BDA



U1\_ACT\_15

## YOUR TURN TO WRITE



5. Create your own manga of three panels. Make sure it has the elements of a manga.



# Interdisciplinary Activity *Literature*

1.  Have you ever read a graphic novel before?
2.  Read the extract from the graphic novel and answer.
  - a. What are the different perspectives presented in the panels? How do they differ? Why?
  - b. What sociocultural elements can you notice? How do they affect the story?




3.  Read again and answer. Why do you think the school has strict dress codes? What might be the purpose of these rules?
4.  How does the story make you feel, and what makes you feel that way?




## REFLECT

U1\_ACT\_16 and 17

5.  How does the protagonist's experience with the school dress code show what was happening in Iran during that time?

# Review

1.  Play with a classmate.

**A**

What is storytelling?

**B**

What elements make a story great?

**C**

Use these phrasal verbs in a sentence!  
deal with, look away, depict the world.

**D**

Use one of these modal verbs in a sentence!  
would, will, can

**J**

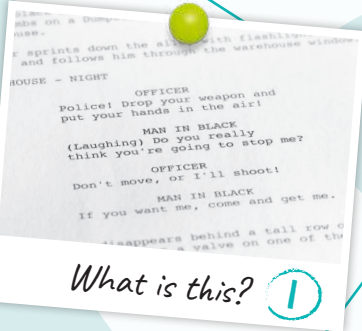
Write a short paragraph describing how storytelling allows you to learn about other world views.

**K**

What makes a story worth telling?



What are these? **E**



What is this? **I**

**H**

Write a short paragraph about your favourite way of storytelling.


**G**

Name three elements that create a sense of immersion in radio dramas.

**F**

Name four different types of storytelling.


## THINK BACK

-  Think about the lessons and answer.
  - Did you like them? Why? Why not?
  - What topic would you add to the lesson?
- What learning strategies did you use for this unit?

**BDA**

U1\_ACT\_18

# Project: OUR OWN KAMISHIBAI!

- 1  What do you think the pictures portray? How do you think the storytelling occurs? Use evidence from the pictures.


BDA

U1\_ACT\_19 and 20



- 2  10 Listen to the story of Kamishibai and answer: How did Kamishibai storytellers capture children's attention through their performances?
- 3  10 Listen again and answer.
- What role do illustrations play in Kamishibai storytelling?
  - How has Kamishibai impacted storytelling traditions around the world?
  - In what ways does Kamishibai facilitate cultural sharing and understanding?




4  Follow the steps to create a Kamishibai theatre.

**A** Choose a story and create colourful illustrations with simple outlines that tell the story.



**B** Write the story behind the illustrations using short sentences and the possibility to include dialogues.



**C**  Look at the tutorial video and build a small structure that can hold your illustrations, decorating it to make it look like a theatre stage.

**D** Practise telling the story aloud while showing the illustrations and experiment with different performance styles.



**E** Share! Perform the Kamishibai to younger classes at your school.



## DISCUSS YOUR EXPERIENCE

- What different strategies did you use for the project?
- Was it important and useful? Why? Why not?
- What can you do to improve next time?

UNIT

2

HOW DOES TECHNOLOGY

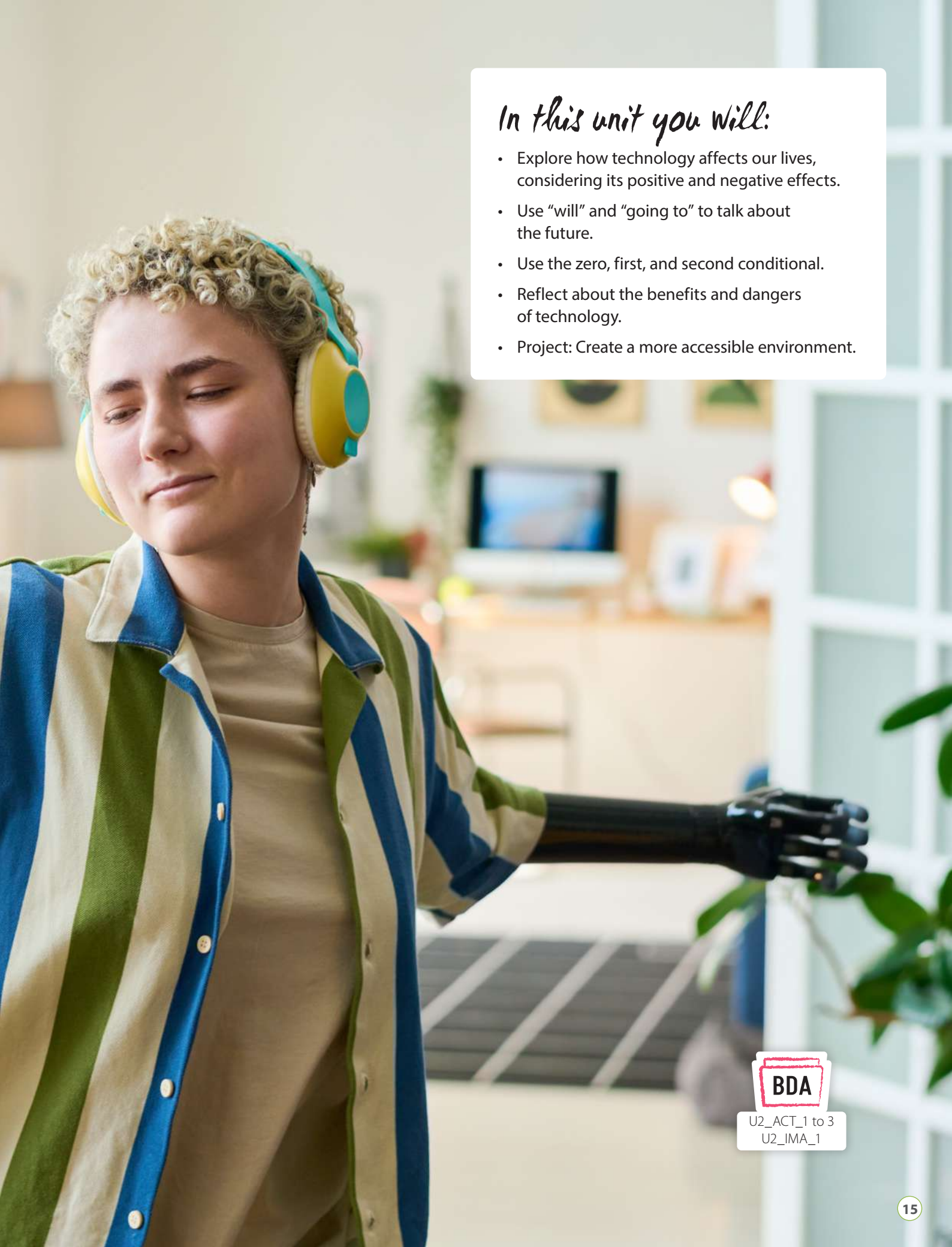
*Affect us?*



*Look and discuss:*

- In which ways is technology present in the picture?
- Is technology a barrier or a tool for people with different needs or disabilities? Why?
- Share some advantages and disadvantages in relation to smart devices such as phones, watches, headphones, home assistants, etc.





## *In this unit you will:*


- Explore how technology affects our lives, considering its positive and negative effects.
- Use “will” and “going to” to talk about the future.
- Use the zero, first, and second conditional.
- Reflect about the benefits and dangers of technology.
- Project: Create a more accessible environment.



U2\_ACT\_1 to 3  
U2\_IMA\_1



## Reading



1.  Discuss: Would you like to travel to the past? To which era? Why?

## Summary: A Sound of Thunder

Eckels, the protagonist of the story, is a **wealthy** man who has paid a high **fee** to join a **time-travelling** hunting expedition. The group travels back to prehistory to **hunt** a T-Rex. Before they embark on the trip, the guide **warns** them to **stay** on the **path** and not to **disrupt** anything in the past, as even *the smallest action can cause catastrophic consequences in the future.*

Eckels is **dismissive** and steps onto the path **unfazed** as he follows the group to make their way through the prehistoric jungle. Suddenly, as the sight of the T-Rex appears before the group, Eckels panics and **steps off** the path to escape. The other members of the group complete the mission



2. Read the summary of “A Sound of Thunder” by Ray Bradbury and answer: Which action does the protagonist do that has an effect on the future?
3.  Read the summary again and discuss with your classmates.
- Why does the group have to stay on the path?
  - What does the sentence “to face the consequences of his actions” mean?
  - What do you think the butterfly symbolises in this story? How is this symbolism reflected nowadays?
4.  Find out the meaning of the words in bold from the text and write them down in your notebook. Then, paraphrase each sentence.
5. Look at the following sentences. What is the difference between them? How does the meaning change?
- The guide **warns** them to stay on the path.
  - The guide **will warn** them to stay on the path.
  - The guide **is going to** warn them to stay on the path.


successfully and return to the present, only to **realise** that there is something wrong.

The language of the world has changed and the people they encounter are different from before. They also realise that a dictator has **taken over** the country. Confused, Eckels realises that, while escaping from the T-Rex in the past, he crushed a butterfly under his boot which


effectively altered the course of history, as he had been warned before by the guide.

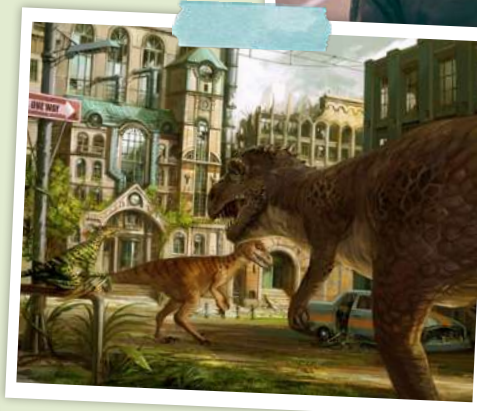
The guide confronts Eckels, **blaming** him for the catastrophic changes in the future. Eckels is left to *face the consequences of his actions*, realising too late the importance of following the rules and respecting the natural order of events.

Adapted from Ray Bradbury  
(1952). *A Sound of Thunder*.

6.  Read the story again. What do you think happens to the protagonist at the end of the story?

## CHECKPOINT



7.  The original ending is very gloomy. Write an alternative ending to the story.
- Use the pictures to inspire your ending.
  - Then, write your ending using “will” and “going to”.
  - Swap stories with a classmate and check their grammar and spelling.
  - Present your story to the class and justify your creative decisions with details from the story.
  - After the presentations, discuss: Why is it important to be aware that our actions have consequences?






**BDA**

U2\_ACT\_4  
U2\_AUD\_13 and 14  
U2\_ACT\_5

# Listening

1.  Look at the pictures. Describe two to your classmate.
2.  Make a prediction about the future of technology. Share it with your class.

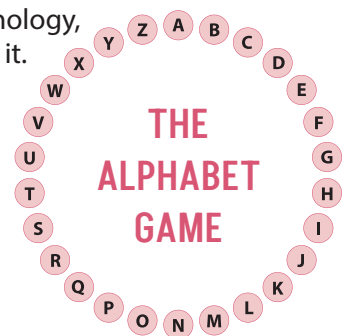


3.  14 Listen to a group of friends discussing the future of technology and answer: What is the position of each speaker in relation to technology? Why?
4.  14 Listen again and answer the following questions:
  - a. What advancements in technology do they think we are going to see in the next few years?
  - b. According to the audio, how should we approach the development and use of technology in the future?
5.  Create your own *The Alphabet Game*.
  - a. In groups, brainstorm about different technologies you know, including the ones you have seen so far in this lesson.
  - b. Using each letter of the alphabet, create a brief description for each technology, where you can choose if the concept starts with the letter or if it contains it.

## Example:



**Starts with the letter C:** Motor vehicle with four wheels.

**Answer:** Car



- c. Exchange your game with another group. Have fun!

## REFLECT

6.  How can we ensure that technological advancements are developed in an ethical and responsible way?
7.  What new technological breakthroughs do you think will have the greatest impact on society in the next decade? Why?

**BDA**

U2\_ACT\_6  
U2\_AUD\_15 and 16  
U2\_VID\_1



# Writing

1. Look at the pictures and answer.
  - a. Do you know these films? What do they have in common?
  - b. What is the role of science and technology in each of them?



2. Read the following film review and tips. Then, answer:
  - a. Which section gives a recommendation of the film?
  - b. Do you usually read reviews before watching a film? Why?

A catching title

An introductory paragraph with background information about the film.

Paragraphs that describe the plot, the characters, setting, etc.

A conclusion with a final thought, either negative or positive about the film.

### DUNE REVIEW: A HERO IN THE MAKING, ON SHIFTING SANDS

*Dune* (Part 1) is an epic sci-fi film directed by Dennis Villeneuve. It was released in 2021 and it stars Timothée Chalamet, Zendaya, among other notable stars.

Set on a desert planet thousands of years in the future, we follow a young heir who departs to a new home, planet Arrakis (*Dune*), with his parents.


Without spoiling much, there is a lot of action throughout the movie. There are sword fights, heroic deaths, prophetic visions, an evil emperor, etc. The film is crowded with rulers and rebels, witches and warriors.

It is a story about religion, ecology, and the fate of humanity. It is also unbelievably breath-taking, with textures, machines, and designs that fill this universe and make it real. Water is the new petroleum, so the technological advancements aim to extract as much of it as possible.

As the film ends, we are painfully reminded that this is only Part 1. Will Part 2 be as epic as Part 1? Only time will tell.


Adapted from Manohla Dargis (2021).  
'Dune' Review: A Hero in the Making, on Shifting Sands

## YOUR TURN TO WRITE

3.  Plan your film review in your notebook.
  - a. Choose a sci-fi film of your choice.
  - b. Review the tips from the review and brainstorm ideas for each section.
  - c. Write your review and share it with your class.



## Reading

1.  Brainstorm as a class some technological advancements indigenous peoples have within their cultures.
2. Read the article and answer: Why is indigenous knowledge crucial for environmental changes?

### How Indigenous Communities in Chile can Inspire Global Action on the Circular Economy

The Isla Grande de Chiloé is known for its natural beauty, rich in biodiversity and indigenous culture. It is now fast rising to be a global pioneer in circular economy, where products are designed for durability, reuse and recyclability, and materials for new products come from old products - a new way of creating value and prosperity. The Head of the United Nations Development Programme (UNDP), Achim Steiner, met with local communities in Chiloé that are rolling out much-needed solutions to waste management. "The efforts of Indigenous Peoples and local communities in Chile to advance the circular economy demonstrate how many of the macro-level changes that need to take place are already flourishing at the local level," said Steiner. "We now need to translate this approach from the local to global level - boosting climate action and the protection of the environment and advancing progress across the Sustainable Development Goals." Currently, most organic waste in Chile goes

to growing landfills. Therefore, the Government of Chile has set an ambitious target in the country's National Organic Waste Strategy, which aims to harness citizen action to help Chile recover 30% of its organic waste by the end of this decade. Local and Indigenous communities, like those in Chiloé, have deep-rooted ancestral and cultural knowledge regarding circularity and innovative local solutions. Including their voices, cultures, and traditions meaningfully is vital to climate action, the protection of the environment and the advancement of the circular economy. "As we face 'code red' for people and planet, the traditions, knowledge, wisdom, and solutions of Indigenous peoples are needed more than ever," said Steiner. "Crucially, the pioneering efforts of countries like Chile can now inspire bold new action to revive the health and wellbeing of people and planet - in every corner of the globe."

Adapted from UNDP. (2022). How Indigenous Communities in Chile can Inspire Global Action on the Circular Economy.


3.  Read again. Write down the answers to the following questions.

- a. Why is Isla Grande de Chiloé gaining global recognition?
- b. According to Stein, what role do indigenous peoples play in advancing the circular economy in Chile?
- c. What is the target set by the Chilean Government regarding organic waste?

→ Watch the initiative here:








## CHECKPOINT

4.  In groups, research how Aymara, Quechua, Mapuche, Rapa Nui, and Kawésqar knowledge and culture can inspire on global action. Then, share your findings.



BDA

U2\_ACT\_9  
U2\_AUD\_18 and 19  
U2\_ACT\_10

# Listening

1.  **Think and answer.**
  - a. What do you know about Artificial Intelligence (AI)?
  - b. How do you think AI is present in your life?
2.  **20** Listen to the first part of a podcast about AI. Check and contrast your answers from Activity 1.
3.  **21** Listen to the second part of the podcast. In your notebook, match the four advantages of AI mentioned in the audio with pictures A-D.
4.  **21** Listen again. For each advantage, write down a possible disadvantage and discuss them as a class.
5. Read the following sentences from the podcast. Identify which is the zero, first, and second conditional.
  - *If reseachers were to achieve super AI, this would completely change the world as we know it.*
  - *If you remove the human factor, it is easier to prevent errors.*
  - *If AI continues to develop at this rate, it will likely help detect diseases earlier.*
6.  **In pairs, expand on the advantages from the podcast and the disadvantages you described in Activity 4. Use conditionals to state facts, possibilities, or things that did not happen.**

## REFLECT

7.  How can we ensure that AI is inclusive and accessible to everyone?
8.  Do you have any concerns about the safety and security of AI?


**BDA**

U2\_ACT\_11 to 13






## Speaking

1.  Read the following statement and reflect: How can we help older adults face our ever-changing world?

In Chile, three and a half million people are over 60 (Cepal, 2021). They represent almost 20% of the population and this percentage will continue to grow. Most of them move freely and want to be connected through a smart phone. "Being excluded from this technology is being left out from social life. **Digital exclusion is also social exclusion.**"

Extract from 'El desafío de lograr que más personas accedan al mundo digital'. (2023). Pontificia Universidad Católica de Chile website.

2.  Read the following dialogue in relation to the digitalisation of services and its impact on older adults. Do you agree with the statements?

The digitalisation of services has made everything easier, such as obtaining paperwork from the civil registry.

I don't entirely agree. There are certain groups, such as older adults, who have struggled with this change.




That's true, although they could always ask for help.

Not everyone has access to an online device, and they shouldn't be dependent on someone else. All I'm saying is that we should encourage changes so that everyone benefits from them.

Yes, you're right. However, I believe the answer lies in how technology is implemented rather than not improving services at all.

Agreed.



### YOUR TURN TO SPEAK!

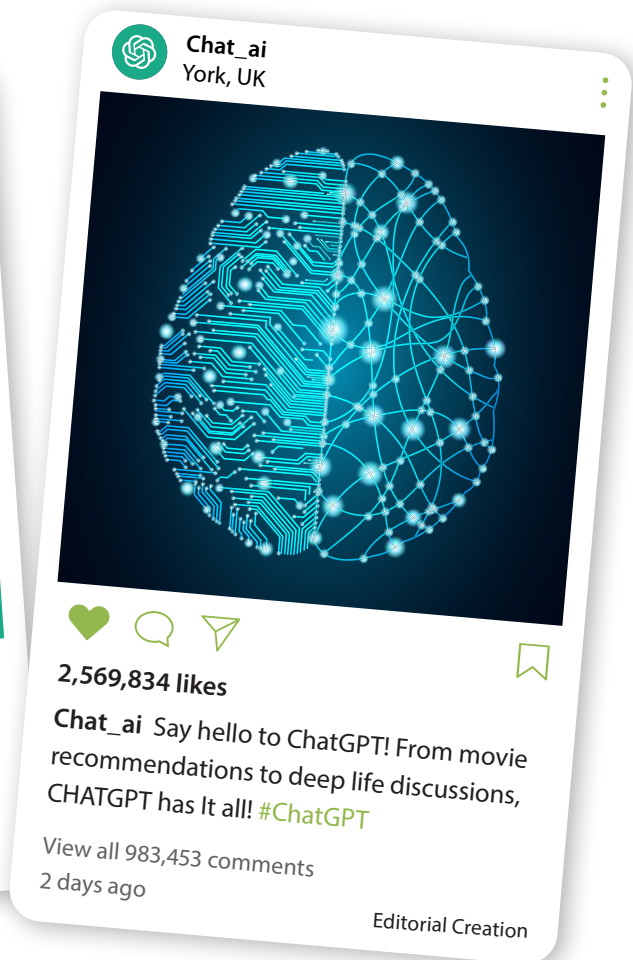
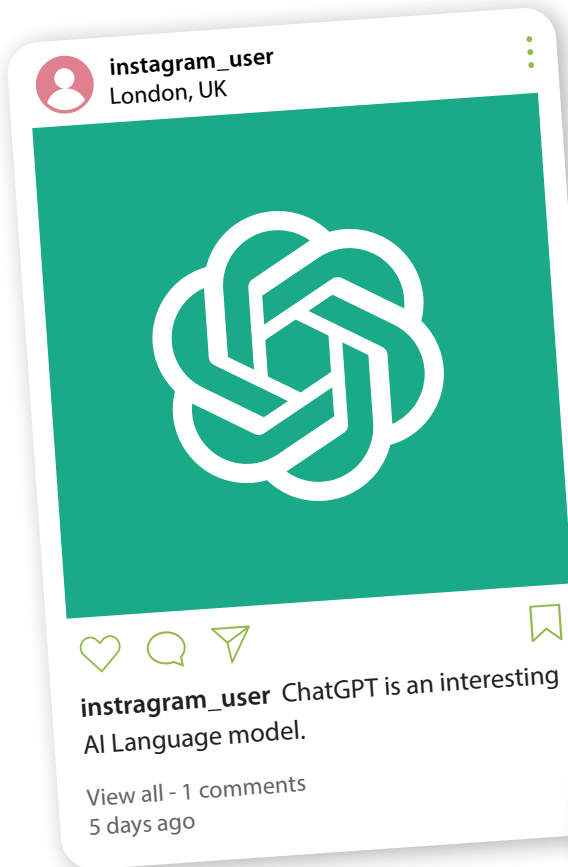
3.  Write down 3 arguments in favour of the digitalisation of services and 3 arguments against it.
4.  In pairs, practise a similar dialogue to the one above with the arguments you wrote in Activity 3.
5.  Give feedback to one another and answer: How can you improve your speaking skills?

**BDA**


U2\_ACT\_14  
U2\_AUD\_22  
U2\_ACT\_15

## Writing

-  **Discuss.**
  - What types of social media do you use?
  - Do you use *Instagram*? What do you post on it?
  - What are the reasons why people post on *Instagram*?
-  **Look at these two posts and answer.**
  - What are their purposes?
  - Which one is more effective? Why?




### YOUR TURN TO WRITE

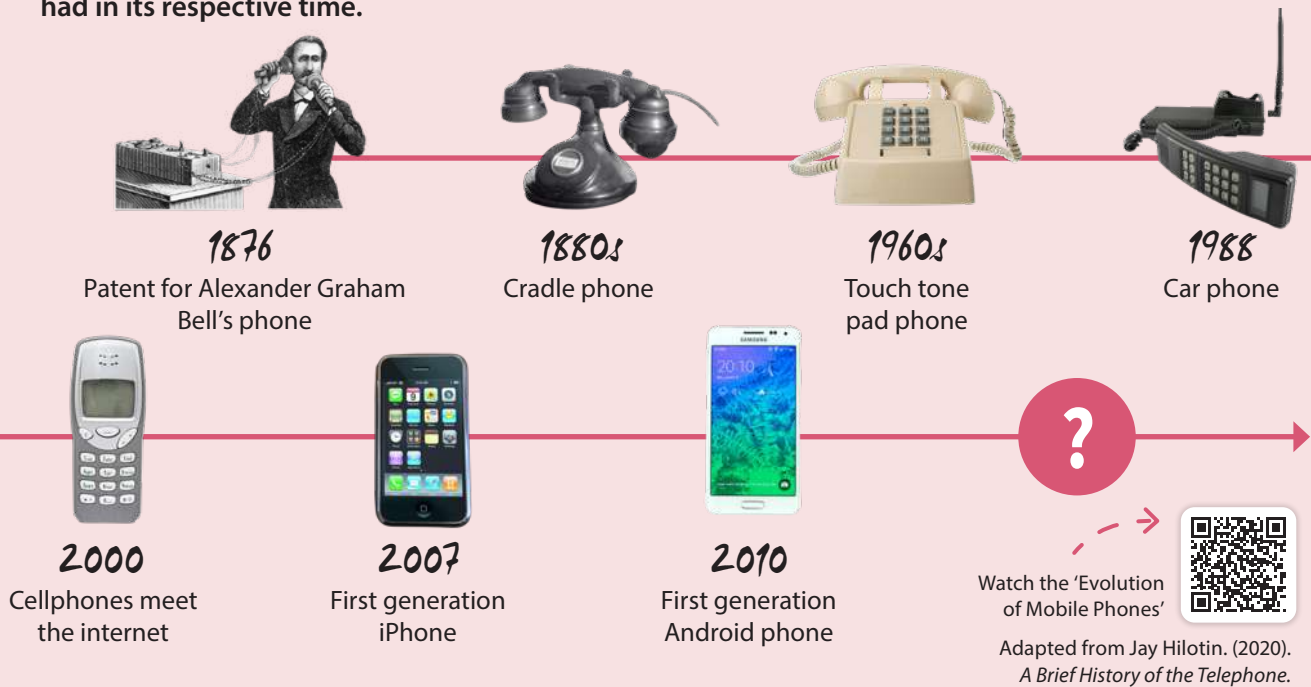
-  **Write an *Instagram* post.**
  - In pairs, think of a technological device and its benefits or dangers.
  - Plan what you will write. One of you will create an *Instagram* post with the benefits and the other with the dangers.
  - Decide on the hashtags that will help you make your post more visible.
  - Write and post what you wrote on *Instagram* and give each other feedback.


**BDA**

U2\_ACT\_16 and 17

# Interdisciplinary Activity *Technology*

1.  Look at the following chart and discuss the positive and negative effects each type of device had in its respective time.





2.  In pairs, read the following information and discuss: Do you agree with the pros and cons from the list about mobile phones? Why or why not?

**Pros:**


- Easy communication with family and friends
- Quick access to information
- Useful for emergencies
- Helpful for navigating unfamiliar places

**Cons:**

- Distraction from work or studies
- Potential addiction
- Negative impact on social interactions
- Health risks associated with extended use

3.  Write a real-life example for each item on the pro and con list. Compare your examples as a class.
4.  In groups, create a pros and cons list for another technological device. Use the model above as a guide. Then, present it to your class.

## REFLECT

5.  Based on the lists created by your class, do you think these devices have changed our lives for the better? Why? Why not?

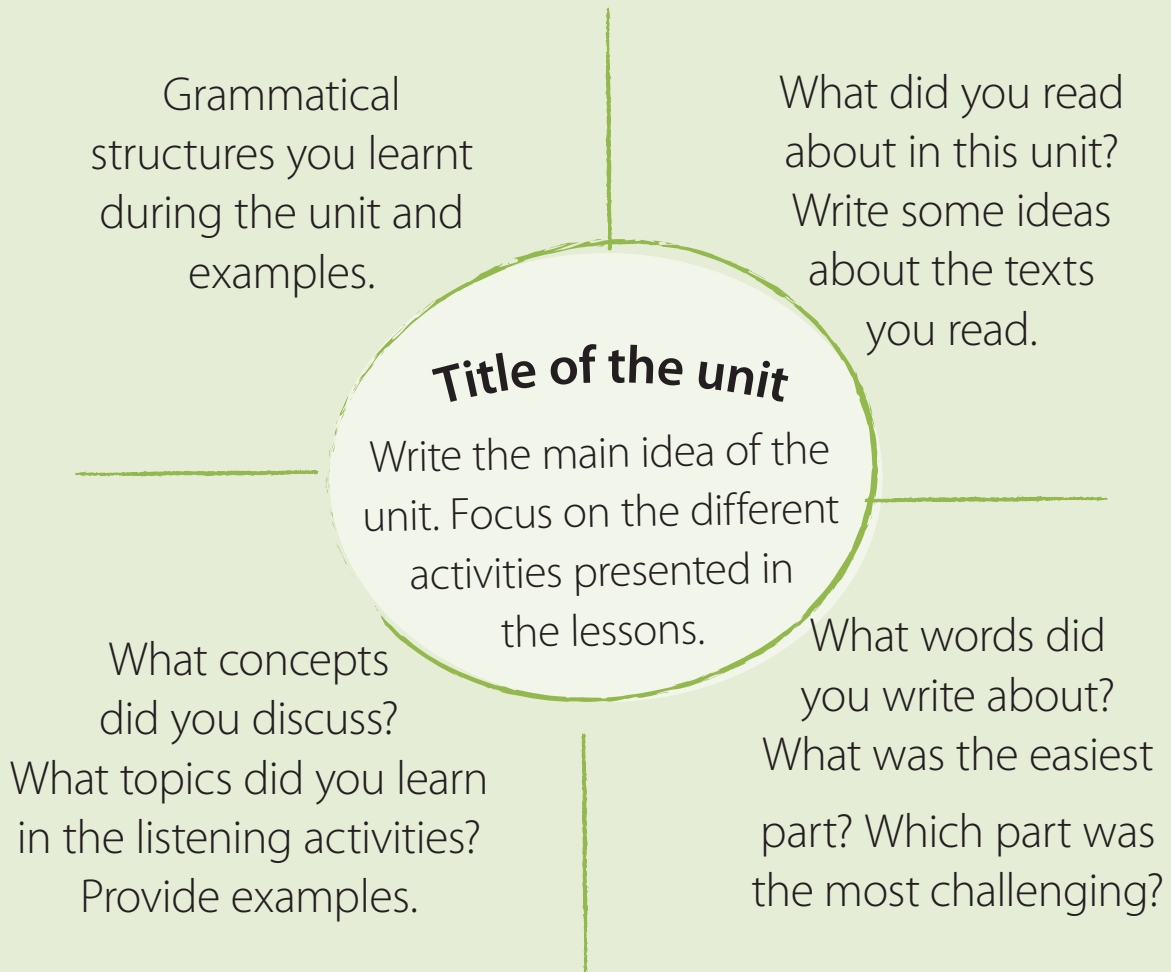
BDA

U2\_ACT\_18 and 19



# Review


1. Create and complete a graphic organiser to help you organise the most important ideas you learnt in this unit.



## Summary


How does technology affect us? Write your opinion using the content seen in this unit.

## THINK BACK

2.  Think about the lessons and answer.
  - a. Did you like them? Why? Why not?
  - b. What topic would you add to the lessons?
3. Use the graphic organiser to explain what you learnt to a classmate.



# Project: CREATING A MORE ACCESSIBLE ENVIRONMENT!


- 1  Are the places you go to in your neighbourhood accessible for everyone? How?
- 2 Read about accessibility in the gaming industry. As you read, think about how companies try to reach a wider audience.

## INNOVATION IN ACCESSIBILITY

Every December, the gaming industry celebrates the “The Game Awards.” Besides the usual categories such as ‘Game of the Year’ or ‘Best Narrative,’ a new category has risen which challenges developers to think about integration: **Innovation in accessibility**. This category recognises software and/or hardware that pushes the medium forward adding features, technology and content to help games be played and enjoyed by an even wider audience.

In 2022, critically acclaimed game *God of War Ragnarök* won this award, presenting over 60 accessibility settings which the player can adjust to improve their experience from the very start of the game.

Presets are available for vision, hearing, motion, and motor settings. Some examples are:


 **Hearing:** Options to activate subtitles, captions, direction indicators, speaker names in subtitles and colour of text.



The Guided Setup is readily available when starting the game for the first time.



An example of closed captions, speaker names, colour setup, and text size.

 **Vision:** High-contrast mode (to colour characters), increasing and changing the colour of subtitles, sound cues for important actions, screen reader.



**Motion and motor:** Re-mapping of buttons, auto sprint, setting short-cuts, increased time to solve puzzles.

These features encourage other developers to include such settings, making it possible for everyone to enjoy these incredible games.

Adapted from Ben Bayliss. (2022).  
*God of War Ragnarok — Accessibility Review*



You can change the contrast and colours of characters to improve visual experience.

3



In groups, brainstorm how accessibility for everyone could be improved in your neighbourhood or school, such as the ones shown in the pictures below.



4

Choose one of the problems and come up with solutions for it. For example: The classroom signs are too small, or the upper classrooms are only accessible by stairs.

5

Present your solutions to the class. Decide which ones are possible and try to implement them!

6

Use the knowledge you have gained in this unit to imagine ways you could solve the problems you detected using technology.

## DISCUSS YOUR EXPERIENCE

- What different strategies did you use for the project?
- Was this project important and useful? Why?
- What can you do to improve the next time?



U2\_ACT\_21 and 22



UNIT

3

WHAT IS

*Business For?*





## *In this unit you will:*

- Learn about different businesses and what they do.
- Practise contractions.
- Understand the difference between past perfect and present perfect.
- Contrast your ideas.
- Practise modal verbs and 3<sup>rd</sup> conditional.
- Project: Create your own business!

## *Look and discuss:*

- What do you think the people in the picture are doing?
- What type of business do you think they run?
- Can you name any other types of businesses?
- Why do you think people do business?


**BDA**

U3\_ACT\_1 and 2  
U3\_IMA\_1



# 1 WORKING FOR Money?

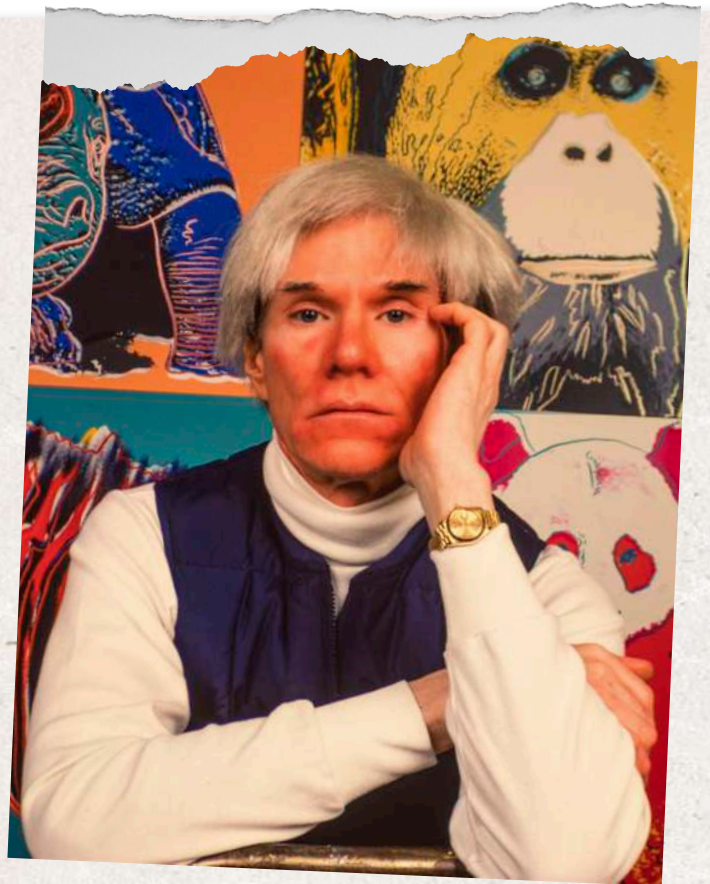
## Reading

1.  Read the underlined quote from Andy Warhol in the article and discuss: Do you agree with it? Why?
2. Read the article and answer: What was different about Andy Warhol's art?

### Andy Warhol's Legacy and the Business of Art

Andy Warhol **had worked** as a commercial illustrator at prestigious magazines before becoming an artist. His hunger for glamour and fascination for popular culture **had shaped** his artistic trajectory, particularly his desire to comment on American consumerism. This led him to create emotionless, raw paintings, employing screen-printing for iconic subjects like soup cans, bottles, and celebrities, highlighting the revolutionary Pop-art movement of the 1960s. Turning the everyday into art, as opposed to elitist subjects, Warhol quickly earned a significant fan base and started making a profit out of his art.

The moment he **had earned** enough money, Warhol hired assistants who would do most of the work following his directives. This, along with the use of a print screening technique, allowed him to mass produce images. He manufactured art that seemed meaningless and empty, questioning the meaning of art altogether. He would grow



into the role of a boss, distancing himself from the role of an artist, which was atypical for the art world of the time.

While his employees brought his ideas to life, Warhol dedicated himself to other things, such as producing over 300 films, making contacts, and building his image of a celebrity.



He was changing the perception of what art was and what being an artist meant – and he loved it.

“Being good in business is the most fascinating kind of art. Making money is art, and working is art, and good business is the best art,” said Warhol. It is clear that Warhol had a talent for business, but labeling his work as solely motivated by money would be an oversimplification of his accomplishments and the artistic expressions that **have captivated** people for years.

Andy Warhol was the first to understand the importance of popularity and money in art. Through his work, he portrayed the world in a way that left many people amazed and puzzled. He welcomed wealth and fame, redefining what it meant to be a modern-era artist.



Warhol's unique fame and iconic works remain widely known and significant. They **have influenced** today's popular culture and artists. Warhol's ability to understand the world and his enduring legacy make him not just a great artist and businessman, but also a visionary unlike any other.

Andy Warhol's Legacy and the Business of Art. (2018). ARTDEX.

[http://www.enlacesantillana.cl/#/LIC\\_IN4MTEU3\\_16](http://www.enlacesantillana.cl/#/LIC_IN4MTEU3_16)

3. Read again and answer.

- What aspects shaped Warhol's artistic trajectory?
- Why did he have the role of a "boss" rather than the stereotypical role of "artist" at that time?
- Why did he redefine what it meant to be a modern-era artist?

4. Scan the QR code and watch a video about Andy Warhol.

Then, discuss: Why do you think Warhol is still relevant in today's popular culture?



5. Look at the sentences in bold in the article and answer the questions.

Use the table below to help you.

- Which sentences talk about an action that started in the past and ended in the past?
- Which sentences talk about an action that started in the past and has not ended?

Present perfect	Past perfect
have/has + past participle	had + past participle

**CHECKPOINT**

6. Play *Have you ever...? / Alibi*.

- In large groups, read the instructions from U3\_ACT\_32 and choose a game.
- Give feedback to one another. Then, switch to the other game!

**BDA**

U3\_ACT\_3  
U3\_AUD\_23  
U3\_ACT\_4  
U3\_AUD\_24 and 25  
U3\_ACT\_32

# Listening

BDA

U3\_ACT\_5  
U3\_AUD\_27  
U3\_ACT 6

1.  Look at the pictures and predict what you will hear will be about.



2.  26  Listen and answer: Were your predictions correct?

3.  26 Listen again and answer.

- What news did José have?
- Why was the coffee shop so special?
- What did Cynthia mean by “not making enough profit”?  
What caused this?


4.  26 Listen again and identify the different contractions.

**PRONUNCIATION:** Contracting  
“must” and “could” + have

Must have → Must've /'mʌstəv/


Could have → Could've /'kʊdəv/

## REFLECT

5.  Play the games from the QR, and then answer: How does money affect our daily life?



# Writing

1.  Look at the pictures and answer.
  - a. What are the people in the pictures doing?
  - b. Do you think these activities are just hobbies?
  - c. Could they be turned into businesses? How?



2. Read the following excerpt from a blog and answer: Why did this person decide to turn her hobby into a business?

Select one of your hobbies and describe it

Explain why you would like to turn it into a business

Explain how you would monetise it

Talk about your goals

## Turning a Hobby into a Business


**> My Hobby**  
Books have always been an escape, a lifeline, and a source of joy, so it was natural for me to start blogging about them. For me, blogging was, and still is, about writing and self-expression. I started my first blog when I was 16, and used it to share poetry and fiction.

**> My Business**  
I decided to turn my blog into a business out of a sense of necessity. I was spending at least ten hours every week working on my blog, and balancing that with part-time freelancing was nearly amounting to a full-time schedule. But my paycheck wasn't reflecting that.


I didn't have a business plan, but I knew that I did not want readers to ever pay directly for content. I also did not want to rely heavily on posts sponsored by authors, because I wanted my site to continue to support authors as it always has. So, I was left with ads and third-party sponsored posts, with the occasional author/publisher-sponsored post.

**> My Expectations**  
My initial goal was for the site to pay its annual hosting fees and now I earn nearly twice as much every month! It's still not a lot, but much higher than \$0. My ultimate goal is passive income that will supplement my current earnings.

*Adapted from Joshua Kraus. (2020). Turning A Hobby into A Business: 3 Real Stories of Self-Made Success.*

3.  According to the excerpt.
  - a. How did this person start making a profit from their hobby?
  - b. What is their goal for the future?

## YOUR TURN TO WRITE

4.  Think of a hobby you have and write.
  - a. How you would turn it into a business.
  - b. Use the structure provided in Activity 2 to guide your answer.





U3\_ACT\_7 and 8



# 2 WORKING TO HELP *Our World?*

## Reading

**BDA**  
U3\_ACT\_9  
U3\_AUD\_29 and 30



1.  Do you know what “non-profit” means? What kind of work do they do?
2.  Read the article and identify the actions Legado Chile takes to protect natural heritage.

### Working for our Natural Heritage: Legado Chile Foundation

The Legado Chile Foundation is an NGO founded in 2014 with the purpose of creating, managing, and coordinating natural heritage conservation projects in the Los Lagos Region. Its team members cover a diverse range of specialties, all of whom work for the same purpose: creating sustainable links between the community and nature. The foundation’s areas of focus are socio-environmental education, ecological conservation, landscape planning, energy efficiency, endangered species investigation, and sustainable waste management. This NGO collaborates directly with the community, inviting neighbours and students to volunteer for different activities, such as environmental monitoring, where the community


identifies species in the wetlands of the Llanquihue commune to monitor changes in the biodiversity over time. “If the foundation hadn’t reached out to us to participate, we would never have known how to protect our immediate surroundings”, says a teacher who was part of the monitoring activity. Other initiatives include the “Escuela Naturista”, a school education program for 6<sup>th</sup> graders with a scientific and socio-environmental approach, a model to optimise central heating in houses from the south of Chile, the project “A Network of Cities for Recycling and Environmental Education (ReCrea), whose aim is to help communities take care of the environment through circular economy, among others.

Adapted from Fundación Legado Chile online.

3.  Read again and answer.
  - a. What is the main purpose of the Legado Chile Foundation?
  - b. How does it help create "sustainable links" between the community and nature?
4.  Look at the table. Then, create other sentences using the information from the text and the 3<sup>rd</sup> conditional in your notebook.

3 <sup>rd</sup> Conditional	
<b>If + past participle,</b>	<b>would have + past participle</b>
If the foundation <b>hadn't reached out</b> to us to participate,	we <b>would never have known</b> how to protect our immediate surroundings.


### CHECKPOINT

5.  Research about other non-profit organizations in your country and answer.
  - a. How do they help their community?
  - b. How do they get their funding?




# Listening

BDA


U3\_ACT\_10  
U3\_AUD\_33 to 35

1.  Look at the pictures and discuss.
  - a. How do you think they can be related to business?



2.  31 Listen to the first part of the audio and answer: What type of job is Gonzalo involved in?
3.  32 Listen to the second part and answer.
  - a. Why is Cristina criticising her job?
  - b. What job is Cristina thinking of applying to?
  - c. Why might she prefer it over her current job?
4.  32 Listen again and pay attention to the use of the word **“might”**. What do you think it means? How is it used?

## REFLECT

5.  Do you agree or disagree with the statement? Why?




*“Choose a job you love and you’ll never have to work a day in your life.”*

–Anonymous


## Speaking

BDA

U3\_ACT\_11 and 12

1.  Think about different businesses in your country.
  - a. How are they involved in helping their communities?
  - b. How are they involved in helping the environment?
  - c. Are there any that do both, help the environment and community?
2.  Go to the QR and watch the TEDTalk. Then, answer. 
  - a. How do businesses go beyond just selling?
  - b. What's the point of business according to Manwani?
  - c. What's *the fourth G*?
  - d. According to Manwani, what key element do we need to change in order to make a change in the world?

### YOUR TURN TO SPEAK!

3.  Read the opinion structures and form your own sentences regarding the TEDTalk you watched.

#### "I THINK"

*I think that it is important for companies to be concerned about sustainability.*



#### "I BELIEVE"

*I believe leadership is key in the creation of a new business model.*

#### "IN MY OPINION"

*In my opinion, big brands have to be vocal about their commitment to the environment, so that other companies follow their example.*



1.  Skim the essay and answer: How is its structure? What is the function of the words in bold?
2.  Read the essay and answer: What is circular economy, and why is it important?

Introduction: present the topic

Thesis statement

Body

In our current linear economic system, we extract resources, create products, use them, and then dispose of them in landfills, which creates a significant amount of waste and contributes to environmental degradation. **Despite the fact** that this system has been the norm for many years, *as the world faces growing environmental challenges, it has become imperative to shift towards a circular economy.*

In a circular economy, products are designed with the end of life in mind, and the materials are recovered and reused. By adopting a biological cycle, waste can be turned into a valuable resource, using compostable materials that help grow more things. For electronics, a return and renew system can be adopted, where products and components are disassembled and regenerated, and technical materials are reused.

**Though** this new approach requires all companies to rethink their operating systems, it offers unique opportunities for creativity and innovation to redesign our future and create a sustainable world. Already, companies

have started adopting the circular economy approach, but more efforts are needed to make it a reality.


By combining the biological and technical approaches, we can create a model that builds prosperity long-term. Products can be designed to come back to their makers, technical materials can be reused, and biological parts can increase agricultural value. The model can be made sustainable by using renewable energy for production and transportation.

In conclusion, the shift towards a circular economy is crucial for a sustainable future. By minimizing waste, conserving resources, and reducing environmental impact, we can build a prosperous and resilient economy. **However**, this shift requires collaboration, creativity, and innovation, and we must all play our part in making it a reality. **Although** it may not be easy, the benefits of a circular economy are undeniable and it is our responsibility to work towards it.


Adapted from Ellen MacArthur Foundation. (2011). *Explaining the Circular Economy and How Society Can Re-think Progress.*

Body: contains analysis and arguments



Conclusion: wrap up your ideas

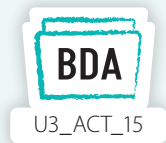
3.  Read again and answer: What challenges may arise when transitioning to a circular economy?

**YOUR TURN TO WRITE**

4.  Write a short essay about circular economy following the essay's structure.

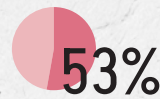
# Interdisciplinary Activity Maths

1.  What do you think *Greenwashing* is?
2.  Read the following excerpt then answer: Why are labels important?

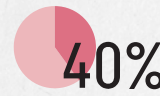


Today, it is difficult for consumers to make sense of the many labels companies place on products (both goods and services) related to their environmental impact. Some environmental claims are unreliable, and consumer trust in them is extremely low. Consumers can be misled, and companies can give a false impression of their environmental impact or benefits - a practice known as greenwashing.

With a proposed new law on green claims, the EU is taking action to address greenwashing, and protect consumers and the environment. Ensuring that environmental labels and claims are credible and trustworthy will allow consumers to make better-informed purchasing decisions. It will also boost the competitiveness of businesses that are striving to increase the environmental sustainability of their products and activities.



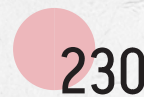
53% of green claims give vague, misleading or unfounded information.



40% of claims have no supporting evidence.




Half of all green labels offer weak or non-existent verification.



There are 230 sustainability labels and 100 green energy labels in the EU, with vastly different levels of transparency.


European Commission. (2023). *Green Claims*. Environment.

3. Read again and answer.
  - a. Of the 230 sustainability labels and 100 green energy labels, how many offer weak or non-existent verification?
  - b. How many labels give vague, misleading, or unfounded information?
  - c. How many labels have no supporting evidence?
4.  Write down how greenwashing affects the possibility of a cyclical model.

## REFLECT


5.  Which measures could stop companies from greenwashing?

# Review

1.  Let's play! Pick a colour, and answer the questions. Try to make it to the centre.

<b>Start!</b>	Make a sentence using present perfect	How many green claims give vague, misleading, or unfounded information? (percentage or number)	What does the Shishigang do?	Make a sentence using the connector "despite"	<b>Start!</b>
Make a sentence using the connector "although"	Make a sentence using "might"	What is business for?	If you survived playing "Nanopesos"/ "Spent" advance, if not, you lose a turn	Make a sentence using the 3 <sup>rd</sup> conditional	Make a sentence contracting "must+have"
Which hobby would you turn into a business? How?	If you survived playing "Nanopesos"/ "Spent" advance, if not, you lose a turn	<b>You Win!</b>		What is business for?	How many green claims offer weak or non-existent verification? (percentage or number)
What does "non-profit" mean?	What is business for?			If you survived playing "Nanopesos"/ "Spent" advance, if not, you lose a turn	Why did Adi Dassler create Adidas?
How many green claims have no supporting evidence? (percentage or number)	What is the difference between past perfect and present perfect?	If you survived playing "Nanopesos"/ "Spent" advance, if not, you lose a turn	What is business for?	Make a sentence contracting "could+have"	Make a sentence using the connector "though"
<b>Start!</b>	Make a sentence using the connector "in spite of"	What's "the fourth G" according to Manwani?	How many sustainability labels and green energy labels exist in the US?	Make a sentence using the past perfect	<b>Start!</b>

## THINK BACK

2.  Think about the lessons and answer.
- Did you like them? Why? Why not?
  - What topic would you add to the lessons?
  - Explain what you learnt to a classmate.

**BDA**


U3\_ACT\_16



# Project: OUR BUSINESS!

- 1  Look at the pictures and think about how you could turn each activity into a business.




- 2  Gather in groups and discuss something you could turn into a business. Consider:

- A hobby you can monetise.
- Something you've noticed in your school/community that is missing or needed.
- You can take inspiration from the pictures above!

- 3 Describe the idea you chose.

- How will it help your community and the environment?
- How will you fund it?
- What will you do with your earnings?

4  Create a flyer to advise your new business! You can use the following example as a guide.

The name of your business (be creative!)



**Pawed Walks**

*Can't Walk Your Dog?  
Let us do it for you!*

For a 30-minute walk: \$5,000  
For a one-hour walk: \$8,000  
**Weekends only**

Get in touch with us at:  
dogwalkers@mail.cl

*The proceeds will go to the local animal shelter!*  
(Donations are also accepted as payment)

Explain what your business is about

Give the necessary details about your business (prices –if there are any, it can be for free!– and schedules)

Contact information

Where your earnings will be going!

5 It's time to get organised! Start setting everything up with your group to make your business a reality.

### DISCUSS YOUR EXPERIENCE

- What different strategies did you use for the project?
- Was this project important and useful? Why?
- What can you do to improve next time?



U3\_ACT\_17 and 18  
U3\_VID\_1 and 2



UNIT

HOW DO WE USE

# 4

# Our Planet?



THE CLIMATE IS CHANGING, WHY CAN'T WE?



earth may soon SIZZLE DON'T DIDDLE!

THERE IS NO PLANET

YOU WANT LET WOMEN RISE BUT YOU WILL LET TEMPERATURES RISE

ROSES ARE RED VIOLETS ARE BLUE THE OCEANS CAN'T DIE, OUR FUTURE WILL TOO

JUST

PLANET ER IT

earth may soon SIZZLE DON'T DIDDLE!

UR A HOPE


BETTER







## Reading

1.  What resources can we take from our planet?
2. Read the leaflet and answer.
  - a. What information surprised you?
  - b. What would you add to the list?

## What Does Nature Give Us?

### Fresh Water

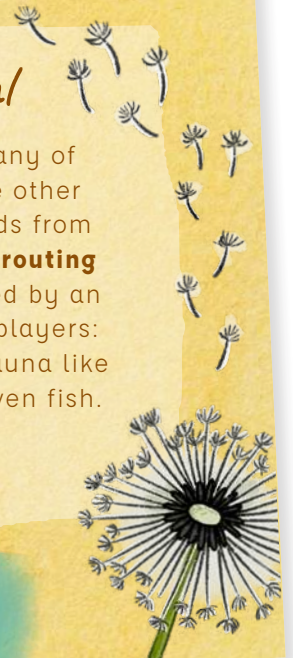
There are no physical substances humans require more than fresh water: without water we can only survive a few days. While pollution and overuse have threatened many of the world's **drinking** water sources, nature has healthy freshwater ecosystems—watersheds, wetlands, and forests—that have naturally cleaned pollution and toxins from water. Soils, microorganisms, and plant roots all play a role in **filtering** and **recycling** out pollutants. The more biodiverse the ecosystem, the faster and more efficiently water is purified.

### Pollinators

Insects, birds, and even some mammals, pollinate the world's plants, **including** much of human agriculture. Around 80% of the world's plants require a different species **to act** as a pollinator.

### Seed Dispersal

Much like pollination, many of the world's plants require other species **to move** their seeds from the parent plant to new **sprouting** ground. Seeds are dispersed by an incredibly wide variety of players: birds, bats, rodents, megafauna like elephants and tapir, and even fish.





## Pest control



Almost all agricultural pests have natural enemies, these include birds, spiders, bats, parasitic wasps and flies, fungi, and viral diseases. The loss, or even decline, of such **pest-eating** predators can have massive impacts on agriculture and ecosystems.

## Soil health

Healthy and fertile soil provides optimal homes for plants, while **participating** in a number of natural cycles: from **recycling** nutrients to **purifying** water. Although soil is renewable, it is also sensitive to overuse and degradation often due to industrial agriculture, pollution, and fertilizers.



## Economy

Without fertile soil, clean **drinking** water, healthy forests, and a stable climate, the world's economy would face disaster. By **imperilling** our environment, we imperil the economy.



## Medicine

Nature provides a multitude of **life-saving** medicines like aspirin, morphine, and numerous cancer and HIV-fighting drugs. However, the ecosystems that have yielded some of the world's most important and **promising** medicine – such as rainforests, peat swamps, and coral reefs – are also among the most **endangered**.

Adapted from Jeremy Hance. (2017). *What Does Nature Give Us? A Special Earth Day Article.*

3. Read again and answer.
  - a. How are nature and the economy related?
  - b. How do environmental problems affect the medical field?
  - c. Why is soil important?
4. Look at the table about gerunds, infinitives, -ed and -ing adjectives. Then, identify the words in **bold** in Activity 2.

Infinitive	Gerund
We need <b>to help</b> our planet.	Our planet will thank us for <b>helping</b> .
-ed adjectives	-ing adjectives
<b>Recycled</b> materials help our environment.	Being carbon-neutral is a <b>challenging</b> goal.

### CHECKPOINT

5. Create a leaflet adding other ways nature helps us.

**BDA**

U4\_ACT\_4  
U4\_AUD\_37 to 42  
U4\_ACT\_5





## Listening

1.  Look at the pictures and answer: What do you know about these living organisms?




**BDA**

U4\_ACT\_6  
U4\_AUD\_44 and 45  
U4\_ACT\_7

2.  **43** Listen to the dialogue. What do the species in the pictures have in common?
3.  **43** Listen again and answer.
- What did the daughter learn about at school that sparked her interest in observing bees?
  - Why are mushrooms important for our environment?
  - What is the name of the species that consumes animal faeces?
4.  **43** Listen again and identify the gerunds, infinitives, and adjectives ending with -ed and -ing that you hear.
5.  How does the conversation show the interdependence of species in the environment?



### REFLECT

6.  Watch the video and discuss.
- Why should we let things rot?
  - What can we learn from fungi?






# Writing

1.  Think of something from nature and discuss: How does it contribute to our environment?
2.  Read the *Animal Research Report* and answer: Where does the *Monito del monte* live?



Animal Research Report by Camille Santa Cruz

Animal name: Monito del Monte (*Dromiciops gliroides*)


This animal is a  bird  amphibian  insect  mammal  reptile

	<p><b>Animal Facts:</b> The Monito del monte, is not a monkey. It is a marsupial often referred to as a living fossil because it is the only living member of the Microbiotheria, an otherwise extinct order. It looks like a mouse, and has short, silky, dense fur. It measures 19-25 cm. Females are usually much heavier and longer than males, and are also distinguished by the abdominal pouch and the four mammae, where the tiny baby will develop. Their life span is about 26 months, and their population size is unknown.</p>
<p><b>Habitat:</b> Monitos del monte live in south-central Chile, from Concepción southwards to Chiloé Island, and in the east to the mountains beyond the Argentine border. They inhabit dense, cool, humid forests.</p>	<p><b>Why are they important?</b> Monitos del monte play a crucial role in seed spreading, plague control and maintaining forest biodiversity.</p>


Adapted from Ladera Sur. (2023). *Monito del monte, el rockstar de los bosques*.

3.  Read again and answer: Why is *monito del monte* referred to as a “living fossil”?
4.  Look at the sentence and identify the difference between content and function words. What kind of words belong to each?

**CONTENT VS FUNCTION WORDS**  
“Females are usually much heavier and longer than males”

5.  Choose 5 sentences from the Animal Research Report and write them in your notebook. Then identify the content and function words in each sentence.

## YOUR TURN TO WRITE

6.  Research about an animal, plant, or ecosystem you find interesting and write a Research Report.

**BDA**

U4\_ACT\_8 to 10  
U4\_VID\_1



## 2

WHAT WE CAN DO *for Our Planet*

## Reading

BDA

U4\_ACT\_11  
U4\_AUD\_47  
U4\_ACT\_12

1.  How have we damaged our planet? How have we tried to fix it?
2.  Read the monologue and answer: Who is the narrator? What do you think she's talking about?

(Lights come up on an empty stage. A woman, old and weak, walks slowly on stage)

**MOTHER:** (Smiles faintly) In the beginning, my children loved me. They truly did. They would laugh and play, calling me joyously to join them in their fun; never forgetting me, never forgetting I'm the only one.

(Hugs herself, smiles) We were all so happy, so free. They asked for only what I could give them when they were young, and I asked for little in return... Perhaps, too little.

(Pause) Then, as they grew older, they changed. They no longer seemed happy with their lives and began searching for more, wanting something else that I couldn't offer them. No longer did they cry out to me as they used to.

(Slight pause) It was almost as if I were being ignored. Did I neglect them? Did I do something to make them turn away?

(Kneels sadly) One dark night, when I had looked away in distress, they lost their innocence. A new path was found and they left the old ways behind. I became a burden to them. They no longer wanted what I had to

offer them. They wanted more. So, they came back and took from within me, scarring me deeply, never letting my wounds heal. But, with youthful blindness, they never saw my pain. They just kept taking and taking.

(She supports herself with both hands now) I'm so weak, now... I have little more to give, but still they hurt me.

(Pause. Cries out) I cry out in great sorrow, but I'm not heard! I plead with my children... Please, stop all this pain! Don't you love your mother anymore? Do you want to see her die?! I gave you, my children, a tree, you chopped it down.



(Looks out to audience for first time) I gave you a river, but you defiled it. I gave you the sky, but you blackened it with smoke from your never ceasing fires. Will nothing make you love me, again? I have given you the world, but you continue to destroy it.

(Softly, as if it were her final breath) Have you forgotten your Mother Earth?

(She bows her head in defeat and weeps)

**END OF MONOLOGUE**

Adapted from Doug M. Larson.  
(1989). *Mother Earth*.

3.  Read the monologue again and answer:
  - a. Why do you think the earth is portrayed as a mother?
  - b. What have we done to her?
4.  Discuss: Do you think she can truly die?

## CHECKPOINT

5. Read the article from the QR and discuss:
  - a. According to the article, who is at fault for climate change?
  - b. How we can hold companies more accountable?
  - c. Do you believe that only corporations are responsible for climate change?






# Listening

BDA

U4\_ACT\_13 and 14  
U4\_IMA\_2 to 5

1.  What do you think the pictures show?



2.  48 Read the extract and listen to the dialogue. How are both related?

*In 1977, over four hundred families living in Geamăna village in the Apuseni Mountains of western Romania were evacuated to make room for a tailings pond for the country's largest copper mine. Forty years later, Romanian photographer Gheorghe Popa captured the effects of the toxic runoff, a strange beauty at the heart of an ecological disaster.*



Gheorghe Popa. (2023).  
*Poisoned Beauty.*

3.  48 Listen again and answer.

- How did the speakers describe the visual impact of the photos?
- What did the speakers conclude about the significance of the photo series?

4.  How can photography of environmental disasters influence public awareness?

## REFLECT


5.  Think about your own environmental practices and answer.
- What daily habits do you have that negatively impact the environment?
  - How can you become more aware of environmental issues?
6.  Watch the video about how indigenous knowledge can help us adapt to climate change.





## Speaking

BDA



U4\_ACT\_15

1.  Look at the pictures and discuss with a classmate:
  - a. What are the people doing?
  - b. How do their actions help the environment?



2.  49 Listen and answer: Why is Sophie taking all of these actions?
3.  49 Listen again and answer: What is her opinion about the actions she has made?



### YOUR TURN TO SPEAK!

4.  Think of different actions you have taken that help the environment and share them with the class.
5.  Look at the pictures in Activity 1 and answer.
  - a. What short-term changes can you make to have a positive impact on the environment?
  - b. What long-term goals could you set to help the environment?



1.  Look at the picture and discuss: What does it show? How does this action help the environment?



2.  Read the article from the QR and answer. 

- a. In which ways are teenagers helping the environment?
- b. How does the article relate to the picture in Activity 1?
- c. Why do you think teens are so invested in helping the environment?




3.  Read the excerpt from the article. In your notebook, write down the different content and function words.

“Recycling, avoiding water and food waste, and using reusable carrier bags are the top things youngsters are doing to be more eco-friendly. A quarter of teens are already encouraging friends to recycle, and nearly half acknowledge they’ve been inspired to become more environmentally sustainable because someone they knew was doing so.”



Martin Winter. (2023). *Today’s Teens Believe They Have the Power to Help Tackle Climate Change.*

**YOUR TURN TO WRITE**

4.  Choose one of the topics below and write a short paragraph in your notebook.

- a. What you can do to help the planet at home.
- b. What you can do to help the planet at school.

# Interdisciplinary Activity History

1.  What is the current state of climate change policy in your own country?
2.  Read the following text and answer: Why is this law important?



U4\_ACT\_17 and 18

[Home](#) | [Blog](#) | [Back](#)

## A milestone in Chile's environmental history: From today, we have our first Framework Law on Climate Change

The Framework Law on Climate Change was published in the Official Gazette this Monday, June 13. These historic regulations put Chile at the forefront of the region concerning environmental care.

The law establishes the goal for the country to be carbon neutral and climate resilient by 2050 at the latest. This date could even be brought forward if circumstances allow, as it will be reviewed every five years. The law also establishes concrete actions for 17 ministries to follow to address climate change.

### - Why is the Framework Law on Climate Change so important?

- Because Chile did not have a legal framework that allowed the country to assign responsibility for reducing emissions or demand the

implementation and reporting of measures to mitigate emissions and adapt to the impacts of climate change. It is also key because it allows us to establish the fight against climate change as a state policy, as well as to define the mechanisms that the country will use to face this phenomenon.



### - What are its objectives?

- The Framework Law on Climate Change establishes the goal for the country to be carbon neutral and climate resilient by 2050 at the latest. It also seeks to reduce the greenhouse gas emissions that cause climate change, adapt to the impacts generated by abnormal tidal swells, temperature increases, floods, droughts and other things, and enhance food security, increase water availability and reduce pollution and health risks.

### - Is it only the public sector that has to comply with the law?

- In practice, this law is important because it involves the public and private sectors in taking up the challenge of carbon neutrality.

Gobierno de Chile. (2022) *A Milestone in Chile's Environmental History.*


3.  How might other countries in the region be influenced by Chile's new law?
4.  Research about the history of environmental legislation in Chile and create a timeline of key events.

## REFLECT

5.  What laws do you think the government should enact in the future?



# Review

1.  Play with a classmate.



**START!**

1 Make a sentence using a gerund

2 What is this?  


3 Name 3 types of function words

4 Name 3 things that nature gives us  


5 You planted a tree, move to space 11!

6 Make a sentence using an infinitive.

7 You left the lights on, go back 3 spaces  


8 How can indigenous knowledge help us with environmental crises?  


9 You biked to school, move to space 14!

10 Name 3 types of content words

11 Name 3 ways to help the planet  


12 Oh no! The air is too polluted due to companies' carbon emissions; lose a turn

13 Name 3 endangered species

14 Identify the function and content words from space 12

15 Make a sentence with an -ed adjective


16 You recycled, move forward one space  


17 Provide one detail from the Framework Law on Climate Change.



18 Make a sentence with an -ing adjective

 **Planet Saved!**

## THINK BACK

2.  Think about the lessons and answer.
- Did you like them? Why? Why not?
  - What topic would you add to the lessons?
  - Explain what you learnt to a classmate.

# Project: OUR SUSTAINABLE ENVIRONMENT!

- 1  What would a perfect school look like?
- 2  Read the information and answer: What is the definition of sustainable development and how does it relate to the 2030 Agenda?






## SUSTAINABLE DEVELOPMENT GOALS

In September 2015, all United Nations member states adopted the 2030 Agenda for Sustainable Development. This is a vision for a future that protects the planet and ensures that all people enjoy peace and prosperity by 2030. Sustainable development means that we meet our current needs without preventing future generations from being able to meet their needs. The agenda includes 17 Sustainable Development Goals (SDGs), which aim to transform the world in critical areas for both people and the planet.

SDG-11 is about making cities and human settlements inclusive, safe, resilient and sustainable. As the world's population increases, we need to build modern, sustainable cities. For all of us to survive and prosper, we need new, intelligent urban planning that creates safe, affordable and resilient cities with green and culturally inspiring living conditions.

Adapted from United Nations. (2022) *Goal 11*.

- 3  Read again and answer: Why is it important for cities to be inclusive, safe, resilient, and sustainable?
- 4  What do you think are some of the biggest challenges that may arise when implementing SDG-11?
- 5  Look at the pictures and consider the SDG-11 to answer.
  - a. To what extent is your school sustainable?
  - b. What can be done to make it more sustainable?
  - c. How are your solutions related to the SDG-11?





6  Brainstorm ideas for how to make the school more sustainable.

7  Develop a plan for your initiative.

The initiative you chose.

*Initiative: Waste reduction.*

*Step 1: Identify the type of materials our school produces.*

*Step 2: Make a space where students can bring recycled items.*

*Step 3: Educate our school community. Bring your own water bottles and plastic free snacks.*

Steps to achieve it

8  Work in groups to carry out your initiative.

9  Present your initiative to the class and consider.

- a. The area you improved.
- b. Evaluate the success of your initiative.

## DISCUSS YOUR EXPERIENCE

- What different strategies did you use for the project?
- Was this project important and useful? Why? Why not?
- What can you do to improve next time?

**BDA**

U4\_ACT\_20

**1. ATMOSPHERE:**

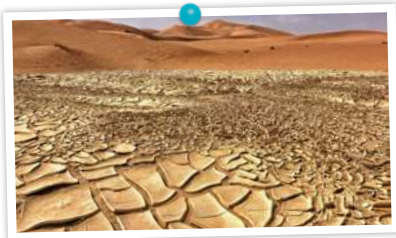
A mixture of gases that surrounds any planet.

**2. BEHALF:**

Representing. For the good of or because of.

**3. CLIMATE CHANGE:**

Changes in the world's weather, in particular the fact that it is believed to be getting warmer as a result of human activity increasing the level of carbon dioxide in the atmosphere.

**4. DEFORESTATION:**

The cutting down of trees in a large area, or the destruction of forests by people.

**5. DEGRADE:**

To reduce the quality of something.

**6. EMISSIONS:**

The act of sending out gas, heat, light, etc.

**7. GREENHOUSE GASES:**

A gas that causes the greenhouse effect, especially carbon dioxide

**8. OZONE LAYER:**

A layer of air containing ozone high above the earth that prevents harmful ultraviolet light from the sun from reaching the earth.

**9. PRISTINE:**

New or almost new, and in very good condition.

**10. RECEDED:**

To move further away into the distance, or to become less clear or less bright.

**11. RESTORE:**

To return something or someone to an earlier good condition or position.

**12. SHELTER:**

Protection from bad weather, danger, or attack.

**13. WISHLIST:**

A list of things you want, often things you know you cannot have.





**1. ADVOCATES:**

To publicly support or suggest an idea, development, or way of doing something.

**2. APPEALING:**

Attractive or interesting.

**3. AVERAGE:**

A standard or level that is considered to be typical or usual.

**4. AWARENESS:**

Knowledge that something exists, or understanding of a situation or subject at the present time based on information or experience.

**5. BRIEF:**

Lasting only a short time or containing few words.

**6. COGNITIVE BIAS:**

The way a particular person understands events, facts, and other people, which is based on their own particular set of beliefs and experiences and may not be reasonable or accurate.

**7. CONVEY:**

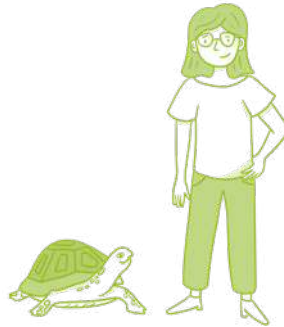
To express a thought, feeling, or idea so that it is understood by other people.

**8. INACCURATE:**

Not completely correct or exact, or not able to do something correctly or exactly.

**9. LIFE EXPECTANCY:**

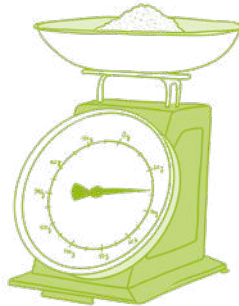
The length of time that a living thing, especially a human being, is likely to live.

**10. MISLEADING:**

Causing someone to believe something that is not true.

**11. OUNCE:**

A unit of weight equal to approximately 28 grams.

**12. SPREAD:**

To cover or reach a wider or increasing area, or to make something do this.

**13. TRIVIALISE:**

To make something seem less important than it really is.

**14. VERIFYING:**

To prove that something exists or is true, or to make certain that something is correct.



**1. CRAFT:**

To make objects, especially in a skilled way.

**2. DECRY:**

To criticise something as bad, without value, or unnecessary.

**3. DESCENT:**

The state or fact of being related to a particular person or group of people who lived in the past.

**4. DOWNCAST:**

Sad without hope. Looking down, usually because of being shy or sad.

**5. DIFFER:**

To be not like something or someone else, either physically or in another way.

**6. GLIMPSE:**

To see something or someone for a very short time or only partly.

**7. IMPAIRED:**

Damaged or weakened.

**8. LINGUA FRANCA:**

A language used for communication between groups of people who speak different languages.

**9. REVIVAL:**

The process of becoming more active or popular again. A performance of a play that has not been seen for a long time.

**10. SIGHTED:**

Able to see.

**11. SEMANTICS:**

The study of meanings in language.

**12. SLUMPED:**

Having your head low and shoulders forward.

**13. SPECULATING:**

To guess possible answers to a question when you do not have enough information to be certain.

**14. UNTAMED:**

Left in a natural or wild state.

**15. YEARN:**

To wish very strongly, especially for something that you cannot have or something that is very difficult to have.

**16. WORKFORCE:**

The group of people who work in a company, industry, country, etc.





**1. ASPIRING:**

Someone who is trying to become a successful actor, politician, writer, etc.

**2. AVANT GARDE:**

The painters, writers, musicians, and other artists whose ideas, styles, and methods are very original or modern in comparison to the period in which they live, or the work of these artists.

**3. CATCHY:**

(Especially of a tune or song) pleasing and easy to remember.

**4. SPAWNED:**

To cause something new, or many new things, to grow or start suddenly.

**5. DEMISE:**

The end of something that was previously considered to be powerful, such as a business, industry, or system.

**6. DEMOCRATISE:**

To make countries or organisations use democratic ways of making decisions.

**7. DOWNSIDES:**

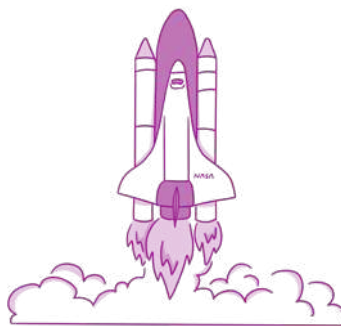
A disadvantage of a situation.

**8. DRAWBACK:**

A disadvantage or the negative part of a situation.

**9. LAUNCHED:**

An event to celebrate or introduce something new.

**10. MOBILISE:**

To organise or prepare something, such as a group of people, for a purpose.

**11. NEFARIOUS:**

Morally bad.

**12. SPREAD LIKE WILDFIRE:**

If disease or news spreads like wildfire, it quickly affects or becomes known by more and more people.

**13. STRIKE:**

To refuse to continue working because of an argument with an employer about working conditions, pay levels, or job losses.

**14. THRIVED:**

To grow, develop, or be successful.

## 1. ANCIENT:

Of or from a long time ago, having lasted for a very long time.



## 2. AVID:

Extremely eager or interested.

## 3. CATFISH:

A fish with a flat head and long hairs around its mouth that lives in rivers or lakes.



## 4. DEFEAT:

To win against someone in a fight, war, or competition.

## 5. ENHANCE:

To improve the quality, amount, or strength of something.

## 6. ENACT:

To put something into action, especially to make something law. To perform a story or play.

## 7. GIGGLING:

To laugh repeatedly in a quiet but uncontrolled way, often at something silly or rude or when you are nervous.

## 8. HARROWING:

Extremely upsetting because connected with suffering.

## 9. HEW:

To cut a large piece out of rock, stone, or another hard material in a rough way.

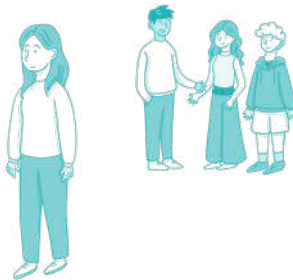
## 10. INTERSECTION:

An occasion when two lines cross, or the place where this happens.



## 11. ISOLATING:

To separate something from other things with which it is connected or mixed.



## 12. REVEAL:

To make known or show something that is surprising or that was previously secret.



## 13. RESONANCE:

The quality of being loud and clear.

## 14. RIPPLES:

A small wave on the surface of water.



## 15. SAIL:

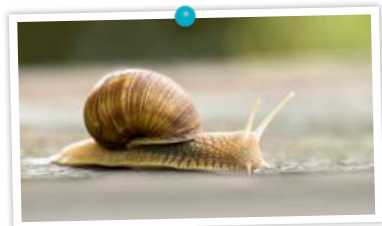
To move quickly, easily, and (of a person) confidently.

## 16. STREAMING:

The activity of listening to or watching sound or video directly from the internet.

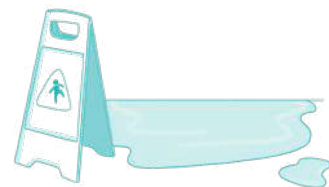
## 17. SLIMY:

Covered in slime.



## SLIPPERY:

If something is slippery, it is wet or smooth so that it slides easily or causes something to slide.



## 18. WORTH:

Having a particular value, especially in money.



**1. ALTERED:**

Changed; different.

**2. BREAKTHROUGH:**

An important discovery or event that helps to improve a situation or provide an answer to a problem.

**3. DEVELOPERS:**

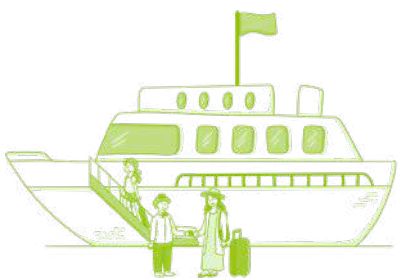
A person or company that makes money from buying land, building new houses, offices, etc., or by changing existing buildings to sell or rent.

**4. DEVICE:**

An object or machine that has been invented for a particular purpose.

**5. EMBARK:**

To go onto a ship.

**6. ENCOUNTER:**

A meeting, especially one that happens by chance.

**7. ENSURE:**

To make something certain to happen.

**8. ENSUES:**

To happen after something else, especially as a result of it:

**9. ENCOURAGE:**

To make someone more likely to do something, or to make something more likely to happen.

**10. FEATURES:**

A typical quality or an important part of something.

**11. HEIR:**

A person who will legally receive money, property, or a title from another person, especially an older member of the same family, when that other person dies.

**12. PAPERWORK:**

The part of a job that involves writing letters and reports and keeping records

**13. SIGNAGE:**

All the signs that advertise a product, etc. signs that tell people what something is or where to go

**14. STRIP:**

To remove, pull, or tear the covering or outer layer from something.

**1. CAPITAL:**

Money and possessions, especially a large amount of money used for producing more wealth or for starting a new business.

**2. COMMITTED:**

Loyal and willing to give your time and energy to something that you believe in.

**3. CLEATS:**

A small, pointed part on the bottom of some shoes used for particular sports or activities to stop you from sliding.

**4. EMBODIED:**

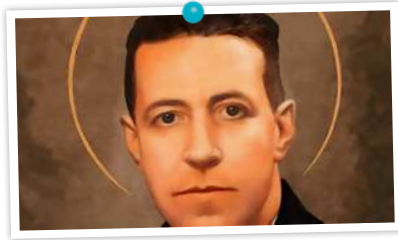
To represent a quality or an idea exactly

**5. FREELANCING:**

Doing particular pieces of work for different organizations, rather than working all the time for a single organization.

**6. HUMBLE:**

Not proud or not believing that you are important.

**7. HOUSEHOLD NAME:**

A famous person that most people know of.

**8. LEGITIMACY:**

The quality of being legal.

**9. LIFELINE:**

Something, especially a way of getting help, that you depend on to lead your life in a satisfactory way.

**10. MISLED:**

To cause someone to believe something that is not true.

**11. PROFIT:**

Money that is earned in trade or business after paying the costs of producing and selling goods and services.

**12. PAYCHECK:**

The amount of money a person earns.

**13. STANDING OUT:**

To be very noticeable.

**14. SPONSORED:**

Used to refer to an event in which each person taking part collects promises from people to give them money when they have completed the event.

**15. SUPPLY:**

To provide something that is wanted or needed, often in large quantities and over a long period of time



**1. AESTHETIC:**

Relating to the enjoyment or study of beauty.

**2. BURDEN:**

A heavy load that you carry.

**3. CONSERVATIONISTS:**

Someone who works to protect the environment from the damaging effects of human activity.

**4. CRY OUT:**

To shout or make a loud noise because you are frightened, hurt, etc.

**5. DISTRESS:**

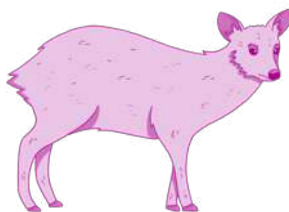
A feeling of extreme worry, sadness, or pain.

**6. DEPLETION:**

To reduce something in size or amount, especially supplies of energy, money, etc.

**7. ENDANGERED:**

In danger of being harmed, lost, unsuccessful, etc.

**8. ECOTOURISM:**

The business of organizing holidays to places of natural beauty in a way that helps local people and does not damage the environment.

**9. FRAMEWORK:**

A supporting structure around which something can be built.

**10. IMPERIL:**

To put something or someone at risk or in danger of being harmed or destroyed.

**11. INGRAINED:**

(Of beliefs) so firmly held that they are not likely to change.

**12. INFUSED:**

To fill someone or something with an emotion or quality.

**13. PERHAPS:**

Used to show that something is possible or that you are not certain about something.

**14. REBOUND:**

If an action rebounds on you, it does not have the effect you hoped for but has an unpleasant effect on you instead.

**15. RESILIENT:**

The ability to recover and adapt from adversity.

**16. REVERE:**

To very much respect and admire someone or something.

**17. SACRED:**

Considered to be holy and deserving respect, especially because of a connection with a god.

**18. SOIL:**

The material on the surface of the ground in which plants grow.



# The Infamous Thirsty Crow Story

by Aesop

A long time ago, during a devastating spell of dry weather, there was a thirsty crow who was desperate for a drink of water.

The poor crow flew and flew in search of a means to quench his thirst.

From one place to another he went, until, at long last, when he could fly no further, he came upon a large pitcher of water at the base of a tree.

Overjoyed, the thirsty crow thrust its jet-black beak inside to drink his fill.

But, alas, the pitcher had a narrow neck!

Try as he might, the desperate crow couldn't get his head far enough inside. To his dismay, he realised the water was out of reach.

The thirsty crow cried out and flapped his wings in anguish.

He attempted to knock the pitcher over. But to no avail. It was too heavy for his weary, dehydrated body to budge.

The crow was on the verge of exhaustion and ready to fly elsewhere.

But then an idea came to him.

Around the base of the pitcher sat some small round pebbles.

Picking them up, one by one, the thirsty crow dropped them into the pitcher. Again and again he placed these stones inside.

And with every extra pebble, the water level began to rise...

His idea worked.

Eventually, after much toil, the water rose so high inside the pitcher that the clever crow was able to drink his fill and quench his thirst for good.

Aesop. (2023). *Aesop's Fables*.



## 1984

by George Orwell

She seemed smarter than Winston in some ways but was not easily influenced by Party ideas. Once, when he mentioned the war against Eurasia, she surprised him by casually saying she thought the war wasn't happening. The bombs in London, she believed, were probably from the Government of Oceania, just to scare people. This was a new idea for him. She even mentioned finding it hard not to laugh during the Two Minutes Hate.

However, she only questioned the Party when it related to her life. She was okay accepting the official stories because the difference between truth and lies didn't seem important. For example, she thought the Party invented aeroplanes. When Winston told her aeroplanes existed before the Revolution, she found it uninteresting. Who cares who invented them?

It was more shocking when he discovered she didn't remember Oceania being at war with Eastasia four years ago. She thought they had always been at war with Eurasia. He argued with her, and she vaguely recalled Eastasia being the enemy once. But she still thought it didn't matter. 'Who cares?' she said impatiently. 'It's always one war after another, and the news is all lies anyway.'

Orwell, G. (1949). 1984.





## Nature Poem

by Tommy Pico

I can't write a nature poem bc English is some Stockholm crap,  
makes me complicit in my tribe's erasure —why shd I give a frick abt  
"poetry"? It's a container

for words like *whilst* and *hither* and *tamp*. It conducts something of  
*permanent* and *universal* interest. Poems take something like an apple,  
turn it into the skin, the seeds, and the core. They talk abt gravity, abt  
Adam, and Snow White, and the stem of knowledge.

To me? Apple is an NDN drag queen who dresses like a milkmaid and  
sings "Half-Breed" by Cher

I wd give a wedgie to a sacred mountain and gladly piss on the grass of  
the park of poetic form  
while no one's lookin

I wd stroll into the china shop of grammar and shout LET'S TRASH  
THIS DUMP then gingerly slip out

and unrelated, once I called a cab to take me thru the drive-thru @  
White Castle after the dining room closed

I sob

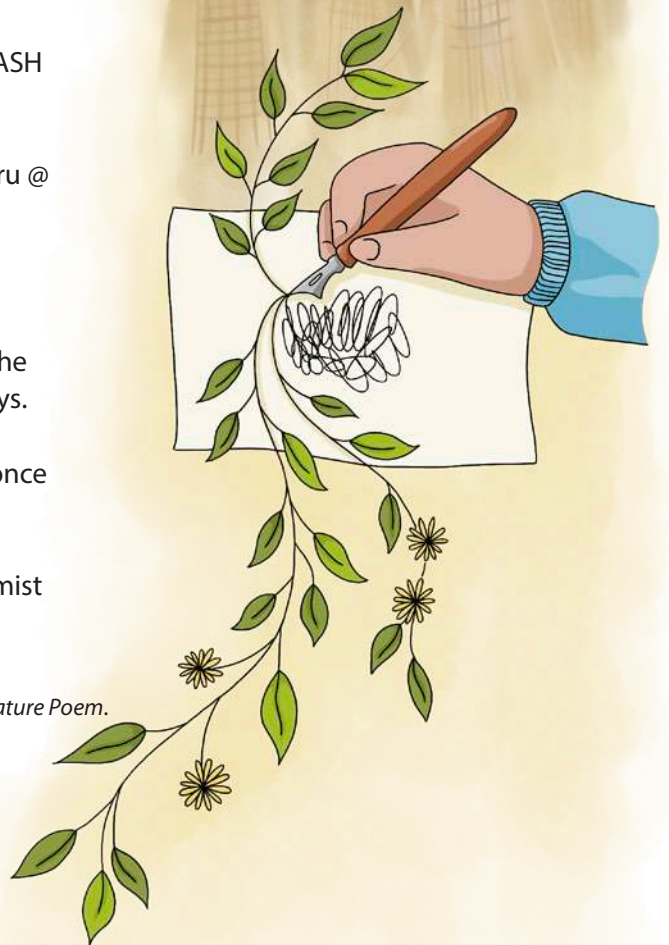
at a Tim Dlugos that Roy is reading me at the vegan diner on the  
formerly Italian side of Grand Street. *This is OUR medium*, he says.

My grandmother dreamed of Tin Pan Alley and wrote a song once  
with the chorus "Your kisses drop like atom bombs"

Get in, loser —we're touring landscapes of the interior. In the mist

of words: the plume the matter the radiant energy

Pico, T. (2017). *Nature Poem*.



# Arlo and Janis

by Jimmy Johnson



Johnson, J. (2015). ARLO & JANIS.

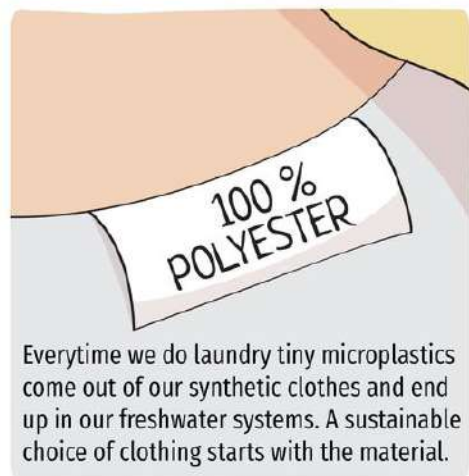
# Aware Animals

by Mira Petrova



Aware Animals

Trends



© aware animals

Petrova, M. (2021). *Aware Animals*.

# There Was Once

by Margaret Atwood

"There was once a poor girl, as beautiful as she was good, who lived with her wicked stepmother in a house in the forest."

"Forest? Forest is passé. Let's have some urban for a change."

"There was once a poor girl, as beautiful as she was good, who lived with her wicked stepmother in a house in the suburbs."

"That's better. But I have to seriously query this word poor."

"But she was poor!"

"Poor is relative. She lived in a house, didn't she?"

"Yes."

"Then socio-economically speaking, she was not poor."

"But none of the money was hers! The whole point of the story is that the wicked stepmother makes her wear old clothes and sleep in the fireplace—"

"Aha! They had a fireplace! Come down to where they sleep in cardboard boxes, and I'll show you poor"

"There was once a middle-class girl, as beautiful as she was good—"

"Stop right there. I think we can cut the beautiful, don't you? Women these days have to deal with too many intimidating physical role models as it is. Can't you make her, well, more average?"

"There was once a girl who was a little overweight and whose front teeth stuck out, who—"

"I don't think it's nice to make fun of people's appearances. Plus, you're encouraging anorexia."

"I wasn't making fun! I was just describing—"

"Skip the description. Description oppresses. But you can say what colour she was."

"What colour?"

"You know. Black, white, red, brown, yellow. Those are the choices. And I'm telling you right now, I've had enough of white. Dominant culture this, dominant culture that—"

"I don't know what colour."

"Well, it would probably be your colour, wouldn't it?"

"But this isn't about me! It's about this girl—"

"Everything is about you."

"Sounds to me like you don't want to hear this story at all."

"Oh well, go on. You could make her ethnic. That might help."

"There was once a girl of indeterminate descent, as average-looking as she was good, who lived with her wicked—"

"Another thing. Good and wicked. Don't you think you should transcend those puritanical judgmental moralistic epithets?"

"There was once a girl, as average-looking as she was well-adjusted, who lived with her stepmother, who was not a very open and loving person."

"Better. But I am so tired of negative female images! And stepmothers—they always get it in the neck! Change it to stepfather, why don't you?"

"There was once a girl—"

"How old was she?"

"I don't know. She was young."

"This ends with a marriage, right?"

"Well, yes."

"Then it's woman, pal. Woman."

"There was once—"

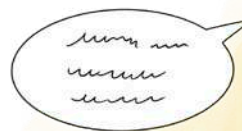
"What's this was, once? Enough of the dead past. Tell me about now."

"There—"

"So?"

"So, what?"

"So, why not here?"



Atwood, M. (1992).  
*There Was Once.*





# There Will Come Soft Rains

by Ray Bradbury

In the living room, a clock sang, "Tick-tock, seven o'clock, time to get up!" The house was empty, but the clock kept ticking. It was breakfast time. In the kitchen, a stove made toast, eggs, bacon, coffee, and milk.

Another voice announced the date and some reminders. The house had memories and clicked with relays.

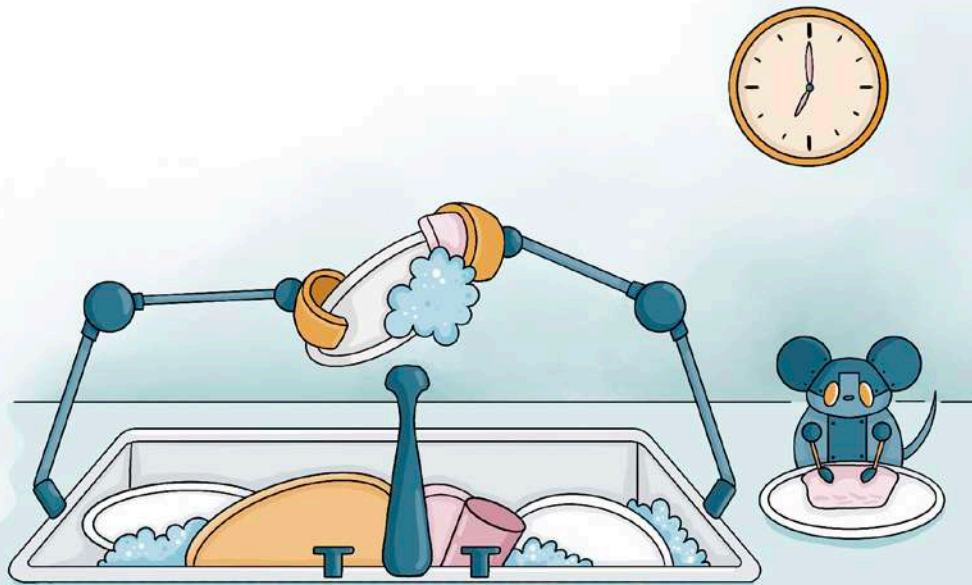
At eight, it was time for school or work, but it was raining. The weather box on the door sang, "Rain, rain, go away." The garage door opened, but no one rushed out. The rain tapped on the house.

At eight-thirty, the breakfast was cold. The dirty dishes went down the sink, and the house started cleaning. Robot mice cleaned the rooms, making everything tidy. The clock sang it was time to clean.

At ten, the sun came out. The house stood alone in a city of ruins. The garden sprinklers turned on, and the water filled the air with brightness. The house had pictures burned on its walls, telling stories of a family. The rest of the city was destroyed.

The house had been careful, always asking, "Who goes there?" It feared everything, even a bird brushing a window. The house was lonely but protected itself like a worried old lady.

Adapted from Bradbury, R. (1950). *There will come soft rains*.



## Story Time: Money Can't Buy Happiness

by Laiba Khan

Once there lived a boy named Hadi. Hadi belonged to a middle-class family. Hadi was a good-looking and bright teenager, but he was also a bit self-obsessed and became easily jealous of others. He had a best friend named Ayan, who was rich, smart, caring and brave. The two boys were very close to each other, as they were best friends since childhood. Ayan moved abroad with his parents for a few years, but the two boys kept in touch. When Ayan finally returned, Hadi was happy and he even made Ayan join his school.

The two friends were together all the time and were as close as brothers. However, Hadi always felt inferior to Ayan because of the difference in their financial status. Hadi wanted the lavish lifestyle that Ayan had, but he never told his friend about it. Hadi would have huge fights with his parents because he wanted the grand lifestyle that Ayan had. His parents tried their best to provide well for Hadi, but it was never enough for him and he didn't understand their struggles. Hadi's parents did extra work to pay the fees of Hadi's school, but Hadi was ungrateful and thankless.

Once during break time in school, Hadi noticed that Ayan was upset. Hadi asked him the reason, Ayan didn't answer. Hadi kept asking him and finally Ayan got frustrated and answered, "First you have to promise me that you will not tell this to anyone."

Hadi replied, "Okay! Relax, I won't tell anything to anyone, Ayan! I am your best friend, we both trust each other and we tell all our secrets to each other without hesitating. So why are you acting like this?"

Ayan said, "Well, you know I am so attached to my mum. Last week she went to New York for some business work and she will return in a few months' time. It's been just a week, but it feels like a month. I miss her so much. I used to spend my time with her. She makes my day, I wish she could come back soon."

"Come on friend, you shouldn't feel lonely. After all, you have so many toys to play with and also the latest PlayStation. How can you feel down with so many luxuries around you?" Hadi reasoned.

Listening to Hadi, Ayan explained, "Hadi! You are a really nice person, but you have to understand that money can't buy you happiness. Even extremely wealthy people have their own set of concerns, like anxiety about their children, uncertainty over their relationships and the fear of isolation. Take my case, as I told you I am upset because my mum isn't with me right now, although I have all the gadgets and money I need, what I want is my mum, not money because money can't buy happiness."

On hearing this, Hadi felt so embarrassed and he realised that a lavish life comes with a price tag. In Ayan's case, it was loneliness due to his parents' busy schedule. Hadi learned a lesson that money can't buy happiness, but it can make you comfortable while you're feeling miserable. Hadi went to his parents and said sorry to them, and he thanked them for everything they did for him. He changed his mind set and promised himself to never feel inferior or jealous, and always be thankful for whatever he gets.

Khan, L. (2021). *Story Time: Money can't buy happiness.*



# A poem to my Daughter

by Kathy Jetnil-Kijiner



dear matafele peinam,  
you are a seven month old sunrise  
of gummy smiles  
you are bald as an egg and bald as  
the buddha  
you are thighs that are thunder and  
shrieks that are lightning  
so excited for bananas, hugs and  
our morning walks past the lagoon

dear matafele peinam,  
i want to tell you about that lagoon  
that lucid, sleepy lagoon lounging  
against the sunrise

men say that one day  
that lagoon will devour you  
they say it will gnaw at the shoreline  
chew at the roots of your  
breadfruit trees  
gulp down rows of your seawalls  
and crunch your island's  
shattered bones

they say you, your daughter  
and your granddaughter, too  
will wander rootless  
with only a passport to call home

dear matafele peinam,  
don't cry  
mommy promises you  
no one  
will come and devour you

no greedy whale of a company  
sharking through political seas  
no backwater bullying of businesses  
with broken morals  
no blindfolded bureaucracies  
gonna push  
this mother ocean over  
the edge

no one's drowning, baby  
no one's moving  
no one's losing  
their homeland

no one's gonna become  
a climate change refugee  
or should i say  
no one else

to the carteret islanders of papua  
new guinea  
and to the taro islanders of the  
solomon islands  
i take this moment  
to apologise to you  
we are drawing the line here

because baby we are going to fight  
your mommy daddy  
bubu jimma your country and  
president too  
we will all fight

and even though there are those  
hidden behind platinum titles  
who like to pretend  
that we don't exist  
that the marshall islands  
Tuvalu  
Kiribati  
Maldives  
and typhoon haiyan in the  
philippines  
and floods of pakistan, algeria,  
colombia  
and all the hurricanes,  
earthquakes, and tidalwaves  
didn't exist

Still  
there are those  
who see us

hands reaching out  
fists raising up  
banners unfurling  
megaphones booming  
and we are  
canoes blocking coal ships  
we are  
the radiance of solar villages  
we are

the rich clean soil of the farmer's  
past  
we are  
petitions blooming from  
teenage fingertips  
we are  
families biking, recycling, reusing,  
engineers dreaming, designing,  
building,  
artists painting, dancing, writing  
and we are spreading the word

and there are thousands out on  
the street  
marching with signs  
hand in hand  
chanting for change NOW

and they're marching for you, baby  
they're marching for us

because we deserve to do more  
than just  
Survive  
we deserve  
to thrive

dear matafele peinam,  
you are eyes heavy  
with drowsy weight  
so just close those eyes, baby  
and sleep in peace  
because we won't let you down  
you'll see

Jetnil-Kijiner, K. (2019). *A poem to my Daughter*.



# SPEAKING RUBRIC HIGH SCHOOL ENGLISH 3

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<b>Pronunciation</b>	Pronounces all words and sounds with clarity and fluency.	Pronounces overall words and sounds clearly, with occasional errors.	Pronounces some words and sounds inaccurately, hindering comprehension.	Pronounces most words and sounds inaccurately, hindering comprehension.
<b>Fluency</b>	Expresses ideas fluently and seamlessly, maintaining coherence.	Expresses ideas with occasional hesitations but maintains coherence.	Expresses ideas with noticeable hesitation, impacting coherence.	Frequently hesitates and struggles to maintain coherent connections between ideas.
<b>Vocabulary</b>	Uses diverse vocabulary items effectively.	Uses a range of vocabulary with occasional errors.	Uses basic vocabulary, making noticeable errors.	Uses a limited vocabulary with frequent errors.
<b>Grammar</b>	Applies grammatical structures accurately and appropriately.	Applies basic grammatical structures with occasional errors.	Struggles applying with basic grammatical structures, leading to noticeable errors.	Displays frequent errors in basic grammatical structures.
<b>Content</b>	Provides relevant and interesting information, staying on topic.	Provides relevant information and mostly stays on topic.	Provides some relevant information, but occasionally goes off topic.	Provides little relevant information and often goes off-topic.
<b>Interaction</b>	Interacts effectively with others, asking and answering questions and discussing the topic.	Interacts well with others, but may need some prompting to ask or answer questions and discussing the topic.	Partially struggles to interact effectively with others, and needs guidance to ask or answer questions and discuss the topic.	Struggles to interact with others, and needs significant support to ask or answer questions and discuss the topic.

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<b>Organisation</b>	Organises ideas effectively, with a clear structure.	Organises ideas logically, with a mostly clear structure.	Organises ideas with some difficulties and with an unclear structure.	Organises ideas poorly, with an unclear structure.
<b>Development</b>	Develops ideas fully, with relevant and specific supporting details and examples.	Develops ideas sufficiently, with some relevant and specific supporting details and examples.	Develops ideas somewhat, with insufficient or irrelevant supporting details and examples.	Develops ideas poorly, with little or no supporting details or examples.
<b>Vocabulary</b>	Uses a wide range of vocabulary accurately and appropriately.	Uses a good range of vocabulary accurately and appropriately, with minor errors.	Uses basic vocabulary accurately, but has a limited range and makes some errors.	Uses limited vocabulary with frequent errors
<b>Grammar</b>	Uses a variety of sentence structures accurately and appropriately. Demonstrates control of verb tenses, subject-verb agreement, and articles.	Uses a variety of sentence structures accurately, but has some errors in verb tenses, subject-verb agreement, and articles.	Uses basic sentence structures accurately, but has frequent errors in verb tenses, subject-verb agreement, and articles.	Uses only simple sentence structures with numerous errors in verb tenses, subject-verb agreement, and articles.
<b>Mechanics</b>	Demonstrates control of spelling, punctuation, and capitalization.	Demonstrates control of spelling and punctuation, but may have some errors in capitalization.	Demonstrates some control of spelling and punctuation, but may have frequent errors in capitalization.	Demonstrates poor control of spelling, punctuation, and capitalisation. Frequent errors that hinder comprehension.

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<b>Disposition</b>	My attitude to the class was very positive, I attended class regularly and arrived on time.	My attitude to the class was usually positive, I usually attended class and usually arrived on time, but occasionally missed a class or was late.	My attitude to the class was occasionally positive, I occasionally missed classes or was late, but made an effort to catch up on missed work.	My attitude to the class was rarely positive, I frequently missed classes or was consistently late, which impacted my learning and participation.
<b>Preparation</b>	I came to class prepared and completed all homework and readings before class.	I mostly came to class prepared and completed most homework and readings before class, but sometimes needed reminders.	I occasionally came to class unprepared or did not complete all homework and readings before class, but made an effort to catch up.	I frequently came to class unprepared or did not complete homework and readings, which hindered my learning and participation.
<b>Participation</b>	I actively participated in class discussions, asked questions, and contributed to group work.	I mostly participated in class discussions, but sometimes held back or did not contribute as much as I could have.	I occasionally did not participate in class discussions or group work, but made an effort to engage more.	I frequently did not participate in class discussions or group work, which impacted my learning and the learning of others.
<b>Engagement</b>	I showed enthusiasm for the subject matter and engaged in class activities and assignments.	I mostly showed enthusiasm for the subject matter, but sometimes needed motivation to engage in class activities and assignments.	I occasionally lacked enthusiasm for the subject matter or had difficulty engaging in class activities and assignments, but made an effort to improve.	I frequently lacked enthusiasm for the subject matter or did not engage in class activities and assignments, which impacted my learning and participation.
<b>Progress</b>	I consistently made progress in my learning, completed assignments on time, and sought help when needed.	I mostly made progress in my learning, completed most assignments on time, but occasionally needed reminders.	Provides some relevant information, but occasionally goes off topic.	I frequently struggled to make progress in my learning, did not complete assignments on time, or did not seek help when needed, which hindered my learning and participation.



# PROJECT RUBRIC HIGH SCHOOL ENGLISH 3

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<b>Contribution</b>	Consistently contributes ideas, effort, and resources. Takes on a leadership role when appropriate.	Mostly contributes ideas, effort, and resources. Participates well in discussions and decision-making.	Contributes somewhat to the group effort, but may not be consistently engaged.	Rarely contributes ideas, effort, or resources.  Not engaged in group discussions or decision-making.
<b>Collaboration</b>	Collaborates effectively with group members, listens to others' ideas and opinions, and compromises when necessary.	Collaborates well with group members, but may need occasional reminders to listen to others' ideas and opinions.	Has difficulty collaborating with group members, may interrupt or talk over others. Does not compromise when necessary.	Does not collaborate effectively with group members.  Refuses to listen to others' ideas and opinions.
<b>Communication</b>	Communicates ideas clearly and effectively, and actively listens to others. Contributes to group discussions and keeps group members informed.	Communicates ideas clearly and effectively, but may need occasional reminders to listen actively to others. Contributes to group discussions, but may not keep all group members informed.	Has difficulty communicating ideas clearly and effectively. Occasionally contributes to group discussions and actively listens. Does not keep group members informed.	Does not communicate effectively with group members.  Does not listen to others or contribute to group discussions.  Does not keep group members informed.
<b>Quality of Work</b>	Consistently produces high-quality work that meets or exceeds expectations. Takes responsibility for assigned tasks and meets deadlines.	Mostly produces high-quality work that meets expectations. Takes responsibility for assigned tasks and meets most deadlines.	Produces work that meets minimum requirements, but may need revision or improvement. May miss some deadlines or fail to take responsibility for assigned tasks.	Produces work that does not meet minimum requirements.  Misses multiple deadlines and does not take responsibility for assigned tasks.

# SPEAKING RUBRIC HIGH SCHOOL ENGLISH 4

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<b>Pronunciation</b>	Pronounces all words and sounds with clarity and fluency	Pronounces overall words and sounds clearly, with occasional pronunciation errors that do not hinder communication.	Pronounces some words and sounds inaccurately, hindering comprehension.	Pronounces most words and sounds inaccurately, hindering comprehension.
<b>Grammar</b>	Applies a wide range of grammatical structures accurately and appropriately.	Applies a variety of basic grammatical structures effectively.	Struggles applying basic grammatical structures, leading to occasional errors.	Applies little basic grammatical structures, leading to noticeable and frequent errors.
<b>Vocabulary</b>	Uses a wide range of vocabulary correctly.	Uses vocabulary appropriately with occasional errors that do not affect communication.	Uses some vocabulary and makes errors that sometimes affect communication.	Uses limited vocabulary with numerous errors that often affect communication.
<b>Fluency and Coherence</b>	Speaks fluently and coherently, connecting ideas.	Speaks mostly fluently and coherently, with occasional pauses or hesitations. May use some appropriate linking words to connect ideas.	Speaks with some hesitation and repetition, and occasionally has difficulty connecting ideas.	Speaks with frequent hesitation and repetition, and has difficulty connecting ideas.
<b>Interaction</b>	Initiates and responds to questions appropriately, and demonstrates the ability to engage in conversation with others.	Initiates and responds to questions effectively, but may need occasional prompting.	Has difficulty initiating and responding to questions, and needs some prompting.	Has difficulty initiating and responding to questions, and needs constant prompting.  Does not engage in conversation with others.

# WRITING RUBRIC HIGH SCHOOL ENGLISH 4

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<b>Task Fulfilment</b>	Fully addresses the task, includes all required information and demonstrates understanding of the topic.	Addresses the task, includes most required information and demonstrates adequate understanding of the topic.	Partially addresses the task, includes some required information and demonstrates limited understanding of the topic.	Does not address the task or includes very little required information, demonstrating poor understanding of the topic.
<b>Organisation</b>	Demonstrates a clear and logical structure, paragraphing and sequencing of ideas.	Demonstrates some coherence and organisation, with acceptable paragraphing and sequencing of ideas.	Demonstrates limited coherence and organisation, with poor paragraphing and sequencing of ideas.	Demonstrates poor coherence and organisation, with little or no attempt at paragraphing and sequencing of ideas.
<b>Vocabulary</b>	Demonstrates a wide range of vocabulary, with few or no errors that do not hinder communication.	Demonstrates an adequate range of vocabulary, with occasional errors that do not hinder communication.	Demonstrates limited vocabulary, with frequent errors that sometimes hinder communication.	Demonstrates a very limited range of vocabulary, with numerous errors that often hinder communication.
<b>Grammar</b>	Uses pertinent grammatical structures, with few or no errors that do not hinder communication.	Uses an adequate range of grammatical structures, with occasional errors that do not hinder communication.	Uses limited grammatical structures, with frequent errors that sometimes hinder communication.	Uses a very limited range of grammatical structures, with numerous errors that often hinder communication.
<b>Mechanics</b>	Demonstrates proper use of punctuation, capitalization, correct spelling and paragraphing with few or no errors.	Demonstrates proper use of punctuation, capitalization, correct spelling and paragraphing with occasional errors that do not hinder meaning.	Demonstrates basic use of punctuation, capitalization, correct spelling and paragraphing with frequent errors that sometimes hinder meaning.	Demonstrates very basic use of punctuation, capitalization, correct spelling and paragraphing with numerous errors that often hinder meaning.



Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<b>Disposition</b>	My attitude to the class was very positive, I attended class regularly and arrived on time.	My attitude to the class was usually positive, I usually attended class and usually arrived on time, but occasionally missed a class or was late.	My attitude to the class was occasionally positive, I occasionally missed classes or was late, but made an effort to catch up on missed work.	My attitude to the class was rarely positive, I frequently missed classes or was consistently late, which impacted my learning and participation.
<b>Preparation</b>	I came to class prepared and completed all homework and readings before class.	I mostly came to class prepared and completed most homework and readings before class, but sometimes needed reminders.	I occasionally came to class unprepared or did not complete all homework and readings before class, but made an effort to catch up.	I frequently came to class unprepared or did not complete homework and readings, which hindered my learning and participation.
<b>Participation</b>	I actively participated in class discussions, asked questions, and contributed to group work.	I mostly participated in class discussions, but sometimes held back or did not contribute as much as I could have.	I occasionally did not participate in class discussions or group work, but made an effort to engage more.	I frequently did not participate in class discussions or group work, which impacted my learning and the learning of others.
<b>Engagement</b>	I showed enthusiasm for the subject matter and engaged in class activities and assignments.	I mostly showed enthusiasm for the subject matter, but sometimes needed motivation to engage in class activities and assignments.	I occasionally lacked enthusiasm for the subject matter or had difficulty engaging in class activities and assignments, but made an effort to improve.	I frequently lacked enthusiasm for the subject matter or did not engage in class activities and assignments, which impacted my learning and participation.
<b>Progress</b>	I consistently made progress in my learning, completed assignments on time, and sought help when needed.	I mostly made progress in my learning, completed most assignments on time, but occasionally needed reminders.	Provides some relevant information, but occasionally goes off topic.	I frequently struggled to make progress in my learning, did not complete assignments on time, or did not seek help when needed, which hindered my learning and participation.

# PROJECT RUBRIC HIGH SCHOOL ENGLISH 4

Criteria	4 - Excellent	3 - Good	2 - Fair	1 - Needs Improvement
<b>Collaboration</b>	I actively listened to and respected my peers' ideas, and worked together with them towards our shared goals.	I mostly listened and respected my peers' ideas, but sometimes had difficulty compromising.	I occasionally interrupted others or had difficulty working collaboratively, but worked to resolve conflicts.	I often worked alone or did not contribute significantly to group discussions and goals.
<b>Communication</b>	I communicated clearly and effectively with my peers and teacher, and asked for help when needed.	I mostly communicated effectively, but sometimes had difficulty expressing my ideas or understanding others'.	I occasionally had difficulty communicating with my peers or teacher, but made an effort to improve.	I frequently had difficulty communicating with my peers or teacher, which negatively impacted the project.
<b>Initiative</b>	I took initiative and was proactive in contributing to the project, going beyond what was asked of me.	I mostly took initiative, but sometimes needed reminders to complete tasks or contribute more.	I occasionally needed prompting to take initiative but made an effort to do so.	I often waited for others to take the lead or did not take responsibility for my own contributions.
<b>Overall Progress</b>	I consistently made progress towards achieving our project goals and met project deadlines.	I mostly made progress towards achieving our project goals and met project deadlines, but sometimes needed reminders to stay on track.	I occasionally had difficulty making progress towards achieving our project goals or meeting project deadlines, but worked to catch up.	I frequently did not make progress towards achieving our project goals or meet project deadlines, which hindered our group's success.

# VERBS HIGH SCHOOL ENGLISH 3

COMMUNICATE



CREATE



DRY



SAIL



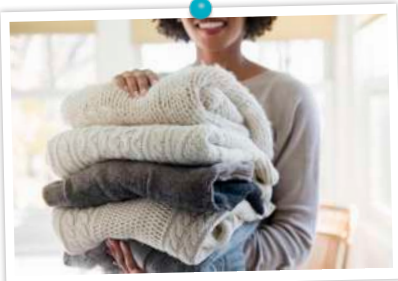
SING



SHOP



FOLD



TEACH



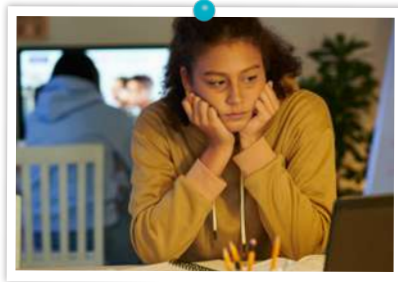
THINK



VOLUNTEER



WORRY



WIN





# VERBS HIGH SCHOOL ENGLISH 4

DAMAGE



EMBARK



FIND



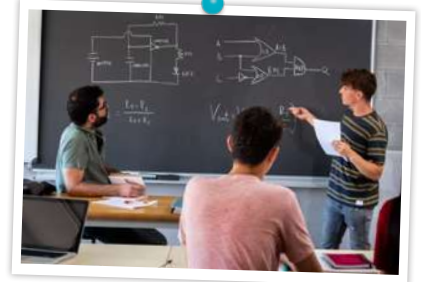
LAUGH



NAVIGATE (THE INTERNET)



PRESENT



READ



RECYCLE



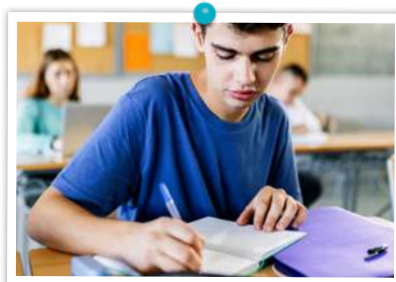
RESEARCH



TALK



WRITE



WORK



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# IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
be	was /were	been
beat	beat	beaten
become	became	become
begin	began	begun
bite	bit	bitten
break	broke	broken
bring	brought	brought
build	build	built
buy	bought	bought
catch	caught	caught
can	could	----
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
do	did	done
draw	drew	drawn
dream	dreamed / dreamt	dreamed / 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
freeze	froze	frozen
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



# IRREGULAR VERBS

Infinitive	Past Simple	Past Participle
lay	laid	laid
learn	learnt / learned	learnt / learned
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	rung
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	smelt / smelled	smelt / 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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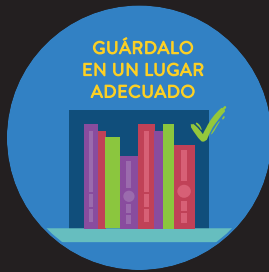
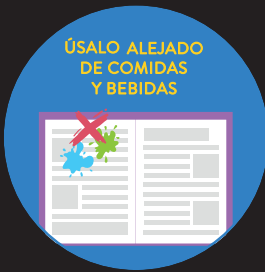
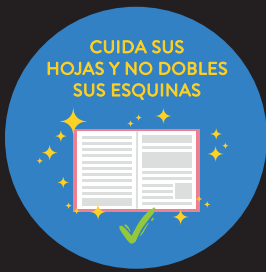
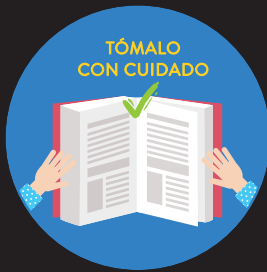
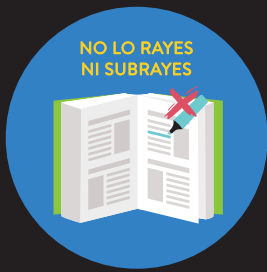


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