

ADAPTACIÓN A MACROTIPO
High School English
1° Medio
Volume II

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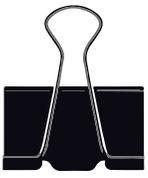
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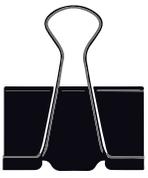
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UNIT 3

THE BEAUTY THAT SURROUNDS US





Answer and discuss

-How does humanity benefit from science and technology?

-How do you believe virtual reality deceives our brain?

-How do you receive information about what happens in other parts of the world?

UNIT GOALS

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



LESSON 1

OUT AND ABOUT

Reading

1. Discuss your idea of the perfect weekend. Choose from the ideas below or think of your own.

- Seeing friends.
- Spending time with your family.
- Doing sport.
- Going to museums.
- Going to a football match.
- Reading books.

2. Read the following article and identify, in your notebook, a place:

- a.** Where you can go on a boat ride.
- b.** Located at the centre of Santiago.
- c.** That sits at the base of the Andes.
- d.** Where you can go running.

SANTIAGO THIS WEEKEND

by Manu

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



1. The Historical Centre

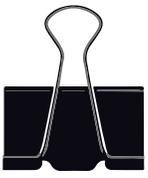
You might think it is a boring place but walking around the historical square, Plaza de Armas, can be a pleasure. Look up and admire the wonderful architecture it holds. Around the plaza you can find several historical buildings such as the Metropolitan Cathedral of Santiago and the Central Post Office.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



2. Quinta Normal Park

This park is an emblematic area of the city centre. It has a lagoon, two docks that hold boats and a water park which becomes a colourful display of lights at night. In addition to the green areas, you can find museums such as the National History Museum, and the Science and Technology Museum.





Its surroundings include places such as the Santiago Library and the Cultural Centre Matucana 100. You needn't worry about an entrance fee as it's totally free to the public!

3. San Cristobal Hill

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



4. Baha'i Temple

You must come to this striking temple that sits right at the base of the Andes: it's one of a kind in South America. Although you may not necessarily share the Baha'i faith, they welcome all visitors. It's also



a beautiful spot to relax. It's got some gorgeous gardens and picnic areas, so just bring some snacks and enjoy the sunset.



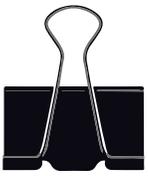
*Adapted from What to Do in Santiago,
Chile in 36 Hours*

3. Read the article again and identify the expressions and words used to describe the places, in your notebook.

4. Find words ending in **-ful** in the article and write them in your notebook: What happens if you remove the ending?

5. Brainstorm more words ending in **-ful** and find their meaning in a dictionary. Then, create sentences using these words in your notebook. Share your sentences with a classmate.

e.g. Concepción is a beautiful city from the Biobío Region.



6. Discuss.

- a.** Would you like to visit the places described in the article? Why?/Why not?

- b.** Do you think it is important that people know more about the place where they live? Why?

- c.** How can we encourage people to visit these types of locations to know more about their history?

Language in use

Expressing Necessity and Probability

Necessity

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

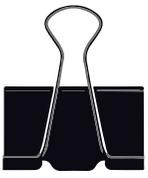
e.g. You **must** go to the doctor.

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

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

Probability

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



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

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

1. Create sentences with probabilities and necessities. Write your sentences in your notebook.

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

2. Share your sentences from Activity 1 with a classmate and create a dialogue.

You must be silent at the library.

You may be able to whisper though.

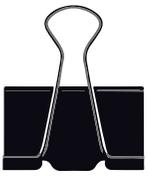
3. Present the dialogue to the class. Ask for feedback and identify points where you can improve.

Listening

1. Read the leaflet and answer the questions.

a. What is a leaflet?

b. Can you identify the vocabulary words: a parade - a street performer - confetti - a folk band fireworks



CARNIVAL IN DEVIZES

The greatest FREE carnival in
the South West of England

Main events

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

Don't miss it !

2. Listen  40 to the first part of a podcast and complete the information in the leaflet, in your notebook.

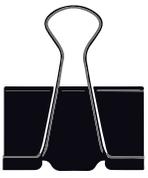
3. Listen  41 to the second part of the podcast and choose the correct option to complete the sentences. Write your answers in your notebook.

a. At the Picnic in the park, children can also... .

A. see a circus.

B. tell stories about the circus.

C. learn circus skills.



b. About ... people are going to come to the street festival.

A. 1,000.

B. 10,000.

C. 15,000.

c. Performers come from all over... .

A. the UK.

B. Europe.

C. the world.

d. The Confetti Battle lasts about

A. half an hour.

B. an hour.

C. eight hours.

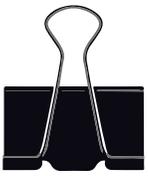
Pronunciation

Short and long vowels

4. Listen  42 to the sounds in the audio and answer: Can you tell which vowel is short and which one is long? Check your answers as a class.

5. Listen  43 and repeat.

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



Reflect

6. Discuss.

- a.** Is there any festival in your country like Carnival in Devizes? Which one?

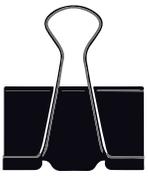
- b.** Contrast the festival in your country to Carnival in Devizes. Then, share with the class.

CLIL
Social Studies

- 1. Discuss:** Do you receive pocket-money? If yes, what do you usually spend it on?
- 2.** Read the following article and answer: What does the title mean?

SAVING FOR YOUR FUTURE SELF

As a teen, it's nice to go out with friends and buy a snack every now and then. You may even have enough money to go to the cinema or arcade. However, starting



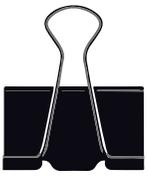
good money habits now will put you ahead for the rest of your life. Read the following **tips:**

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

b. Get Educated - Although you might be getting education about personal finance at school, this may not be enough. Try to learn as much as you can online or

read books about personal finance. Another way to learn is by talking to your parents or guardians about money. Some families don't like to talk about it, but this is exactly why some people leave their homes without the first clue about how to handle money. Open the conversation by asking them the most important piece of advice they can give you about money.

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



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

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

3. Read the article again. Choose one of the tips and use your own words to retell it to a classmate in one sentence.

4. Discuss: Are there any other tips which can help you be more organised with money? Mention them.



Checkpoint

5. Create a savings plan.

a. Write down a few ideas you can start doing to save money.

e.g. I have to stop buying snacks when I am not hungry.

b. Write down 3 personal goals you think you can achieve by the end of the year.

e.g. I will spend less money on snacks.

c. Share your personal goals with a classmate and exchange feedback.

d. Check on your goals in 1 month to make sure you are still following them.



Speaking

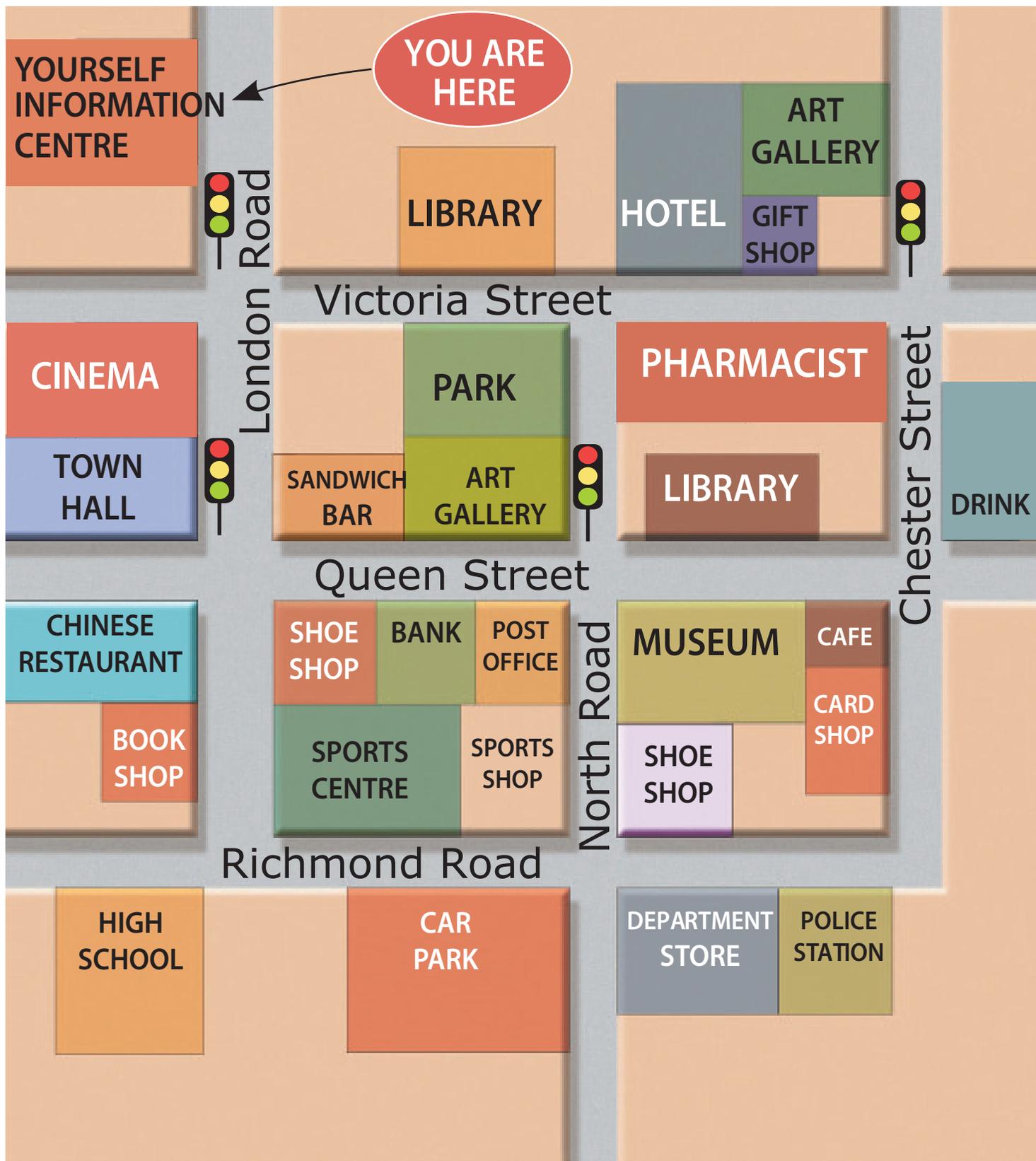
1. Listen  to David, Lily and Leon's conversation and answer the questions in your notebook.

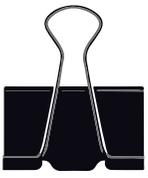
a. Why is it a special evening for the friends?

b. What are their plans for next year?

c. Where are they going now?

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





Your Turn to Speak

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

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

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

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

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

-The cafe!



Reading

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

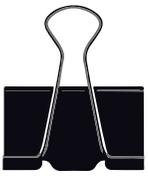
SELF-MOTIVATION

I used to go out a lot with my family when I was younger. One of the places I liked to visit the most were book fairs. I loved science fiction books and I always

imagined what the future would be like. One day, I bought a beautiful book. It stated that:

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

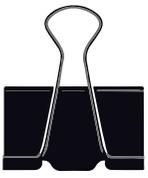
The idea was hallucinating. People visiting other planets in the same way we currently visit the cinema or mall. I said to myself, ‘I shall become a successful scientist and develop time travel’. For this dream to happen, I had to **disobey** my



parents' wish of me becoming a doctor. Many years later, after having just graduated as a physicist, I began my time travel research. I started by compiling every study on the subject; then I began writing my own theories about it; and lastly, I started experimenting on how to bend time. However, after 10 years had passed without results, I realised I was getting nowhere. I was **disheartened** and I started questioning my own ambition, to the point where I wanted to quit time travel research altogether. The desire of visiting the book fairs I loved as a child faded away. Until one day, I went to bed feeling really frustrated. I was in a deep sleep when an old woman approached

me in my dream. I couldn't see her face clearly, but she looked about 50. She said to me: 'Keep working hard. You will do great things in the future. You will become the best scientist in the world'. Then, she **disappeared**.

Although I was dreaming, her words really moved me. When I woke up, I decided that nothing would stop me. Twenty-years later, and after a lot of trial and error, I was able to invent a time machine. I couldn't believe it; I had achieved my dream! I wanted to try it immediately but, where to go first? And then it hit me. I set the date and travelled back to the past. I approached the bed of



a young woman sleeping and I whispered to her: 'Keep working hard. You will do great things in the future. You will become the best scientist in the world...'

Editorial Creation

3. Answer the following questions in your notebook.

- a.** What will happen in the year 2030 according to the book?
- b.** What did the woman promise herself?
- c.** Why did she become successful in the end?
- d.** What does the phrase 'And then it hit me' mean?

4. Create a timeline of the events for the main character. Then, discuss: What was the turning point of her life?

5. Look at the words in **bold** and answer: What do they have in common?

6. Search for more words beginning with **dis-** in a dictionary. Then, create your own sentences using these words in your notebook.

7. Discuss.

a. Is time linear?

b. Will the protagonist repeat the same action in every timeline forever?



Language in use

Expressing Predictions and Promises

Predictions

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

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

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

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

Promises

- We also use **will** to make promises.

We can use **shall** as well, which is more formal.

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

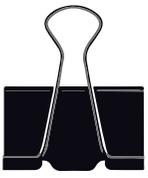
We **will** never leave you alone.

1. Make 4 prediction in your notebook.

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

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

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



3. For each promise from Activity 2, write the steps, in your notebook, you will take to fulfil them. Then, share your promises with a classmate.

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

I will exercise twice a week.

I will eat better.

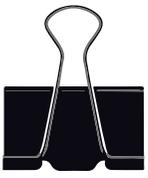


Checkpoint

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

a. Write 10 predictions about your future life, based on your hopes and dreams.

- b.** Make a bucket list.
- c.** Compare your bucket list with a classmate's and discuss your predictions with each other.
- d.** Present your bucket list to the class and make promises that will help you achieve your predictions.



Writing

A Report

1. Look at the following questionnaire and answer the questions.

What are you doing this weekend?

I. Are you going to a theatre, museum or the cinema?

II. How many hours a day do you spend on the computer playing video games? Chatting? Doing homework?

III. Are you meeting up with any friends?

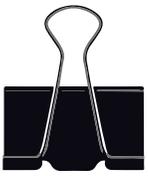
IV. Are you visiting relatives?

V. Are you doing any sport activities?

VI. Are you attending any other classes or activities outside school?

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

Paragraph 1 states who you spoke to and why.



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

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

My Report – My Classmates' Weekend

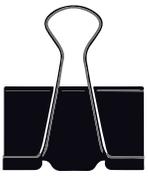
For this report, I spoke to 16 people in my class. I asked them about their favourite weekend activities and what they are doing this weekend.

A. About half of the people I spoke to like doing sport in their free time. **Some**

of them play football and others go swimming. **8 people** have classes outside of school. **2 of them** go to dancing classes and 5 are learning to play an instrument. While only 1 student takes English lessons at home.

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

C. About 80% of the students in my class have plans for the weekend. 11 are meeting up with friends. 2 of those are



going to the cinema with their families and **3 others** are going skating. No one is going to the theatre or the museum.

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

Editorial Creation

Your Turn to Write

3. Write a survey and a report.

- a.** Use the questionnaire from Activity 1 or create your own. Organise the

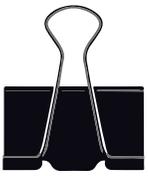
questions into groups or categories.
e.g. After school sports/Visiting people, etc.

b. Go around the class to gather the results from your questionnaire.

c. Organise your results into groups.

e.g. Plan: About 75% of the students in my class are visiting relatives this weekend.

d. Use the expressions in bold in the present or future tense to report statistics.



Review

1. Listen  49 to the requirements to enter a competition and complete Sally's notes a-f in your notebook. Then, check as a class.

SALLY'S NOTES: ARCTIC EXPEDITION

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

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

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

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

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

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

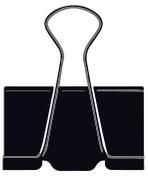
2. Role-play.

a. In pairs, prepare a role-play.

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

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

b. Use the information from Activity 1 to give your ideas. Remember to use the structures and vocabulary seen in



this lesson. Then, switch roles.

So, Sally, was the application process stressful?

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

Think Back

3. Think about the lesson and answer.

a. What did you learn in this lesson?/
How did you learn it?

b. What was the easiest or most difficult for you to learn in this lesson?

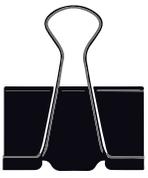
c. What can you do to improve your learning?

LESSON 2

SCIENCE STUFF

Reading

- 1.** Discuss the questions below.
 - a.** Why aren't birds on power lines electrocuted?
 - b.** Why are stars only visible at night?
 - c.** Why doesn't a huge metal ship sink?
 - d.** How does sunscreen work?
 - e.** How does the soft centre get into chocolates?
 - f.** How is gas put into fizzy drinks?



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

3. Match questions a-f in Activity 1 with paragraphs I-VI from the article, in your notebook.

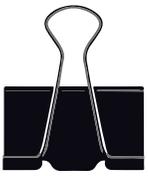
Everyday Mysteries: The Science of Our Daily Lives!

I. Electricity wants to reach the ground. If there is a wire, the electrical charge will go down it. Birds aren't touching the ground when they sit on power lines, **so** they are safe. But be careful, if you are up a metal or wet wooden ladder, you can get

a shock from power lines. The electricity is conducted through your body and travels down the ladder **so that** it reaches the ground.

II. The sugary centre is hard at the beginning. First, it's covered in chocolate by a machine. Then it's heated, and an enzyme called *invertase* is activated. This makes the sugar become soft. The temperature isn't high enough to melt the chocolate coating, **so** it stays hard. Delicious!

III. It's fun to sunbathe, but the sun also damages the skin. Sunscreen contains

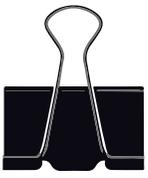


chemicals **so that** you are protected against the sun's harmful ultraviolet rays and radiation is reflected away from your body by inorganic ingredients such as titanium oxide. Radiation that doesn't get reflected is absorbed by organic ingredients such as oxybenzone, **so** it never reaches your skin.

IV. The fizz in your drink is caused by carbon dioxide. Water is cooled to below 8°C and then carbon dioxide is forced into the bottle by a machine. Then the bottles are closed quickly so the carbon dioxide can't escape. When you open the bottle, the carbon dioxide rises to the top in the form of bubbles.

V. The ship floats because it is full of air. The combined weight of the ship and the air inside is less than the weight of the water that would occupy the same space. On the other hand, if the ship filled with water, it would sink. This is because the ship plus the water inside would weigh more than the same volume of water.

VI. The stars are in the sky both during the day and night. During daylight hours our star, the sun, is so bright that the other stars can't be seen. At night when our side of the Earth is facing away from the sun, the stars can be seen because the sky is dark.



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

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

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

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



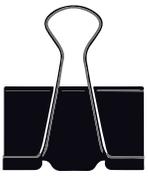
Checkpoint

7. Solve a problem in groups.

a. Read the problem.

b. Identify and write down the important information in your notebook.

c. You have ten minutes to find a solution to the problem!



d. Check your answers as a class

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

Editorial Creation

Language in use

Present Simple Passive

- We often use the passive voice when we talk or write about science, technology, and processes.

e.g. Electricity is conducted through your body.

- In a passive sentence, the subject is not the agent (the person or thing that does the action). The object of an active sentence becomes the subject of a passive sentence. We form the present simple passive with the verb to be in the present tense and the past participle. If we want to mention the agent, use by.



e.g. Active: A machine forces carbon dioxide into the bottle.

Passive: Carbon dioxide is forced into the bottle by a machine.

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

Verbs: buy - donate - ot give -
repair - not sell - speak.

I. English and Spanish...in this store.

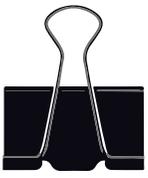
II. Tickets for tonight's concert can...
from the box office.

III. Problems with your watch? All types of watches...in this store.

IV. Bus tickets...on board. Please use the machines.

V. At the end of each day our leftover sandwiches...to shelters for the homeless.

VI. Change is...by this parking meter.



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

a. They clean our car at the carwash once a week.

b. You can see the city centre from my house.

c. They collect rubbish from my house every day.

d. My mother makes my lunch.

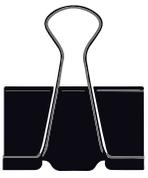
Listening

1. Discuss.

- a. Do you throw away plastic carrier bags or do you reuse them?
- b. Do you recycle your paper, plastic, and other rubbish?

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

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



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

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

80% of plastic bottles are recycled.

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

3. Before  51 your listen to the second part of the talk, put the actions in order in your notebook. Then, listen and check your answers.

- a.** The metal is removed by two magnets.

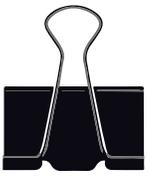
- b.** The remaining plastics are separated.

- c.** The glass is broken up and removed.

- d.** The rubbish is put onto conveyor belts.

- e.** The cardboard is removed.

- f.** The rubbish is taken to the recycling plant.



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

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

-How Whatsapp messages are delivered.

-How chocolate is made.

-How paper is made.

-How a video game is created.

b. Practise your presentation.

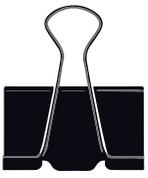
c. Give your talk to the class and ask for feedback on your presentation.

Reflect

5. Discuss.

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

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



CLIL
P.E.

1. Read the note and discuss.

a. How much exercise do you do during a regular week? Do you think it's enough?

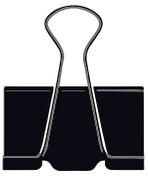
b. How's physical education in your school? What would you change?

Note: A study provides new evidence of an association between cardiorespiratory fitness and brain health. Researchers found that increases in peak oxygen

uptake (which happens when doing exercise) were strongly associated with increased brain matter volume. The results suggest cardiorespiratory exercise may contribute to improved brain health and slow down a decline in grey matter.

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

2. Read the instructions to create a training program. Put paragraphs A-D in order in your notebook. Then, check your answer as a class.



A. Choose the exercises

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

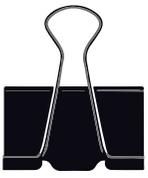
B. Set goal and times

Then, think about what you want to achieve. Do you want to do more exercise apart from P.E. at school? Maybe you want to limit your sedentary activities.

Your answers will help you design your training program. After this, you can set the frequency of your exercises per week and how long your program will last. Be realistic about your goals and times and consider you'll need recovery time to avoid getting exhausted.

C. Design the plan

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

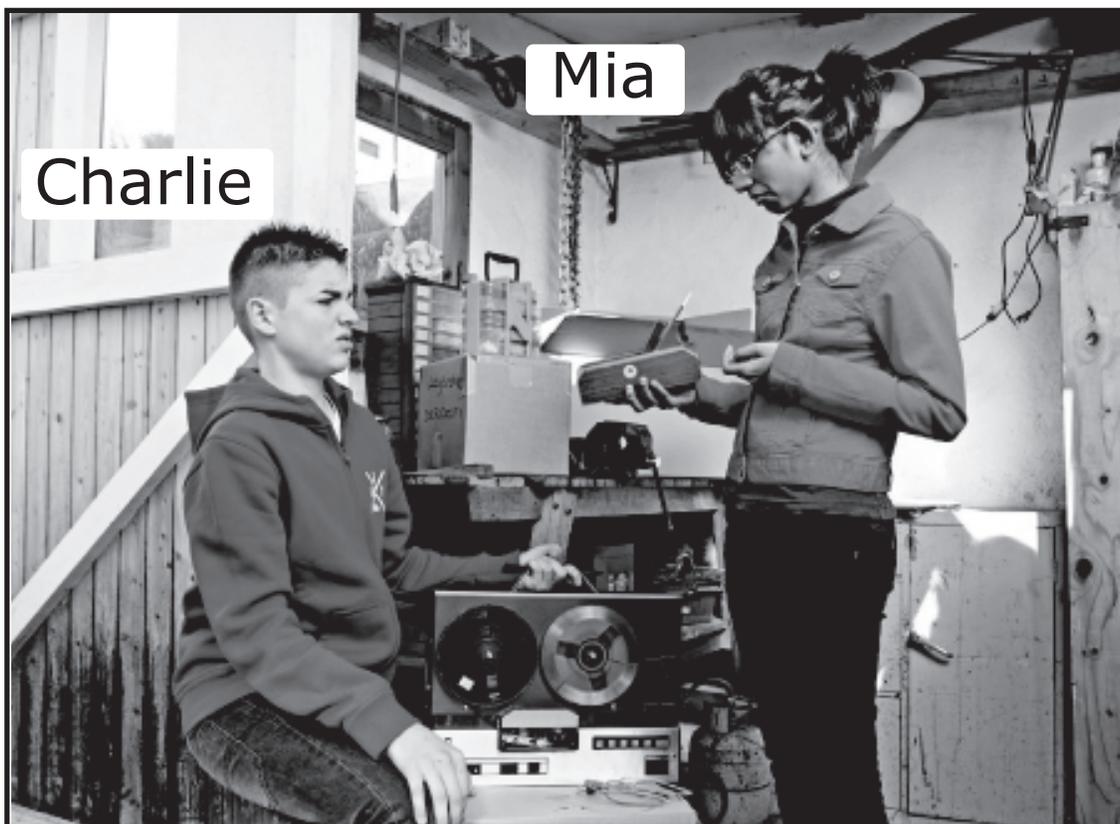


D. Measure your current state

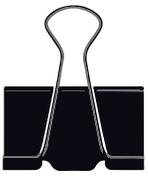
First, take notes on your current physical state. Young people aged 13-17 should do intense physical activity for at least 60 minutes every day. They should also minimise the time spent being sedentary. This means limiting the use of electronic media entertainment (television, video games, and PC use)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

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

Speaking



1. Listen  53 to Mia and Charlie's conversation and check your previous answers.



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

- a.** How does Mia describe the first object that they find?
- b.** What's it called?
- c.** What's it used for?
- d.** Where has Mia seen a reel-to-reel tape player before?
- e.** What does Charlie find in a box?
- f.** Why is Mia's dad happy she has found the tape player?

3. Write the words below in your notebook.

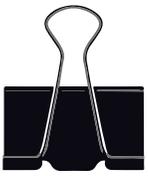
Then, listen  54 again and mark the words you hear used to describe objects I and II, in your notebook.

I. The place

Wood, metal, plastic, big, small, heavy, light, round, square, rectangular.

II. The reel-to-reel tape player

Huge, heavy, light, plastic, cork, metal, curved, round.



Your Turn to Speak

4. Describe an object and guess.

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

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

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

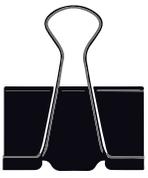
e.g. It's made of plastic and it has

a metal tip. It's used to measure temperatures.

Is it a thermometer?

Yes, it is! It's your turn now





Reading

1. Read the following game review and answer the question in your notebook: What is the game about?

Living With Machines: Horizon Zero Dawn Review

Horizon Zero Dawn is a post-apocalyptic game that was released in 2017. The world created in the game is breathtaking, as you see humans live amongst animal-like machines such as crocodiles and hawks. However, this robotic fauna is normal for the humans living in this world. Originally

passive, these machines have become **irrational** and have started attacking humans. This leads Aloy, the game's main character, on a quest to find out what happened to the "old ones" and why the machines are behaving irregularly. In one of the game's revelations, we find out that Earth was destroyed by biomass eating machines in the 21st century (the century we are living in now!). These machines were created for military purposes by **irresponsible** authorities who eventually lost control of them. At some point, humanity realised it would require years to learn how to deactivate the machines, so they made a drastic decision: to accept annihilation. To preserve humankind, an



elite group of scientists and engineers were recruited to create Artificial Intelligence (AI) which would learn to deactivate the machines and repopulate the Earth once the planet became habitable again. The game makes it explicit that repopulation happened hundreds of thousands of years after the 21st century. Horizon Zero Dawn is a unique game with stunning visuals and an incredible critique of technological advances. How far should science be allowed to advance without considering the possible consequences?

Editorial Creation

2. Read the text again and answer the questions in your notebook.

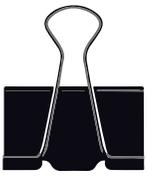
a. What do the words in bold mean?

b. What do they have in common?

c. Why do you think the author of the text ends their review with a question?

3. Using a dictionary, search for more words beginning with the prefix **ir-** and make a list of them in your notebook. Then, create 5 sentences using these words.

e.g. Research is something **irresistible** for scientists.



4. Discuss.

- a.** Do you believe robots can think for themselves?

- b.** Could what happened in the game happen in real life? Why?/Why not?

- c.** Should countries put a limit on how far science and technology can go? Why?/Why not?

Language in use

Past Simple Passive

- We often use the past simple passive when we talk or write about science, technology and processes. We form the past simple passive with the past simple of **to be and the past participle**.

e.g. His machine **was built** for a Science Museum in London.

- The **object** of an active sentence becomes the subject of a passive sentence. We can use **by** to mention the agent.

e.g. Active: Martin Cooper **created** the first cellular phone.



Passive: The first cellular phone **was created** by Martin Cooper

Rewrite the sentences below using the passive voice, in your notebook.

e.g. Thieves stole a dangerous virus from the Hobson Research Lab. A dangerous virus was stolen from the Hobson Research Lab.

a. The Hubble telescope found a fifth moon on Pluto.

b. Scientists warned the government about extreme weather.

c. Archaeologists found an ancient civilisation in the jungle.



Checkpoint

Play What's so funny?

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

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



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

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

Writing

An Article

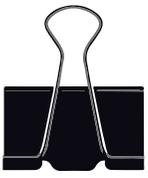
1. Discuss.

a. Read the title of the article. What do you think the text is about?

b. Does the person mentioned in the first paragraph sound familiar? Why do you think he is famous?

2. Read the article and check your predictions.

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



B. The introduction describes the most general aspect of the text.

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

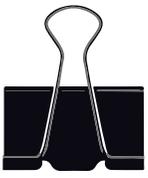
D. The concluding paragraph narrows down the topic even more.

A. A LASTING LEGACY

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

C. Nobel died a very wealthy man in 1986. His will stated that most of his money was to be used to establish a fund **so that** important people could be recognised in the following areas: Chemistry, Physics, Physiology or Medicine, Literature and Work for Peace.

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



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

Editorial Creation

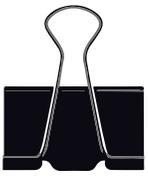
Your Turn to Write

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

Review

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

Build - design - invent(x2) - make
- paint - play - use



QUIZ TIME!

I. Where... the Statue of Liberty...?

- A.** France.
- B.** the United States.
- C.** the UK.

II. Who ... The Scream ... by?

- A.** Claude Monet.
- B.** Edvard Munch.
- C.** Pablo Picasso.

III. Who... jeans... by?

- A.** Levi Strauss.

B. Stephen Lee.

C. Charles Gap.

IV. How long...toothpaste... ?

A. 1,000 years ago in Peru.

B. 2,000 years ago in Ancient Rome.

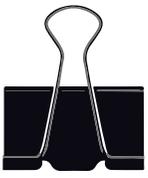
C. 3,000 years ago in Ancient Egypt.

V. When...Fantasmagorie, the first animated film, ...?

A. 1898

B. 1908

C. 1928



VI. Who...the first bicycle with inflatable rubber wheels...by?

- A.** John Dunlop.
- B.** Leonardo Da Vinci.
- C.** Henry Ford.

VII. Who... the World Wide Web... by?

- A.** Stephen Hawking.
- B.** Tim Berners-Lee.
- C.** Thomas Edison.

VIII. Where... the first football World Cup ...?

- A.** Uruguay.
- B.** Brazil.

C. Germany.

2. Listen  57 and check your answers.

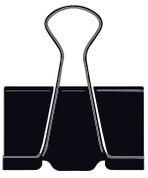
Think Back

3. Think about the lesson and answer.

a. Did you like the lesson? Why?/Why not?

b. What would you change from the lesson if you could?

c. Explain what you learnt to a classmate.



FINAL REVIEW

1. Discuss.

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

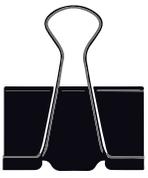
2. Read the text and make a summary of the instructions in your own words, in your notebook.

JUMPING QUESTIONS

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

Step 1: Choose five topics from the box below.

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



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

e.g. Friends and family

Have you got any brothers or sisters?

Everyday activities

What time do you get up?

Freetime and entertainment

What are you doing at the weekend?

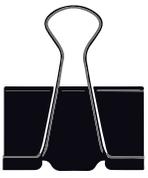
Sport Which sports have you played?

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

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

What's your favorite sport?





3. Play Jumping Questions.

a. Divide the cards according to their topic. Make five piles, one for each topic.

b. Take turns asking and answering questions. Student A will draw a card from the first pile and ask the question to Student B.

c. Student B will answer the question. Student A can ask for more information before drawing a card from the second pile.

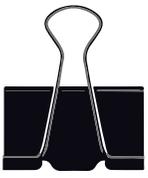
d. Student B will answer the new question and Student A will keep drawing cards from each pile until he/she has asked 5 questions (1 from each pile). Then, switch roles. Now, Student B asks the questions. Take turns every 5 cards to ask and answer the questions.

e. Follow these tips to play the game.

Student A

-Ask a question from the first pile. Ask for more information

-Draw another card and ask the new question. Remember to ask for additional information.



Student B

- Answer the question.
- Answer Student A's questions.

Continue until you ask 5 questions, then switch. The game is over when all piles are finished.

My3Ws

What?

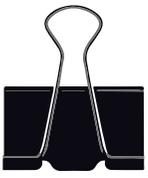
Describe what you learnt in this unit.

So what?

Explain why what you learnt was important/useful.

Now what?

Reflect on the next steps in your learning process.



Project

Take a Virtual Field Trip

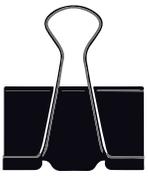
Preparation

- 1.** As a class, do you know 360° Virtual Field Trips? Make note, in your notebook, of the:
 - a.** Type of activity.
 - b.** What you can do on the tour.
 - c.** What you see.
 - d.** What you feel.

2. Discuss which virtual field trip you liked best.

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

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



Your Turn

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

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

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

- Entertainment.

b. Share your answers with the class.

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

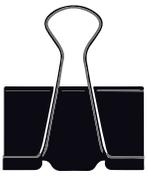
- Our virtual tour to: (Name of tour)

- List of things I saw:

(List of interesting things you saw in the video)

- Something I learnt:

(Did something get your attention?
Write it here.)



- My favourite part:

(Describe your favourite part of your virtual tour.)

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

EXERCISE BOOK

LESSON 1 OUT AND ABOUT

Reading

1. Scan the texts. Match headings A–D with text I–III. There is one heading you don't need.

A. Web postings.

B. What's on in the Studio.

C. How to find us.

D. About us.



THE LOWRY ART CENTRE

I. _____

The Lowry is an arts centre in a modern building in Manchester. Named after the famous local artist L.S. Lowry, the Lowry opened in April 2000.

It has two huge theatres and a smaller studio, and it presents a variety of shows including dramas, musicals, operas, dance, comedies and music. It also has a wonderful art gallery where you can see the famous works. With a restaurant, cafés and bars, the Lowry is an emblematic tourist attraction.

II. _____

Contemporary dance workshop for students aged 11-17.

Class size: 30

Time: Weekly from 5pm to 6pm

*No previous sign up necessary.

Art classes for beginners.

aged 13+

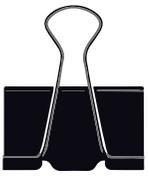
Class size: 15

Time: Monthly from 11am to 3:30pm on Saturday and Sunday.

Learn about drama at our yearly summer school.

Class size: 45 (8-16 year olds)

Time: 10am to 5pm daily during August.



III.

I may go to the summer school again this year since it was quite delightful last year. We must perform in front of our family on the final day. **Amy**

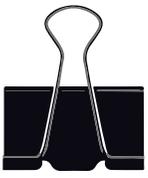
Is anyone doing the contemporary dance workshop? It says you needn't sign up beforehand. I might take it. I need a peaceful break from everything. **Billy**

I might take the drama workshop on the 17th August, but I have to decide now because the deadline is tomorrow. **Alex**

Editorial Creation

2. Read the text and decide if the sentences are True (T) or False (F). Justify the false sentences.

- a.** The Lowry is an old building.
 - b.** You can find L.S. Lowry's painting in the Lowry Art Centre.
 - c.** You have to sign up for the dance workshop.
 - d.** The Lowry has a huge studio.
- 3.** Find the words ending in **-ful** in the previous text. Then, create new sentences using these adjectives.
- 4.** Discuss.
- a.** Is there a place similar to the Lowry Art Centre in your city or town? Describe it.
 - b.** What must you do to take classes similar to the ones offered at the Lowry?



Language in use

Expressing Necessity and Probability

1. Read and complete the sentences with the correct modal verb.

a. You look ill, you _____ go to the doctor.

b. It _____ rain, so you should take an umbrella.

c. When you arrive, you _____ take off your shoes because the floor is already dirty.

d. I have a terrible toothache, I _____ go to the dentist.

2. Match sentences a-e with sentences I-V to make predictions.

a. It's cloudy today.

b. There's no traffic.

c. The hospitals are crowded.

d. Stores close early today.

e. That milk has been in the fridge for days.

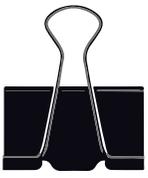
I. I may not make it to the supermarket.

II. It might expire soon.

III. It may rain.

IV. They might run out of beds.

V. I might arrive to the party on time.



3. Write two sentences expressing necessity and two sentences expressing probability.

4. Read the following situation. Then, create crazy probabilities about it.

e.g. People might travel to the beach whenever they want.

Scientists invented a machine that lets you teletransport to any place in the world.

Listening

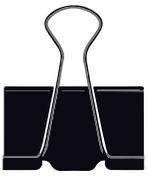
1. Look up the following words a-d in a dictionary.

- a.** Dance floor:
- b.** Funfair:
- c.** Stage:
- d.** Tent:

2. Listen  44 to a conversation between Lara and Leo and answer: What are they chatting about?

- a.** A town festival.
- b.** A music festival.
- c.** A dance competition.
- d.** A birthday party.

3. Listen  44 again and answer the questions.



- a. What is the name of the event?
- b. Where is it?
- c. How long does it last?
- d. How many stages are there?
- e. What types of music can you hear?
- f. Where can you dance?
- g. What else is there to do or see?

Pronunciation

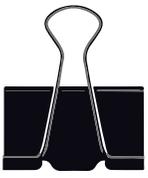
Short and long vowels

4. Listen  and repeat the following sentences.

- a. Could I have a cup of strong black coffee, please?

- b.** Meet me in a minute at the bus stop.
- c.** Lucy had some soup with a salad and some meat.
- d.** George and Charlie walk to school every morning.
- e.** I bought fish and chips for supper and some biscuits for tea.
- f.** My mother and father work at an art gallery.

- 5.** Listen  45 to the sentences again. **Underline** the short vowels and **circle** the long vowels in each sentence.



Speaking

Asking and Giving Directions

1. Listen  to 3 people asking you for directions. Respond appropriately using the following expressions.

Asking for directions:

- Excuse me, ...
- ... where's the ...?
- ... can you tell me where the ... is, please?
- ... how do I get to the ...?
- ... where's the nearest ...?

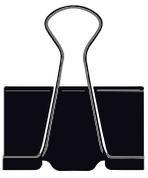
Giving directions:

- Turn left/right.
- Take the first/second/third right.
- Go straight on. Go down this road.
- Cross the road.

Asking and Giving Directions:

- Go to the end of ... Street.
- At the traffic lights,...
- When you get to the ..., ...
- It's on your left/right.
- It's on the corner of ...

You can't miss it.



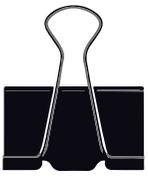
2. Draw a map of your school.

- a.** In groups, go on a quest to draw the classrooms and corridors of your school. Assign the name of the class or teacher to each classroom.
- b.** Then, create instructions for another group to find the mystery destination (the starting point is your classroom).
- c.** After you finish, swap instructions and maps!

Reading

1. Read the article and put paragraphs A-D in order.

A. ___ What will our mobile phones be like in the future? They'll be smaller in size, but they'll have special screens that expand. This will make it easier to read documents. Your phone will also be your identification. When you travel abroad, you won't need to take your passport. You'll show your phone at passport control instead, so you will always need it with you. No one will distrust you as security measures will increase.



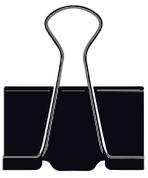
B. ____ Mobile phones today are very different, not just in appearance (they fit in our pockets now), but also in performance. These devices allow us to multitask. We use them to send text messages and emails, browse the internet, watch films, listen to music, take pictures, record videos, play video games and, of course, make calls. Every now and then we **dispose** of an old model to buy a better and faster phone.

C. ___ Nowadays, moving around the world without a mobile phone is unthinkable.

However, the first mobile phone wasn't as portable as they are now. DynaTAC 8000X was around 33 cm long and weighed just under one kilogram. Its battery gave you an hour of talk time and GPS wasn't included.

Luckily, those times are long gone, and large and bulky phones have been **discontinued**.

D. ___ As a result, no one will be able to live without their mobile phone. Maybe you'll accidentally **discard** it,



but you won't need to worry. You'll be able to contact your supplier and they'll deliver a new one to you the next day.

All your data will already be sent to the new phone, so you'll be able to use it straight away. If someone finds your old phone, it won't be of any use to them because you'll be able to lock it remotely.

Editorial Creation

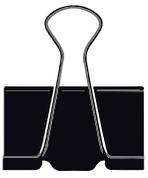
- 2.** Read the article again and complete the sentences.

- a. When you travel...
- b. You'll use it a lot, so...
- c. Your phone supplier...

3. Look at the words in bold from the text and guess their meaning.

4. Describe a character of a film/book or an object using words with the prefix **dis-**. Compete for who can describe characters/objects using more words with **dis-**.

e.g. Cruella de Vil was a **distinguishable** and **dishonest** villain.



5. Discuss.

- a. How does technology help you when you travel or move around your city?
- b. Are there negative consequences of depending too much on technology?

Language in use

Expressing Predictions and Promises

1. Complete the sentences with **will** or **won't** and the following verbs: be- discover- move- around- go- have- develop- use- get.

WHAT WILL LIFE BE LIKE IN THE YEAR 2050?

HERE ARE MY TOP PREDICTIONS!

(✓): positive (✗): negative

e.g. Students will have all their lessons at home on computers. (✓)

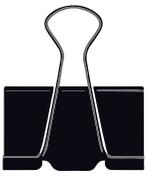
a. The world's climate _____ warmer. (✓)

b. People _____ paper documentation to travel. (✗)

c. Scientists _____ teletransportation to travel to new places for free. (✓)

d. People _____ on holiday to the Moon. (✓)

e. Most vehicles _____ petrol for their power. (✗)



- f.** Astronomers _____ a planet similar to Earth. (✓)
- g.** People _____ in flying cars. (✗)

What do you think?

2. Turn the following sentences into promises using **will** or **shall**.

e.g. go birthday party

We **shall** go to your birthday party.

a. home at noon.

b. visit you every Sunday, grandma.

c. never let you down.

d. handle all the travel arrangements, don't worry.

3. Play a game.

a. Get into groups.

b. Make predictions about each other's futures. Then, make a promise in order to achieve each prediction made about you.

e.g. You will become a successful writer.

I shall write a short story every month.

Writing a report

1. Write your report.

- Describe your objectives in the first paragraph.
- Describe your findings in the following paragraphs.



- Draw conclusions about your findings in the final paragraph.

2. Check and correct your report.

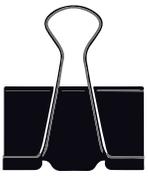
- a.** Check that you have included the necessary information in each paragraph.
- b.** In pairs, swap your reports and check each other's work.
- c.** Write what you think about your classmate's work.

LESSON 2

SCIENCE STUFF

Reading

1. Read the blog posts about technological home appliances. Choose the best title for each post A-C.
 - A. As quick as a flash.
 - B. Bake it yourself.
 - C. Like new every time.



I. ___ We hated cleaning the oven, so we only did it when it was horrible and smelly. But now we've got a brand new, pyrolytic oven and it's amazing!

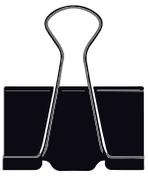
When the oven is dirty, you just switch on the pyrolytic function. The temperature is raised to around 500°C so that the food and grease is burned off and a couple of hours later, your oven is spotless! (Camila)

II. ___ There's an induction hob in our new flat and it's brilliant. There's a magnetic coil under the surface and when electricity travels through it, electromagnetic energy is created. This

is transferred to the iron base of the pan, so the contents in the pan get heated really fast. The pan gets hot, not the hob so you don't burn yourself when you remove it. The only downside is they're really expensive! (Alexis)

III. ___ If you love freshly made bread, you should get an electric bread maker.

You weigh all the ingredients into a metal pan, put it into the machine, close the lid and select the programme on the control panel. The machine beeps so that you know when your bread is ready. This machine does all the work for you! (Katy)



2. Read the blogs posts again. Match the sentences a-f with the correct device I-III.

- a.** ___ is expensive.
- b.** ___ creates electromagnetic energy.
- c.** ___ weighs the ingredients.
- d.** ___ cleans the grease.
- e.** ___ heats the pan.
- f.** ___ beeps when ready.

3. Choose the correct alternative.

- a.** I turned the oven on 30 minutes ago **so/so that** the cake should be done by now.

- b.** He boiled the water carefully **so/so that** he wouldn't hurt himself.
- c.** The machine will make a sound **so/so that** you know when the clothes are finished washing.

4. Discuss.

- a.** What are the pros and cons of these types of technological devices?
- b.** Do you think that science and technology are developing faster than ever before? Why?/Why not?



Language in use

Present Simple Passive

1. Complete the sentences with the present simple passive form of the verbs in brackets.

a. Chemicals _____ (use)
in the lab.

b. A fire extinguisher _____
(keep) nearby.

c. The water _____ (boil)
for five minutes.

d. The work bench _____
(clean) regularly.

e. A chemical reaction can _____
(see).

f. Homework _____ (do)
after school.

g. Notes can _____
(take).

2. Rewrite the sentences from active to passive voice and vice versa. Do not change the meaning of the sentence.

a. They manufacture computers in
China.

Computers _____.

b. The Earth is heated by the sun.

The sun _____.

c. They don't grow oranges in the UK.

Oranges _____.



d. We wear safety glasses in the science lab.

Safety glasses _____.

e. Copper is extracted in Chile to export to other countries in the world.

Chile _____.

f. People eat less ice-cream during winter.

Ice-cream _____.

3. Tell a classmate passive sentences without saying the agent. Your classmate will then complete the sentences by adding the agent. Create three more examples of your own.

e.g. Patients are treated by ...

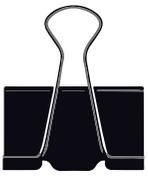
-Patients are treated by doctors.

a. Laws are written by ...

b. Most mobile phones are made by ...

Listening

1. Match the following words with the pictures: coin, banknote, magnifying glass.

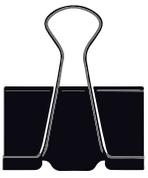


2. Listen  52 to a conversation between James and Lorena and answer the questions.

- a.** What household job is James doing?
- b.** What's the problem?

3. Listen  52 again and decide if the sentences are True (T) or False (F). Correct the false sentences.

- a.** James' mum is doing the ironing.
- b.** It's impossible to stop the washing machine early.
- c.** Banknotes aren't made of normal paper.



- d.** Lorena explains how to make counterfeit banknotes.
- e.** James plans to put his banknote on the washing line.

4. Discuss.

- a.** What security measures are in place so that Chile doesn't have currency that is falsified? Do you think they are efficient?
- b.** If quid is slang for pound, what are the slang words for coins and banknotes in Chile? What do you think is the origin of those names?

Speaking

Describing Objects

Describing something

It's very heavy.

It's like a small brick.

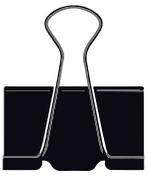
It's made of

It's got a handle.

You use it for ...-ing.

You use it to

It's used for ...-ing.



Asking for information

How big is it?

How heavy is it?

What shape is it?

What's it made of?

What do you use it for?

Useful words

Colour: dark, blue, pale, pink, greenish.

Size: tiny, medium, huge.

Shape: round, rectangular, curved, heart-shaped.

Substance: rubber, metal, cork, concrete.

Weight: light, heavy.

1. Circle the correct alternative to complete the dialogues. Then, listen  and check.

Glen: **What/How** shape is your rubber?

Ken: It's **huge/round**.

Glen: What's it **make/made** of?

Ken: **Purple/Rubber**, obviously!

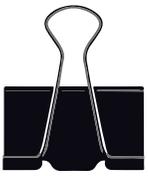
Tim: Look at your handbag! It's **like/likes** a big sack.

Bea: I know! It's **huge/tiny**.

Tim: **What/How** heavy is it?

Bea: It isn't heavy. It's **round/ ight**.

Eve: What do you **use/used** that big bowl for?



Cathy: It's used for **making/make** cakes.

Eve: **What/What's** it made of?

Cathy: It's made **for/ of** metal.

2. Imagine you left a bag of sports gear at the sports centre yesterday. You are phoning to see if it is in the lost property office. Complete the dialogue.

You: Can you tell me if my bag is in the lost property office, please?

Receptionist: How big is it?

You: (Describe its size.)

a. _____

Receptionist: What colour is it?

You: (Describe its colour.)

b. _____

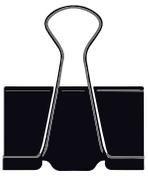
Receptionist: What's it made of?

You: (Describe its substance.)

c. _____

Receptionist: I'll go and have a look now. Hold the line, please.

3. Listen  56 to four people asking you questions. Use the expression for describing objects to write the most appropriate response.



Reading

1. Read the text.

MARIE CURIE (1867-1934), PHYSICIST AND CHEMIST

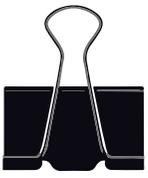
Marie Sklodowska was born in Poland on 7 November, 1867. In 1891, Marie was accepted at the Sorbonne in Paris where she studied Physics and Maths. At the Sorbonne, she was introduced to Pierre Curie, a physicist, and they got married in 1895. Together, the Curies investigated radioactivity and two new chemical elements were discovered by them in 1898. One was named polonium (after Poland) and the other radium (after

radiation). In 1903, the Curies were given the Nobel Prize for Physics. Tragically, in April 1906, Pierre was killed in an accident in the street. Marie, with her **irresistible** thirst for knowledge, continued their work and, thanks to the couple, X-rays were eventually invented.

Marie received another Nobel Prize in 1911, this time for Chemistry.

Marie Curie died of leukaemia on 4 July, 1934. Without doubt, this was caused by the **irreversible** damage of being in contact with radiation during her years of research. She **irrefutably** became one of the most important women in the field of science.

Editorial Creation



2. Read the text again. Put the words in the correct order to make past passive voice questions. Then, use the biography to answer the questions.

a. was/when/born/Marie Curie?

Q: _____ ?

A: _____ .

b. polonium/named after/was/what?

Q: _____ ?

A: _____ .

c. how/killed/Pierre/was

Q: _____ ?

A: _____ .

d. Marie Curie/ given/a prize/was/ n 1911

Q: _____ ?

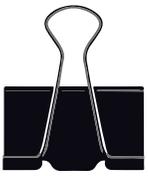
A: _____ .

3. Look at the words in **bold** from the text and how they are used. Write a sentence using each word.

a. irresistible:

b. irreversible:

c. irrefutably:



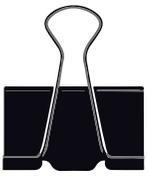
4. Discuss.

- a.** Do you know any other woman who has won a Nobel Prize? Who and what for?
- b.** If you were a scientist, what would you want to discover?
- c.** Do you believe it is important to reward people for their accomplishments in their respective fields?
Why?/Why not?
- d.** Do you know any Chileans who have won this Prize? Who?

Language in use

Past Simple Passive

1. Complete the sentences with the past simple passive form of the verbs in brackets.
 - a. The Mona Lisa _____
(paint) by Leonardo Da Vinci.
 - b. The Barros Luco sandwich
_____ (name) after
Ramón Barros Luco.
 - c. The Berlin Wall _____
(demolish) in 1989.
 - d. My computer _____
(repair) last week.



2. Rewrite the sentences below using the past simple passive.

e.g. Gutenberg invented the printing press./The printing press was invented by Gutenberg.

- a.** A Hungarian professor invented the Rubik's Cube.
- b.** Spain won the 2010 FIFA World Cup.
- c.** People called the first denim trousers 'waist overalls'.
- d.** Frank Gehry designed The Guggenheim Museum in Bilbao.
- e.** Scientists developed antibiotics in 1935.

3. Use the prompts to make past simple passive sentences.

e.g. (America/discover)

America was discovered by Christopher Columbus.

a. (the school/build)

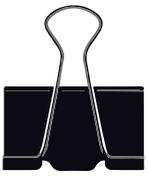
b. (my shoes/buy)

c. (the Student Books/write)

d. (I/name after)

4. Share your answers from Activity 3 with your class.

5. Create your own passive sentences. Then, share them with a classmate.



Writing

An Article

1. Write an article about an important event.

Use your notes and the plan below:

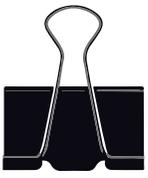
- Paragraph 1 – Describe the general aspects of the event, for example its origins or creators.
- Paragraph 2 – Describe more specific details derived from the ones you wrote in paragraph 1.
- Paragraph 3 – Narrow down the topic. Focus on particular aspects of the event.

- Paragraph 4 – Conclude the article with a reflection about the event.

Remember to use the vocabulary and structures you have seen in this lesson.

2. Check and correct your article.

- a.** Check that the vocabulary and expressions you have used are correct.
- b.** In pairs, swap your stories and check each other's work considering the plan above.
- c.** Write what you think about your classmate's work below.



TEST

Yourself

1. Rewrite the sentences below replacing the words in **bold** with the words in the box. Make the necessary changes.

crowded – modern – historical – huge

- a. Notre Dame is an **old** cathedral in Paris.
- b. The main square in my town is **full of people**.

- c. Costanera Center is a **very big** building in Santiago.
- d. In Bilbao, the Guggenheim Museum is one of the most **contemporary** buildings.

2. Read the statements and decide if the sentences are True (T) or False (F).
Correct the false sentences.

- a. ___ When you hand in your homework on time you are being irresponsible.
- b. ___ You disagree with someone when you have a different opinion.
- c. ___ A helpful person is someone who is not willing to assist others.
- d. ___ When you tell the truth, you are being dishonest.



- 3.** Write predictions about the future. Think about technology, school, family, etc. Use a different topic for each prediction.
- 4.** Write sentences in the present simple passive about the following topics.
- a.** Groceries:
 - b.** Family:
- 5.** Connect the sentences using the past simple passive.
- a.** The last football World Cup. Play in 2018.
 - b.** The President. Give a speech last night.

Project

1. Complete the assessment of your Project.

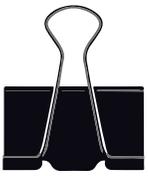
Group evaluation

Project name: _____

Group members: _____

a. Are there any aspects of the project that did not work or that could be improved?

e.g. We might have to watch the tour again. There were parts which were unclear.



b. Is there anything that could have been done in a different way?

e.g. With more time, we could have watched the tour in a larger classroom.

c. Is there anything that worked well that you particularly liked?

e.g. It was very interesting to learn about science and technology museums in other countries.

Self-evaluation

a. I learned that...

e.g. You can learn a lot from virtual online tours.

b. I had difficulties with...

e.g. Understanding the speakers at times.

c. I will overcome these difficulties by...

e.g. Having more listening practise.

Reflect

2. Discuss.

- a.** What current problems exist in the world today that could be fixed with technology?
- b.** Do you think there are problems which cannot be solved by modernised systems? Which ones?



UNIT 4

GREAT MOMENTS



Discuss

-Think of one life event that marked your childhood.

-Tell a classmate about it.

-Is there a film that represents life events similar to your own memories? Which one?

Do you think films succeed in showing real life events? Why?/Why not?



UNIT GOALS

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

LESSON 1

THE BIG SCREEN

1. Discuss.

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



2. Read the blog and identify in your notebook:

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

ENCOUNTERS! AN EXCITING NEW THRILLER

Meet the crew by Gabriella

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

On big Hollywood blockbusters, a lot of people are involved. Some jobs are easy to understand. producer is

the person who gets the film made. He or she raises the money, chooses the director and other key people, and checks every stage of the film process. And we know the director directs! But what are some of those other strange jobs?

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



Lights and lighting are very important in film-making too, so gaffers are very important in the process. They are the head electricians and oversee the lighting crew. Another essential part of making a film is choosing the right location. Being a location manager can be glamorous. They visit many places to find the perfect locations to film.

Now it's time to introduce our film crew... and it's a lot smaller. I'm the producer, director and camera operator. Sometimes my step-brother, who loves filming, helps me with the camera. The screenplay, which Justin wrote in only two weeks, is actually pretty amazing. It's

very fast and funny and has some great action sequences. Justin is also great on computers, so he's our film editor too.

Natalie is our sound recordist and composer. She records the dialogues with a special microphone. She also composes the music and she even plays all the instruments. And our actors? They are all friends and people that we know. We start filming tomorrow. Follow our blog and see what happens after

I say, 'Action!'

Editorial Creation



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

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

4. Discuss.

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

e.g. Music video choreographer



Checkpoint

5. Create and role-play a scene.

a. Look at the first scene from Gabriella's thriller Encounters.

- Give names to the characters.
- Decide what is happening in the picture.
- Write the dialogue for the scene.

b. Assign roles to each member of the group.

If there are more than 3 students in your group, create a new character!

c. Now, role-play the scene you created for the rest of the class.



Language in use

Relative Clauses: Defining & Non-defining

- We use relative clauses to give extra information about a person, object, place, or possession. These clauses begin with a relative pronoun. There are two types:

- In **defining** relative clauses, there is essential extra information. These clauses start with the relative pronouns **which/that, who/that, where or whose.**

e.g. The producer is the person who gets the film made.

– In **non-defining** relative clauses, there is extra information that is optional. Use commas to separate the clause from the rest of the sentence.

e.g. Sometimes my step-brother, who loves filming, helps me with the camera.

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



a. Month

January/February: The shy person.

March/April: The teen.

May/June: The sidekick.

July/August: The all-loving hero.

September/October: The villain.

November/December: The bad boy.

b. Day

1-5: (cut) their hair.

6-10: family left.

11-15: (be) followed by a stranger.

16-20: dog almost died.

21-25: (look) in the mirror.

26-31: secret is revealed.

c. Favourite colour

Yellow: meets a love interest.

Black: finds a purpose in life.

Red: tells a traumatic story.

Orange: gets revenge.

Green: decides to change.

Blue: feels melancholic.

2. Play a game.

THE RELATIVISE GAME!

- I.** Divide into two teams (Team A and Team B).
- II.** Each team has to write 10 sentences using relative clauses.



e.g. The people who live in Chiloé are very friendly.

My teacher, who is very nice, likes reading books.

III. Both teams go to the board to write their sentences without including the relative pronouns.

IV. When finished, switch places and correct the other team's sentences by writing the missing relative pronoun. State if the clause is defining or non-defining.

V. Each team receives one point for the correct missing pronoun and one point for identifying the relative clause. Repeat until all players have gone to the board!

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

Listening

1. Discuss.

- a.** Have you seen any of these films: Arrival, Black Panther, Interstellar? If so, what can you say about them?
- b.** Do you know what a podcast is? Have you listened to one before?

2. Listen  to a podcast about films and match the scene descriptions a-c to the films. Then, check with a classmate.



- a.** Someone receives a message from an important person.
- b.** Someone is defeated in a fight for power.
- c.** Someone chooses to take a risk for a greater good.

3. Listen  to the podcast again. Choose one film and identify in your notebook:

- a.** the title of the film.
- b.** the name of the characters/actors in the scene.
- c.** what happens.

4. In your notebook, write about your favourite moment in a film. Include the information from Activity 3. Use the following model as an example. Why the person likes the scene?

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



see an iconic superheroine be the actual protagonist of a film.

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

Reflect

5. Discuss.

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

CLIL
Arts

1. Do you know how a film is made? Write down all the steps you can think of in your notebook.

e.g. First, we choose the actors...

2. Read the text and order the eight steps in your notebook.

HOW TO MAKE A FILM: 8 STEPS

A. Once you have decided on the basics, write notes about your storyline or plot.



- B.** After editing, add sound effects, music, and titles.
 - C.** First, decide on a genre, a place, historical period, and characters.
 - D.** When your screenplay is ready, assemble your film crew and cast your actors.
 - E.** Finally, make a trailer and show your film!
 - F.** Find locations for your scenes or build sets and collect props and costumes.
 - G.** Write the screenplay – dialogue with instructions for the filming.
 - H.** Using your screenplay, draw a storyboard (pictures of each scene).
- 3.** Check ✓ Activity 2 with a classmate.
Do you have the same order?

Speaking

1. Discuss the questions.

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

2. Listen  62 to Charlie and Mia's conversation and answer the questions in your notebook.

- a.** Where is Mia going?
- b.** What does Charlie want to know?



- c.** Why didn't Mia know about the video?
- d.** Why can't Charlie show her the video?

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

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

4. Listen  63 again and write down all the technical problems they mention in your notebook.



Your Turn to Speak

5. With your classmate create a short dialogue . Then, role play the dialogues. Look at the example:

e.g. Did you get my message?

No, I didn't. My battery's dead.

What was it?

I sent you Billie Eilish's new video!

Oh really? Show it to me!



Reading

1. Discuss.

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

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

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

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



uniform lines. I choose a bow, string it, and sling the matching quiver of arrows over my shoulder.

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

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

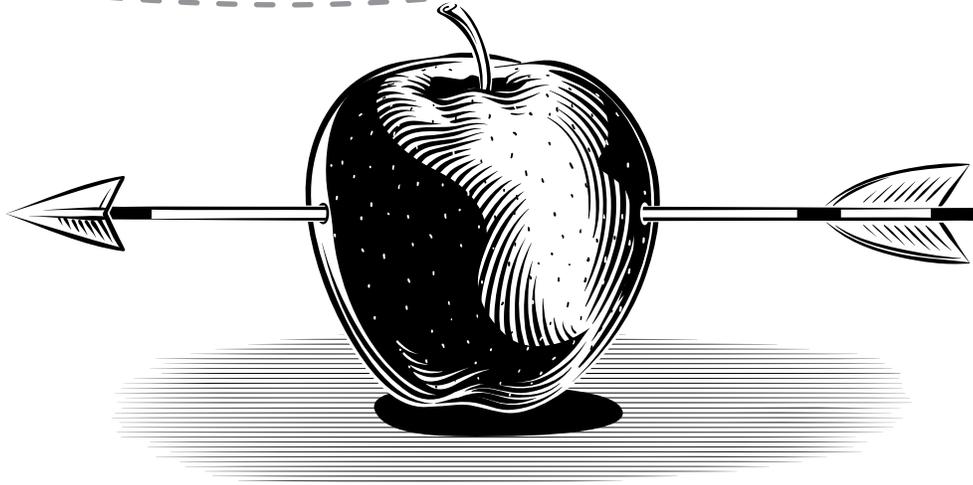
It's excellent shooting. I turn to the Gamemakers. A few are nodding approval, but the majority of them are fixated on a roast pig that has just arrived at their banquet table.



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

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

Adapted from The Hunger Games



3. Read the text again and discuss the questions.

a. Is the extract fiction or non-fiction?
How can you tell?

b. How does the main character feel?

c. What is the conflict in this extract?
How does the main character solve it?



4. Now, watch the scene from The Hunger Games film and answer the questions in your notebook.

a. Did you like the film or the book version better? Why?

b. How does the film compensate for not being able to express the main characters thoughts? Was your perception of the scene impacted?

c. Which parts of the book were left out of the film? Why do you think they were left out?

d. Which version do you understand better: the book or the film? Why?

Writing

A Film Review

1. Discuss.

a. What was the last film you saw? **b.** Did you like it? Why?/Why not?

2. Read the film review and tips for writing one. Then, answer the questions.

a. Did you like the review? Why? / Why not?

b. Did the tips help you to understand how to write a review? How so?



- I.** The first paragraph provides background information about the film.
- II.** The following paragraphs describe the setting, plot, and best features.
- III.** The final paragraph states whether you recommend the film or not.

THIS WEEK'S FILM REVIEW BY MANU

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

It was released in 2018 and was directed by Peter Ramsey, Rodney Rothman, and Bob Perichetti. It features the voices of

Shameik Moore, Hailee Steinfeld, and Academy Award winners Mahershala Ali and Nicolas Cage.

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

The animation is amazing, especially during the action scenes, which are



incredible. In the end, we see Miles embrace his identity, which helps him grow closer to his friends and family. That's actually my favourite part of the film.

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

Editorial Creation

Your turn to Write

3. Plan your film review in your notebook.

a. Choose a film you have seen recently.

b. Look at the questions and make notes of your answers.

- Who produced/directed/starred in the film?
- Where is the film set and what happens? What do you like and/or dislike about the film?
- Would you recommend the film? Why? /Why not?



Review

1. Discuss.

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

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

- a. Which film includes coping with life's
changes?
- b. Which film includes a way to relive

the past?

- c. Which film includes an unexpected meeting with a friend?

BEST ANIMATED FILMS OF THE 2010S

Bear Story film frame





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

Inside out film frame



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



Toy Story 4 film frame



Woody has always been confident and knows his priority, which is taking care of his kid. However, he faces the challenge of dealing with Boonie's new toy, Forky, because he believes he is trash. A road trip excursion ends up in

an unexpected detour which includes a meeting with a long-lost friend and other incredible adventures.

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

3. Play a game.

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



Think Back

4. Think about the lesson and answer.

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

LESSON 2

TEEN SUCCES!

Reading

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

- a.** What do you think the text is about?
- b.** How are the teenagers feeling in the picture?
- c.** What are your end-of-year goal?
What are you doing to achieve them?



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

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



TEEN TIPS

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

I. Doing well at school means that you will have the opportunity to higher education such as university, which could lead to your dream job. So try your best in school and don't be afraid to ask for help. Good study habits help too, so keep your notebooks tidy and revise regularly.



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

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

IV. According to experts, volunteering can make you happier. You could volunteer in an animal shelter, make friends with an elderly neighbour, or raise money for

charity. Make a difference in the world and develop key skills.

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

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



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

Editorial Creation

3. Match headings a-g with paragraphs **I-VII.**

- a.** Live life _____
- b.** Get involved _____
- c.** Study hard _____
- d.** Get some goals _____
- e.** Make friends _____
- f.** Do a sport _____

g. Follow your beliefs_____

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

a. short-term goals.

b. long-term goals.

c. volunteering.

d. challenging activities.

e. things you believe in.

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

e.g. • short-term goal – I'd like to read a book in English this semester.



- long-term goal – I'd like to study abroad someday.
- volunteering – I'd like to participate more at my local animal shelter.
- challenging activities – I'd like to go hiking.
- things you believe in – I'd like to learn more about recycling.

6. Discuss.

- a.** Is there any information from the text you disagree with? Why?/Why not?
- b.** Are the tips presented in the article relevant to you? Why? Why not?



Checkpoint

7. Work in groups and follow these steps.
 - a. Share your short-term and long-term goals from Activity 5.
 - b. Compare and discuss your goals. Are they similar or different?
 - c. Now, create a poster and present it to the rest of your class.

Alexis.

Short-term goals:

- Buy a guitar.
- Wake up 15 minutes earlier.



Long-term goal:

- Learn how to play the guitar.

Paloma.

Short-term goals:

- Spend less time watching TV.
- Establish a routine.

Long-term goal:

- Learn to speak another language.

Language in use

Question Tags

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

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

You **live** in Concepción, **don't** you?

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

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

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



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

- Yes, I can!

2. Read the game rules. Then, listen



and answer the questions in your notebook.

a. What questions did Bob ask?

b. Which question did Suzy answer incorrectly?

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

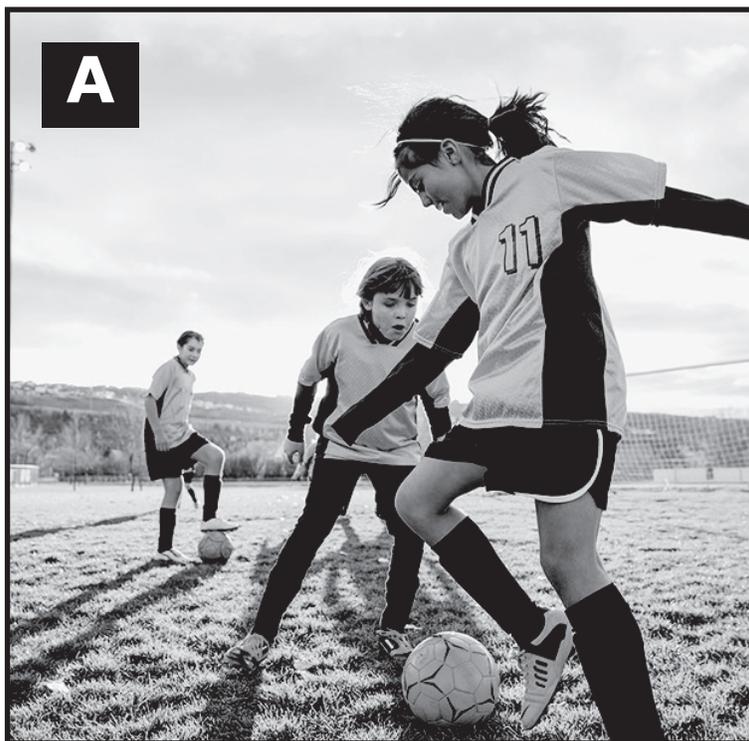
e.g. You live in an apartment, don't you?

That's right.

- Watch TV every day.
- Have got a pet.
- Like football.
- Can't speak French.
- Can't play a musical instrument.
- Are wearing a belt.
- Are the youngest person in your family.
- Have got a mobile phone.
- Don't eat meat.



Listening







1. What makes you feel happy?

2. Listen  to the first part of a radio programme about happiness. What activities do the speakers mention?

3. Listen  to the programme again. Write what makes each of them happy, in your notebook.

e.g. George likes tennis.

a. Imogen.

b. Eric.

c. Amy.

d. Oliver.

e. Tilly.

4. Listen  67 to the interview with Dr. Adam Sinclair. Then, number the benefits in the order you hear them, in your notebook.

THE BENEFITS OF HAPPINESS

by Dr Adam Sinclai

- A.** You enjoy better social relationships.
- B.** You have better physical health.
- C.** You feel good.
- D.** You are more successful in work.
- E.** You live longer.
- F.** You have better mental health.



5. Answer the following questions in your notebook.

- a.** According to the interview, what is the relationship between happiness and health?
- b.** What example does Dr Sinclair give to support that happiness makes you live longer?

Reflect

6. Discuss.

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

CLIL Technology

1. Discuss.

- a. Do you know of any technological project which has improved people's lives? Which one(s)?
- b. What role do you think technology plays in addressing everyday problems?

2. Read an article about three student projects. Then, answer in your notebook.

- a. What do you think about the winning projects? How do you think the



students came up with these ideas?

- b.** Why do you think it is important to encourage projects like these?



Los Creadores is the first Digital Talent Award in Chile which aims to encourage the creative minds of Chile's future geiuses, inventors, and entrepreneurs... children and young people who stand out for their use of tehcnology in the development of

a project that can improve the quality of life for people, their families, and their countries. These were the national winners of the 2019 contest:

1st Ocean monitoring (First place – Aysén Region)

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

2nd Smart buoy (Second place – Los Ríos Region)

Device capable of recognising water



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

3rd Ecoantarctic 1 (Third place – Ñuble Region)

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

*Adapted and translated from Ganadores
Nacionales 2019*

3. Prepare a presentation about an issue and its possible technological solutions.

Speaking





1. Answer.

a. How do you react when you receive good news? Bad news?

b. What phrases do you use to express surprise?

2. Listen  69 to Charlie's news and answer the questions in your notebook.

a. What has Charlie done?

b. Why is Lauren surprised?

3. Now, listen  70 to Mia and Lauren's conversation and answer the questions in your notebook.



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

4. Listen  Do you think Lauren has received good or bad news?

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



Your Turn to Speak

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

e.g.

a. My best friend has failed all his exams.

b. Our English teacher has won the lottery.

- 7.** Work in groups and follow these steps.
- a.** Take turns telling others your surprising news.
 - b.** Respond to the news using the expressions from your Exercise Book. Ask follow-up questions to get more information.

Have you heard the news?

No, What's happened?

My brother met Lady Gaga at a party.

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



Reading

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

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

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

3. Skim the article and find an initiative related to: money and finance, culture and history, sport and dance.

GREAT INITIATIVES

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

StreetGames

Not all **young** people can afford to go to sporting or cultural activities, especially in poorer areas. StreetGames has set up local sports and dance projects across the country. StreetGames involves the community and brings sports nearer to



people's homes so they don't have to commute or travel long distances. For example, in a small town young people play football with adults and develop positive relationships with the local community.

Heritage Reality Show

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



MyBnk

How good are you with money? Most teenagers don't know much about it. MyBnk helps young people learn money skills in a fun way so they can feel financially confident. It helps schools set up a savings bank called MyBnk-in-a-Box



so that students can learn to manage their money. It also organises a project called “Business Battle”, where teams of young people create their own businesses and learn business skills in a fun way. Over the course of a week, they develop a product and design the packaging. On the final day, they even go to a market and sell their goods. The team that makes the most profit wins.

Editorial Creation



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

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

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

StreetGames

- a.** have enough money.
- b.** establish or organize.



Heritage Reality Show

c. participate.

d. continue to exist or function.

MyBnk

e. use something sensibly.

f. materials containing goods.

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

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

Pronunciation

/j/ initial sound

7. Look at the text again. What do the words in bold have in common?

8. Listen  and repeat the sentences. Can you identify the words with the /j/ sound?

a. That young lady is really bright.

b. Paula is going to university in two months.

c. In two years, I want to climb a mountain.



9. Listen  and complete the sentences in your notebook. Then, listen and repeat.

a. I really don't like that... sweater.

b. He's a fantastic... actor.

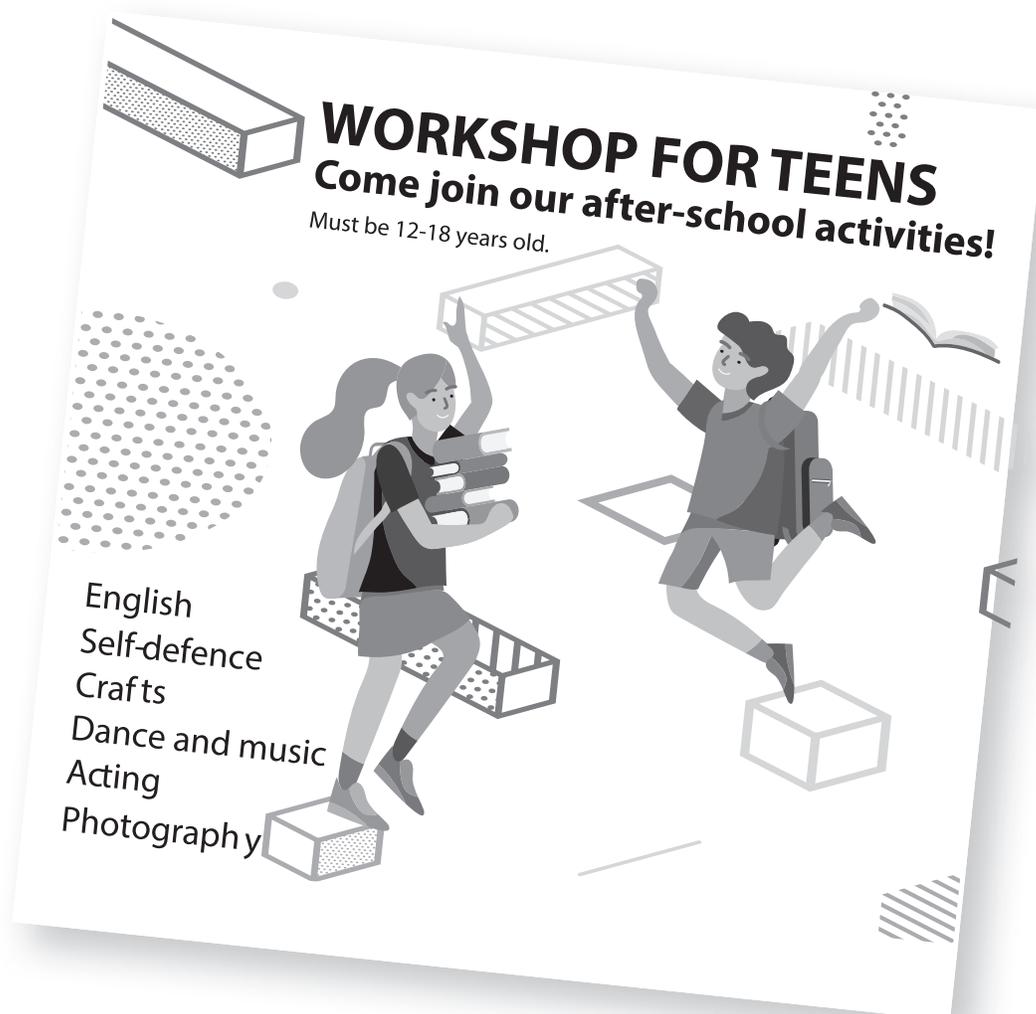
c. Mia wants to go to...

d. I'm making French... soup.

Writing

A Formal Email

1. Look at the flyer and answer: Would you like to attend these workshops? Why? / Why not?





2. Skim the email and answer in your notebook.

a. Do you think Jody would be a good member?

b. What formal expressions does she use?

I. The header and first paragraph show the email information and the reason for writing the email.

II. The second and third paragraphs state the qualities, strengths, and skills of the applicant.

III. The final paragraph states the person's availability for an interview.

IV. These expressions are used to formally end your email.

From: Jody Banks **To:** Kumani Sawar **Date:** June 23

Subject: Workshop application

Dear Mr Sawar,
I am writing to apply to the after-school workshops for teens, which I saw advertised at my school.
I am a creative and hard-working person. I consider myself friendly and love spending time with others. I am also punctual and enthusiastic.
I can go to the workshop sessions at 5pm. I go to school by bike, so I am a very active person. I would love to join the dance or self-defense groups. I enjoy participating in physical activities with other people my age.
I would be very happy to discuss my application with you in more detail. I could come visit you any day after school.

I look forward to hearing from you soon.

Yours sincerely,
Jody Banks

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Send

Editorial Creation



3. Read the email again. Decide if the sentences are true or false. Correct the false sentences in your notebook.

a. ___ The workshops start at school time.

b. ___ Jody says she is nice and sociable.

c. ___ Jody uses her bike a lot.

d. ___ Jody can go to see Mr Sawar at the weekend.

Your Turn to Write

4. Now, plan your email.

a. Decide on a workshop you wish to join (e.g. dance, music, photography, English, etc.).

b. Think about your answers to these questions and make notes in your notebook.

- What are your strengths?
- What qualities do you have that would make you eligible?
- When are you available for an interview?



Review

- 1.** Look at the pictures and discuss.
 - a.** Do you recognise these people?
What do they do?
 - b.** Do you think these people are successful? Why?/Why not?

- 2.** Read the quotes and answer the following questions in your notebook.
 - a.** Do you agree or identify with them?
Why?/Why not?
 - b.** What are the most important values in each quote?
 - c.** In your opinion, are these quotes realistic or idealistic?

d. Which one do you like the most?
Why?

Simone Biles



Artistic gymnast - United States

I'd rather regret the risks that didn't work out than the chances I didn't take at all.



Tom Holland



Actor - United Kingdom

The most important thing, in anything you do, is always trying your hardest, because even if you try your hardest and it's not as good as you'd hoped, you still have that sense of not letting yourself down.

Katherine Wollermann



Paralympic athlete – Chile

There is nothing like the personal satisfaction of being able to keep breaking down barriers.



Dwayne Johnson



Actor/Professional wrestler - United States

Success isn't always about greatness. It's about consistency. Consistent hard work leads to success. Greatness will come.

Think Back

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



FINAL REVIEW

1. Discuss.

- a. Name 3 famous child stars.
- b. Do you think it is healthy for a child to work in acting or be a singer? Why/Why not?
- c. In what ways do you think success affects child stars while growing up?

2. Read the following biopics about famous child stars. Identify:

- a.** who is grateful for the life he/she has had.
- b.** who realised the power of his/her voice.
- c.** who says people think he/she is different than he/she really is.

It's not easy being a child star. Besides working long hours on set and missing out on typical childhood experiences, many young actors and actresses have to worry about maintaining their careers after they've said goodbye to the iconic roles that made them famous. And, unfortunately, not everyone succeeds. Let's read a few stories:



Zendaya



Nowadays, she is all grown up, but Zendaya started her career at the age of 13. Incredible, isn't it? She later became one of the youngest producers at Disney. Her career later included impressive roles in films like *The Greatest Showman* and *Spider-Man*.

However, Zendaya, who is now 24 years old, is perhaps best known for her role as an activist. She publicly denounced a magazine that altered her body with photoshop to make her look skinnier. “I realised that my voice was so much more important than I had originally thought. I think if every young person understood the power of their voice, things would be a lot different”, she told Glamour magazine

*Adapted from What these child stars
look like today*



Daniel Radcliffe



He was cast as Harry Potter when he was 11 years old. The series, which lasted 10 years, made him one of the highest paid actors in the world. However, after the success he gained as the boy who lived, he ensured his following projects were as

far away from that role as possible. Now 32, his current projects include films and plays.

Speaking to GQ magazine, he admitted that most people expect him to be a bit offensive due to his child star fame. "People say to me, 'I was expecting you to be arrogant'", he said, joking, "In a way it's great, because pretty much everyone I've met in the last years has expected me to be rude. So it's easy to exceed that, isn't it?"



Denise Rosenthal



It is hard to find a moment of peace in Denise Rosenthal's schedule. The 30-year-old singer's routine is demanding, but she says she cannot complain. She began acting when she was 16 years old in the series *Amango*, where she acted and then shone as a singer.

Her road to becoming famous has been complex, unfair, and has required a lot of sacrifice. As a child, she was very decisive, which she knew would have consequences. However, this has not affected her life. On the contrary, every decision she has made has paid off. “I cannot say I am not happy. I would be an ungrateful person to say so. I am grateful for every opportunity that has come my way. Obviously, some days I am more tired than others, but that is part of being human”, she told Biobiochile Website.

*Adapted from Denise Rosenthal:
Muchas veces el camino de la fama y la
exposición es muy injusto*



3. Identify the similarities and differences between the biopics, in your notebook.

e.g. Zendaya was 13 years old when she started acting, while Denise started when she was 16.

4. In groups, imagine you will interview these stars. Think about some questions and role-play.

e.g. Student 1: Daniel, did you enjoy being Harry Potter?

Student 2: There were times it was hard being that exposed, don't you think?

My3Ws

Answer the questions in your notebook.

What?

Describe what you learnt in this unit.

So what?

Explain why what you learnt was important/useful.

Now what?

Reflect on the next steps in your learning process.



Project

Plan a Youth Club

Preparation

1. Work in pairs. Read the introduction about youth clubs and the programme. Then, choose two activities you are interested in.

LOCAL YOUTH CLUBS

Instead of sitting at home bored, you can meet in a safe place and do fun things at a local youth club. Youth clubs vary in size and in what they offer. Possible activities include drama, dance, cookery, live music and arts & crafts. Alternatively,

you can just hang out and relax, or play table tennis or board games. Special events are organised, such as Halloween Night or themed evenings. There are usually opportunities to do team sports like football or learn new skills such as climbing or trampolining.

SECOND SEMESTER PROGRAMME:

August

4th Talent show preparations.

12th Food tasting challenge.

24th Football training.

26th Talent show.



September

5th Rock climbing.

9th DJ workshop.

24th Table tennis tournament.

28th Karate training.

October

2nd Arts & crafts - Halloween preparations.

9th Bowling.

16th Community project challenge.

23rd Self-defence class.

Editorial Creation

2. Work with another pair. Tell them your two choices and explain your reasons.

e.g. We chose karate training since we love martial arts and bowling because it's fun!

Your Turn

3. Work in groups. Plan a youth club for your school. Decide on the following:

- Name of club.
- Decoration: colour, chairs, tables, posters, etc.
- Entertainment: board games, etc.



- Next month's sports programme.
- Next month's activities programme.
- Next month's special events.

4. Imagine you are going to present your plan to the school board. Follow these steps to prepare your presentation.

a. Define who will present each piece of information from the group and practice the presentation. Remember to engage your audience.

b. Organise key information in a diagram, such as why you think the youth club

is necessary or the information stated in Activity 3. Look at the example.

e.g. Our youth club

It is necessary because of...

It requires these materials...

It will take ... time to prepare...

We'll present this information with a PPT.

5. Now, present your plan to the class and vote on the best youth club.



EXERCISE BOOK

LESSON 1 THE BIG SCREEN

Reading

1. Discuss.

- a. What do you think a costume exhibition is?
- b. Have you ever visited an exhibition? What was it about?

2. Read the words/phrases in **bold** and guess their meaning. Check your answers as a class.

The Hollywood **Costume** exhibition at London's V&A museum is a **must-see** for film lovers. You can see the actual outfits that were used in some of Hollywood's most well-known films. The **highlight** for me were Dorothy's ruby slippers which were worn by Judy Garland in the 1939 film *The Wizard of Oz*.

The shoes, which are an iconic piece of film **memorabilia**, have never left the USA before so I'm lucky to have seen them.

(Lola, 14)



I really enjoyed going to the Hollywood Costume exhibition last week. I'm a huge Batman fan so I was looking forward to seeing the **high-tech** suit which was worn by Christian Bale in The Dark Knight Rises in 2012. However, I was surprised to see costumes from the sci-fi film Avatar, which was a **blockbuster** in 2009. I thought it had all been computer-generated, but they were definitely real!

(Mati, 14)

I was a bit bored in the Hollywood Costume exhibition until I found the room where you can hear **costume designers** talking about their work.

It's fascinating for someone like me who wants to be a costume designer in the future. I think this job is a vital part of making a blockbuster because it helps bring the characters to life.

(Fran, 13)

Editorial Creation

3. Circle the correct answers.

The texts are **a.** reviews/screenplays/
adverts.

They are about an exhibition in **b.**
Hollywood/the USA/London.



You can **c.** try on/see/ make the clothes which were worn in films **d.** last year/ over the last decade/through the ages.

4. Read the texts again and match the words to the definitions.

a. Highlight.

b. Memorabilia.

c. High-tech.

d. Computer-generated.

e. Costume designer.

- ___ using modern materials.
- ___ the person who creates the clothes for a film/play.
- ___ produced by a computer.
- ___ things that are connected to a famous person/event.
- ___ the best part.

5. Discuss.

- a. How do you think costume design has changed throughout the years?
- b. Why is costume design relevant in the film industry?



Relative Clauses: Defining & Non-defining

1. Circle the correct alternative.
 - a. The V&A Museum in London is the place **which/where** they're exhibiting the film memorabilia.
 - b. You can learn about the people **whose/who** design costumes.
 - c. The shoes **that/where** Judy Garland wore in The Wizard of Oz were red.
 - d. Museums are places **which/who** really interest me.

2. Complete the relative clauses with the correct relative pronoun. Add commas if necessary.

e.g. Olivia Wilde, who is also an actress, made her directorial debut with the film Booksmart.

a. Monsters Inc. _____
is very popular was Pixar's first
detailed 3D film.

b. Quentin Tarantino
_____ films are of the
award-winning type is a skilful film
director.

c. I don't like actors _____
express emotions poorly.



d. 2018 was the year _____
superhero movies reached their
peak.

e. I want to visit the subway station
_____ Harry Potter
was filmed.

3. Connect these sentences with non-
defining relative clauses.

e.g. Hulk is a green superhero. He is
super strong.

Hulk, who is a green superhero, is super
strong.

- a.** Sofía Vergara is Latin American. She is my favourite actress.
- b.** Pinewood Studios is a small village. It is the place where Star Wars: Rise of Skywalker was filmed.
- c.** I visited my cousin Javi on my last trip to Los Angeles in July. She wants to be an actress.

4. Play a game.

- a.** Get into teams.
- b.** Using pieces of paper, write 10 sentences using names of people, phrases with relative clauses and actions. Leave enough space to cut the sentences.



e.g.

Scarlett Johansson,
who is an American actress,
starred in Black Widow.

c. Then, cut the sentences and give them to another team.

d. The first team to correctly reorder the 10 sentences wins.

Listening

1. Complete the definitions with the words in the box. Use a dictionary to help if necessary.

- a.** A(n) _____ is someone who produces films.
- b.** A(n) _____ is someone who uses a process to make pictures/models appear to move.
- c.** The _____ is what you see behind the characters in an animated film.
- d.** The _____ are the noises that are used in a film to make it realistic.
- e.** _____ is the technique that gives a voice to an animated character.
- f.** A(n) _____ is a film where the characters don't speak.



2. Listen  61 to a conversation between Anita and Fabio about a film course. Then, mark (X) the three film genres that are mentioned.

adventure film.

animated film.

fantasy film.

musical film.

silent film.

comedy.

3. Listen  61 to the conversation again and choose the correct answers.

- I.** Fabio was a student at a:
- a.** law school.
 - b.** film school.
 - c.** technology school.
- II.** Anita thinks being an animator is:
- a.** a boring job.
 - b.** a difficult job.
 - c.** an easy job.
- III.** Fabio learned how to:
- a.** add sound effects to the film.
 - b.** work with actors.
 - c.** colour correct a film.
- IV.** Fabio's film is about:
- a.** a frog that speaks.
 - b.** a frog and its adventures.
 - c.** a frog at a vet clinic.



V. The film is:

- a.** on Fabio's laptop.
- b.** uploaded online.
- c.** saved at Fabio's school.

VI. Fabio's ambition is to:

- a.** be a successful filmmaker.
- b.** win a Golden Bear.
- c.** produce a TV show.

4. Discuss.

- a.** Can you name an animation studio?
What films have they made?
- b.** Do you like animated films? Why?/
Why not?
- c.** Which kind of film would you make?
Why?

Speaking

Digital Communication

Showing things

Come and look at this!

Check this out!

You have to look at this.

Checking things

Did you get my text?

What did you think of the video I posted?

Have you seen that video of...?



Responding

I'll get it up on my phone.

I'll open the file now.

It's hilarious/awesome/awful.

Problems with phones and computers

I couldn't open the file you sent me.

I can't get a signal.

My phone's so slow!

1. Listen  and complete the dialogues with the following words in boxes.

Of- on- out- to- too

I. William: What did you think

a. ____ the video I posted?

Charles: I couldn't open it. The file was

b. ____ large.

William: I'll open it now **c.** ____ my
phone.

Check this **d.** ____.

Charles: It's hilarious!



Off- signal- so- text- up

1. Sal: Did you get my **a.**_____?

James: What? No, my phone's turned

b._____ I'll switch it on now.

Sal: Your phone is **c.**_____slow!

James: I know. It's rubbish! I can't get a

d. _____ most of the time.

2. Using the expressions from Activity 1, create your own dialogue in your notebook.

3. Now, role-play the dialogue you created in Activity 2.

Reading

1. Discuss.

a. Have you seen any films recently?

Which ones?

b. Did you like them? Why?/Why not?

2. Read the film review and answer the questions.

a. Is it a positive or negative review?

How do you know?

b. What expressions are used to describe the film?



HUGO

Last week, I saw a fantasy adventure film called *Hugo*, which was made in 2011. It is based on a graphic novel called *The Invention of Hugo Cabret*.

It was directed by Martin Scorsese and is his first 3D film. It stars Asa Butterfield and Jude Law.

Hugo is set in 1930s Paris, and it tells the story of a twelve-year-old orphan.

Hugo lives alone in a big train station and looks after the station's clocks.

We follow him as he tries to discover the secret of his father's mechanical robot.

Hugo is funny and exciting. The characters are interesting, and the plot is convincing. The sets are impressive, and I loved the special effects. There's a great soundtrack by Howard Shore, who also composed the music for The Lord of the Rings films. It's true that the pace is a bit slow, but I would definitely recommend this film.

3. Read the text again and decide if the sentences are True (T) or False (F).

Correct the false sentences.

a. ___ Hugo is an action film.

b. ___ The film is based on a short story called The Invention of Hugo Cabret.



c. ___Hugo was directed by Martin Scorsese.

d. ___The film stars Asa Butterfield and Jude Law.

e. ___The film has a soundtrack composed by Howard Shore.

4. Find all the adjectives present in the text, then classify them in: Positive-Neutral-Negative.

5. Now, make notes about your favourite film below.

- Name of film:
- Year it was made:

- Director:
- Main actors/actresses:
- Setting:
- Main character(s):
- General plot:
- Your overall opinion about the film:

6. Discuss your favourite films. Use the information from your notes and the adjectives above.

My favourite film is Harry Potter and the Deathly Hallows. It's exciting and it ends the Harry Potter saga.



Really? Mine is Fantastic Beasts and
Where to Find Them!

Its effects are impressive.

Writing

A Film Review

1. Write a film review.

Use your notes and the plan below.

- Provide background information about the film in the first paragraph.
- Describe the setting, plot, and best feature(s) in the following paragraphs.
- Make your recommendation, positive or negative, in the final paragraph.

- 2.** Check and correct your film review.
- a.** Check that you have included the necessary information in each paragraph.
 - b.** In pairs, swap your film reviews and check each other's work considering the list above.
 - c.** Write what you think about your classmate's work below.



LESSON 2

TEEN SUCCESS!

Reading

1. Read the article and choose the best title.
 - A. Learning by Watching.
 - B. Learning by Talking.
 - C. Learning by Doing.

Every year 30,000 young people in the UK can learn what it is like to run their own business before leaving school.

These 15–19 year old take part in a scheme called Young Enterprise. Young Enterprise's objective is 'to inspire and equip Young people to learn and succeed through enterprise'.

Under the guidance of business mentors, each Young Enterprise group runs its own real Company for a year. It is up to the entire group to name the company, assign roles like managing director, marketing manager and accountant, decide on a product or service, work out how to finance and market it, and finally sell it. A year later the business is closed, hopefully with a profit.



Young Enterprise gives its participants the opportunity to develop valuable skills such as communication, teamwork and decision-making.

It also gives them an understanding of how a real business works. They will be able to use this knowledge and experience in the future.

Young Enterprise sounds like a good thing, doesn't it? But does it really work? According to research in 2012, if you take part in Young Enterprise at school, you'll be:

- almost twice as likely to have your own business and employ people.

- more likely to have higher earnings.
- more likely to be successful in your career.
- more likely to be innovative and high-tech.

So, if you could join a Young Enterprise group in your school, would you?

Editorial Creation

2. Read the article again and decide if the sentences are True (T) or False (F). Correct the false sentences.

- a.** ___ Young Enterprise is for students at university.



- b.** ___ The aim of the Young Enterprise scheme is to set up big companies.
- c.** ___ The decisions in each group are made by all members.
- d.** ___ The skill that Young Enterprise teaches you is how to work on your own.

3. Discuss.

- a.** What is your answer to the final question posed in the text? Why?
- b.** Which facts from the article indicate that this is a useful initiative?
- c.** Is it important for the country to encourage young talent from schools? Why?

Language in use

Question Tags

- 1.** Match the sentences a-j, to the correct question tag A-J.
- a.** Your brother can speak Chinese, ___ ?
 - b.** Mrs Howard wasn't late today, ___ ?
 - c.** Katrina has got a new bike, ___ ?
 - d.** Vegetarians don't eat meat, ___ ?
 - e.** You went to the cinema last night, ___ ?
 - f.** The film was brilliant, ___ ?
 - g.** Javier doesn't like broccoli, ___ ?
 - h.** You're from Granada, ___ ?
 - i.** My mum makes a lovely cake, ___ ?
 - j.** Your friends didn't eat all the pizza, ___ ?



- A.** aren't you.
- B.** can't he.
- C.** did they.
- D.** didn't you.
- E.** do they.
- F.** does he.
- G.** doesn't she.
- H.** hasn't she.
- I.** was she.
- J.** wasn't it.

2. Play a game as a class.

- a.** For each sentence, write the name of a classmate you believe best matches the statement. Then, create your own statements.

1. **e.g.** Andrea isn't afraid of bugs.
2. _____ likes playing basketball.
3. _____ studies Maths every day.
4. _____ would like to travel around the world.
5. _____ plays the guitar.
6. _____ has been to another country.
7. _____ went to bed early last night.
8. _____ is interested in education.



b. Now, use question tags and go around the class asking your classmates if the statements are correct.

Earn one point for each correct statement.

e.g. Andrea, you aren't afraid of bugs, are you?

No, I'm not.

Listening

1. Answer.

- a.** Have you ever been to an adventure centre? Did you like it? If not, would you like to visit one? Why?
- b.** Name some activities you can do at an adventure centre.

2. Match the following words with definitions A-F. Use a dictionary if necessary.



- a.** objective.
- b.** blindfold.
- c.** motto.
- d.** obstacle course.
- e.** safety harness.
- f.** trapeze.

A. ___ Something that you put over your eyes so you can't see.

B. ___ Something that you wear to stop you from moving/falling.

C. ___ A bar that hangs high above the ground and is used by acrobats.

D. ___ Something that you are trying to achieve.

E. ___ A series of objects that you have

to climb over, under, etc.

F. ___ A short sentence that conveys your aims/beliefs.

3. Listen  68 to a talk about an adventure centre. Number the words a-f in the order that you hear them.

- a.** objective.
- b.** blindfold.
- c.** motto.
- d.** obstacle course.
- e.** trapeze.
- f.** safety harness.



4. Listen  68 to the conversation again and circle the correct answers.

I. Mark... the Greenwood Adventure Centre.

- a. would like to go to.
- b. is a participant at.
- c. works at.

II. You can become more... by doing activities at the centre.

- a. confident and successful.
- b. happy and relaxed.
- c. active and popular.

III. In the high pole activity, they congratulate the children...

- a.** even if they can't do it.
- b.** if they climb to the top.
- c.** only if they complete it.

5. Discuss.

- a.** What does the motto 'learning in action' mean to you? Do you have a motto? Explain.
- b.** Do you know of other instances that can help boost confidence? Name two.
- c.** What other benefits does an experience like this one have? Compare your answers with a classmate.



Speaking

Giving Surprising News

Breaking news

Guess what?

Have you heard (the news) about...?

You won't believe this, but...

I've heard that...

Reacting and responding

Congratulations!

That's amazing/incredible/terrible/so sad!

Are you joking/kidding?

Really?

1. Circle the correct answers. Then,

listen  72 and check.

Paul: You **a.** don't/won't believe this, but our neighbour's house was burgled last night.

Brian: **b.** Do/Are you joking?

Paul: No, it's true. I've heard that loads of things were stolen.

Brian: That's **c.** terrible/a pity.



Linda: Guess **d.** that/what! I've just **e.** heard/hear that I've got a new job.

Carla: A pity! Congratulations!

2. Complete the dialogue. Then, role-play.

Alex: Have you heard the news about Diana?

You: (Say that you haven't and ask what the news is.)

a. _____

Alex: She's had an accident and she's in the hospital.

You: (React.)

b. _____

Alex: Yeah, she was riding home when she fell off her bike. She's broken her leg.

You: (React in a sympathetic way.)

c. _____

3. Listen  73 to two people giving news. Write the most appropriate response for each person using the expressions from the box above. Compare your answers with a classmate.

e.g. I've just heard that our cat had 16 kittens!

That's incredible!



- 4.** Now, create a dialogue.
 - a.** Decide whether the dialogue will be about good or bad news.
 - b.** Determine who will receive the news and who will give it.
 - c.** Practise different responses to the same situation.

Reading

- 1.** Discuss.
 - a.** What type of personalities do you think the people who participate in the Great Initiatives have?

b. Do you think you have the traits to participate in an initiative? Why? / Why not?

2. Read the school reports below and follow these steps:

a. Using a dictionary, look up the words you do not know.

b. Classify the **bold** words into the chart below, Positive traits and Negative traits. Are there any words or phrases you consider neutral?

c. Read each report. Which do you identify with the most? Why?



Tom is **confident** and works well in groups. But sometimes he is too **talkative** and distracts other students.

Ana can be **well organized** and **hard working**. But she is **easily distracted** and needs to concentrate.

Olivia is a **shy** but **imaginative** member of the class who takes pride in her work.

Mateo has been **badly behaved** this term. He has potential to produce good work, but he is **lazy**.

Carla is a **helpful, well-behaved** student but she isn't always **punctual**.

Alex is **reliable** and **enthusiastic** and has produced some good work, although it can be untidy.

This term Harry has been rather **forgetful** and hasn't made much effort. He needs to pay attention in class.

Zoe **lacks confidence** and tends to be a little **disorganized**. But she has made some progress.



Isaac is **conscientious** in all his work.
He is a **polite** and **sensible** student.

Editorial Creation

- a.** Positive traits: confident,...
- b.** Negative traits: disorganized,...
- c.** Neutral traits: shy,...

3. Choose three words or phrases to describe yourself and write a school report about you.

4. Now, exchange your school report with a classmate and discuss.

- a.** Is the report accurate? Why?/Why not?
- b.** Are there any important traits missing from it? Which ones?
- c.** Give your classmate a suggestion about how they could change a negative trait into a positive one.

5. Think of two famous people and write a school report about them.

e.g.

REPORT CARD

Name: Einstein



Comments:

Einstein is easily distracted and can be untidy. But he has made good progress in Science this term.

Pronunciation

/j/ initial sound

6. Listen  76 to the tongue twister.
Underline the words with the /j/ sound.

The unique young students at unison
yelled "Yes!"

Yesterday's unity is today's success.

- 7.** In groups, say the tongue twister. Who can say it the fastest without making mistakes?

Writing

A Formal Email

- 1.** Write a formal email to apply for a workshop for teens.
- a.** Use your notes and the plan below.
- Paragraph 1 – say why you are emailing and where you saw the workshop advertisement.



-Paragraph 2 – talk about your qualities and strengths.

-Paragraph 3 – mention which workshop you are interested in and give information about your skills.

-Paragraph 4 – say when you are available for an interview.

b. Remember to use formal expressions, including an appropriate opening and closing.

2. Check and correct your email.

a. Check that the formal expressions are correct.

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

TEST

Yourself

Read the definition and write the correct word. You have the first letter to help you.

- a.** The place where the film is made.

L _____



b. A series of events that make the story of the film. P_____

c. Exciting pieces of action in films that are created to show things that normally don't happen.

S_____ E_____

2. Circle the word or phrase that does not belong. Explain why.

a. confident- shy- talkative- enthusiastic.

b. hard-working lazy well-organized well behaved.

c. voice-over high-tech filmmaker
computer-generated.

3. Put the words in the correct order to make sentences with defining relative clauses.

a. which / released / 1999 / memorable
/ film / Matrix / the / was / is / in /
a

b. won / the name / 5 Academy Awards
/ of / what's / the actor / whose /
film / this year / ?

c. on location / are / sequences / were
/ many / action / there / in the film
/ which / filmed



4. Complete the sentences with the correct relative pronoun.

a. Ready Player One, _____
was directed by Steven Spielberg, is
a science fiction film.

b. Lady Gaga, _____
real name is Stefani, won an Oscar
for her song "Shallow" in 2018.

c. Mahershala Ali, _____
stars in Luke Cage, has won two
Oscars in his life.

5. Complete the questions with the correct question tag.

e.g. You joined the youth club, didn't you?

a. They were revising for their exams,

_____ ?

b. Lisa isn't a vegetarian anymore,

_____ ?

c. You haven't got a cold,

_____ ?

d. You're flying on Monday evening,

_____ ?

e. He could have hurt himself,

_____ ?



Project

1. Complete the assessment of your project.

Group evaluation

Project name:

Group members:

-Are there any aspects of the project that did not work or that could be improved?

e.g. We bought materials that we didn't use.

-Is there anything that could have been done in a different way?

e.g. With more time, we could have included more people.

-Is there anything that worked well that you particularly liked?

e.g. We had a lot of fun planning the activity.

Self-evaluation

-I learned that...

e.g. Team communication is very important.



-I had difficulties with...

e.g. Communicating my thoughts correctly.

-I will overcome these difficulties by...

e.g. Working on ways to improve my communication skills.

Reflect

2. Discuss.

- a.** Is it important to have extra-curricular activities at school? Why?
- b.** Can these types of activities improve coexistence at your school? How?

MOCK TEST I

Preparation

1. Read the first part of a student's story, and discuss the questions.

Jack and his parents walked into the jeweller's shop and asked to see some gold necklaces. They were looking for a present for Jack's sister, who had her eighteenth birthday that weekend. They used to be poor, so this was something important to them.



While they were looking at the necklaces, a strange looking man came into the shop. He seemed very nervous. Suddenly, he pushed Jack hard and grabbed the gold necklaces. He ran out of the shop and disappeared down the street. Everyone was very frightened. The shop assistant pressed a red button to call the police.

Editorial Creation

- a.** Why did Jack and his parents want to look at gold necklaces?
- b.** Who else was in the jeweller's shop?
- c.** What happened?
- d.** What did the people in the story do?
- e.** How did they feel?

2. Now read two possible endings for this story. Justify which one is better and explain why.

a. 'Can you wait here until the police arrive?' asked the shop assistant. Jack and his parents sat down and waited. When the police arrived, they described the man. Then they went to a different shop to buy a gold necklace for Jack's sister.

b. Without thinking, Jack ran after the man. The man was fast but Jack was faster. He threw himself at the man's legs and they both fell to the pavement. A moment later, Jack's



dad arrived with the police. 'Well done!' said the policeman. 'You are a real hero!'

Editorial Creation

You Turn

3. Read the task and write a story in about 100 words.

TASK

- Your English teacher has asked you to write a story.
- Your story must begin with this sentence:

It was the middle of the night when my sister came running into my room screaming.

Listening

Preparation

- 1.** Read the Task below and answer the following questions.
 - a.** How many people will you hear speaking?
 - b.** Put these topics in the order you will hear about them in your notebook: music in the film, what the film is like, what Molly looks like in the film, animals in the film, Molly's future, the main character.



TASK You will hear part of an interview an actress who has recently finished making a film.

I. Molly says that her new film

- a.** may frighten young children.
- b.** should make people laugh.
- c.** has a complicated story.

II. Molly wanted to play Isobel because

- a.** Isobel's personality is similar to her own.
- b.** Isobel's personality changes during the film.
- c.** Isobel isn't like the characters Molly usually plays.

III. How did Molly feel about her appearance in the film?

- a.** She didn't mind it at all.
- b.** She wasn't keen on the hairstyle.
- c.** She loved Isobel's clothes.

IV. What does Molly say about her singing in the film?

- a.** She was terrible at it.
- b.** She hasn't listened to it yet.
- c.** She was pleased with the results.

V. Molly's least favourite animals in the film were...

- a.** rats.
- b.** snakes.
- c.** cats and dogs.



- VI.** What does Molly plan to do in the next few weeks?
- a.** Spend time with family and friends.
 - b.** Begin studying at university.
 - c.** Start working on a new film.

2. Listen  36 once and answer as many questions as you can. Choose the correct answer A, B, or C.

3. Listen  36 a second time. Answer any remaining questions, or check your answers.

You Turn

4. You will hear  37 someone talking about their three children. For each question, choose the correct answer A, B, or C.

I. Ruben was born in

- A.** 1980.
- B.** 1982.
- C.** 1990.

II. Mollie

- A.** is at university.
- B.** is a baby.
- C.** has completed her university education.



III. The speaker believes that

- A.** children are all the same.
- B.** all children are unique individuals.
- C.** her children have similar abilities and interests.

IV. Ewan

- A.** is a quiet person who loves reading.
- B.** is very cheerful.
- C.** is keen on all sports.

V. Ruben

- A.** is tall and thin.
- B.** has got black hair and a beard.
- C.** is strong and well-built.

VI. Mollie

- A.** plays the trumpet and the piano.
- B.** has got curly red hair.
- C.** has read a lot of novels.



MOCK TEST II

Speaking

Preparation

1. In pairs, match the examiner's questions in the Task below with the student's answers.

Then, discuss which candidate you think is better and why.

TASK

Examiner

- 1.** __ Lidia, tell me about your family.
- 2.** __ Jan, what did you do yesterday evening?

3. ___ Lidia, do you enjoy studying English?
4. ___ Jan, will English be useful for you in the future?
5. ___ Lidia, what is your favourite subject at school?
6. ___ Jan, tell me about your best friend.
7. ___ Lidia, what are you planning to do this weekend?
8. ___ Jan, which places would you like to visit in the future?

Students' answers

A. Well, his name's Sebastian and we've been friends for about five



years. He lives near me and he's also in my class at school. He's much better at English than me, but I'm better at sports.

B. Yes, I really like it.

C. I'm going to spend time with my friends.

D. Nothing special, really. I had dinner with my family and then I watched a bit of TV. After that I did my homework. I went to bed at about 10:30.

E. Maths, because I'm quite good at it.

F. Lots of places. I'd love to go to the USA – to New York and Los Angeles especially. And I'd also like to visit Thailand. I love Thai food and the

beaches there look amazing.

G. I'm sure it will. It's very important to speak good English. I might need it for my job, if I decide to work for a big company. Or I might just need it when I travel.

H. There are five of us – my mum, my dad, my two younger brothers and me.

2. Think about your own answers to the questions in the Task. Make some notes for each question in your notebook.



You Turn

3. Work in groups of three. One of you is the examiner and the other two are candidates. Follow the instructions. Then, switch roles.

Examiner: Ask the candidates the questions in the Task. Use their first names and ask different questions to each candidate.

Candidates: Answer the questions the examiner asks you. Answer with more than one sentence where appropriate.

Reading

Preparation

- 1.** Read the title and the first sentence of the Task. What is the text about?
- 2.** Read the text, but don't look at the options yet. In pairs, decide which spaces are lexical and which are grammatical. Try to think of a word for each space.
- 3.** Now try the Task. Choose the correct letter a, b, c or d.
- 4.** In pairs, compare your answers in Activity 2 with your answers in Activity 3, and say why you think the other options in each question are wrong.



TASK

James Bond

It is over 50 years since the first James Bond movie came out, making it the longest running film series in the history of cinema. James Bond (1)... created by novelist Ian Fleming, (2)... stories about the spy were very popular in the 1950s and 60s. Ian Fleming had worked in the Secret Intelligence Service himself (3)... the Second World War, and so (4)... his subject very well.

Editorial Creation

1.

- a.** had
- b.** has
- c.** was
- d.** went

2.

- a.** whose
- b.** which
- c.** where
- d.** that

3.

- a.** among
- b.** between
- c.** during
- d.** towards



4.

- a.** understood
- b.** believed
- c.** thought
- d.** decided

You Turn

5. Read the text below and choose the correct word for each space. For each question, mark the correct letter A, B, C or D.

The World of Film

(1)... the first silent films of the early 20th century, people all around the world have enjoyed films at the cinema

or in their own homes. Nowadays, you (2)... watch on the move, too – on your mobile phone!

The world of film is (3)... complex. It can take years to complete the process, so you (4)... to be very patient.

There are five main areas in the film industry. The first stage is development. This is when a film (5)... planned.

(6)... this stage, people write the film script, prepare the schedule, and get the money and people required to make the film. The production stage is about shooting the film. Initially, people design



and make the film sets and the clothes that the actors (7)... wear. Others organise the cameras, lights and sounds, so that the complicated process of filming can begin. In the post-production stage, the final film is created. If you (8)... care during this stage, you will get a better end product. In the post-production stage, people add visual and sound effects, as well as graphics and music.

Editorial Creation

1.

- a.** When
- b.** While
- c.** In
- d.** Since

2.

- a.** can
- b.** should
- c.** do
- d.** will

3.

- a.** absolutely
- b.** not
- c.** hardly
- d.** very



4.

- a.** might
- b.** have
- c.** must
- d.** can

5.

- a.** is
- b.** has
- c.** was
- d.** being

6.

- a.** To
- b.** By
- c.** During
- d.** After

7.

- a.** could
- b.** will
- c.** to
- d.** would

8.

- a.** took
- b.** take
- c.** did
- d.** will



Irregular Verbs List

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- built- 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

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/melled

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