

TEACHER'S GUIDE

Tomo 1

# English 8<sup>o</sup> básico



Loreto Abarzúa Silva • Valentina Caroca Escauriaza •  
Carolina Soto Concha • Susana Vásquez Zúñiga

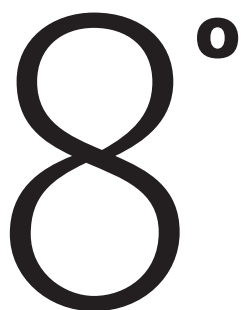


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# **INGLÉS**

## **IDIOMA EXTRANJERO**

### **GUÍA DIDÁCTICA DEL DOCENTE**

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En este texto se utilizaron las siguientes familias tipográficas: Helvetica Neue LT Std, ITC Berkeley Oldstyle Std y Malva.

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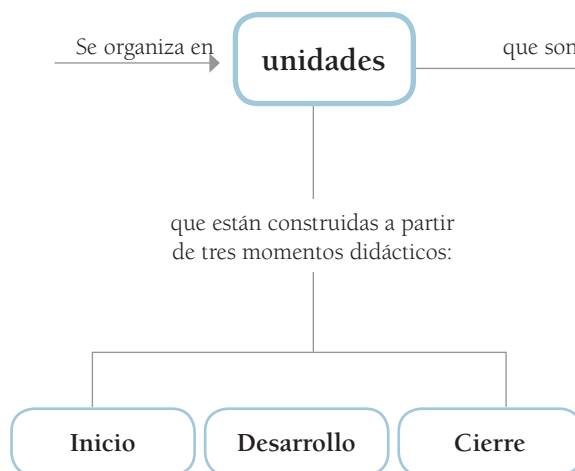
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# ORGANIZACIÓN GUÍA DIDÁCTICA

Los componentes de la propuesta editorial, Texto del Estudiante (TE) y Guía Didáctica del Docente (GDD) se articulan a partir de un hilo conductor que cruza los distintos momentos didácticos y establece una secuencia progresiva que da cuenta de los Objetivos de Aprendizaje (OA) del nivel.



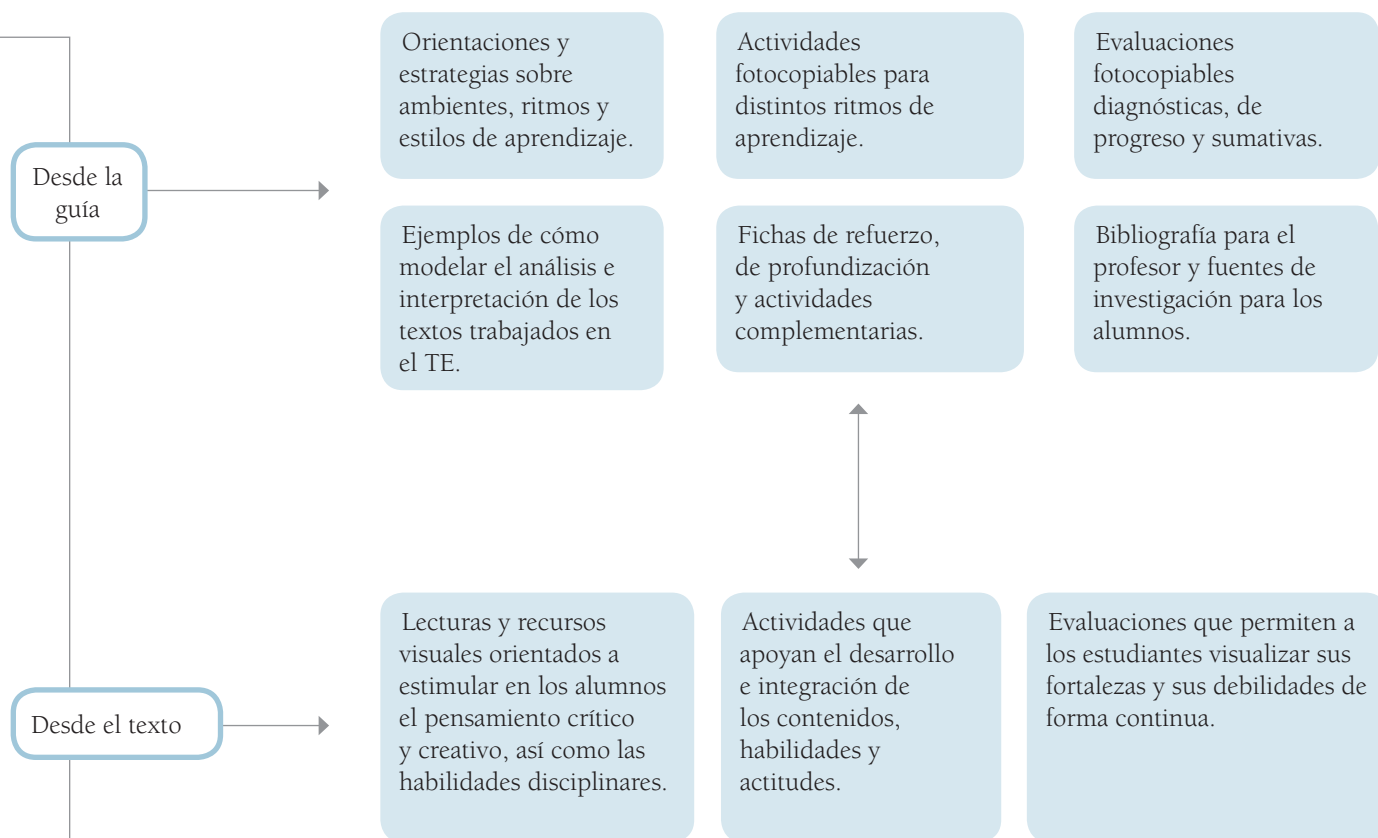
**Unit 1:** Information and Communication Technologies  
**Lesson 1:** The World of Apps  
**Lesson 2:** Social Media

**Unit 2:** Countries, Cultures and Customs  
**Lesson 3:** Travel  
**Lesson 4:** Culture and Heritage

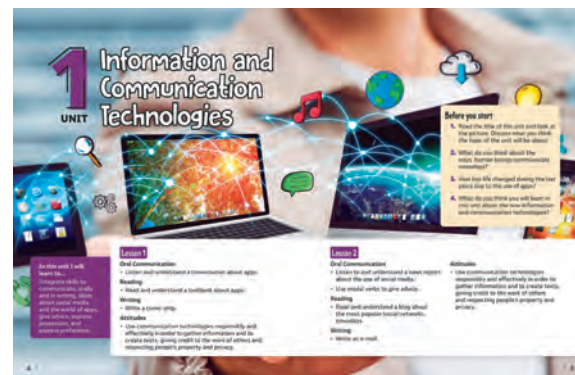
**Unit 3:** Going Places  
**Lesson 5:** Sightseeing  
**Lesson 6:** Getting around

**Unit 4:** Future Matters  
**Lesson 7:** Teens and Technology  
**Lesson 8:** Taking care of Planet Earth

Para dar cuenta de los OA, las habilidades y las actitudes en el modelo didáctico del Texto del Estudiante y de la Guía Didáctica del Docente, se proponen las siguientes instancias:



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# CLASSROOM LANGUAGE

## Track 89

### Classroom language

Good morning everyone!

Good afternoon everyone!

How are you today?

OK, let's start today's class.

### Taking attendance

OK everyone, your attention please.

I'm going to take the attendance.

### Giving instructions

Silence, please.

Let's calm down.

Come to the board.

Please, go back to your seats.

Please, open your books to page...

Close your books, please.

Pay attention, please.

Let's clean up, please.

Please repeat after me.

Raise your hand.

Hands up!/Hands down!

Thumbs up/Thumbs down.

Check your answers.

Wait for your turn.

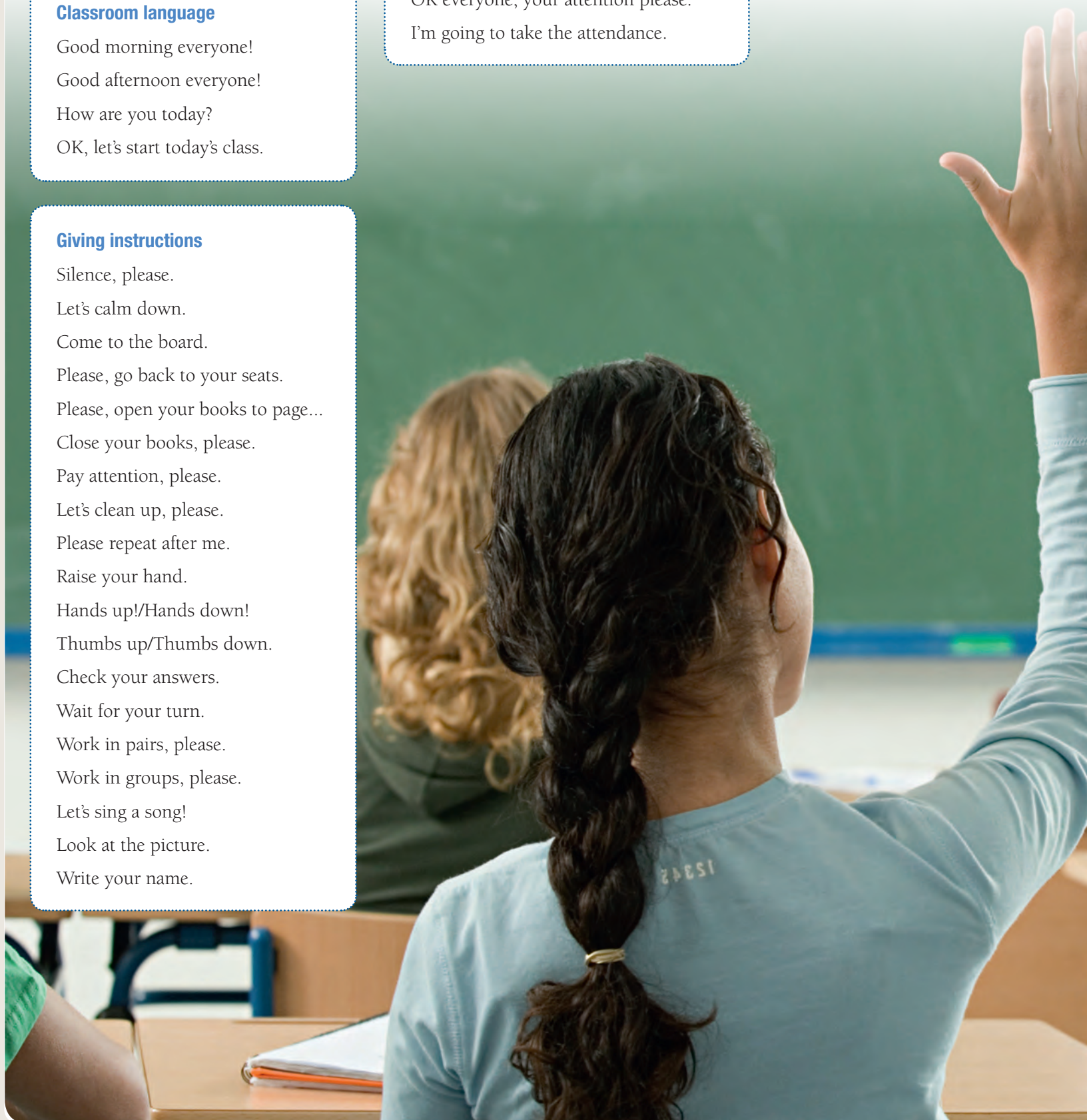
Work in pairs, please.

Work in groups, please.

Let's sing a song!

Look at the picture.

Write your name.





### Checking for understanding

Do you understand?  
Do you need help?  
Can I help you with this?  
Is that clear?  
Are you sure?  
Are there any questions?  
Are you done?  
Have you finished yet?

### Encouragement

Super!  
Well done!  
Excellent!  
Brilliant!  
Wonderful!  
Congratulations!  
Good job!

### Saying goodbye

Alright, that's it for today.  
Class is over.  
See you next class!  
Goodbye, everybody.  
Have a nice weekend!

## Unidad 1: Information and Communication Technologies

### Actitudes:

- Usar de manera responsable y efectiva las tecnologías de la comunicación en la obtención de información y la creación de textos, dando crédito al trabajo de otros y respetando la propiedad y la privacidad de las personas. (OA E)

### Habilidades:

- Comprensión auditiva de textos variados (como exposiciones orales, conversaciones, descripciones, instrucciones, procedimientos, narraciones), adaptados y auténticos breves y simples.
- Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral por medio de diálogos y presentaciones en torno a temas de la vida cotidiana, textos leídos, temas de otras asignaturas, temas de la cultura de otros países.

|                              | OA                                                                                                                                                                                                                                                                               | Temas/ Objetivos específicos                                                                                                                                      | Nº de clases (45 min c/u) |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| L1: The World of Apps (15 h) | <b>OA1 Comunicación Oral:</b> Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.                                                                  | Escuchar y comprender una conversación acerca de las aplicaciones móviles.                                                                                        | 1                         |
|                              | <b>OA8 Comunicación Oral:</b> Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de las siguientes funciones: expresar cantidades, contar y enumerar; por ejemplo: a lot of, all.                                                 | Escuchar y crear conversaciones similares a las del texto, expresando cantidad (a lot of, all).                                                                   | 3                         |
|                              | <b>OA16 Expresión Escrita:</b> Demostrar conocimiento y uso del lenguaje en sus textos escritos por medio de la función de expresar posesión.                                                                                                                                    | Identificar los pronombres posesivos y completar oraciones.                                                                                                       | 2                         |
|                              | <b>OA10 Comprensión de Lectura:</b> Demostrar comprensión de textos no literarios (artículo) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático.  | Leer y comprender un texto sobre la historia de las apps, responder preguntas acerca del texto y ordenar hechos, identificar vocabulario temático.                | 2                         |
|                              | <b>OA14 Expresión Escrita:</b> Escribir una variedad de textos breves como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar).                   | Crear una tira cómica utilizando el tema de la unidad.                                                                                                            | 2                         |
|                              | Proyecto                                                                                                                                                                                                                                                                         | Crear una aplicación móvil.                                                                                                                                       | 5                         |
| L2: Social Media (15 h)      | <b>OA1 Comunicación Oral:</b> Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.                                                                  | Escuchar y comprender un reportaje de interés sobre las redes sociales.                                                                                           | 1                         |
|                              | <b>OA7 Comunicación Oral:</b> Reaccionar a textos escuchados por medio de exposiciones orales o en discusiones y conversaciones grupales en las que expresan opiniones (you should /shouldn't) y preferencias (like, don't like, love, hate, enjoy).                             | Trabajar en pares y dar consejo acerca del correcto uso de las redes sociales.                                                                                    | 3                         |
|                              | <b>OA10 Comprensión de Lectura:</b> Demostrar comprensión de textos no literarios (artículos) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático. | Leer y comprender un texto sobre las redes sociales más populares entre los adolescentes. Responder preguntas acerca del texto. Identificar vocabulario temático. | 3                         |
|                              | <b>OA14 Expresión Escrita:</b> Escribir una variedad de textos breves, como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura.                                                                         | Escribir un e-mail.                                                                                                                                               | 2                         |
|                              | Proyecto                                                                                                                                                                                                                                                                         | Crear un perfil de una red social.                                                                                                                                | 4                         |

## Unidad 2: Countries, Cultures and Customs

### Actitudes:

- Desarrollar una conciencia cultural o comprensión intercultural, demostrando interés, respeto y tolerancia por otras culturas y por la propia, y valorando su aporte al conocimiento. (OA B)

### Habilidades:

- Comprensión auditiva de textos variados (como exposiciones orales, conversaciones, descripciones, instrucciones, procedimientos, narraciones), adaptados y auténticos breves y simples.
- Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral por medio de diálogos y presentaciones en torno a temas de la vida cotidiana, textos leídos, temas de otras asignaturas, temas de la cultura de otros países.
- Expresión escrita de acuerdo con un modelo en torno a temas de la vida cotidiana, textos leídos, temas de otros países.

|                                 | OA                                                                                                                                                                                                                                                                              | Temas/ Objetivos específicos                                                                     | Nº de clases (45 min c/u) |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------|
| L3: Travel (15 h)               | <b>OA1 Comunicación Oral:</b> Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.                                                                 | Escuchar y comprender un anuncio publicitario turístico de Chile.                                | 2                         |
|                                 | <b>OA8 Comunicación Oral:</b> Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de la siguiente función: comparar.                                                                                                              | Hacer comparaciones entre países.                                                                | 3                         |
|                                 | <b>OA10 Comprensión de Lectura:</b> Demostrar comprensión de textos no literarios (artículo) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático. | Leer y comprender textos de diferentes países.                                                   | 2                         |
|                                 | <b>OA14 Expresión Escrita:</b> Escribir una variedad de textos breves, como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar).                 | Escribir un folleto turístico.                                                                   | 3                         |
|                                 | Proyecto                                                                                                                                                                                                                                                                        | Realizar una entrevista.                                                                         | 5                         |
| L4: Culture And Heritage (15 h) | <b>OA1 Comunicación Oral:</b> Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.                                                                 | Escuchar y comprender una guía informativa acerca de la civilización maya.                       | 2                         |
|                                 | <b>OA8 Comunicación Oral:</b> Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de la siguiente función: expresar tiempo.                                                                                                       | Escuchar, preguntar y responder expresando tiempo.                                               | 3                         |
|                                 | <b>OA10 Comprensión de Lectura:</b> Demostrar comprensión de textos no literarios (artículo) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático. | Leer y comprender un artículo sobre celebraciones tradicionales de pueblos originarios chilenos. | 2                         |
|                                 | <b>OA14 Expresión Escrita:</b> Escribir una variedad de textos breves, como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar).                 | Crear una definición y explicación de enciclopedia.                                              | 2                         |
|                                 | Proyecto                                                                                                                                                                                                                                                                        | Crear una aplicación móvil.                                                                      | 4                         |

## Orientaciones y estrategias

### Unidad 1 • Inicio

#### Ideas previas

Pregunte a los estudiantes si conocen el concepto de TICs, usando la expresión *do you know what TIC's are in Spanish?* Si es así, explíqueles que en inglés es *ICT*, usando la expresión: *in English, TIC's are ICT*. Luego pregunte qué entienden por *ICT*, por ejemplo:

*What does ICT refer to? Do you use technology? What ways of communication do you use with your friends?*

#### Ritmos y estilos de aprendizaje

Al comenzar una unidad, puede suceder que no se dé una participación homogénea, ya que existen estudiantes que tienen más conocimiento del idioma o de la temática de la unidad y otros que tienen un conocimiento menor.

Para esto, sería útil anotar las preguntas de profundización en la pizarra y reunir a los estudiantes en parejas y otorgar unos minutos para que puedan discutir estas preguntas. Para esto, se puede utilizar la siguiente expresión: *In pairs, discuss the questions on the board.*

# 1 UNIT

# Information and Communication Technologies



#### In this unit I will learn to...

Integrate skills to communicate, orally and in writing, ideas about social media and the world of apps, give advice, express possession, and express preference.

#### Lesson 1

##### Oral Communication

- Listen and understand a conversation about apps.

##### Reading

- Read and understand a textbook about apps.

##### Writing

- Write a comic strip.

##### Attitudes

- Use communication technologies responsibly and effectively in order to gather information and to create texts, giving credit to the work of others and respecting people's property and privacy.

4

## Propósito y recomendaciones

Es importante que los estudiantes sepan cuáles son los elementos a tratar y qué aprenderán durante la unidad. Para eso, se recomienda leer y analizar con ellos el apartado *In this unit I will learn to...*, y prestar especial atención a los conceptos de *social media* y *apps*, que son conocidos y cercanos a los estudiantes. Para esto, se recomienda extender la conversación y dirigirla hacia la discusión de estos conceptos, preguntando a los estudiantes: *What do you understand by social media/apps? Can you provide examples?*

También se recomienda contextualizar estos conceptos en el día a día de los estudiantes y preguntarles: *Do you use social media? What apps do you use?*

## Preguntas de profundización

Dado que esta página inicial incluye preguntas para introducir el tema, se pueden elaborar otras a partir de las respuestas de las primeras, de manera de profundizar las respuestas de los estudiantes, por ejemplo:

- *Do you prefer online communication or face-to-face interaction?*
- *Why?* (Como continuación a la pregunta 2)
- *Could you live without apps nowadays?*
- *Why? Why not?* (Como continuación a la pregunta 3).

## Ambientes de aprendizaje

Se espera que los estudiantes puedan interesarse en el tema que se va a tratar desde sus experiencias personales, por lo que fomentar la conversación en estas actividades es de suma importancia. Se sugiere organizar a los estudiantes en grupos pequeños, usando la expresión: *Gather in groups of three/four students and read the title of the unit. Discuss what you think it will be about and discuss activities 2, 3 and 4.*

Es necesario poner atención a las conversaciones en grupos para garantizar que todos están participando activamente de la clase, y para prever posibles problemas estructurales y de vocabulario.

## Solucionario

### Before you start

1. Respuesta variable.
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.

### Before you start

1. Read the title of the unit and look at the picture. Discuss what you think the topic of the unit will be about.
2. What do you think about the ways human beings communicate nowadays?
3. How has life changed during the last years due to the use of apps?
4. What do you think you will learn in this unit about the new information and communication technologies?

## Lesson 2

### Oral Communication

- Listen to and understand a news report about the use of social media.
- Use modal verbs to give advice.

### Reading

- Read and understand a blog about the most popular social networks nowadays.

### Writing

- Write an e-mail.

### Attitudes

- Use communication technologies responsibly and effectively in order to gather information and to create texts, giving credit to the work of others and respecting people's property and privacy.

## Unidad 1 • Lección 1

### Ideas previas

Consulte a los estudiantes qué entienden por *apps*: *Do you know what apps are? Share some ideas around the concept of apps, their use, characteristics, where you can find them, etc.* Anote en la pizarra la palabra *app* en el centro y con las respuestas de los estudiantes cree un *mind map* para tener la mayor cantidad de ideas posibles.

### Profundización y variaciones

Pida a los estudiantes que observen la imagen correspondiente a la actividad: *Look at the image on page 6. What can you see? What can you relate the image to?*

Una buena idea es preguntarles cuántos de esos elementos usan en su vida diaria y para qué. *How many of these elements (apps) do you use in your everyday life? What for?*

De este modo, podrán vincular los contenidos que están a punto de ver con sus experiencias personales, generando mayor interés en los contenidos que están por conocer. Esto como complemento para la actividad *Before Listening*.

### Solucionario

#### Before Listening A Conversation

1. a. Respuesta variable.

#### While Listening

1. a. An app is something that helps you every day.
- b. You can order food, learn languages, play games, do yoga, rent bikes, scooters, etc.
- c. An app or application is a kind of software that you download from your smartphone, tablet or computer.
- d. Most of them are free!

## Lesson 1 The World of APPS

In this lesson you will listen, speak, read and write about the world of apps and how they have changed our lives through a conversation and a textbook.

What does "app" mean?

### Before Listening A Conversation

1. Look at the picture and discuss what it is about.



### While Listening

2. Listen to the conversation and answer the questions below. Write the answers in your notebook. 1
- a. In the teenager's own words, what's an app?
- b. What can people use apps for?
- c. What's an app from a technical point of view?
- d. What's the best thing about apps?

### After Listening

3. In groups, discuss the following questions.
- a. How do you think apps have changed people's lives? Give examples.
- b. Do you use apps? How many apps have you installed in your cellphone?
- c. What apps do you use the most?
4. Pronunciation. Listen to the following words and repeat. 2

Initial sound:  
/ r /

Ready  
Rent  
Really?

6 | Unit 1 Information and Communication Technologies

## Propósito y recomendaciones

A través del audio en la actividad *While Listening*, los estudiantes podrán comenzar a identificar vocabulario de uso frecuente en el ámbito de la tecnología. *Listen to the conversation and pay attention to the use of the following concepts: download, software, smartphone, tablet, install.* Los estudiantes se verán enfrentados a una situación de la vida cotidiana, como es una conversación entre un adolescente y su abuelo. Se sugiere que los estudiantes puedan expresar sus ideas en sus propias palabras, usando el vocabulario correspondiente a la unidad. Dé las instrucciones de las actividades 2 y 3: *Listen to the conversation and answer the questions in activity 2. After, gather in groups of four and discuss the questions in activity 4.*

5. In pairs, take turns saying the following tongue twister.

Robert Randall Rickman runs around the red rocks requesting a refund for his rabbit. If the rabbit runs away, the rat, the rooster and the reindeer will run around the red rocks Robert released when he was ready.

### Speaking Task Expressing Quantity: a lot of, all

1. Look at the conversations below, paying attention to the expressions in bold.

Do you know you can download **a lot of** apps to your tablet?



I use apps to buy **all** the things that I need. That's great!

2. In pairs, discuss the following questions.

- Which quantifier refers to a large amount of things?
- Which quantifier refers to the total amount of things?

3. Work in pairs. Create similar conversations using the quantifiers and the ideas in the box below.

smartphone – delivery apps – internet – learning tool –  
language apps – videos

4. With your partner, choose one of your conversations and present it to the class.

### After Listening

- Respuesta variable
  - Respuesta variable.
- a. Respuesta variable.

### Preguntas de profundización

Para complementar la actividad 3, *After Listening* de la página 6, pregunte:

- Can you compare life before apps and life now? How did your grandparents use to do some activities like shopping and how do you do the same activity today?
- Why do you use some apps more than others?
- What apps are more useful for you?
- Why?

Estas preguntas contribuirían a desarrollar el pensamiento crítico en torno al tema tratado.

### Solucionario

#### Speaking Task

#### Expressing Quantity: a lot of, all.

- a lot of
  - all

3. Respuesta variable. Por ejemplo:

A: There are a lot of useful delivery apps today.

B: Can I download all these apps to my smartphone?

A: Sure!

B: That's great!

4. Respuesta variable.

### Propósito y recomendaciones

Es necesario establecer la diferencia entre *a lot of* y *all* en contexto, tal como aparece en las imágenes de la página 7, y revisar las respuestas de la actividad 2 en conjunto para un mejor resultado.

*Let's read the conversation on page 7. Share your answers for activity 2.* Posteriormente, se recomienda enfatizar la actividad 3 para seguir reforzando tanto las expresiones que se refieren a cantidad, así como el vocabulario. *With a partner, create conversations. Share your conversations with the class.*

Unidad 1 • Lección 1

Ideas previas

Para la actividad *Before Reading*, recoja ideas previas de los estudiantes a través de preguntas como:

- Look at the pictures. Did you know the cellphone on the left?
- Can you imagine what its functions were?

Estas preguntas están orientadas para introducir el contenido del texto y a preparar la lectura en cuanto a la historia de las *apps*.

Solucionario

Before Reading  
A Textbook

1. a. Design: old cellphone, it is small, the screen is blue only, it has buttons/ modern cellphone: it is big, the screen is colorful. – Size of the screen: old cellphone: small / modern cellphone: big. - Functions: old cellphone: alarm clock, games, text messages. / modern cellphone: apps to download
- b. Respuesta variable.
- c. Respuesta variable.

2.

| Function                | phone 1 | phone 2 |
|-------------------------|---------|---------|
| Talk to other people    | x       | x       |
| Play games              | x       | x       |
| Connect to the internet |         | x       |
| Do calculations         | x       | x       |
| Listen to music         |         | x       |
| Watch videos            |         | x       |
| Set alarms              | x       | x       |
| Download files          |         | x       |
| Take pictures           |         | x       |

Lesson 1

Before Reading A Textbook

1. Look at the pictures below and talk about what you notice about them.



- a. Mention the differences between the two cellphones. Consider aspects such as:
- Design
  - Size of the screen
  - Functions
- b. What are the advantages of each model?
- c. What are the disadvantages of each model?
2. Look at the following functions on the chart and tell your partner if they apply to each cellphone or not. Discuss your answers as a class.

| Function                |
|-------------------------|
| Talk to other people    |
| Play games              |
| Connect to the internet |
| Do calculations         |
| Listen to music         |
| Watch videos            |
| Set Alarms              |
| Download files          |
| Take pictures           |

Propósito y recomendaciones

El propósito de esta lectura es mostrar la evolución de los teléfonos móviles, desde los modelos básicos antiguos hasta los actuales desde donde se pueden descargar aplicaciones. Debido a que la mayoría de los estudiantes no conocen los dispositivos antiguos, se recomienda mostrar imágenes de teléfonos celulares antiguos y modernos; pegarlas en la pizarra para que los estudiantes puedan ordenarlas cronológicamente.

*Which of these cellphones do you think was the first? Can you describe its functions and characteristics?*

Se sugiere escribir las respuestas de los alumnos bajo cada imagen de celular para que asocien las funciones directamente a la imagen e incorporen nuevo vocabulario, como *set alarms*, *make phone calls*, *send text messages*, entre otras.

## While Reading

3. Read the text below and answer the questions that follow in your notebook.

## Brief History of Mobile Apps



Mobile applications are an essential part of our lives. We use them to chat with friends, pay taxes, order pizza, take photos of cats, and lots of other stuff. Statistically, we're spending more time with our smartphones than in front of PCs. So today, we'll consider the history of mobile applications, trying to understand how they became the center of our attention in such a short period of time.

The very first mobile phone was equipped with features like word clock, calculator, calendar, and contact book. By the way, do you remember the legendary snake game? The one that made a certain multinational cell phone company extremely popular? At that time, it was the pinnacle of the mobile gaming experience.

## The Big Change

The announcement of the first smartphone designed and marketed by the company co-founded by Steve Jobs was a giant leap forward in the evolution of mobile apps. The digital keyboard revolutionized the way people used mobile apps. Many experts believe that it was the beginning of new era for the whole mobile industry. July 2008 is when everything changed: the digital store of this revolutionary brand went online. In one day, a bunch of apps were released for you to download on the company's smartphone. To be more exact, they released about 552 apps, with 135 of them being free to download. In just one week, its users downloaded about 10,000,000 (ten million) apps!

## The Bottom Line

Mobile applications are in a process of constant evolution, which is unlikely to stop in the near future. What's even more interesting is that mobile applications have started to affect the design and format of smartphones, as well as our lifestyle. The question is: Do you go for a pizza or do you order a pizza through an app?

Source: Jet Ruby Agency <https://expertise.jetruby.com/brief-history-of-mobile-apps-286fbbf766a9>

- Why are mobile applications an essential part of our life?
- What features was the first mobile phone equipped with?
- Why was the snake game so important?
- What began a new era for the mobile industry?
- What is the future of mobile applications?

Lesson 1 • The World of APPS | 9

## Propósito y recomendaciones

Para contextualizar más aún, se recomienda pedir a los estudiantes que con su propio celular busquen aplicaciones relacionadas con el contenido de la lectura, por ejemplo: *pay taxes, take photos of cats, order pizza or food, chat with friends*. Otra recomendación es solicitar a los estudiantes que busquen una aplicación de algo que les llame la atención o que necesiten en su vida diaria y que puedan compartirlo con la clase. *Look for another app you think is interesting or you think you need in your daily life. Share with the class the app you chose and explain to them its use and functions.*

## Contexto

Las *apps* son parte de la vida cotidiana de esta generación de nativos digitales.

Es necesario hacer una breve reseña de los aspectos más relevantes de la historia de los teléfonos móviles en cuanto a diseño y funciones. Cuente la historia a los estudiantes utilizando las siguientes expresiones:

*The first cellphones were bigger, like a walkie talkie. They had an antenna and the screen was very small, unlike today's devices. You could only send and receive text messages and they cost \$50. You could also make phone calls. Old cellphones had games installed, whose graphic had not the best quality. Another important aspect regarding design, was that old cellphones did not have touch technology, you had to use them with the incorporated buttons.*

## Solucionario

## While Reading

## Brief History of Mobile Apps

- Because we use them for different purposes, eg: to chat with friends, order pizza and a lot of stuff.
  - word clock, calculator, calendar, and contact book.
  - Because it was the pinnacle of the mobile gaming experience and made a multinational cellphone company extremely popular.
  - The announcement of the first smartphone designed and marketed by the company co-founded by Steve Jobs and its digital keyboard.
  - They will never stop their evolution.

## Unidad 1 • Lección 1

### Ambientes de aprendizaje

La actividad 6 *After Reading*, se realiza en pareja, dé la siguiente instrucción a los estudiantes: *With your seat partner, write a list of the apps you know and discuss which ones you think are the most popular and why.* Es esperable que el ambiente de aprendizaje permita la conversación y el diálogo entre los estudiantes respecto a los temas presentados, incentivando y consolidando el uso de vocabulario y estructuras presentadas hasta este punto de la unidad. Para esto, aclare a los estudiantes lo siguiente:

*Use the vocabulary related to apps you have learned so far. Use all and a lot of to refer to the apps' functions, too.*

Esto con el fin de prestar atención a las conversaciones sostenidas por las parejas, de modo de asegurar el mayor uso del vocabulario posible.

### Profundización y variaciones

Una forma de profundizar los contenidos revisados es crear nuevas oraciones a partir de las expuestas en la actividad 4. Indique a los estudiantes que busquen palabras con las que no estén familiarizados a través de la siguiente instrucción: *Choose a word you didn't know and create a new sentence using it.* Esto permitirá que los estudiantes adquieran nuevo vocabulario y sean capaces de utilizarlo contextualizadamente.

### Solucionario

#### While Reading

4. 1 – B  
2 – C  
3 – A  
5. d – e – b – a – c

#### After Reading

6. Respuesta variable.  
7. Respuesta variable.

### Lesson 1

4. Read the text again. Match one sentence in the left column with one with the same meaning in the right column. Write the answers in your notebook.

- 1 At that time, it was the pinnacle of the mobile gaming experience.  
2 The announcement of the first smartphone from the company co-founded by Steve Jobs was a giant leap towards the evolution of mobile apps.  
3 In one day, this revolutionary company released a bunch of apps...

- A In a single day a cellphone company published a lot of applications.  
B In those days, you could not find a more advanced cell phone game.  
C The proclamation of the first cellphone of its kind was a huge advance in the development of mobile applications.

5. Put the events below in chronological order. Write the answers in your notebook.

- a. Users of this brand, whose symbol is a fruit, downloaded a lot of apps.  
b. The new era for mobile industry began.  
c. Apps transformed smartphones and lives.  
d. The multinational cellphone brand was very popular.  
e. The first smartphone designed and marketed by the company co-founded by Steve Jobs was announced.

### After Reading

6. Speaking. In pairs make a list of the apps you know and tell your partner which of these you think are the most popular and why.  
7. Share your thoughts with the class.

#### Useful Vocabulary: use of Apps



taxi apps



payment

### Propósito y recomendaciones

El propósito de los contenidos de esta página es que los estudiantes logren identificar los diferentes términos relacionados con la tecnología. Se recomienda profundizar el significado del nuevo vocabulario en contexto a través de actividades que les permitan utilizar sus conocimientos previos, como discutir sus experiencias con la tecnología y *apps*, específicamente. *In pairs, discuss with a partner: why do you think apps are useful? If you could create an app, what would it be useful for?*

## Reading and Vocabulary A Beginner's Guide to Mobile Apps

1. Read the text below and find examples of the following.

|   |               |   |                    |
|---|---------------|---|--------------------|
| A | Types of apps | C | Unofficial sources |
| B | Device        | D | Desktop apps       |



## A Beginner's Guide to Mobile Apps

The word "app" is an abbreviation for "application." It's a piece of software that can run through a web browser or offline on a device such as a computer, smartphone, tablet, or other electronic devices, including smart TVs and smartwatches. Apps may or may not have a connection to the internet.

## Types of Apps

There are three main types of apps: desktop, mobile, and web. Desktop apps are usually much fuller than mobile apps and have all the features of a program, whereas the mobile app is a simpler and easier-to-use version. Web apps can be full of features too, but they depend on the internet connection and a web browser program.

## Examples of Apps

Some apps exist in all three forms and are available as not only mobile apps but also desktop and web apps.

Some image editors that run on your computer, but there are mobile versions, too. Another example are text generators. They are available for computers in its most advanced form but also on the web, by subscription, and via a mobile app. Others (often games) are similar in that there are both mobile and web versions of the same game.

## Where to Get Apps

In the context of mobile apps, almost every platform has an online shop where its users can download both free and paid apps. These are normally accessible through the device itself or a website.

Desktop apps are more widely available from unofficial sources such as web pages, but there are also some official online shops ran by companies.

Web apps load within a web browser and don't need to be downloaded.

Text adapted from: <https://www.lifewire.com/what-are-apps-1616114>

2. Read the text again and match the words below with their corresponding definition. Write the answers in your notebook.

- |                  |                                                                               |
|------------------|-------------------------------------------------------------------------------|
| 1 Download       | A An app or program to write texts.                                           |
| 2 Image editor   | B A software program used to locate, access, and display web pages.           |
| 3 Text generator | C An app to edit images or photos.                                            |
| 4 Web browser    | D To copy computer programs or information electronically using the Internet. |

3. Check your answers as a class.

Lesson 1 • The World of APPS | 11

## Profundización y variaciones

Para profundizar el vocabulario relacionado a la lectura, se sugiere que los estudiantes creen un glosario en sus cuadernos en los que busquen vocabulario relacionado a los conceptos revisados en el texto. Luego en parejas pueden retroalimentar los glosarios de cada uno. *Using a dictionary or on the internet, look for the meaning of other words similar to the ones in activities 1 and 2. Write a glossary in your notebook. Then compare it with your seat partner and add the ones he or she has that you don't.*

## Solucionario

## Reading and Vocabulary

## A Beginner's Guide to Mobile Apps

1. A: Types of apps: desktop, mobile, web.  
 B: Device: smartwatch, smart TV, computer, smartphone, tablet.  
 C: Unofficial sources: web pages.  
 D: Desktop apps: image editor, text generator.
2. 1 – D  
 2 – C  
 3 – A  
 4 – B

## Ambientes de aprendizaje

Al momento de compartir las respuestas de las actividades con la clase, es importante que el docente mantenga un ambiente de respeto entre los estudiantes, quienes deben levantar la mano para pedir la palabra: *Raise your hand to answer*. También es importante que el docente dé prioridad de participación a quienes no suelen hacerlo, tanto por timidez o menor conocimiento del idioma.

## Propósito y recomendaciones

El objetivo de este texto es que los estudiantes puedan profundizar a un nivel más técnico su conocimiento sobre aplicaciones. Es un texto un poco más desafiante ya que contiene un vocabulario más especializado, lo que ampliará sus nociones sobre el idioma inglés a través de un tema cotidiano para ellos. Se sugiere como actividad adicional o alternativa una reescritura del texto en las propias palabras del estudiante, a través de la instrucción: *In your notebook, rewrite the text using your own words*. Esto ayudará a que los estudiantes puedan asociar el nuevo vocabulario adquirido a sus conocimientos previos.

## Unidad 1 • Lección 1

### Ideas previas

Para recoger conocimientos previos, muestre un celular o el de algún estudiante y pregunte:

*Whose cell phone is this? Is it yours? Is it mine? Is it his? Is it hers?* Esto permitirá descubrir el conocimiento previo de los estudiantes, y prever las confusiones que estos posesivos pueden generar.

### Errores frecuentes

El uso de *possessive pronouns* podría generar confusión, especialmente ante la tendencia de algunos estudiantes de añadir un sustantivo cuando no es necesario, e.g.: *That is hers tablet*, ya que se suele confundir con adjetivos posesivos. Para evitar este error, se sugiere que antes de las actividades se haga un repaso sobre *word classes*, haciendo énfasis entre las diferencias entre pronombres y adjetivos. *Pronouns in a sentence can substitute nouns, that is why we don't need a noun after a pronoun. Adjectives add information about the noun.*

### Solucionario

#### Language Focus Expressing Possession

- The words below indicate possession.
  - No, because they are pronouns and they replace nouns.
- His
  - Yours
  - Ours
  - Hers
  - Mine
  - Theirs
- Respuesta variable.

#### Lesson 1

### Language Focus Expressing Possession

- Look at the pictures below paying attention to the words in bold.



- What do the words below indicate?
- Do we use a word after them? Why? Why not?

|     |       |     |      |      |        |
|-----|-------|-----|------|------|--------|
| I   | Mine  | He  | His  | We   | Ours   |
| You | Yours | She | Hers | They | Theirs |

- Complete the sentences with the correct possessive pronoun. Write the answers in your notebook.

- Fabián has a new computer. I think the one on the desk is ...
- My app doesn't work. Can I use ...?
- We paid for that program. It is ...
- Sofía left the tablet in the classroom. So this tablet is not...
- I can help you with the project. If your computer is old, use ...
- My classmates created a website. Your idea looks very similar to ...

- Check your answers with the class.

### Propósito y recomendaciones

El propósito es que los estudiantes logren diferenciar entre *possessive pronouns* y *possessive adjectives*, y que sepan usarlos correctamente en distintas oraciones. Para reforzar el contenido se recomienda revisar la sección *Grammar Reference* de la página 68 del Cuaderno de Actividades para que los estudiantes observen los cuadros comparativos de ambos posesivos. Una vez revisado el contenido, ponga en práctica la diferencia entre ambos tipos de palabras a través de la creación de un diálogo: *In pairs, write a dialogue in which you use different adjectives and different pronouns. Then, share your dialogue with the class. You can use some props if you want.*

## Reading Task A Comic Strip

1. Read the comic strip below and discuss the answers to the following questions with a partner.
  - a. What is it about?
  - b. Who are the characters?



<https://www.pinterest.cl/pin/572590540093540135/visual-search/?x=16&y=13&w=530&h=437>

2. Share your answers with the class.
3. Discuss the following questions.
  - a. Do you think the situation presented in the comic strip is happening nowadays? Why? Why not?
  - b. What do you think will happen in the future?

## Solucionario

## Reading Task A Comic Strip

1. a. It is about a boy who can't continue working because he is always connected using apps.  
b. The boy and the apps.
2. Respuesta variable.
3. a. Respuesta variable.  
b. Respuesta variable.

## Contexto

Los estudiantes están muy familiarizados tanto con el tipo de texto (*comic strip*) como la idea principal del mismo (uso de *apps*). Las aplicaciones móviles son parte de la vida diaria de las personas, principalmente de jóvenes y adolescentes. La escena muestra a un joven que no avanza con su trabajo por estar siempre conectado usando aplicaciones.

## Unidad 1 • Lección 1

### Ideas previas

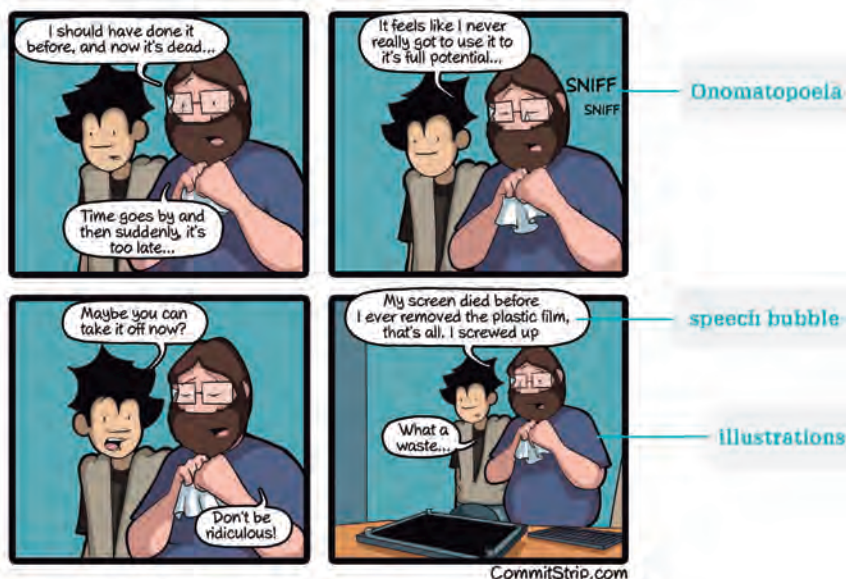
Para recoger ideas previas, haga una actividad de *brainstorming*: pregunte a los estudiantes: *Do you read comic strips? Which one is your favorite? Can you name more comics you know?* Tome nota en la pizarra de las respuestas de los estudiantes para que tengan presente y adquieran las ideas y conocimientos de sus compañeros y compañeras. De esta manera ellos se involucrarán más en el proceso de crear su propia historieta.

### Ambientes de aprendizaje

Se espera que los estudiantes sean capaces de trabajar en grupos de forma activa. Se señala que la creación de la historieta debe hacerse en grupos pequeños. Dependiendo del tamaño del curso, se recomienda formar grupos de no más de cuatro personas, ya que trabajar en grupos más grandes puede conducir a problemas de atención por parte de los alumnos. Dé a los estudiantes una introducción sobre *comic strips* similar la presentada en la página 14 del Texto del Estudiante. Luego pase a la actividad y dé la siguiente instrucción: *In groups of four, create a comic strip. Focus on the correct use of illustrations, speech bubbles and onomatopoeias. Your comic must include all of these features.* Esta es una excelente instancia para potenciar el aprendizaje colaborativo donde los estudiantes con diferentes niveles de habilidad aprovecharán esta actividad para mejorar su entendimiento sobre la creación de una historieta. Para desarrollar esta actividad, entregue el material fotocopiable de la página 76 y dé la siguiente instrucción: *Use this template to organize and draw your comic strip.*

## Writing Task A Comic Strip

A comic strip is a fun way to express your ideas through words and images. It can also help understand concepts more clearly. Comic strips have three parts: the introduction (to present the story), the build-up (the middle section of the story), and the punchline (the unexpected and funny conclusion of any performance, story). Here are the elements of a comic strip:



Source: A Comic Strip

#### Illustration

The graphic representation or drawing of an idea.

#### Bubble speech

The outline that encloses the words or text the characters say.

#### Onomatopoeia

The word that represents a sound.

1. Read the elements that make up a comic strip.
2. In groups, decide the story you want to tell through a comic strip. Remember: the topic is the use of apps.
3. In groups, create your own comic strip. Use all the elements presented above.
4. Show your comic strip to the class.

## Propósito y recomendaciones

Antes de crear su historieta, es necesario que los estudiantes sepan los elementos principales que componen este tipo de texto y que tengan claro qué rol cumple cada uno en la historieta. Para esto, se sugiere discutir en conjunto:

*What is an illustration? Why is it important in a comic strip?*

- *What are the speech bubbles? What happens if they are not in the comic strip?*
- *What is an onomatopoeia? What does it express in the comic strip?*

## Cross-Curricular Social Studies

### Ada Lovelace: The First Computer Programmer

Augusta Ada King, Countess of Lovelace (10 December 1815 – 27 November 1852), born **Augusta Ada Byron**, was an English writer who became the world's first computer programmer. She wrote the program for Charles Babbage's mechanical computer, the analytical engine. She wrote the first algorithm that was meant to be processed by a machine.

She was the only legitimate child of the poet Lord Byron and Anne Isabella Milbanke. She had no relationship with her father, who died when she was nine. As a young adult she took an interest in mathematics, and in particular Babbage's work on the analytical engine. Between 1842 and 1843 she translated an article on the engine by Italian mathematician Luigi Menabrea. She added her own notes on the engine. These notes contain what is considered to be the first computer program, that is, an algorithm encoded for processing by a machine. Though Babbage's engine was never



built, Lovelace's notes are important in the early history of computers. She realized that computers would be able to do more than just calculating or number-crunching. Others, including Babbage himself, worked only on the possibilities of calculating

Source: [https://kids.kiddle.co/Ada\\_Lovelace](https://kids.kiddle.co/Ada_Lovelace)

- 1 In pairs, discuss the following questions.
  - a. What important things did Ada Lovelace do that contributed to computer programming?
  - b. Why do you think Ada Lovelace was a very important person in human history?
- 2 In pairs, search on the Internet other important scientists that contributed to science and technology.
- 3 In your notebook, make notes about the most important aspects of his/her life and achievements.
- 4 Create a poster or an infographics to present the biography.
- 5 Present your work to the class.

Lesson 1 • The World of APPS | 15

### Contexto

Consulte a los estudiantes si conocen personajes de la historia que hayan contribuido al desarrollo de la computación. *Do you know important people that contributed to the development of computer technology?* Haga énfasis en lo siguiente: *Technology was not like we know it today. Many years ago people were already developing technology, but it was very different: computers used to be the size of a whole room! Nowadays computers are smaller and thinner than a book and you can take them anywhere. Technology will keep on evolving and who knows what we will have next.*

### Solucionario

#### Cross-Curricular Social Studies

1. a. She added her own notes on for Charles Babbage's mechanical computer, the analytical engine. These notes contain what is considered the first computer program, that is, an algorithm encoded for processing by a machine.  
b. Respuesta variable. Una opción puede ser: Because her contribution was the base of the first computer program.
2. Respuesta variable. Algunas opciones son: Alan Turing, Steve Jobs, Bill Gates, Charles Babbage, etc.
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.

### Propósito y recomendaciones

El propósito de esta lectura es que los estudiantes pongan en práctica el vocabulario y la estructuras aprendidas durante la lección de manera contextualizada y en paralelo al aprendizaje de nuevos contenidos relacionados con la disciplina de las ciencias sociales. Se sugiere dar una hora pedagógica para que los estudiantes recojan la información necesaria y puedan elaborar el poster o infografía.

## Ideas previas

Resuma la Lección 1. De esta manera, los estudiantes recordarán lo aprendido anteriormente y será la base para que puedan desarrollar su proyecto de creación de una *app*. Enfóquese principalmente en el vocabulario adquirido, como *devices*, *apps*, *a lot of*, *all*, *cell-phone functions*, etc.

## Ambientes de aprendizaje

Esta actividad se realiza en grupos, por lo tanto es el momento en que los estudiantes expresen e intercambien sus ideas para lograr desarrollar el proyecto en conjunto.

Se recomienda que el profesor o profesora designe a los grupos de manera heterogénea, ya que de este modo los que tengan un nivel más alto del idioma puedan ayudar a los compañeros que tengan un nivel más bajo. Una vez designados los grupos, dé la siguiente instrucción: *With your group, create an app you think could be useful for people. Use your notebook to organize your ideas and finally give a speech in which you convince your classmates to download your app.*

## Preguntas de profundización

Para que los estudiantes autoevalúen su desempeño como desarrolladores de aplicaciones después de presentar sus proyectos a la clase, se plantean las siguientes preguntas:

- *Is this app useful?*
- *Why?*
- *Did an app like this already exist before?*

## Final Task

### Create Your Own App

You already know what apps are and the various tasks they do. However, are they ever enough to solve our problems and cover all our needs?

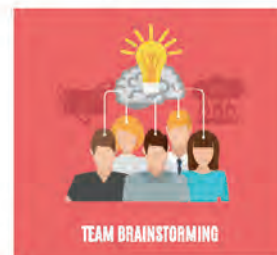
#### HOW DO YOU CREATE AN APP?

##### Work in groups

- 1 ▪ **Think of a need that you or people you know have.** For example: to record the samples for hip hop songs, to reduce stress, etc.



- 2 ▪ **Think and create the app content:** a game, communication, learning, shopping, meeting people, lifestyle, sports, music, maps, business, etc.



- 3 ▪ **Describe your app in very simple words:** What it does, the main functions, etc.



### Propósito y recomendaciones

Se espera que los estudiantes demuestren su creatividad en este proyecto, además del vocabulario aprendido en esta lección. Para esto, se debe incentivar a los estudiantes a pensar en las reales necesidades de las personas y qué aplicación se les ocurre crear para suplir estas necesidades del día a día. Aclare lo siguiente: *Focus on the real needs of people to create your app. A good idea is to choose a target market, which means a specific group of people with similar characteristics and think about their unsatisfied needs, for example focus on kids learning how to read and develop an app that helps them in this process.*

- 4 ■ **Think about your target group:** Who will be the users of your app?



- 5 ■ **Where will it be available?**



- 6 ■ **Create a name for your app and design a logo.**



- 7 ■ **Encourage your classmates to download and use the app:** Mention the benefits of it.



## Errores frecuentes

Debido a que hay sonidos del inglés que no se producen en español, es posible que se den dificultades al momento de pronunciar ciertas palabras, que contengan sonidos como /θ/, /ʃ/, /ʒ/, entre otros. Para prevenir estos errores, antes de llevar a cabo la actividad final, haga un repaso de los ítemes de pronunciación, como en la página 6 del Texto del Estudiante con el sonido /r/ y las palabras *ready*, *rent* and *reallly*.

Una vez realizada la presentación, si se detectan errores de pronunciación, se sugiere dar un *feedback* personal a cada estudiante por escrito y verbalmente para que dichos errores se repitan cada vez con menor frecuencia.

## Ambientes de aprendizaje

Al momento de que cada grupo presente frente a la clase su aplicación, es importante que se genere un ambiente de respeto y atención entre todos los estudiantes. Para fomentar esto se sugiere que antes de empezar las presentaciones, el docente dé la siguiente instrucción: *Listen to your classmates and pay attention to their presentations. At the end of it you can ask any questions you have for them regarding their apps.*

## Unidad 1 • Lección 2

### Profundización y variaciones

Para que los estudiantes den su opinión, se recomienda fomentar el pensamiento crítico a través de la actividad 4 *After Reading*. Las redes sociales son un tema muy cercano a ellos, por lo tanto profundizar en su propia opinión acerca de ellas, logrará que se familiaricen con el vocabulario temático y puedan apuntar a mejorar la comunicación oral en inglés. Para lograr este objetivo, se sugiere una actividad de debate, en la que se formen grupos diversos designados por el docente.

*The debate will consist of two groups. Randomly, each group will defend the role of social media in society, focusing on its benefits. The other group will defend the idea that social media are harmful for society, focusing on its faults.*

### Solucionario

#### Before Listening A News Report

1. a. Respuesta variable.  
b. Respuesta variable.

#### While Listening

2. 1-E; 2-C; 3-A; 4-D; 5-B
3. a. Because a billion people used the largest social network in the world in one day for the first time.  
b. Many people around the world use the platform created by Mark Zuckerberg to connect with their family and friends, even though they are far away from each other.

#### After Listening

4. a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.

## Lesson 2 Social Media

In this lesson you will listen, speak, read and write about social media and networking through a report and a blog.

**Do you use social networks? Which one do you use the most? What do you use it for?**

### Before Listening A News Report

1. In pairs, discuss the following questions.
  - a. Do you use social media? What for?
  - b. What is your favorite social media platform? Why?

### While Listening

2. Listen to the report and match the two parts of the sentences below. Write the answers in your notebook. 

- |                                    |                                         |
|------------------------------------|-----------------------------------------|
| 1 It was an                        | A those you love                        |
| 2 Just the beginning of connecting | B the ninth richest person in the world |
| 3 Stronger relationships with      | C the whole world                       |
| 4 One of the biggest               | D sites in the world                    |
| 5 Mark Zuckerberg                  | E important achievement                 |

3. Listen again and answer the questions below. Write the answers in your notebook.  
What does it mean...?
  - a. The boss of the largest social network in the world said it was a big achievement.
  - b. "It's just the beginning of connecting the whole world to bring stronger relationships with those you love".

### After Listening

4. In groups, discuss the following questions.
  - a. What do you think about the report you listened to?
  - b. Do you think the social network created by Mark Zuckerberg is the most popular one nowadays?
  - c. Do you think using social networks is dangerous? Why or why not?

## Speaking Task Giving Advice

1. Read the following tips, paying attention to the words in bold.

## How to use a social network safely:

- You **should** connect with family and friends only.
- You **should** think before you post.
- You **shouldn't** share your password.
- You **shouldn't** accept invitations from people you don't know.



## Speaking Tip

Remember we use the modal verb *should* / *shouldn't* to give advice. We use *should* / *shouldn't* + infinitive

2. Work in pairs. Give advice to your partner about the correct use of social networks. Use *should* or *shouldn't* and the ideas from the box below.

- share private information with strangers
- upload inappropriate content
- tell your parents if you are being cyberbullied
- be cautious about the information you share
- log out after using it
- block and report people who post upsetting comments or content

3. Work in groups. Imagine there is a new and more popular social network nowadays called Partners Zone. Take turns asking for advice to safely be part of this network. Write the conversation in your notebook.

Example:

**Student A:** What should I do to be part of Partners Zone?

**Student B:** You should register on [www.partnerszone.com](http://www.partnerszone.com)

**Student A:** Should I use my real name?

**Student B:** Yes, you should, but you can use a nickname, too.

4. Present your conversation to the class.

## Preguntas de profundización

Para profundizar el uso del verbo modal *should* y su forma negativa *shouldn't* pregunte a los estudiantes qué aconsejarían a alguien en relación al uso de las redes sociales en determinadas situaciones:

- What would you say to a friend who connects with strangers?
- What would you say to a classmate who is connected to social networks all day long?

## Ritmos y estilos de aprendizajes

Para aprender a usar el verbo *should* y su forma negativa *shouldn't*, puede bastar la práctica de estas en oraciones orales a través del cuadro explicativo. Sin embargo, habrá estudiantes con pensamiento más concreto que requerirán de la explicación de estas reglas. Para tales casos, además de proveer una explicación oral, escriba ejemplos en la pizarra con su respectiva fórmula (*should* / *shouldn't* + infinitive), además de oraciones que ejemplifiquen su uso.

Para estudiantes con un pensamiento más visual, esta guía cuenta con una lámina en la que se organizan visualmente consejos sobre redes sociales, ejemplificando con una ✗ lo que no se aconseja y con un ✓ lo que sí se aconseja.

## Solucionario

## Speaking Task Giving Advice

1. Respuesta variable.
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.

## Unidad 1 • Lección 2

### Profundización y variaciones

A partir de la actividad 2, se puede desprender una segunda actividad en que los estudiantes puedan generar un gráfico a partir de las respuestas de sus compañeros. Revise la actividad en conjunto, dando la siguiente instrucción: *Raise your hand if your answer was yes*. Repita dicha instrucción con cada pregunta del cuestionario y anote los datos en la pizarra. Luego indique a los estudiantes que elaboren gráficos a partir de la información. *Create a graph with the previous information and interpret it. Draw three conclusions and write them in your notebook.*

### Solucionario

#### Before Reading A Blog

1. a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.
2. Respuesta variable.
3. Respuesta variable.

### Preguntas de profundización

Para motivar el desarrollo de pensamiento crítico, se sugiere generar una discusión en torno al uso de la red social en cuestión, con preguntas como:

- *What do you use this social network for?*
- *What kind of accounts do you follow?*
- *What do you think are the negative impacts of this social network?*

Estas preguntas también ayudarán a que se familiaricen con nuevo vocabulario relacionado a redes sociales, como *follow, followers, block, unfriend, to post, upload*, entre otras.

### Before Reading A Blog

1. In groups, discuss these questions.
  - a. Do you use photo-sharing networks?
  - b. What do you use it for?
  - c. What do you like the most: posting or reading stories?



2. Are you a photo-sharing network lover? Take this quiz and find out! Write the answers in your notebook.

|   |                                                                       |     |    |
|---|-----------------------------------------------------------------------|-----|----|
| 1 | Do you post everything you do on photo-sharing networks?              | Yes | No |
| 2 | Do you follow more than 500 accounts?                                 | Yes | No |
| 3 | Do you have more than 500 followers?                                  | Yes | No |
| 4 | Do you know all your followers?                                       | Yes | No |
| 5 | Do you buy and sell things on photo-sharing networks?                 | Yes | No |
| 6 | Do you spend more than two hours on photo-sharing networks every day? | Yes | No |
| 7 | Do likes and comments affect how you feel about a post?               | Yes | No |

3. Check your answers with a partner.
  - If you have 4 or more Yes answers, you are a real photo-sharing networks lover!
  - If you have 3 Yes answers, you just like photo-sharing networks.
  - If you have 2 Yes answers or less, you are no phot-sharing networks lover.

### Propósito y recomendaciones

Para expandir el conocimiento adquirido, pida a los estudiantes que hagan una lista de todo lo que pueden hacer en la red social en la que se comparten fotos y cuyo ícono es una cámara de colores, por ejemplo: *upload a story, post a photograph, connect with people, follow a profile, etc.* Dé la instrucción: *write a list of all the things you can do using this social network*. La idea es que puedan intercambiar ideas y usar el vocabulario temático.

## While Reading

4. Read the text and answer the questions below. Write the answers in your notebook.
- What do people use a famous platform for?
  - What's the platform's new service about?
  - What was the first book posted on this social network?
  - What other titles can be found on this social network?

### Full Classic Novels Have Arrived on a Famous Photo Sharing Social Network

There is a hugely popular platform for users to share pictures, videos and messages with family and friends. This social media service is estimated to have more than 1 billion active monthly users worldwide. Most people use the service on their mobile phones. Now, the users of this platform are able to use the service for a completely different activity – reading books.

The New York Public Library recently launched a new service. This new offering will include a collection of classic books through the popular social network with the colorful camera icon. The service is available to all users, not just people in New York City.

Lewis Carroll's "Alice's Adventures in Wonderland" was the first on the app. The New York Public Library said this famous story was specially designed for the platform to include colorful animations and modern drawings.

The books can be found in the app's stories. This feature was designed to let users post photos and videos that would automatically disappear after 24 hours.

But Lewis Carroll's "Alice's Adventures in Wonderland" is not the only book users can find. The library has already lined up several other classic works to be released on the popular photo sharing social network in the coming months. These include "The Yellow Wallpaper," a short story by Charlotte Perkins Gilman, and "The Metamorphosis," by Franz Kafka.



Source: Text adapted from [learningenglish.voanews.com](http://learningenglish.voanews.com)

5. Discuss your answers as a class.

## Contexto

Actualmente la red social de la cámara multicolor es la más utilizada por los adolescentes desplazando a la que fue creada por Mark Zuckerberg. La red donde se comparten fotos fue creada por Kevin Systrom y Mike Krieger, fue lanzada en octubre del año 2010 y actualmente cuenta con más de 800 millones de usuarios alrededor de todo el mundo.

## Solucionario

## While Reading

4. a. To share pictures, videos and messages with family and friends.  
 b. Reading books.  
 c. Lewis Carroll's "Alice's Adventures in Wonderland".  
 d. "The Yellow Submarine" by Charlotte Perkins Graham, "The Metamorphosis" by Franz Kafka.

## Ambientes de aprendizaje

Una manera de trabajar la comprensión de lectura a la vez que se trabajan habilidades de pronunciación es la lectura en voz alta. Para esto, genere un ambiente de silencio y respeto en la sala de clases: *Please be quiet and pay attention to the text your classmate is going to read*. Posteriormente, solicite a los estudiantes que lean fragmentos del texto, luego pida a un estudiante diferente que resuma la idea principal del fragmento leído: *Can you summarize what your classmate read?*

Es importante que al final de la clase se dé retroalimentación a los estudiantes que leyeron de manera personal, ya sea en forma verbal o escrita, para que tengan oportunidad de corregir su pronunciación.

## Unidad 1 • Lección 2

## Ambientes de aprendizaje

Para el trabajo en grupo, se requiere la supervisión constante al trabajo de los estudiantes. Forme grupos y dé la siguiente instrucción: *With the classmates near you, discuss the questions in activity 6.* Se sugiere monitorear la discusión en cada grupo, promoviendo la discusión con preguntas de profundización como las propuestas en dicha sección. La idea de esta actividad es que los estudiantes demuestren que son capaces de defender sus argumentos, así como de flexibilizar posturas con tal de llegar a un consenso cuando sea necesario.

Para generar un ambiente de respeto, enfatice: *Pay attention to your group-mates opinions and discuss respectfully.*

## Solucionario

## After Reading

6. a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.

## Reading and Vocabulary

1. a. animation  
b. app  
c. classic  
d. worldwide  
2. Respuesta variable.

## After Reading

6. In groups, discuss the following questions.
- What other ideas can you think of to include educational material in social networks?
  - What other books would you like to read on the social networks' stories?
  - Do you think that this idea could be useful in the classroom? Why or why not?

## Reading and Vocabulary

1. Read the clues below and guess which words in bold from the Reading each clue refers to. Write the answers in your notebook.

- Process by which drawings and models are made to look they are moving.
- Computer program designed to do a specific task or set of related or connected tasks.
- Something that has been popular for a long time and is considered to be of a very high quality.
- Everywhere in the world.

2. Discuss your answers as a class.

## Useful Vocabulary: Media



social network



photo sharing

## Propósito y recomendaciones

El propósito de las actividades de esta página es hacer a los estudiantes recordar la información leída en los textos de las páginas anteriores, para así aplicarla, compararla y contrastarla elaborando información visual. Ésta les será útil para discutir y conversar sobre lo aprendido, siendo también un método de aprendizaje efectivo para algunos estudiantes. Por otro lado, la discusión final les servirá para activar sus pensamientos crítico y creativo.

Connecting ideas **So**

1. Read the text on page 21 again and pay attention to the words in bold.
  - This project, called Insta Novels, isn't focused on teenagers, **so** anyone with a social media presence will find it refreshing.
  - The next book to be released is Franz Kafka's novella *The Metamorphosis*. **So** it would be a good idea to start a book club!
2. Read the sentences above and answer the following question. Answer orally.
  - a. The connector **so** expresses:
    - consequence
    - addition
    - contrast
  - b. Check your answer with the class.
3. In pairs, write sentences in your notebook that contain the connector **so**. Use it correctly. Focus on the topic of social media.

I posted  
a photo of my cat  
and in minutes I  
got a lot of likes.  
**So** he is famous  
now!

Wow! **So** he is  
an Insta cat!  
Hahaha



4. Share your sentences with the class.

## Profundización y variaciones

Se espera que los estudiantes comprendan el uso del conector *So* y sean capaces de elaborar oraciones o diálogos conectando ideas, logrando una comunicación fluida. Para profundizar en el contenido y poner en práctica diferentes habilidades, se sugiere continuar la actividad 3 con una recreación del diálogo desarrollado por los estudiantes: *Present your dialogue in front of the class. Pay special attention to your pronunciation.*

Mientras los estudiantes crean su diálogo y lo practican, se sugiere ir monitoreando el trabajo grupo por grupo y dar retroalimentación de lo que se está realizando.

## Solucionario

Connecting ideas **So**

1. Respuesta variable.
2. a. Consequence  
b. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.

Ritmos y estilos  
de aprendizaje

Para estudiantes con un estilo de aprendizaje más concreto y estructurado, explique a través de un ejemplo más sencillo: *I walked a lot today, so I'm tired.* Escriba la oración en la pizarra, enfatizando con un color diferente la palabra *so*. Explique que la primera oración es una causa y la segunda una consecuencia de la primera acción y que se unen a través de *so*: "*I walked a lot today*" is a cause and "*I'm tired*" is a consequence of the first action, which is walking a lot. "*So*" is a word that connects these two actions.

## Unidad 1 • Lección 2

### Ideas previas

Para recoger conocimientos previos respecto al tema, pregunte a los estudiantes lo siguiente:

- *What do you like doing on the internet?*
- *What do you hate of using the freemium service of the audio streaming app?*
- *Do you enjoy chatting with your friends?*

De esta manera los estudiantes podrán responder acerca de sus preferencias con respecto al uso de las tecnologías de la información y la comunicación. También podrán adquirir conocimiento de nuevo vocabulario o relacionar anglicismos utilizados en el español con palabras como *streaming*, *chat*, *post*, *like*, entre otros.

### Solucionario

#### Language Focus

#### Expressing Preference

1. a. preference  
b. “ing” form  
c. positive: like, enjoy, love / negative: doesn't like, hates.
2. Respuesta variable.
3. Respuesta variable.

#### Language Focus

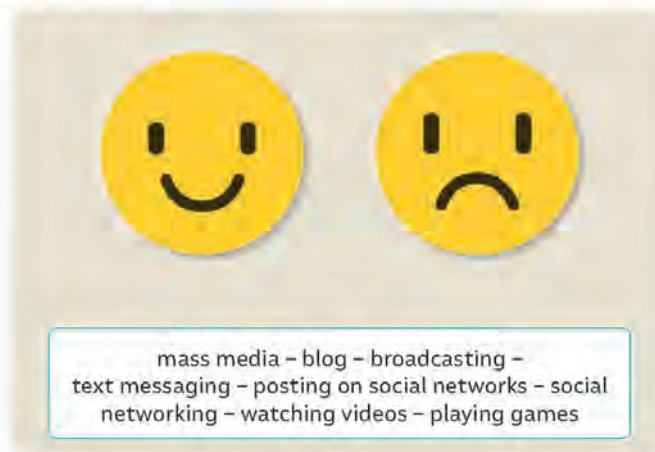
### Expressing Preference

1. Read the sentences below, paying attention to the underlined verbs. Then, discuss the answers to the questions below with a partner.

- I like finding information on a website.
- I enjoy checking my social media every morning.
- We love using smartphones for communicating.
- She doesn't like downloading music.
- He hates sending a lot of e-mails.
- They don't mind using applications for everything.

- a. What do these verbs express?
- b. What verb form goes after these verbs?
- c. Which verbs have a positive meaning and which ones have a negative meaning?

2. In groups, take turns expressing your preferences about the topics in the box below.



3. Share your preferences with the class.

## Propósito y recomendaciones

Se espera que los estudiantes comprendan el uso de los verbos que expresan preferencia y sean capaces de elaborar respuestas ante las mismas, ya sea de manera oral o escrita. Principalmente, deben ser capaces de recordar la forma verbal que sigue al verbo que expresa preferencia (*ing*), lo que les permitirá crear oraciones y responder preguntas expresando sus preferencias. Se recomienda revisar la página 70 del Cuaderno de Actividades, la sección “*Expressing Preference*”. *The verbs that express preference are like, love, prefer, enjoy. The verbs that express dislike are dislike, hate, don't like. “Don't mind” is a neutral expression.* Para dejar en claro lo anterior se sugiere que el docente elabore una tabla en la pizarra en la que a un lado se encuentren los verbos que expresan *like* y al otro lado los que expresan *dislike*.

## Reading Task

1. Read the article and discuss why teenagers prefer using different platforms other than the one created by Mark Zuckerberg to share videos and pictures.

## Why Teenagers Love Video and Photo-Sharing Platforms

Since teens don't like using the social network whose icon is a rounded f very much, its use has dropped in recent years. If this trend continues, by 2022, teenage use of this social network will have dropped by another 2.2 million users. Since 2018, teenagers have enjoyed using video and photo-sharing platforms. Here's the breakdown of how teenagers use social media:

85% are on the video-sharing platform.

72% use the photo-sharing social network

69% are on the multimedia messaging app.

51% still use the social network directed by Mark Zuckerberg.

## Teenagers on the video-sharing platform

Teens like watching videos and movies on internet platforms more than TV. 34% watch the most popular video-sharing platform, 27% watch most popular streaming service platform, and 14% watch live TV. According to teenagers, the first of these three is like the new TV. There are videos for anyone, and everybody can contribute to the community by making their own videos. Today, teens' biggest aspiration is to be use it to turn themselves into a great celebrity.

## Teenagers on the photo-sharing social network

Nowadays it is very common to see a teenager taking a selfie that will probably be posted on the social network with the colorful camera icon. 63% of teens use this social network every day. They love being creative and expressing themselves through photos and art. And of course, they want to be the biggest photo-sharing social network superstars.

## Teenagers on the multimedia messaging app

Lastly, the app with the white ghost icon is where teenagers can share hilarious pictures in intimate groups rather than with the world. Teens feel more able to be themselves while sharing their day to day lives.



Text adapted from: <https://www.makeuseof.com/tag/teenagers-snapchat-instagram-youtube/>

2. In your notebook, draw a bar graph indicating the percentage of use of each social network.
3. After you draw the graph, work in small groups and discuss:
  - a. Which of the social networks from the article you like the most, and why.
  - b. Which you dislike the most, and why.

## Contexto

Las tres redes sociales que aparecen en el texto son las más populares entre los adolescentes, siendo la más antigua la plataforma de videos fundada en febrero del 2005, le sigue la red de fotos compartidas en el año 2010 y por último la *app* de mensajería instantánea, cuyo ícono es un fantasma blanco, en el 2011. Se sugiere hacer una línea de tiempo con las tres redes sociales y las fechas en desorden. Así los estudiantes adivinan cuál es la más antigua.

## Preguntas de profundización

Para profundizar en el contenido, y generar el diálogo entre los estudiantes, se sugiere realizar las siguientes preguntas:

- How much did you know about these social networks that are so popular among teenagers?
- Why do you think the social network created by Mark Zuckerberg is not popular anymore among teenagers?

## Solucionario

## Reading Task

## Why Teenagers Love Video and Photo-Sharing Platforms

1. Respuesta variable.
2. Respuesta variable.
3. a. Respuesta variable.  
b. Respuesta variable.

## Unidad 1 • Lección 2

### Ideas previas

Muestre a los estudiantes una carta y un correo electrónico. Pregunte: *What's the difference between a letter and an e-mail?* Pídeles que comenten sobre la estructura de cada uno y cuáles son sus propósitos y semejanzas. *What's the structure of each item? What's the purpose of a letter and the purpose of an e-mail? In which ways are they similar?*

### Preguntas de profundización

Para profundizar el contenido y desarrollar la metacognición, se sugieren las siguientes preguntas posterior a la actividad 3:

- *Did you write your e-mail following a sequence in particular? Did it make it easier or more difficult to write?*
- *Was it similar or different from the e-mails you usually send and receive?*
- *What was the hardest part about writing a structured e-mail?*
- *Do you think writing is going to be easy the next time?*

### Solucionario

#### Writing Task

##### An E-mail

1. a. Communicating with people. In this case making a request.  
b. Formal
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.

LABOR 2

### Writing Task An E-mail

1. Read the e-mail below and answer questions **a** and **b**. Answer orally.
  - a. What is the purpose of an e-mail?
  - b. Is this e-mail formal or informal?

The screenshot shows an email composition window titled "New Message". It includes fields for "To" (m.rodriguez@colegiopumasandinos.cl), "From" (camilacuña@mail.com), and "Subject" (Request). The body of the email starts with a greeting "Dear Mr. Rodríguez," followed by the main content: "My name is Camila Acuña from the 8th grade and I'm writing to you because we have a request. We need a smart TV for our classroom. It would be very useful for our English class. A smart TV is a technological tool where we can watch videos in English, surf on the Internet, etc." The email concludes with "I am looking forward for your reply.", "Thank you in advance.", and "Best regards". The sender's name is listed as "Camila Acuña, 8th grade student, Colegio Pumas Andinos". Labels with arrows point to various parts: "Sender" points to the "From" field; "Recipient" points to the "To" field; "Subject" points to the "Subject" field; "Greeting" points to "Dear Mr. Rodríguez,"; "Content" points to the main body text; "Concluding line" points to "I am looking forward for your reply."; "Complimentary close" points to "Best regards"; and "Name" points to the signature block.

2. In pairs, read the e-mail again and review the parts that make it up.
3. Choose one of the following subjects and, in your notebook, write an e-mail to your school principal requesting something for your class, or for the whole school.

create a school website – improve the Wi-Fi connection –  
buy electronic or digital devices for the school

4. Exchange the e-mails with your classmates and share them with the rest of the class.

### Propósito y recomendaciones

En esta actividad, se pretende que los estudiantes desarrollen habilidades que les permitan escribir un correo electrónico, pudiendo organizar la información y escribirla siguiendo secuencias que faciliten su comprensión. También para que hagan consciente un acto que puede ser automático en sus vidas y puedan, mediante un proceso de metacognición, entender la estructura y propósitos detrás en un correo electrónico.

Se pretende también que puedan pensar críticamente sobre su trabajo, decidiendo qué cosas podrían mejorarse sobre él y sobre el de sus compañeros.

Se recomienda que para la actividad 4 se utilice el *template* incluido al final de este tomo. En dicho *template* los estudiantes podrán escribir y organizar el *e-mail*.

## Cross-Curricular Social Studies

## Alan Turing: The Father of Modern Computing

## Young Life and Family

Alan Turing was born in Maida Vale, London. His father was part of a family of merchants from Scotland. His mother, Ethel Sara, was the daughter of an engineer.

## Education

Turing went to St. Michael's, a school located at 20 Charles Road, St Leonards-on-Sea, when he was six years old.

## Career

Turing was one of the people who worked on the first computers. He was the first person to think of using a computer to do things that were too hard for a person to do. He created the Turing machine in 1936. It was considered a model for modern computers.

Turing was interested in artificial intelligence. He proposed the Turing test, which would determine when a machine could be called "intelligent".

During World War II, Turing worked to break German ciphers (secret messages). Using cryptanalysis, a technique that analyzed information to study the secret aspects of systems, he helped to break the codes of the Enigma machine.



Alan Turing Memorial in Manchester, England.

From 1945 to 1947, Turing worked on the design of the ACE (Automatic Computing Engine) at the National Physical Laboratory. He presented a paper on 19 February 1946. That paper was "the first detailed design of a stored-program computer". In late 1947, he returned to Cambridge for a sabbatical year. While he was at Cambridge, the Pilot ACE was built without him. It ran its first program on 10 May 1950. Alan Turing died on June 7, 1954.

Source: [https://kids.kiddle.co/Alan\\_Turing#Career](https://kids.kiddle.co/Alan_Turing#Career)

- 1 Work in pairs. Draw a timeline in your notebook indicating the most important events in Alan Turing's life.
- 2 Present the timeline to the class.
- 3 Discuss with your partner the following questions.
  - a. Why is Alan Turing considered the father of modern computing?
  - b. Why was his work so important during World War II?

Lesson 2 • Social Media | 27

## Propósito y recomendaciones

El propósito de la lectura es que los estudiantes puedan poner en práctica sus conocimientos del idioma de manera contextualizada y de manera transversal con Ciencias Sociales y puedan desarrollar pensamiento histórico a través de la realización de una línea de tiempo. Se sugiere que para la actividad 1, los estudiantes puedan utilizar distintos materiales, como cartulinas, plumones y si lo requieren, imágenes, de manera que puedan desarrollar su creatividad. Para esto, dé la siguiente instrucción: *To create your timeline, you can use different types of paper, pens, crayons and even images. Be creative!*

## Contexto

En esta sección se pretende hacer un cruce entre las asignaturas de Ciencias Sociales e Inglés, a través de la lectura de la biografía de un personaje histórico relacionado a la temática de la unidad.

En este caso, Alan Turing fue el padre teórico del computador y el precursor de la inteligencia artificial. Su aporte fue muy importante, ya que salvó muchas vidas durante la Segunda Guerra Mundial al haber descifrado los mensajes de las máquinas Enigma que transmitían órdenes codificadas a los submarinos nazis que operaban en el Atlántico. El final de la guerra y el triunfo de los aliados se debió principalmente al trabajo que realizó junto a su equipo humano y técnico.

## Preguntas de profundización

Para profundizar en la importancia de contenidos relacionados a las ciencias sociales, realice las siguientes preguntas:

- Why is it important to learn about people such as Alan Turing?
- What do you think is admirable about Alan Turing?
- In what aspects do you think that Turing's contributions impact your daily life?

## Solucionario

## Cross-Curricular Social Studies

## Alan Turing: The Father of Modern Computing

1. Respuesta variable.
2. Respuesta variable.
3. a. Respuesta variable.  
b. Respuesta variable.

## Ideas previas

Para recoger ideas previas realice una actividad de *brainstorming*, en la que los estudiantes nombren acciones que pueden realizar en una red social. Escriba en la pizarra *Social Media* y dé la siguiente instrucción: *Think about the information you have in a social media profile.*

Se esperan respuestas como:

- *profile picture*
- *name or nickname*
- *academic information*
- *likes*

## Profundización y variaciones

Para realizar la actividad, se sugiere crear una guía en la que los estudiantes puedan definir las secciones de sus perfiles, llenar la información y además personalizarlo con imágenes y colores de su gusto.

*Use this guidelines as a template for your profile. Adding each box a section of your profile and complete with your information. You can also personalize it by painting it and putting pictures or stickers on it.*

## Final Task

# A Social Network Profile

**1**  
Partners Zone is a new social network. Work in pairs and take turns to create your profile in Partners Zone

**2**  
Make a list of personal information for your profile. You may include:

- Name
- Age
- Date of birth
- Phone number
- E-mail address

**3**  
Consider the aspects you will show in your profile

- User name
- Avatar

## Propósito y recomendaciones

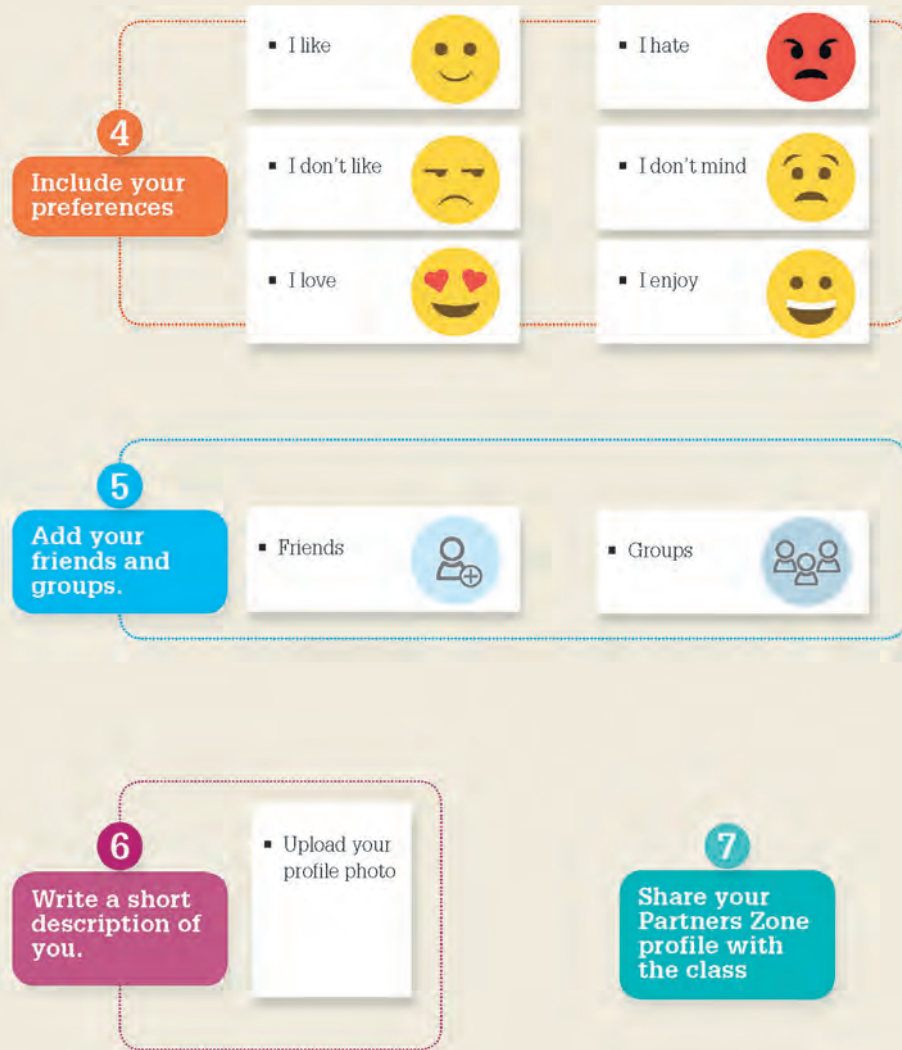
El propósito de esta actividad es involucrar los diversos contenidos aprendidos a lo largo de la unidad en la creación de un perfil de una red social. La idea es que puedan aplicar lo aprendido en clases en cuanto a vocabulario y estructuras gramaticales (*expressing preference*). Si bien los estudiantes están familiarizados con los conceptos, es necesario que lo hagan también con las palabras en inglés. Se recomienda retomar la estructura *expressing preferences* para que puedan presentar su proyecto sin errores gramaticales. Para esto, haga énfasis en que debe existir una sección de preferencias: *Remember to include a section in which you can post or discuss your likes and dislikes, using words such as love, hate, prefer, don't mind, etc.*

**Ambientes de aprendizaje**

Para monitorear el avance de esta clase, pueden delimitarse los tiempos para cada actividad que la compone, de manera de que cada estudiante dedique igual cantidad de tiempo a cada paso. Por ejemplo: *first, write a list of your personal information, including: name, age, date of birth, phone number and e-mail address. You have 10 minutes to do so.*

Para cada paso de la actividad, decida una cantidad de tiempo razonable, para que los estudiantes a quienes les toma un poco más de tiempo, puedan completar la tarea.

Al final de la actividad, se sugiere dar 10 minutos extra para que los estudiantes puedan dar una última revisión a sus perfiles.



## Solucionario

### Synthesize

1. a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.
2. Respuesta variable.
3. a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.  
d. Respuesta variable.

## Synthesize

1. Apps and social media are closely related. Actually, social networks are apps. In groups, discuss the following questions.
  - a. Why do you like using social media?
  - b. Do you enjoy being connected a lot?
  - c. Why do you think people love posting everything on social media they do?
2. Using social networks can be very fun, but we should be careful to protect our privacy and integrity as human beings. Working in pairs, give advice to your partner about the correct use of social networks. Use *should* and *shouldn't*. Make notes in your notebook.



3. Use of *a lot of* and *all*. Complete the sentences using your own ideas or opinions.
  - a. ... teenagers use social media instead of face to face communication.
  - b. ... teenagers enjoy being online all day long.
  - c. ... adults love ordering food through apps instead of going to the supermarket and then cooking.
  - d. ... people use taxi apps instead of taking a traditional taxi.

## Propósito y recomendaciones

El propósito de las actividades en estas páginas es hacer a los estudiantes recordar vocabulario relativo a las redes sociales vistas a lo largo de la unidad, así como el uso de las estructuras de preguntas vistas en la página 19. A través de la actividad 2, se espera que los estudiantes puedan desarrollar un pensamiento crítico respecto al uso de las redes sociales. Explique a los estudiantes la importancia de este tipo de actividades: *With questions like the ones on activity 2, you have to think critically regarding the use of social media. Think about the pros, cons, and the consequence of its use. If you have some anecdotes or know about stories about positive or negative experiences using social media, share them with your partner.*

## Check point

### Before Reading A News Report

1. Look at the pictures below and talk about what you notice.



- a. What are the differences between the two kinds of taxi services?
- b. Which one do you think people prefer? Why?

### While Reading A News Report

2. Read the text below and answer the questions that follow. Write the answers in your notebook.

#### Price War Over Taxi Apps

A price war has started across the world among taxi companies. There is a lot of competition for passengers because of apps used to order taxis. Some companies are reducing **fares** by half to beat their competitors. The world's biggest taxi-booking app has become very popular among users all around the world. It started in 2009 and operates in over 200 cities **worldwide**. Drivers of London's traditional black taxis are not happy with these apps. They say that drivers of app taxis are too inexperienced. They do not know London's streets very well. London taxi drivers have reduced some of their fares from £ 45 to £ 7.50.

The U.K. boss of of these well-known transportation network company said the price war could mean higher **profits** for his company. He said: "There's a lot of competition over the app makers. ... You need to think of things that you can do to stand out from the **crowd**." A London black **cab** driver said business was good despite the app companies. He said: "There are lots of technologies that are changing things for us." One of New York's biggest taxi companies wants these taxi-booking app's license to be suspended. In Singapore, the government has just announced that it would start regulating taxi app companies.



Source: <https://breakingnewsenglish.com/1411/141125-taxi-app.html>

- a. What strategy are taxi companies using to win the "price war"?
- b. Why are the English taxi drivers not happy with this app?
- c. What's the impact of taxi apps in some countries like USA and Singapore?

## Contexto

Las actividades de esta página se relacionan con la contingencia nacional y mundial, que se refiere a la aparición de nuevas aplicaciones de transporte que compiten directamente con el sistema de taxis. Explique a los estudiantes lo siguiente: *With the arrival of new transportation apps, the traditional taxis system has been affected because of the apps' lower prices.*

*Even though these apps have made our lives easier, not everyone has seen the benefits of them. Consider this information when you answer activities 1 and 2.*

## Solucionario

### Check point

#### Before Reading A News Report

1. a. Respuesta variable.  
b. Respuesta variable.

#### While Reading A News Report

2. a. They are reducing fares in half to beat the competitors.  
b. Because taxi apps drivers are inexperienced and don't know the streets very well. Besides, taxi drivers have reduced their fares.  
c. They are not happy with this big impact and want to suspend the transportation network company's license or regulate it.

## Propósito y recomendaciones

El propósito de las actividades de esta página es que a través de una lectura que apela a la contingencia nacional y global, los estudiantes puedan poner en práctica lo aprendido durante la unidad y principalmente puedan desarrollar un pensamiento crítico, balanceen los pros y contras de las aplicaciones de transporte y del sistema de taxis, que compartan experiencias propias y ajenas respecto al uso de ambos y a partir de eso puedan llegar a conclusiones, respetando y considerando siempre la opinión del otro. Recordar lo anterior a través de la instrucción: *Always remember to listen, respect and consider your partners' opinions. Everyone is allowed to speak their mind as long as they do it respectfully and tolerantly.*

## Unidad 1

## Ambientes de aprendizaje

Para las actividades que se realizan de manera individual, como la actividad 4 de la sección *While Reading*, aclare a los estudiantes que es ideal que en primera instancia trabajen solos para poner en práctica sus conocimientos más teóricos del idioma, no así habilidades como la discusión. Una vez que terminen la actividad individualmente, pueden revisar respuestas con un compañero. Para esto, indique lo siguiente: *In activity 4 it is important for you to work on your own, so you can identify your difficulties while learning. Once you finish, you can check your answers with your seat partner and correct them.*

La actividad se realiza en parejas, por lo que se recomienda que los estudiantes trabajen con su compañero de asiento o con compañeros cercanos para no generar movimiento en la clase y mantener la concentración.

*Work with your seat partner or with someone near you to develop activities 5, 6 and 7.*

## Solucionario

## While Reading A News Report

3. Respuesta variable.

4. 1-D  
2-C  
3-A  
4-E  
5-B

## After Reading

5. Respuesta variable.  
6. Respuesta variable.  
7. Respuesta variable.  
8. Respuesta variable.

3. Check your answers with the class.

4. Vocabulary. Match the definition below with the corresponding word in bold in the text. Write the answers in your notebook.

|             |                                                                                        |
|-------------|----------------------------------------------------------------------------------------|
| 1 Fare      | A Money gained, as from a business or transaction, after deducting all relevant costs. |
| 2 Worldwide | B Taxi                                                                                 |
| 3 Profits   | C All around the world.                                                                |
| 4 Crowd     | D The price of traveling in a bus, airplane or taxi, etc.                              |
| 5 Cab       | E A large group of people.                                                             |

## After Reading

5. Speaking. Discuss the following questions.

- a. Does this situation happen in Chile?  
b. Do you know any other taxi apps apart from the well-known transportation network company from the article that people use in Chile?  
c. What do you think Chilean people use more: traditional taxi or taxi apps? Why?

6. Work in pairs. Copy the table below in your notebook and compare the two systems: the traditional taxi and the taxi apps. What are the advantages and disadvantages of each one?



7. Work in pairs. Considering the disadvantages of each system in activity 6, use *should* and *shouldn't* to give advice to improve the service of traditional taxi and taxi apps. Write the answers in your notebook.  
8. Share your answers with the class.

## Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes continúen desarrollando, principalmente, sus habilidades orales respecto a los temas vistos a lo largo de la unidad. Se espera que puedan recordar contenidos vistos en clases, así como utilizar sus conocimientos y experiencias para poder relacionarlos.

**Before you go on**

- Go back to page 4 and check your predictions about the unit. In groups, discuss whether you've made any mistakes and correct them.
- Go back to page 4 and read the strategies you chose to apply in the unit. In groups, give examples of activities where you used each:

Listening strategies

Speaking strategies

Reading strategies

Writing strategies

- Did you use any other strategy that was not on the list? Discuss with your partners, make notes in your notebook and remember it for future work.
- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss with the class.

Check point | 33

**Preguntas de profundización**

Para profundizar en la sección *Before you go on* y continuar con las actividades y preguntas de metacognición para que los estudiantes puedan reflexionar sobre lo aprendido y sus procesos de aprendizaje, puede pedirles que reflexionen las siguientes preguntas:

- Which strategies were easier to use? Which ones were more difficult?
- Was there any activity in particular that was more useful to learn?
- What content of the unit do you think you still need to practice a bit more? Why?
- What content of the unit was easy to learn for you? Why?

**Profundización y variaciones**

Para que los estudiantes puedan retroalimentarse de las reflexiones de sus compañeros, pida que las respuestas que den a la actividad grupal de la página 33 las compartan con sus compañeros, desplegándolas de manera visual frente a ellos para que queden más claras. Para esto, dé la siguiente instrucción: *Share your thoughts and reflections with the rest of the class. Use visual aid to make your points clearer.*

**Propósito y recomendaciones**

Las actividades de esta página están orientadas a dar un cierre a la unidad en que los estudiantes puedan identificar aquellos contenidos y actividades que más les gustaron. Asimismo, se intenta volver a los alumnos conscientes de sus propios métodos de aprendizaje, pudiendo identificar cuáles herramientas les fueron más fructíferas a lo largo de la unidad. Explique lo siguiente: *The activities on this page are meant for you to think about your learning processes, so focus on identifying your strengths, weaknesses and your learning strategies. Think if those strategies were useful or not and discuss them with your partners.*

# Lesson 1 The World of Apps

## Listening

Google's Lookout App Helps Blind People Experience the World. (4)

1. Listen to the recording and answer the questions.

- What was this app designed for?
- What's the name of the app?
- How much do users have to pay for this app?
- How does the app work?
- What is the main goal of the app?

2. Listen again and match each setting of the app with the corresponding definition.

Explore

Shopping

Quick Read

It can capture products and help users identify their money.

It can help users go through their mail, read signs or identify other printed materials.

It is designed to provide assistance for people carrying out daily activities or for identifying things in new places.

3. Mention the other two apps with similar characteristics;

## Speaking Task

1. Look at the words in the box below and create a dialogue describing the use of apps on your phone, answering the questions that follow.

a few - a little - any - a lot - all

- How many times a week do you use the app?
- How long have you used it?

## Writing

1. Think about an electronic device that has changed your life and explain why. Write your response on the lines below.

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2. In groups, think about one way you could use your smartphone in class. How would you take advantage of it? Write your response on the lines below.

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Reading and Vocabulary

1. Look at the words below and use a dictionary to look up the meaning of each. Then, draw a picture that illustrates the concept of each.

|          |        |        |
|----------|--------|--------|
| Download | Delete | Upload |
|----------|--------|--------|

Language Focus

1. Write the correct possessive pronoun for each sentence below.
- a. The cellphone was a gift for you. The cellphone is \_\_\_\_\_.
  - b. I share my computer with my brother, so it is \_\_\_\_\_.
  - c. I have an electric scooter that is only \_\_\_\_\_.
  - d. He doesn't want to lend us the headphones, he says it is \_\_\_\_\_.
  - e. She has a Tablet and a Playstation, both are \_\_\_\_\_.

Speaking

1. Look around your classroom, point out an object and say to whom it belongs, using possessive pronouns.

Reading Task

1. Read the following article. Highlight any words you don't know.

**Why a Freeware Messaging App Became So Popular**  
An enormously popular messaging and Voice over IP service owned by the social network created by Mark Zuckerberg allows users to send text messages, voice calls, recorded voice messages, video calls, images, documents, and user location. More than 1 billion people in over 180 countries use this unique freeware messaging app to stay in touch.

What made it so popular, and why is it still popular? Most people think of this as the first IM app to install on their new smartphone.

**The Platform that Killed SMS**  
When the app launched, people were complaining about the price of SMS texts. SMS was costly and limited. This app solved the problem by allowing messages to be sent to any other user without counting words, without being deprived of multimedia content, and without being restricted to the number of contacts, all for free. Meanwhile, in some parts of the world, one SMS message could cost as much as a dollar.

**You Are Your Number**  
The app, known internationally by the icon of a white telephone inside a green text bubble, went one step further than video-conference call apps in one particular direction, that of identifying users on the network. It identifies people through their phone numbers. No need to ask for a username. If you have someone's phone number in your contacts, it means they are already in your app contacts, if they use the app. This makes it easier for texting than video-conference call apps. On this app, anyone who has your number has you on the network, and you cannot choose to be offline. You also cannot hide behind a fake identity.

**No Ads, for Now**  
Everyone knows how annoying ads can be. This popular app doesn't impose ads on its users. At least, it didn't. It turns out that the social network whose icon is a rounded f plans to start showing ads in the platform Status tab beginning in 2019.

\*Text adapted from [www.livewire.com/ios/news/why-whatsapp-is-popular-3426372](http://www.livewire.com/ios/news/why-whatsapp-is-popular-3426372)

2. Write another advantage of this freeware messaging app in the box below.

3. Read the text again and infer the meaning of the following concepts.

- a. launched      b. complaining      c. fake identity

## Language Focus

- Write four sentences using the following possessive pronouns.

- Mine: \_\_\_\_\_
- Yours: \_\_\_\_\_
- Hers: \_\_\_\_\_
- Ours: \_\_\_\_\_
- His: \_\_\_\_\_

- Discuss the following statements with a partner and write whether you agree or disagree with each, in the boxes.

- There are apps that little kids shouldn't use.

- Having your GPS turned on all the time could be risky.

- When you take an Uber, Cabify or Beat taxi, it is necessary to send your location to someone, just in case.

## Cross-Curricular

- Read the following information and answer the questions that follow. Do research to help you answer them.



Mark Zuckerberg (born May 14, 1984) is a former Harvard University student who created a social network when he was still studying computer science. The founding of this platform made Zuckerberg one of the youngest-ever billionaires, according to a famous American business magazine. His founding of the popular social network was portrayed in a movie in 2010. In the same year, he said that he was going to give most of his money to charity. In 2010, he was also named Person of the Year by a very famous American magazine.

### The Social Network that made him famous

On February 4, 2004, Zuckerberg launched the platform from his Harvard dorm room. An earlier inspiration for creating the social network may have come from Phillips Exeter Academy, the prep school from which Zuckerberg graduated in 2002. It published its own student directory, "The Photo Address

Book", which students referred to as "The Facebook". Such photo directories were an important part of the student social experience at many private schools. With them, students were able to list attributes such as their class years, their friends, and their telephone numbers.

Source: [https://kids.kiddle.co/Mark\\_Zuckerberg](https://kids.kiddle.co/Mark_Zuckerberg)

- Did you know anything about Mark Zuckerberg before reading the text above?

- What was Zuckerberg's inspiration to launch his famous social network?

- Why was this social network important for students at that time?

## Final Task

- 1** Create a leaflet about the app that you invented with your group. Write five benefits your classmates might get by downloading the app.



- 2** After presenting your profile, use the table below to assess your performance. Check the boxes of the items you did well.

| Content                           | Me | Team work                         | Me | Design                       | Me |
|-----------------------------------|----|-----------------------------------|----|------------------------------|----|
| Explanation of the app            |    | Cooperation with your partner (s) |    | Performance                  |    |
| Clear information about yourself. |    | Division of tasks                 |    | Use of images/ drawings      |    |
| Organization of your profile      |    | Feedback                          |    | Volume, tone and eye contact |    |

- 3** Complete the following sentence based on how you completed the table in activity 2 above.

*For the next presentations, I am going to try to improve at...*

How could I improve?

Listening

Scientists Create 'Social Network' of Brains to Share Thoughts

1. Listen to the recording and match the first and the second part of the sentences.

- a. The team used electronic tools
  - b. In the game, players try
  - c. During the game, two players
  - d. The decisions were then transmitted through the internet
- \_\_\_\_\_ to match colored blocks falling onto a puzzle.
- \_\_\_\_\_ to the brain of the receiver, who could not see the video game.
- \_\_\_\_\_ were chosen as "senders" and a third as a "receiver."
- \_\_\_\_\_ to complete the test of brain-to-brain communication.

2. Paraphrasing. Listen to the recording again and write, in your own words, the meaning of the following sentences.

- a. They believe their experiment is the very first of its kind.

\_\_\_\_\_

- b. The game was a simplified version of the video game Tetris, which became hugely popular in the 1980s.

\_\_\_\_\_

- c. The researchers wrote that the results "raise the possibility of future brain-to-brain interfaces that enable cooperative problem-solving by humans using a 'social network' of connected brains."

\_\_\_\_\_

Speaking Task

1. In groups, discuss why the use of social networks is necessary nowadays. Give at least three reasons and share them with the class.

Writing

1. Define the following concepts with your own words.

- a. Social network story

\_\_\_\_\_

- b. Photo captions

\_\_\_\_\_

- c. Hashtags

\_\_\_\_\_

2. Write 3 things you should consider when you upload photo-sharing social network stories.



1

\_\_\_\_\_

2

\_\_\_\_\_

3

\_\_\_\_\_

## Reading and Vocabulary

1. Match each concept from the box below with its description.

1. broadcasting    2. blog    3. text message    4. post

- a. — A short way of writing, usually sent by a mobile phone or a website.  
 b. — To send out a program on television or radio.  
 c. — An electronic message that you send to a website in order to allow many people to see it.  
 d. — A regular record of your thoughts, opinions, or experiences that you put on the internet for other people to read.

## Language Focus

1. Write three verbs related to social networks in the box below.

Example: posting

- a.    b.    c.

## Speaking

1. Discuss, with a partner, the following questions.  
 a. Why should we be careful about our actions on social networks?  
 b. Why shouldn't we use smartphones in class?

## Reading Task

1. Read the article below. In pairs, discuss whether your parents have talked to you about safely using social network.

### Teaching Kids to Be Smart About Social Media

Most teens use social media and have a profile on a social networking site. Many visit these sites every day. There are plenty of good things about social media — but also many risks and things kids and teens should avoid. So it's important to talk with your kids about how to use social media wisely.

#### What's Good About Social Media

Social media can help kids stay connected with friends and family, enhance their creativity by sharing ideas, music, and art, meet and interact with others who share similar interests, among other things.

#### What's Bad About Social Media

Most teens post photos of themselves online or use their real names on their profile, reveal their birthdates and interests or post their school name and the town where they live. This can make them easy targets for online predators and others who might mean them harm.

**What Can Parents Do? Tell your kids that it's important to:**

- Be nice. Mean behavior is not OK. Make it clear that you expect your kids to treat others with respect, and to never post hurtful or embarrassing messages.
- Think twice before hitting "enter." Remind teens that what they post can be used against them. Teens should avoid posting specific locations of parties or events, as well as phone numbers.
- Follow the "WWGTS?" (What Would Grandma Say?) rule. Teach kids not to share anything on social media that they wouldn't want their teachers, college admissions officers, future bosses — and yes, grandma — to see.
- Use privacy settings. Explain that passwords are there to protect them against things like identity theft. They should never share them with anyone, even a boyfriend, girlfriend, or best friend.
- Don't "friend" strangers. "If you don't know them, don't friend them." This is a plain, simple — and safe — rule of thumb.

Source: <https://kidshealth.org/en/parents/social-media-smarts.html>

2. Paraphrase four tips from the text using **should/shouldn't**.

3. Write your opinion below. Look at the recommendations and agree or disagree with them.

## Language Focus

1. Read the following statements and put a tick ✓ or cross ✗ depending on what you should or shouldn't do.

- a. Share private information with strangers.
- b. Upload inappropriate content.
- c. Tell your parents if you are being cyberbullied.
- d. Be cautious about the information you share.
- e. Log out when you're finished.
- f. Block and report people who post upsetting comments or content.

2. Have a discussion with a partner. Why do you think a selfie is called a selfie? Then, give three suggestions about how you could take a good selfie.

a. Selfie:

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b. How could I take a good selfie?

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## Cross-Curricular

1. In groups, do some research about the character in the photograph below. Take some notes about the person in the box next to the photo. Then, choose another important person who has contributed to the use of social media, and do the same.



Steve Jobs

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## Final Task

- 1

- 2

| Content                          | Me | Team work                                   | Me | Design                       | Me |
|----------------------------------|----|---------------------------------------------|----|------------------------------|----|
| Use of vocabulary                |    | Cooperation with your partner               |    | Performance                  |    |
| Clear information about yourself |    | Paying attention to my partner's final task |    | Use of images/drawings       |    |
| Organization of your profile     |    | Feedback                                    |    | Volume, tone and eye contact |    |

- 

[illegible]

# Actividad complementaria

Unidad 1 • Lección 1

Día Mes Año

Nombre:

1. Write two examples for each type of app.

a. Delivery app

- \_\_\_\_\_
- \_\_\_\_\_

b. Payment app

- \_\_\_\_\_
- \_\_\_\_\_

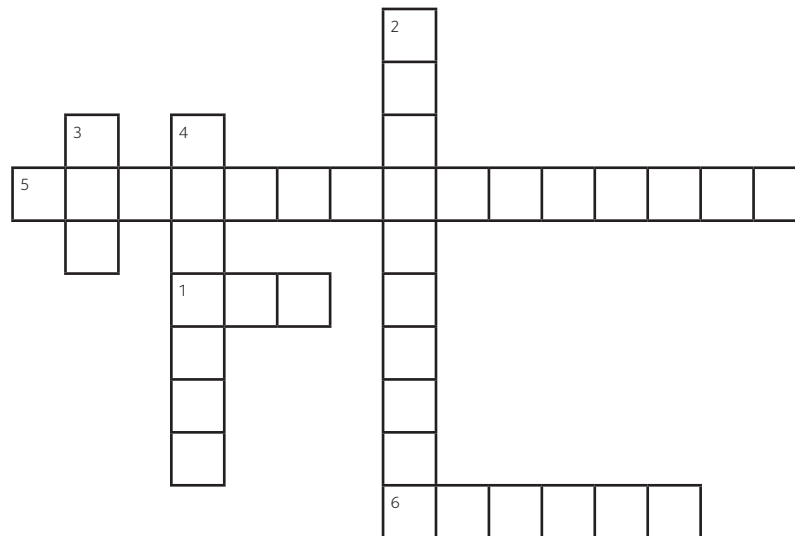
c. Health app

- \_\_\_\_\_
- \_\_\_\_\_

d. Language app

- \_\_\_\_\_
- \_\_\_\_\_

2. Complete the crossword according to the definitions below.



## Down:

2. Data or program copied or transferred into the memory of one system from a bigger one.
3. A kind of software that you download from your Smartphone, tablet or computer.
4. A sequence of instructions enabling a computer to perform a task or solve a problem.

## Across:

1. Global Positioning System tool.
5. The set of software that controls the complete operation of a computer system.
6. A small machine used for a particular purpose, in this case, with a technological related use.

3. Role play the following dialogue with a partner. Focus on the use of *all* and *a lot of*.

A: I downloaded **a lot of** apps.

B: Which ones?

C: I downloaded **all** the delivery apps.

D: You spend **a lot of** money on food, then.

E: They don't only deliver food, they can get **all the** things you need!

4. Read the following description and tick what you can do with an old phone and with a new smartphone.

I bought a new smartphone. I can connect to the internet with it and download tons of apps. Of course, I can make phone calls, but I can also play games, take pictures, and watch videos with it. With my old phone I couldn't do that, but I could do calculations and set alarms, and

call people, which I can also do with my new phone. I could also take pictures with it, but in a really low quality. I love it because it has a lot of memory and I can download tons of songs and listen to music all day!

| Function                | Old cellphone | New Smartphone |
|-------------------------|---------------|----------------|
| Connect to the internet |               |                |
| Download apps           |               |                |
| Make phone calls        |               |                |
| Play games              |               |                |
| Take pictures           |               |                |
| Watch videos            |               |                |
| Do calculations         |               |                |
| Set alarms              |               |                |
| Listen to music         |               |                |

5. Complete the sentences with the correct possessive pronoun. Use the table below if you need help.

- a. I have a new smartphone. The phone is \_\_\_\_.
- b. Last year, grandpa gave me and my sister a new gaming console. The console is \_\_\_\_.
- c. My sister bought a new smart TV, but the TV is \_\_\_\_ because it's in her room.
- d. My dad pays for a Netflix account, but he doesn't share it. He says the account is only \_\_\_\_.

- e. For your birthday, I gave you new headphones, so they are \_\_\_\_.

| Personal Pronoun | Possessive Prounoun |
|------------------|---------------------|
| I                | Mine                |
| You              | Yours               |
| He               | His                 |
| She              | Hers                |
| It               | Its                 |
| We               | Ours                |
| Their            | Theirs              |

6. Write a list of objects in your classroom. Write sentences using possessive pronouns and tell them to a partner.

# Actividad complementaria

Unidad 1 • Lección 1

Día Mes Año

Nombre:

1. Write sentences using the words in the box.

GPS device - Operating system - Device - Downloaded - App- Program

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_
- e. \_\_\_\_\_
- f. \_\_\_\_\_

2. Write a short dialogue about apps and how to use them using **a lot of** and **all**. Then, role play it with a partner.

3. Think about your ideal phone. Make a list of the things it can do and compare it with the first phone you had.

Ideal phone

First phone

4. Choose an app that you use frequently. Name to which app category it belongs and explain how it works.

5. Read the dialogue and complete using the correct possessive pronoun.

**Julia:** I want to create a new website for my online store, but I have a problem.

**Luis:** What's that?

**Julia:** We need a computer. I lent \_\_\_\_ to our cousin and he hasn't brought it back.  
Can you lend me \_\_\_\_?

**Luis:** I'm not sure. Mom has a computer, why don't ask her for \_\_\_\_?

**Julia:** No, it's too old and slow. \_\_\_\_ is much faster.

**Luis:** I see. Dad has one too. What's wrong with \_\_\_\_?

**Julia:** Oh, no! His computer is even worst. The keyboard isn't working.

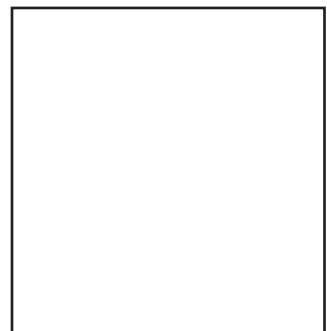
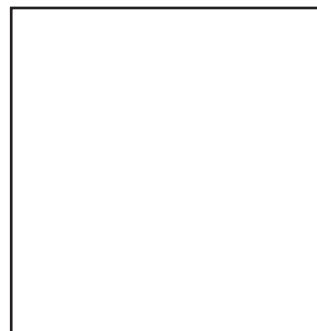
**Luis:** How about the neighbors'? \_\_\_\_ is new and runs very fast.

**Julia:** I don't know them very well, I don't think they let me borrow \_\_\_\_.

**Luis:** Okay, I'll let you use \_\_\_\_\_. Just be careful with it.

**Julia:** Thank you very much! I promise I will take care of it.

6. Draw a different ending to the comic strip.



Nombre:

1. Read the tips on how to use social media safely and organize them on the table below.

- 1

You **shouldn't** accept friendship requests from strangers.
- 2

You **should** protect your personal information.
- 3

You **shouldn't** share your private passwords.
- 4

You **shouldn't** spend too much time on social media.
- 5

You **should** avoid posting your location.
- 6

You **should** tell an adult if you don't feel safe on social media.

| ✓ | ✗ |
|---|---|
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |
|   |   |

2. Take a survey of the most used app among your classmates. Write a list of six pieces of advice on how to use it safely and create a poster.

- a.
- b.
- c.
- d.
- e.
- f.

3. Match the sentences in column A with sentences in column B to express consequence.

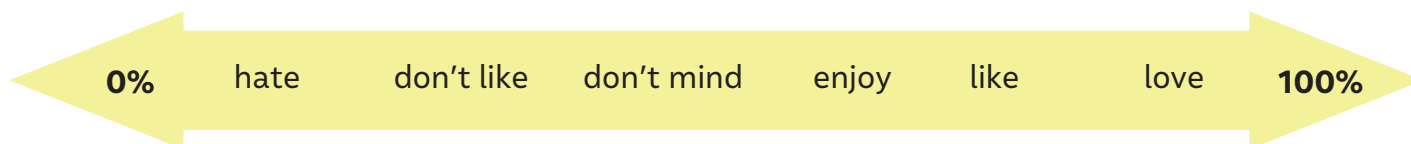
A

I uploaded a viral video.  
 Jenny uses lots of different hashtags.  
 My dad has an old phone.  
 My sister doesn't like taking photos.  
 My favorite video blogger just uploaded a new video.

B

So her social network profile has no selfies.  
 So he doesn't know how to use social media apps.  
 So now I have a lot of new followers!  
 So I will get home to watch it.  
 So her photo captions are always too long.

4. Look at the graphic and use the expressions in it to create sentences saying how much you like doing the activities below.



- a. Text messaging: \_\_\_\_\_
- b. Posting on social media: \_\_\_\_\_
- c. Watching videos: \_\_\_\_\_
- d. Playing games: \_\_\_\_\_

5. Read the definitions and find the words in the word search puzzle. Write the words you find next to its corresponding definition.

- a. To send out a program on television or radio. \_\_\_\_\_
- b. A regular record of your thoughts, opinions, or experiences that you put on the internet for other people to read.  
 \_\_\_\_\_
- c. A short writing, usually sent by a mobile phone or a website. \_\_\_\_\_
- d. An electronic message that you send to a website in order to allow many people to see it \_\_\_\_\_
- e. Radio, TV, newspapers, and other means through which information is communicated to people.  
 \_\_\_\_\_

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| L | A | F | P | B | Q | Y | Y | M | L | H | Y | N | V | N |
| O | B | C | A | O | T | D | V | B | C | G | B | V | E | W |
| X | C | M | T | K | E | D | S | R | G | M | J | I | T | Q |
| R | A | A | L | M | X | B | D | O | U | N | A | B | E | F |
| I | M | S | X | U | B | G | J | A | X | M | T | M | X | N |
| G | Q | S | S | R | H | L | V | D | R | V | F | E | T | F |
| C | T | M | I | V | Q | D | K | C | S | Y | P | X | M | P |
| Z | N | E | M | Z | Q | A | C | A | Q | Y | K | O | E | G |
| P | Z | D | U | O | I | K | C | S | Q | N | R | B | S | T |
| S | W | I | B | J | N | F | V | T | G | I | Y | W | S | T |
| O | U | A | Z | Q | L | M | F | I | Q | O | D | P | A | R |
| D | G | R | S | T | B | O | G | N | P | O | I | K | G | H |
| V | O | N | H | K | X | K | E | G | Y | M | E | B | E | M |
| V | O | P | W | E | B | L | O | G | J | F | L | C | B | G |
| A | E | X | M | Y | S | W | M | J | W | F | W | O | U | U |

Nombre:

- Complete the sentences to give pieces of advice regarding the use of social media. Use the verbs in parentheses.

- a You \_\_\_\_\_ friendship requests from strangers. (not accept)
- b You \_\_\_\_\_ your personal information. (protect)
- c You \_\_\_\_\_ your private passwords. (not share)
- d You \_\_\_\_\_ too much time on social media. (not spend)
- e You \_\_\_\_\_ posting your location. (avoid)
- f You \_\_\_\_\_ an adult if you don't feel safe on social media. (tell)

- Create sentences that are true for you using the following concepts.

hashtag post notification photo caption

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

- Complete the sentences with a consequence. Remember to use the connector So.

- a. I uploaded a viral video...
- b. Jenny uses lots of different hashtags...
- c. My dad has an old phone...
- d. My sister doesn't like taking photos...
- e. My favorite video blogger just uploaded a new video...

4. In pairs, choose an activity related to the internet and social media you would like to do and write a dialogue. Follow the instructions and use the words in the box.

like - enjoy - love - doesn't like - hate - don't mind

| Student A                                      | Student B                                                             |
|------------------------------------------------|-----------------------------------------------------------------------|
| Invite your friend to do something             | Refuse the invitations. Tell your friend you don't like the activity. |
| Ask why your friend doesn't like the activity. | Give a reason.                                                        |
| Invite your friend to do something else.       | Express your preference. Accept or refuse the invitation.             |

5. Choose a concept from the box and write a short essay expressing your opinion about it. Use the template to check the structure of an essay.

mass media - blog - broadcasting - text messaging - posting  
social networking - watching videos - playing games

Title

Introduction

Body

Conclusion

Actividad complementaria 1 – Unidad 1 – Lección 1

1. Respuesta variable

2. Down: 2. downloaded

3. app

4. program

Across: 1. GPS

5. Operating System

6. device

3. Respuesta variable.

4.

| FUNCTION                | OLD CELLPHONE | NEW SMARTPHONE |
|-------------------------|---------------|----------------|
| Connect to the internet |               | x              |
| Download apps           |               | x              |
| Make phone calls        | x             | x              |
| Play games              |               | x              |
| Take pictures           | x             | x              |
| Watch videos            |               | x              |
| Do calculations         | x             |                |
| Set alarms              | x             |                |
| Listen to music         |               | x              |

5. a. mine

b. ours

c. hers

d. his

e. yours

6. Respuesta variable

## Actividad complementaria 2 – Unidad 1 – Lección 1

1. Respuesta variable.
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.
5. mine – yours – hers – yours – his – theirs – theirs – mine
6. Respuesta variable.

## Actividad complementaria 1 – Unidad 1 – Lección 2

|    |                                                                  |                                                          |
|----|------------------------------------------------------------------|----------------------------------------------------------|
| 1. | ✓                                                                | ✗                                                        |
|    | You should protect your personal information.                    | You shouldn't accept friendship requests from strangers. |
|    | You should avoid posting your location.                          | You shouldn't share your private passwords.              |
|    | You should tell an adult if you don't feel safe on social media. | You shouldn't spend too much time on social media.       |

2. Respuesta variable.
3.
  - I uploaded a viral video. So now I have a lot of new followers!
  - Jenny uses lots of different hashtags. So her photo captions are always too long.
  - My dad has an old phone. So he doesn't know how to use social media apps.
  - My sister doesn't like taking photos. So her Instagram profile has no selfies.
  - My favorite video blogger just uploaded a new video. So I will get home to watch it.
4. Respuesta variable.
5. 

|                 |                 |               |
|-----------------|-----------------|---------------|
| a. broadcasting | c. text message | e. mass media |
| b. blog         | d. post         |               |

## Actividad complementaria 2 – Unidad 1 – Lección 2

1. 

|                     |                    |                 |
|---------------------|--------------------|-----------------|
| a. shouldn't accept | c. shouldn't share | e. should avoid |
| b. should protect   | d. shouldn't spend | f. should tell  |
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.



# Evaluación diagnóstica

Unidad 1

Día Mes Año

Nombre:

1. This unit will be about information and communication technologies. Use the table to organize what you know about the topic and what you expect to learn about it.

What I know

What I want to know

2. Answer the questions about the Unit 1's topic.

a. Do I like the topic of this unit? Why?

---

---

b. How can I learn English related to this topic:

Listening to: \_\_\_\_\_

Reading about: \_\_\_\_\_

Writing about: \_\_\_\_\_

Speaking about: \_\_\_\_\_

3. Write the five apps you use the most and explain in your own words what you use them for. Use a dictionary if necessary.

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4. Read the phone description and mark on the table what you can do with it.

The latest smartphone released on 2019 has a big screen where you can watch your favorite videos. It has a 12 MP camera, to take pictures and save your favorite moments. It also has a 64 GB memory, so you can download all the files you need. Its modern soundsystem allows you to listen to music in a high quality sound and with its long lasting battery, you can enjoy music while you play games for many hours.

| Function        | Smartphone |
|-----------------|------------|
| Watch videos    |            |
| Take pictures   |            |
| Download files  |            |
| Listen to music |            |
| Play games      |            |

5. Read the text and underline the words that express possession.

**Julia:** I want to create a new website for my online store, but I have a problem.

**Luis:** What's that?

**Julia:** We need a computer. I lent mine to our cousin and he hasn't brought it back. Can you lend me yours?

**Luis:** I'm not sure. Mom has a computer, why don't ask her for hers?

**Julia:** No, it's too old and slow. Yours is much faster.

**Luis:** I see. Dad has one too. What's wrong with his?

**Julia:** Oh, no! His computer is even worst. The keyboard isn't working.

**Luis:** Okay, I'll let you use mine. Just be careful with it.

**Julia:** Thank you very much! I promise I will take care of it.

6. Classify the activities on the box. Put them on the left if they you like doing it and it makes you happy. Put them on the right if you don't like it and it doesn't make you happy.

Text messaging

Posting on Instagram

Watching videos

Playing games

| I like... | I don't like... |
|-----------|-----------------|
|           |                 |

Nombre:

**1.** Choose the correct alternative to complete the sentences.**I.** I \_\_\_\_\_ a new app to my phone.

- a. program
- b. downloaded
- c. device

**II.** Uber and Beat are \_\_\_\_\_ to ask for transportation.

- a. GPS
- b. operation system
- c. apps

**III.** A word processor is a computer \_\_\_\_\_ you use to create and edit texts.

- a. app
- b. program
- c. downloaded

**IV.** My dad's car has a \_\_\_\_\_ that tells him how to get where he's going.

- a. GPS
- b. device
- c. operation system

**V.** I have to upload my smartphone's \_\_\_\_\_ to download new apps.

- a. program
- b. app
- c. operation system

**VI.** A tablet is a technological \_\_\_\_\_ similar to a computer, but without a keyboard.

- a. operation system
- b. device
- c. downloaded

**2.** Complete the sentences using possessive pronouns.

- a. Jane ate her lunch, but I'm saving \_\_\_\_\_ until later.
- b. My sister loves using her phone, but my brother has an old one, so he hates using \_\_\_\_\_.
- c. I gave them my phone number and they gave me \_\_\_\_\_.
- d. I found a tablet on the classroom. Is it Nicole's? I heard she lost \_\_\_\_\_.
- e. My computer is not working. I'll ask my brother for \_\_\_\_\_.

**3.** Describe the functions and how to use your favorite app. Use all and a lot of.

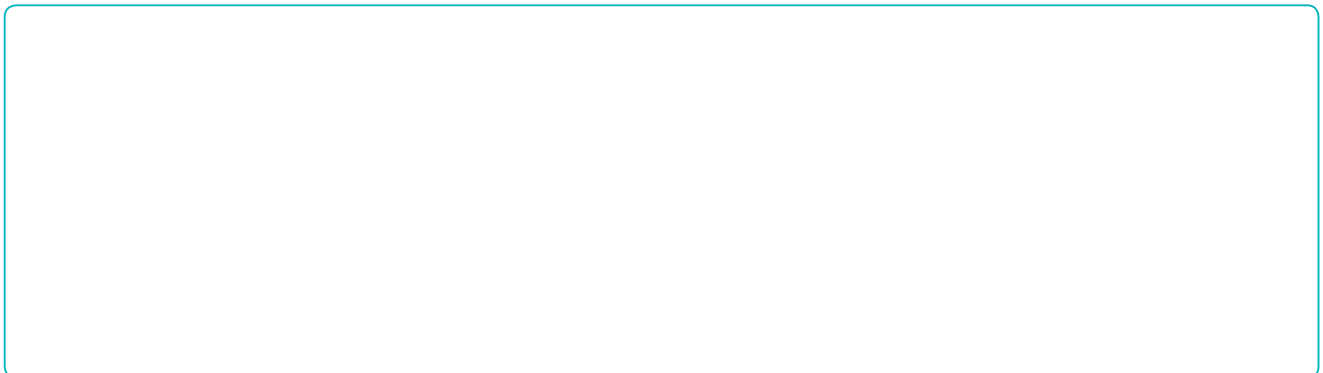
4. Draw a comic strip in which you make criticism to the current use of technology. Use vocabulary on apps and possessive pronouns.



5. Listen to the text and complete the sentences. (ícono de track 4)

- a. The \_\_\_\_\_ uses technology similar to an image recognition technology developed by the most famous searching engine.
- b. The app uses a \_\_\_\_\_ camera to recognize text and objects and then provide voice descriptions about what it sees.
- c. The Quick Read \_\_\_\_\_ can help users go through their \_\_\_\_\_, read signs or identify other printed materials.
- d. The multinational technology company founded by Bill Gates says the system can provide \_\_\_\_\_ that relate to current light levels around the user.

6. Think of an app that could help a particular community and describe it. Draw a logo for it.



Nombre:

### 1. Match the words to their meanings. (app and social media vocab)

- |               |                                                                                                                  |
|---------------|------------------------------------------------------------------------------------------------------------------|
| News snippet  | a. A small machine used for a particular purpose, in this case, with a technological related use.                |
| Notification  | b. Short piece of text under a picture that describes what the figures in the picture are doing or saying.       |
| Device        | c. A message that is automatically sent to you to tell you there has been activity on your social media account. |
| Photo caption | d. A kind of software that you download from your smartphone, tablet or computer.                                |
| Program       | e. A small and often interesting piece of news, information or conversation.                                     |
| App           | f. A sequence of instructions enabling a computer to perform a task or solve a problem.                          |

### 2. Look at the table and write sentences according to the information in it.

|            | Text messaging | Posting on social media | Taking pictures | Watching videos |
|------------|----------------|-------------------------|-----------------|-----------------|
| Mom        | Hate           | Don't mind              | Love            | Like            |
| Dad        | Don't mind     | Hate                    | Doesn't like    | Love            |
| My brother | Like           | Love                    | Don't mind      | Hate            |
| My sister  | Love           | Like                    | Hate            | Don't mind      |

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

### 3. Give advice for each situation. Give two positive and two negative advices

- a. James accepted a stranger's friendship request.

\_\_\_\_\_

- b. My mom sent me her email password on a text message.

\_\_\_\_\_

- c. My best friend spends too much time on social media.

\_\_\_\_\_

- d. Laura likes posting her location.

\_\_\_\_\_

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

## Evaluación diagnóstica

1. Respuesta variable.
2. a. Respuesta variable.  
b. Respuesta variable.
3. Respuesta variable.
4. Watch videos, take pictures, download files, listen to music, play games.
5. mine, yours, hers, yours, his, mine.
6. Respuesta variable.

## Evaluación formativa

1. I. downloaded  
II. apps  
III. program  
IV. GPS  
V. operation system  
VI. device
2. a. mine  
b. his  
c. theirs  
d. hers  
e. his
3. Respuesta variable.
4. Respuesta variable.
5. a. app  
b. device's  
c. setting, mail  
d. audio sounds
6. Respuesta variable.

## Evaluación sumativa

1. News snippet, e.  
Notification, c.  
Device, a.  
Photo caption, b.  
Program, f.  
App, d.
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.





### Student's book. Track 1. Page 6. Activity 2. What's an app?

**Boy:** I'm hungry. I think I'm going to order some pizza. Would you like some, grandpa?

**Grandpa:** Sure!

**Boy:** Ok, let's see ... food delivery apps... Ok, pizza double cheese and pepperoni... to pay... ready! We'll have our pizza in 20 minutes!

**Grandpa:** How is that?

**Boy:** I ordered a pizza through QUICKY

**Grandpa:** QUICKY?

**Boy:** QUICKY is an app, grandpa.

**Grandpa:** An app? What's an app?

**Boy:** An app is something that helps you every day, it has changed people's lives. You can order food, learn languages, play games, do yoga, rent bikes, scooters, etc.

**Grandpa:** Sorry, but I still don't get it. What's an app?

**Boy:** In very simple words an app or application is a kind of software that you can download from your smartphone, tablet or computer. There is a huge universe of apps!

**Grandpa:** Really? Are there any health apps?

**Boy:** Of course! And the best of all, most of them are free!

**Grandpa:** I need an app to check my blood pressure. Is that possible?

**Boy:** Yes, grandpa! Let's see... Oh this is the best for you! Smart Control! Now let's download it, install it, and that's it. Now you can check your blood pressure every day.

**Grandpa:** I think I'll download more apps. I like this stuff about apps.

**Boy:** They are the best! You can do everything using apps. Oh! Our pizza is here!

### Student's book. Track 2. Page 6. Activity 4. Pronunciation

- Ready
- Rent
- Really?

### Student's book. Track 3. Page 18. Activities 2 and 3. A billion people on Facebook in one day.

A billion people used Facebook in one day for the first time. The boss of Facebook said it was a big achievement. He posted on his Facebook that: "We just passed an important milestone. For the first time ever, one billion people used Facebook in a single day." One in seven people on Earth used Facebook last Monday. The boss said that: "It's just the beginning of connecting the whole world to build stronger relationships with those you love".

Facebook started in 2004. It quickly became one of the biggest sites in the world. It now has 1.5 billion users. That number will grow. In 2012, Facebook had one billion users who used the site once a month or more. Today, the site gets one billion visitors in one day. Facebook must grow in Africa and Asia, where it isn't so popular. Facebook's owner Mark Zuckerberg is the ninth richest person in the world. He is just 31 years old.

## **Activity book. Track 4. Page 4. Activities 1 and 2. Google's Lookout app helps blind people experience the world.**

Google has launched a new app designed to help blind people explore their surroundings.

The free app, called Lookout, is currently available to users in the United States who own a Google Pixel device.

The app uses technology similar to Google Lens. That product uses machine learning to recognize text and objects through a device's camera. Users can then receive information about or take actions related to the text and recognized objects.

The app uses a device's camera to recognize text and objects and then provide voice descriptions about what it sees.

The app can learn to judge what things are most important to a person over time.

Lookout has three main settings for people to use.

The Explore setting is designed to provide assistance for people carrying out daily activities or for identifying things in new places. A Shopping setting can capture products and help users identify their money. The Quick Read setting can help users go through their mail, read signs or identify other printed materials.

Users can control parts of the app through a fingertip sensor. Google says the goal of the app is to provide more independence to the nearly 253 million people in the world who are blind or have severe vision difficulties.

There are other apps and devices designed to assist these people, too. Microsoft's free Seeing AI app works similarly to Google Lookout. Microsoft says the system can provide audio sounds that relate to current light levels around the user. The app produces small vibrations and sounds to help this process.

Another free app, called Be My Eyes, connects blind or low-sight individuals with sighted volunteers through live video calls.

### **Activity book. Track 5. Page 13. Activities 1 and 2. Scientists Create 'Social Network' of Brains to Share Thoughts.**

There have been many books written and movies made describing the ability of people to communicate through thoughts.

Now, scientists say they successfully connected the brains of three people who were able to send thoughts to each other.

The scientists – from the University of Washington and Carnegie Mellon University say they believe their experiment is the very first of its kind. The team used electronic tools to complete the test of brain-to-brain communication.

In the experiment, the scientists said only brain-to-brain communication was used as the three individuals played a video game together. The game was a simplified version of the video game Tetris, which became hugely popular in the 1980s. In the game, players try to match colored blocks falling onto a puzzle.

How it works.

Two kinds of electronic devices were worn by people taking part in the experiment. Electroencephalograms, or EEGs were used to record electrical brain activity of subjects. The other, called transcranial magnetic stimulation, or TMS, is a process that magnetically stimulates a part of the brain. This was used to send information to others involved in the experiment.

During the game, two players were chosen as “senders” and a third as a “receiver.” The senders had brain signals “decoded” using real-time EEG information. The decoding process recorded each sender’s decisions about suggested moves in the game. The sending and receiving of information was carried out by the subjects looking at different forms of light.

The decisions were then transmitted through the internet to the brain of the receiver, who could not see the video game. The receiver then uses the information from the senders to decide on what game moves to make. An additional part of the game provided a second chance for senders to examine the receiver’s decision and send feedback to the receiver’s brain.

The researchers wrote that the results “raise the possibility of future brain-to-brain interfaces that enable cooperative problem solving by humans using a ‘social network’ of connected brains.”



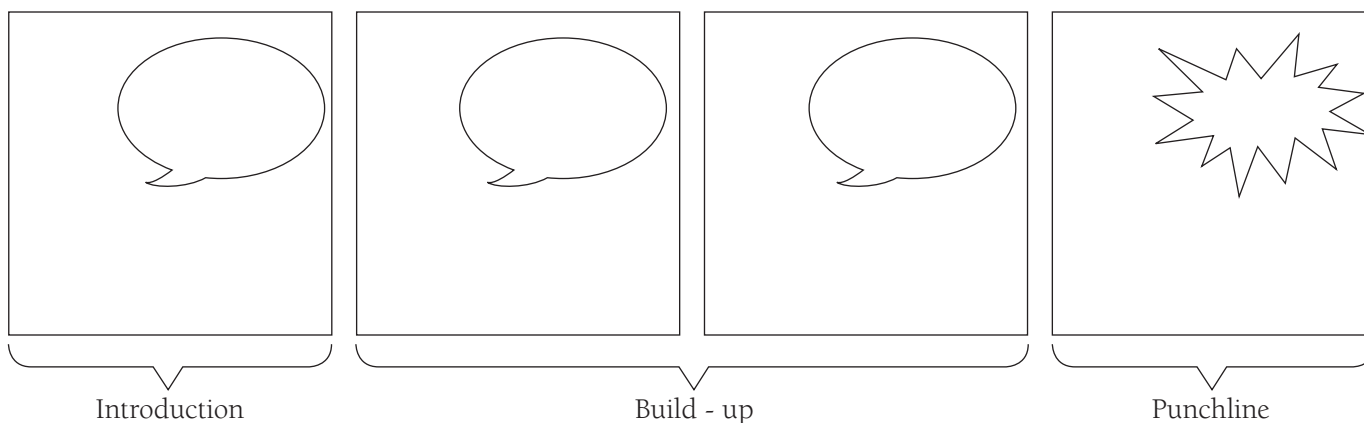




## A COMIC STRIP

A comic strip is a fun way to express your ideas through words and images. It can help understand concepts more clearly. Comic strips have three parts: the introduction (to present the story), the build-up (the middle section of the story), and the punchline (the unexpected and funny conclusion of any performance, story). Here are the elements of a comic strip.

**Example:**



### Other elements in a comic strip:

**Panels:** Boxes in which illustration and text are drawn and written

**Illustration:** The graphic representation of an idea.

**Speech bubble:** The outline that encloses the words or text the characters say.

**Caption:** box separated from the rest of the panel. Usually represents the voice of a narrator.

**Onomatopoeia:** The word that represents a sound.

**Use the panels below to draw and write your own comic strip.**

|  |  |  |  |
|--|--|--|--|
|  |  |  |  |
|--|--|--|--|

## A FORMAL E-MAIL

Email is short for “electronic mail”. It is similar to a letter, but it is sent via internet. You require an email address and the one from the person you want to contact. You can send an email from any technological device with an internet connection. A formal email is usually directed to an authority, so it is written using polite expressions.

The diagram shows a 'New Message' window with the following fields and labels:

- To:** m.rodriquez@colegiopumasandinos.cl (labeled **Recipient**)
- From:** camiacuña@mail.com (labeled **Sender**)
- Subject:** Request (labeled **Subject**)
- Greeting:** Dear Mr. Rodríguez,
- Content:** My name is Camila Acuña from the 8th grade and I'm writing to you because we have a request. We need a smart TV for our classroom. It would be very useful for our English class. A smart TV is a technological tool where we can watch videos in English, surf on the Internet, etc.
- Concluding line:** I am looking forward for your reply.
- Complimentary close:** Thank you in advance.
- Name:** Best regards. Camila Acuña, 8th grade student, Colegio Pumas Andinos.

A 'Send' button is located at the bottom of the window.

**Recipient:** person who receives the email.

**Sender:** person who sends the email.

**Subject:** Topic of the email.

**Greeting:** Polite expression to salute the recipient.

**Content:** Development of the email.

**Concluding line:** Final line to politely express gratitude or to say that you expect an answer.

**Complimentary close:** Polite expression to wish well and say goodbye to the recipient.

Write a formal email using the template below.

|                 |                      |
|-----------------|----------------------|
| To:             | <input type="text"/> |
| From:           | <input type="text"/> |
| Subject:        | <input type="text"/> |
| <div></div>     |                      |
| <div>Send</div> |                      |

### ORAL PRESENTATION

Oral presentations are useful because you can show your teacher and classmates what you have learned and is also a great opportunity to practice pronunciation and other abilities, such as self confidence, team work and time management.

Use the graph below to organize your oral presentations, either in group or individually.

**Topic:**

**Information sources:**

**Group members:**

**Introduction:**

**Information sources:**

**Body:**

**Task division:**

**Conclusion:**

## GROUP DISCUSSIONS

Group discussions will help you to practice your English fluency and pronunciation. It also helps you with your listening skills, since you have to focus on what your classmates are saying.

Besides, you will get to know your classmates' opinions and have the possibility to share your own ideas and views. This will broaden your perspective among certain topics and will help you to be more tolerant and respectful towards others.

**Topic:** Write the topic of the discussion.

**Vocabulary:** Write the words you need to use and use the dictionary to check the meanings.

**My opinions:** Take notes on what opinions and arguments you want to share with your classmates.

**Evidence and sources:** Take notes on sources to support your opinions and arguments.

**Topic:**

**My questions:**

**Vocabulary:**

**My opinions:**

**Evidence and sources:**

## Unidad 1: Information and Communication Technologies

### Actitudes:

- Usar de manera responsable y efectiva las tecnologías de la comunicación en la obtención de información y la creación de textos, dando crédito al trabajo de otros y respetando la propiedad y la privacidad de las personas. (OA E)

### Habilidades:

- Comprensión auditiva de textos variados (como exposiciones orales, conversaciones, descripciones, instrucciones, procedimientos, narraciones), adaptados y auténticos breves y simples.
- Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral por medio de diálogos y presentaciones en torno a temas de la vida cotidiana, textos leídos, temas de otras asignaturas, temas de la cultura de otros países.

|                              | OA                                                                                                                                                                                                                                                                               | Temas/ Objetivos específicos                                                                                                                                      | Nº de clases (45 min c/u) |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|
| L1: The World of Apps (15 h) | <b>OA1 Comunicación Oral:</b> Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.                                                                  | Escuchar y comprender una conversación acerca de las aplicaciones móviles.                                                                                        | 1                         |
|                              | <b>OA8 Comunicación Oral:</b> Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de las siguientes funciones: expresar cantidades, contar y enumerar; por ejemplo: a lot of, all.                                                 | Escuchar y crear conversaciones similares a las del texto, expresando cantidad (a lot of, all).                                                                   | 3                         |
|                              | <b>OA16 Expresión Escrita:</b> Demostrar conocimiento y uso del lenguaje en sus textos escritos por medio de la función de expresar posesión.                                                                                                                                    | Identificar los pronombres posesivos y completar oraciones.                                                                                                       | 2                         |
|                              | <b>OA10 Comprensión de Lectura:</b> Demostrar comprensión de textos no literarios (artículo) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático.  | Leer y comprender un texto sobre la historia de las apps, responder preguntas acerca del texto y ordenar hechos, identificar vocabulario temático.                | 2                         |
|                              | <b>OA14 Expresión Escrita:</b> Escribir una variedad de textos breves como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar).                   | Crear una tira cómica utilizando el tema de la unidad                                                                                                             | 2                         |
|                              | Proyecto                                                                                                                                                                                                                                                                         | Crear una aplicación móvil.                                                                                                                                       | 5                         |
| L2: Social Media (15 h)      | <b>OA1 Comunicación Oral:</b> Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.                                                                  | Escuchar y comprender un reportaje de interés sobre las redes sociales.                                                                                           | 1                         |
|                              | <b>OA7 Comunicación Oral:</b> Reaccionar a textos escuchados por medio de exposiciones orales o en discusiones y conversaciones grupales en las que expresan opiniones (you should /shouldn't) y preferencias (like, don't like, love, hate, enjoy).                             | Trabajar en pares y dar consejo acerca del correcto uso de las redes sociales.                                                                                    | 3                         |
|                              | <b>OA10 Comprensión de Lectura:</b> Demostrar comprensión de textos no literarios (artículos) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático. | Leer y comprender un texto sobre las redes sociales más populares entre los adolescentes. Responder preguntas acerca del texto. Identificar vocabulario temático. | 3                         |
|                              | <b>OA14 Expresión Escrita:</b> Escribir una variedad de textos breves, como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura.                                                                         | Escribir un e-mail.                                                                                                                                               | 2                         |
|                              | Proyecto                                                                                                                                                                                                                                                                         | Crear un perfil de una red social.                                                                                                                                | 4                         |

## Unidad 2: Countries, Cultures and Customs

### Actitudes:

- Desarrollar una conciencia cultural o comprensión intercultural, demostrando interés, respeto y tolerancia por otras culturas y por la propia, y valorando su aporte al conocimiento. (OA B)

### Habilidades:

- Comprensión auditiva de textos variados (como exposiciones orales, conversaciones, descripciones, instrucciones, procedimientos, narraciones), adaptados y auténticos breves y simples.
- Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral por medio de diálogos y presentaciones en torno a temas de la vida cotidiana, textos leídos, temas de otras asignaturas, temas de la cultura de otros países.
- Expresión escrita de acuerdo con un modelo en torno a temas de la vida cotidiana, textos leídos, temas de otros países.

|                                 | OA                                                                                                                                                                                                                                                                              | Temas/ Objetivos específicos                                                                     | Nº de clases (45 min c/u) |
|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|---------------------------|
| L3: Travel (15 h)               | <b>OA1 Comunicación Oral:</b> Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.                                                                 | Escuchar y comprender un anuncio publicitario turístico de Chile.                                | 2                         |
|                                 | <b>OA8 Comunicación Oral:</b> Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de la siguiente función: comparar.                                                                                                              | Hacer comparaciones entre países.                                                                | 3                         |
|                                 | <b>OA10 Comprensión de Lectura:</b> Demostrar comprensión de textos no literarios (artículo) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático. | Leer y comprender textos de diferentes países.                                                   | 2                         |
|                                 | <b>OA14 Expresión Escrita:</b> Escribir una variedad de textos breves, como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar).                 | Escribir un folleto turístico.                                                                   | 3                         |
|                                 | Proyecto                                                                                                                                                                                                                                                                        | Realizar una entrevista.                                                                         | 5                         |
| L4: Culture And Heritage (15 h) | <b>OA1 Comunicación Oral:</b> Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.                                                                 | Escuchar y comprender una guía informativa acerca de la civilización maya.                       | 2                         |
|                                 | <b>OA8 Comunicación Oral:</b> Demostrar conocimiento y uso del lenguaje en conversaciones, discusiones y exposiciones por medio de la siguiente función: - expresar tiempo.                                                                                                     | Escuchar, preguntar y responder expresando tiempo.                                               | 3                         |
|                                 | <b>OA10 Comprensión de Lectura:</b> Demostrar comprensión de textos no literarios (artículo) al identificar: propósito o finalidad del texto, ideas generales, información específica y detalles, palabras y frases clave, expresiones de uso frecuente y vocabulario temático. | Leer y comprender un artículo sobre celebraciones tradicionales de pueblos originarios chilenos. | 2                         |
|                                 | <b>OA14 Expresión Escrita:</b> Escribir una variedad de textos breves, como correos electrónicos, tiras cómicas, descripciones, instrucciones y resúmenes utilizando los pasos del proceso de escritura (organizar ideas, redactar, revisar, editar, publicar).                 | Crear una definición y explicación de enciclopedia.                                              | 2                         |
|                                 | Proyecto                                                                                                                                                                                                                                                                        | Crear una aplicación móvil.                                                                      | 4                         |

## Orientaciones y estrategias

### Unidad 2 • Inicio

#### Ideas previas

Pregunte a los estudiantes:

- *What Chilean tourist attractions do you know?*
- *Where can you go when you're on vacation?*
- *Where would you like to go?*
- *What do you know about these places and the people who live there?*

#### Ambientes de aprendizaje

Se espera que los estudiantes puedan interesarse en el tema a tratar desde sus experiencias personales, por lo que fomentar la conversación en estas actividades es de suma importancia. Para esto, indique lo siguiente: *With your seat partner, discuss the questions on page 35. Think about your personal experiences traveling in Chile, also consider Chile's characteristics and what makes it appealing for foreign tourists.* Es necesario poner atención a las conversaciones en pareja para garantizar que todos los estudiantes están participando activamente de la clase, y para prever posibles problemas estructurales y de vocabulario que puedan corregirse posteriormente. Monitoree las conversaciones, haciendo las correcciones necesarias y en algunos casos puede proveer preguntas extra para continuar con la discusión:

- *What are your favorite places in Chile? Why?*
- *Which places would you like to visit? Why?*
- *What do you know about Chile's indigenous people?*



# 2 Countries, Cultures and Customs

## UNIT

**In this unit I will learn to...**  
Integrate skills to communicate, orally and in writing, ideas about travel, countries, nationalities, culture and heritage.

**Lesson 3**

**Oral Communication**

- Listen to and understand an advertisement about Chile and its tourist attractions.

**Reading**

- Read about and understand a tourist brochure, as well as about different countries and their nationalities.

**Writing**

- Write a vacation brochure.

**Attitudes**

- Develop my cultural awareness showing interest and respect for my own and foreign cultures.

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### Propósito y recomendaciones

Es necesario que los estudiantes sepan cuáles son los elementos a tratar y qué aprenderán durante la unidad. Para eso, se recomienda leer y analizar con ellos el apartado *In this unit I will learn to...*, y prestar especial atención a los conceptos de *nationalities*, *culture* y *heritage*. Pregunte a los estudiantes: *What do you understand by nationality /culture / heritage? Are these concepts different?*

Esto es para evitar confusiones, ya que son conceptos con aspectos en común. Para que quede claro, pregunte: *Why do you think these concepts can be confused with each other? Are they similar in some ways?*



### Before you start

1. Read the title of the unit and look at the picture. Discuss the topic of the unit.
2. Where do you think most people go on vacation?
3. Do you think Chile is an attractive tourist destination? Why?
4. Do you think it is important to learn about our indigenous people?
5. Why do you think it is important to respect the legacy of ancient civilizations?

### Lesson 4

#### Oral Communication

- Listen to and understand an informative guide.
- Use the prepositions of time *in, on, at*.
- Ask information questions.

#### Reading

- Read and understand an encyclopedia entry about indigenous groups.
- Read an article about traditional celebrations of indigenous groups.

#### Writing

- Write an encyclopedia entry..

#### Attitudes

- Develop my cultural awareness by showing interest and respect for my own and foreign cultures.

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## Solucionario

### Before you start

1. Respuesta variable.
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.

## Preguntas de profundización

Dado que esta página inicial incluye preguntas para introducir el tema, se pueden elaborar otras a partir de las respuestas de las primeras, de manera de profundizar las respuestas de los estudiantes, por ejemplo:

- *What Chilean cultural elements do you think tourist can learn?* (Como continuación a la pregunta 3)
- *In what ways do we respect the legacy of indigenous people in Chile every day?*

## Ritmos y estilos de aprendizaje

Al iniciar una conversación abierta, puede suceder que no se dé una participación homogénea, habiendo estudiantes que participen mucho y expresen sus opiniones y experiencias, y otros que permanezcan en silencio durante la discusión. A estos últimos, realice preguntas dirigidas, como:

- *Where did you go on vacation, (student's name)?*
- *What's your favorite place to go on vacation?*
- *What's your dream destination to go on vacation?*

Una conversación en parejas previa a la discusión general también sería útil para garantizar que, incluso los estudiantes más introvertidos, puedan expresar su visión respecto al tema tratado, aun cuando no lo hagan frente a toda la clase. Para esto, dé la siguiente instrucción:

*In pairs, discuss the following questions:*

- *Where did you go on vacation, (student's name)?*
- *What's your favorite place to go on vacation?*
- *What's your dream destination to go on vacation?*

## Unidad 2 • Lección 3

### Ideas previas

Converse con los estudiantes respecto a información turística, preguntando qué elementos y características de un país son importantes de incluir y mencionar para incentivar el turismo.

- *What elements and characteristics do you think are important to mention when promoting a country's tourism?* Hágalos recordar y mencionar publicidad que incentive el turismo en Chile y otros países.
- *Do you remember any piece of advertising promoting tourism in Chile or other country?* Reciba ideas de los estudiantes acerca de qué destacarían sobre su país para incentivar el turismo.
- *What characteristics of Chile would you highlight to promote tourism?*

### Solucionario

#### Before Listening

**An advertisement: Chile, a country to fall in love with**

- a. Respuesta variable.  
b. Respuesta variable.

#### While Listening

- Climb – to feel alive

Walk – to be free

Rediscover – happiness in the simple things

Decipher – the language of animals

- 1 – C  
2 – D  
3 – A  
4 – B

## Lesson 3 Travel

In this lesson you will listen, speak, read and write about different countries and their culture through an advertisement and a brochure.

**Do you like traveling? Have you traveled through Chile? What Chilean tourist attractions would you recommend to a tourist?**

### Before Listening

#### An Advertisement: Chile, a Country to Fall in Love With

- In pairs, discuss the following questions.
  - What do you think you will listen to in the advertisement?
  - Do you think Chile has a lot or few places to visit? Why?

### While Listening

- Listen to the advertisement and match the verbs below with their complements. 

| Verb       | Complement                      |
|------------|---------------------------------|
| Climb      | happiness in the simple things. |
| Walk       | to be free.                     |
| Rediscover | the language of animals.        |
| Decipher   | to feel alive.                  |

- Listen to the ad again and match the sentences below with the places you think they are associated with (some of the words may give you clues). Then explain why you chose them. Write the answers in your notebook.

Ex: *Mável in new colors and shapes – Anicu*

- Travel through the city's underground.
- Lose yourself in funiculars and labyrinths.
- Find yourself on a mysterious island.
- Understand that home is wherever we want to be.

A Easter Island

B Chile

C Santiago

D Valparaíso

## Propósito y recomendaciones

A través del audio en la actividad 2 *While Listening*, los estudiantes podrán comenzar a identificar verbos de uso frecuente en información turística, como los usados en el punto 2 de la actividad. Se sugiere incentivar el uso de estos verbos en las actividades siguientes, como en las preguntas de profundización propuestas. Crear una lista de estos verbos en conjunto con los estudiantes resultaría útil. Use la instrucción:

- *Think of other activities related to tourism.*
- *Where can you do these activities?*
- *Have you practised them in Chile or anywhere else?*

### After Listening Pronunciation of Initial Sound /w/

4. Listen and repeat the sentences below. Pay attention to the underlined words. (7)

- a. Walk amidst thousand-year-old forests.  
b. Wait for the calm at night.

5. Work in pairs. Take turns saying the following words.

- a. world                                      d. wake  
b. west                                        e. while  
c. wEEK                                        f. wonder

### Speaking Task Comparatives and Superlatives

1. Look at the following sentences.  
a. Now is **the best** time to visit Peru.  
b. Is Brazil **bigger than** Argentina?
2. Discuss the following questions in groups.  
a. Which sentence above compares two things?  
b. Which sentence above expresses that something is the most favorable of a group?
3. Study the information about five different countries. Use the adjectives in the box to talk about them. Use comparatives and superlatives.

Ex: USA has the **oldest** constitution.

big – small – populated – old (according to formation) – new

|                      | Chile                                                                               | Argentina                                                                           | Germany                                                                             | China                                                                               | USA                                                                                 |
|----------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
|                      |  |  |  |  |  |
| Population           | 17,574,003                                                                          | 43,847,430                                                                          | 83,592,241                                                                          | 1,403,500,365                                                                       | 327,167,434                                                                         |
| Area                 | 756,096.3 km <sup>2</sup>                                                           | 2,780,400 km <sup>2</sup>                                                           | 357,386 km <sup>2</sup>                                                             | 9,596,961 km <sup>2</sup>                                                           | 9,833,520 km <sup>2</sup>                                                           |
| Current constitution | 1980                                                                                | 1860                                                                                | 1949                                                                                | 1982                                                                                | 1788                                                                                |
| Formation (history)  | September 18, 1810 (Government Junta)                                               | May 25, 1810 (May Revolution)                                                       | 843 (East Francia)                                                                  | c. 2070 BC (First Preimperial Dynasty)                                              | July 4, 1776 (Declaration of Independence)                                          |

### Preguntas de profundización

Para complementar la actividad 3, se sugiere hacer las siguientes preguntas de profundización:

- Why would some people visit Santiago instead of Valparaíso? And the other way around?
- What activities can you do in Easter Island that you cannot do in Santiago? And in Valparaíso?

Estas preguntas contribuirían a desarrollar el pensamiento crítico en torno al tema tratado.

### Solucionario

#### After Listening Pronunciation of initial sound /w/

4. Respuesta variable.  
5. Respuesta variable.

#### Speaking Task Comparatives and Superlatives

1. a. Respuesta variable.  
b. Respuesta variable.
2. a. Sentence b.  
b. Sentence a.
3. Possible answers:
- USA is the biggest country.
  - Chile is the smallest country.
  - China is the most populated country.
  - Argentina is bigger than Chile.
  - USA is older than Argentina.
  - Argentina is smaller than China.

### Ritmos y estilos de aprendizajes

Al momento de producir los sonidos de la actividad *After Listening Pronunciation of initial sound /w/* y especialmente en cursos de gran tamaño, habrá dificultad para identificar los sonidos producidos por los estudiantes a coro. Se recomienda, entonces, efectuar la repetición de las oraciones y sonidos en grupos más pequeños, uno a la vez. Esto puede hacerse por fila, o de cualquier manera que la disposición de las sillas y mesas en la sala de clases facilite. Asimismo, esto promoverá la participación de los estudiantes en la actividad, y permitirá identificar a aquellos que no están produciendo los sonidos.

## Unidad 2 • Lección 3

## Contexto

Dependiendo de la heterogeneidad cultural en la sala de clases, puede que algunos estudiantes estén más familiarizados con la cultura mapuche que otros. Ante este caso, especifique lo siguiente: *The mapuche are the oldest and most numerous native people inhabiting Chile. They live in the south of Chile, between the Itata and Toltén Rivers. Their history transcended the Spanish arrival in Chile in the XVI century. That is why their influence and legacy are so important in our society until today.*

## Preguntas de profundización

Para la actividad 1, se sugieren las siguientes preguntas de profundización para predecir el contenido del texto:

- Based on the pictures, what does the text talk about?
- What are the activities shown in the pictures?

## Errores frecuentes

En la actividad 1.c, el uso de *superlatives* podría seguir generando confusiones, especialmente ante la tendencia de algunos estudiantes de añadir la palabra *most* cuando no es necesario, por ejemplo: *Easter Island is the most smallest*. Del mismo modo, a veces les es difícil identificar cuando a un adjetivo se le debe anteponer *most* y cuando llevan el sufijo *-est*, produciendo oraciones tales como: *She is the most smart student*. Para evitar estos errores, profundice con ejemplos y ejercicios, dando foco a que el uso de *most* depende de la cantidad de sílabas de la palabra. Remember that we use the word *most* before long adjectives, with two or more syllables, for example: *beautiful/most beautiful, handsome/most handsome, smart/smarest*.

## Before Reading A Brochure

1. Look at the pictures below and answer the following questions.
  - a. Is Chile a country welcoming to tourists?
  - b. What are the most famous tourist destinations in Chile?
  - c. In your opinion, where is the most beautiful place to go on vacation in Chile?



**VACATIONS IN THE SOUTH OF CHILE**

We are organizing a walking tour in the south of Chiloé this summer. Last year, we organized one to Torres del Paine and it was a success. We covered 50 kilometres through the national park in 10 days. It was hard work and sometimes tough, but exciting. We were often **wet**, cold and tired, but the **scenery** we saw along the walk was **gorgeous**. "It was worth every centimeter of it", one of the girls told us.

This summer, we are planning to go to the south of Coyhaique, down to Chile Chico. So, if you are young and fit and enjoy visiting beautiful places – join us! We will start our trip in Santiago, and we will fly down to Balmaceda. You can join us there, too. It will be **all-inclusive**, you won't **regret** it!

For more details, write to:  
**Dream Vacation, 3634 Box, Ñuñoa, Santiago or**  
**[www.survival\\_vacations.cl](http://www.survival_vacations.cl)**

Source: Archivo editorial

2. Look at the pictures again and discuss with your partner what activities you can do if you go on vacation in the south of Chile.

## Propósito y recomendaciones

El texto "*Vacations in the South of Chile*" presenta gran cantidad de vocabulario útil para la unidad. Se recomienda promover una lectura rápida tipo *skimming*, de modo que los estudiantes puedan familiarizarse con su contenido y dicho vocabulario antes de realizar una lectura grupal más profunda, en que puedan comprender más fácilmente el contenido del texto.

*Before reading, skim the text and focus on some words that you don't know their meaning. Try to guess what they mean and then confirm with a partner.*

## While Reading

3. Read the brochure below and talk about the places that you can visit in Temuco and Lago Budi.

- |             |            |
|-------------|------------|
| forests     | university |
| city        | hotel      |
| restaurants | museums    |

4. Read the brochure again and match the adjectives in bold with their corresponding synonym. Write the answers in your notebook.

| Adjective   | Synonym     |
|-------------|-------------|
| last        | incredible  |
| high        | fascinating |
| amazing     | pretty      |
| crowded     | final       |
| interesting | congested   |
| beautiful   | tall        |

## TEMUCO AND LAGO BUDI

"*Mary mary wenu!*" is the traditional Mapuche greeting and the best way to walk into the **last** indigenous bastion of the country. Bring out the warrior in yourself and get to know the cosmovision of these indigenous peoples that live among the ancient Araucaria forests and crystal-clear streams.

Soak up the rustic smells and flavors, the best reflections of local culture.

Climb the **high** Nielol Hill. From the top of this Natural Heritage Site you'll have an **amazing** view of a city that mixes countryside and the modern world. Walking along its popular streets, you'll be surprised by the **crowded** university section, and its **interesting** history museums.



Season your food with a little merquén (smoked dried chili flakes), relax in the **beautiful** healing hot springs and end your day with a lively visit to the casino, the center of the city's nightlife.

Text adapted from <http://chile.travel/en/where-to-go/the-south-its-lakes-and-volcanoes/temuco>

## Solucionario

## Before Reading A Brochure

1. a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.

2. Respuesta variable.

## While Reading

3. forests  
city  
university  
museums
4. last – final  
high – tall  
amazing – incredible  
crowded – congested  
interesting – fascinating  
beautiful – pretty

## Unidad 2 • Lección 3

### Ambientes de aprendizaje

En la página 40 se presentan actividades en pareja, además de fomentarse la misma dinámica en la actividad de profundización y variación sugerida más abajo. Es esperable que el ambiente de aprendizaje permita la conversación y el diálogo entre los estudiantes respecto a los temas presentados, incentivando y consolidando el uso de vocabulario y estructuras mostradas hasta este punto de la unidad. Para formar parejas, indique:

*Work in pairs on page 40 activities. You can work with a classmate sitting close to you.*

### Errores frecuentes

La pronunciación de nombres de los distintos países y nacionalidades que aparecen en esta página puede ser confusa para los estudiantes, especialmente los sonidos /z/ y /dʒ/ por su poca frecuencia o inexistencia en el español chileno, que reemplaza /z/ por /s/ en *New Zealand* y *Brazil*, así como /dʒ/ por /j/ en *Japan*, *Argentina*, *Germany*, *Egypt* y *Nigeria*. Para evitar estos errores, dedique parte de la clase a que en conjunto los estudiantes repitan las nacionalidades, haciendo énfasis en los sonidos a trabajar.

*Repeat the following words: Japan, Argentina, Germany, Egypt, Nigeria.*

### Profundización y variaciones

Para extender la actividad *After Reading* de esta página, y luego de conversar sobre otros lugares turísticos en Chile, pida a los estudiantes que creen un texto similar al leído sobre el lugar que hayan escogido, utilizando los adjetivos indicados.

#### Actividad en parejas.

Es probable que algunas nacionalidades sean difíciles de recordar para los estudiantes. Realice actividades que

5. Paraphrasing. Read the text above again and find the same idea for each of the descriptions in the table below. Write the answers in your notebook.

Flavor your meal with a spicy kind of chili.

Reveal your inner fighter and discover the way these native peoples see and interpret the world.

You will be able to see the perfect mix of the rural and urban sides of the city.

End your daytime in the heart of the rowdy side of the city.

6. Share your answers with a partner.

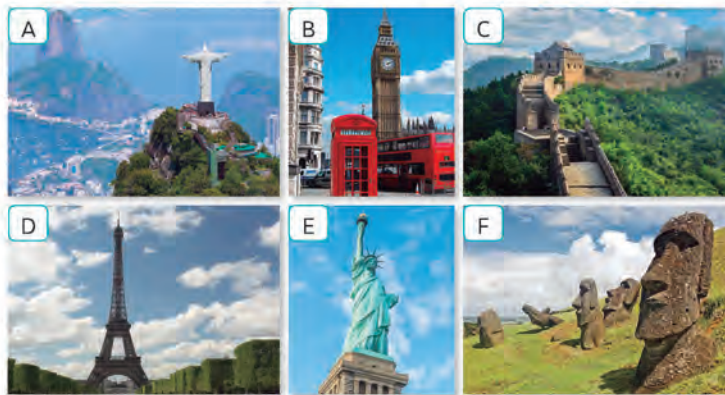
### After Reading

7. Speaking

- a. Discuss, with a partner, another interesting place to visit in Chile. Use the adjectives from activity 4 (page 39).

### Reading and Vocabulary Countries and Nationalities

1. Look at the pictures of the most representative landmarks of various countries below and answer orally the following questions.



- a. What is the name of each landmark?  
b. In which countries are they located?  
c. Can you mention another representative landmark and its country?

### Propósito y recomendaciones

En gran parte, las actividades de esta página tienen como fin reproducir y parafrasear la información recibida por los estudiantes, para que la apliquen en diálogos y textos de su autoría. Se recomienda incentivar el uso de vocabulario y estructuras adquiridos inmediatamente después de estudiarlos con la siguiente actividad: *Write a travel brochure for some places in Chile you like. Follow the example of the text on page 39 to do so. Also use adjectives to describe the place.*

2. Think about the various tourist attractions of different countries in the world. Share your thoughts with the class.
3. Take a look at the following chart and study the countries and nationalities.

|                 |                |               |
|-----------------|----------------|---------------|
| North America   | Canada         | Canadian      |
|                 | USA            | American      |
|                 | Mexico         | Mexican       |
| Central America | Costa Rica     | Costa Rican   |
|                 | Guatemala      | Guatemalan    |
|                 | Panama         | Panamanian    |
| South America   | Chile          | Chilean       |
|                 | Brazil         | Brazilian     |
|                 | Peru           | Peruvian      |
|                 | Argentina      | Argentinian   |
| Europe          | United Kingdom | British       |
|                 | Italy          | Italian       |
|                 | Germany        | German        |
| Oceania         | Australia      | Australian    |
|                 | New Zealand    | New Zealander |
|                 | Samoa          | Samoaan       |
| Asia            | China          | Chinese       |
|                 | Singapore      | Singaporean   |
|                 | Japan          | Japanese      |
| Africa          | South Africa   | South African |
|                 | Egypt          | Egyptian      |
|                 | Nigeria        | Nigerian      |

promuevan su uso y que pongan en práctica su memoria. Para esto indique:

*Work in pairs: Make cards and draw the flags of different countries on one side of the card and write the name of the country and nationality on the other side. Play memory game.*

### Solucionario

5. • Season your food with a little merquén.
- Bring out the warrior in yourself and get to know the cosmovision of these indigenous peoples that live among the ancient araucaria forests and crystal-clear streams.
  - ...you'll have an amazing view of a city that mixes countryside and the modern world.
  - ...relax in the beautiful healing hot springs and end your day with a lively visit to the casino, the center of the city's nightlife.
6. Respuesta variable.

### After Reading

7. a. Respuesta variable.

### Reading and Vocabulary Countries and Nationalities

1. a. A – Christ the Redeemer  
B – Big Ben  
C – The Great Wall  
D – Eiffel Tower  
E – The Statue of Liberty  
F – Moais
- b. A – Brazil  
B – England  
C – China  
D – France  
E – USA  
F – Chile
- c. Respuesta variable.
2. Respuesta variable.
3. Respuesta variable.

## Unidad 2 • Lección 3

### Ideas previas

Escriba en la pizarra:

Would you \_\_\_\_\_ me a favor?

I \_\_\_\_\_ my bed every day.

o cualquier oración de uso frecuente en que se utilice *do* o *make*. Pregunte a los estudiantes: *What are the missing words?*, y cuando logren identificarlas, añadir *Are they different in meaning?* Esto permitirá descubrir el conocimiento previo de los estudiantes y prevenir las confusiones que estos verbos pueden generar.

### Preguntas de profundización

Para que los estudiantes analicen y comprendan sus propios procesos de aprendizaje, se sugieren las siguientes preguntas para que reflexionen de manera personal:

- How would I explain the difference between *do* and *make* to make it clearer?
- How can I categorize the collocations on page 42 according to my explanation?

### Solucionario

#### Language Focus Verbs Make & Do

- I make my breakfast every morning.
  - You do your homework after class. / She does the housework on weekends.
  - He made a mistake yesterday.
- do
  - make
- MAKE: friends - the bed - a mess - noise.

DO: a favor - yoga - the shopping - the laundry.

#### Lesson 3

### Language Focus Verbs Make & Do

- In pairs, read the sentences below and discuss the answers to the questions that follow with a partner.

- I **make** my breakfast every morning.
- You **do** your homework after class.
- He **made** a mistake yesterday.
- She **does** the housework on weekends.

- Which sentence refers to producing something?
  - Which sentences refer to an activity or repetitive task?
  - Which sentence refers to an action that is a choice?
- In pairs, complete the rules below with the correct verb *DO* or *MAKE*. Then, discuss your answers as a class.
    - We use the verb ... for actions, obligations, and repetitive tasks.
    - We use the verb ... for creating or producing something, and for actions you choose to do.
  - Write in your notebook the correct collocations for the corresponding verbs:

MAKE DO

friends - a favor - yoga - the bed - the shopping -  
the laundry - a mess - noise



laundry



the bed



noise

### Propósito y recomendaciones

- El propósito es que los estudiantes logren diferenciar entre *do* y *make*, y que sepan usarlo correctamente en distintas oraciones. Se recomienda fomentar el uso de *collocations* de esta página a lo largo de la clase, ya que son de uso frecuente. Una forma de llevar a cabo esto es que los estudiantes asocien actividades con ambos verbos. En conjunto, elaboren una lista de actividades relacionadas con su día a día, por ejemplo: *homework*, *the shopping*, *duties*, entre otras. Luego de eso, en conjunto crear *collocations* usando *do* y *make*. Para realizar esta actividad, dé la siguiente instrucción:
- *Let's think about different activities you do in your daily life, homework, for example. Could you tell me other activities?*

## Reading Task

4. Read the text and answer the questions. Write the answers in your notebook.



## The Magical Country

What is the only country in the world that is also a continent? Located in the southern hemisphere and surrounded by the Indian and the Pacific Oceans, Australia belongs to Oceania, the smallest continent in the world. Australia is a land full of natural wonders that make it unique. It is the sixth largest country in the world, after Russia, Canada, USA, China, and Brazil. Australia's geography is special, too. The cities are all located along the coast and its interior is a large desert that covers two thirds of the entire country. Australia also has more than 10% of the world's biodiversity, including exotic animals and plants. These animals include the famous kangaroos and koalas, but also wonderful creatures like possums, wombats, dingos, emus, platypus, echidnas, among others. Did you know that platypus and echidnas are the only two mammals in the world that lay eggs? Australia's amazing fauna includes around 1,500 types of spiders and 4,000 types of ants. It is also important to know that Australia has 17 of the most poisonous snakes in the world, including the famous black mamba.

However, Australia is much more than that. This magical country offers tourists and Aussies (Australian people) interesting places to visit or live. If you want to see the mountains, visit the Australian Alps; Brisbane is a beach paradise; the Great Barrier Reef offers the most beautiful view of coral reefs. And if you want to go into the jungle and see magnificent waterfalls, visit Kakadu National Park. Great cities like Sydney, Melbourne, Adelaide, and Perth have a lot on offer to see. Australia is a magical country, isn't it?



Source: Archivo editorial

- What is that specific characteristic that makes Australia special?
  - What oceans surround Australia?
  - Where are its cities located?
  - Why are platypus and echidnas special?
  - What's the meaning of Aussie?
  - What cities are mentioned in the text?
5. Do you know all the animals mentioned in the text? To find out more about them, search for information about these amazing creatures on the internet. Make notes in your notebook and share your findings with the class.

## Contexto

- Para contextualizar la lectura y aclarar la pregunta con la que se inicia, puede explicar que si bien Australia constituye gran parte del continente, este también está compuesto por diversas islas alrededor que presentan autonomía como países. *Even though Australia occupies the biggest part of the territory, there are many islands around it that are autonomous as a country. The continent's name is Oceania, the biggest country in it is Australia, but there are more countries that are also part of the continent, such as New Zealand.*

## Solucionario

## Reading Task The Magical Country

4. a. It is the only country in the world that is also a continent.  
 b. Indian and Pacific Ocean.  
 c. The cities are all located along the coast.  
 d. They are the only mammals in the world that lay eggs.  
 e. Australian people.  
 f. Sydney, Melbourne, Adelaide, and Perth.
5. Respuesta variable.

- Now, let's create collocations with these activities, for example, "do my homework".

Ideas previas

- Para recoger conocimientos previos, realice una actividad de *brainstorming* en la que los estudiantes pidan la palabra para compartir ideas respecto a las siguientes preguntas:
- *Where have you gone on vacation?*
- *What activities can you do there?*

La idea es hacer una lista de las diferentes actividades que se pueden realizar en sitios turísticos de diferente naturaleza. Esto permitirá conocer cuánto vocabulario relativo al tema saben o son capaces de recordar. Luego, pregunte por el nombre de las actividades de las imágenes: *Can you name the activities in the pictures in activity 1?*

Preguntas de profundización

- Tras diseñar el folleto luego de la actividad 5 y antes de la 6, es importante que el estudiante pueda identificar las formas en que su diseño y contenido podrían mejorar. Para esto realice las siguientes preguntas de metacognición:
- *Is there any information missing in my brochure to make it more appealing?*
  - *Is there unnecessary or redundant information in my brochure?*
  - *In what order would I put the information this time to make it clearer and more interesting?*
  - *How can it get the attention of someone who does not know this vacation destination?*

Solucionario

Writing Task A Brochure

- 1. a. Respuesta variable.  
b. Respuesta variable.
- 2. Respuesta variable.
- 3. Respuesta variable.
- 4. Respuesta variable.
- 5. Respuesta variable.
- 6. Respuesta variable.

Writing Task A Brochure

- 1. Look at the pictures below and answer the questions. Discuss your answers as a class.
  - a. Which activities would you most like to do? Why?
  - b. Where can you do these activities in Chile?



- 2. Go back to page 38 to remind yourself of the different elements a brochure has.
- 3. Work in small groups. Design a brochure for a vacation destination you are interested in. Think of the topics and sections you would like to cover and make notes in your notebook. Use the table below.

| Places to visit | Activities | Description<br>(use adjectives, comparatives and superlatives) | Interesting information<br>(contact information) |
|-----------------|------------|----------------------------------------------------------------|--------------------------------------------------|
|                 |            |                                                                |                                                  |

- 4. Write and design a brochure. Use your notes from activity 3.
  - Decide on a place and type of vacation.
  - Divide your brochure into clear sections.
  - Say what you can do and describe the places.
  - Give a contact address for more information.
- 5. In pairs, exchange and correct your work.
- 6. Write a clean version of your brochure.

## Cross-Curricular Geography

### Australia

Our first days in Australia were too hot (high 30s), a very sweaty start to the 10 weeks we have here. We spent our first few days looking around Sydney, including the amazing Opera House, Harbour Bridge, and all of the city center. We saw hundreds of large bats which were pretty amazing. All the locals probably thought we were very strange looking at the trees for hours!

After a few exhausting days, we caught the train to the Featherdale Wildlife Park. There we saw koalas, hundreds of Australian birds, and some gorgeous kangaroos and wallabies. The park was excellent as it was very open. We were close to lots of the animals, who were roaming freely around the park. We had an awesome day meeting the local wildlife.

John Morrow, 18

### Philadelphia to Miami

I should have known it was going to be a bad trip after we sat on the runway in Philly for two hours. The captain told us that we were waiting for the plane to be serviced. Yet, when we arrived in Miami (two hours late), the scene was a total chaos: about 50 people on our flight lost their bags!

The terminal was packed with unclaimed luggage – you could not move. Star Airways had only one person working at the lost luggage counter. Stan (the guy at the counter) couldn't have been nicer. He told us he was "totally embarrassed" to work for Star Airways. "This isn't how I treat people," he told the angry crowd. Luckily, we were at the front of the line, so we only ended up waiting for an hour to file a claim.

Jen Jones, 20




Source: Archivo editorial

- 1 Read the travel blogs and talk with a partner about which writer had an enjoyable experience.
- 2 In pairs, answer the questions below. Write the answers in your notebook.
  - a. What did John do during his first few days in Australia?
  - b. Why did the local people think John was strange?
  - c. What different animals did John see in Australia?
  - d. Why did Jen think her trip was going to be bad?
  - e. Why was Stan embarrassed?
- 3 Work in pairs. Imagine you have arrived at your destination and you want a city tour. Role-play a conversation.

*Student A: Be the traveler.*

*Student B: Be the tour guide.*

## Profundización y variaciones

Se espera que los estudiantes puedan establecer comparaciones entre lo expuesto en los textos y sus conocimientos geográficos sobre otros lugares. Pida a los estudiantes que creen una tabla comparativa entre Australia y algún lugar a elección, como la siguiente:

- *Australia-Place chosen by the student*
- *Weather*
- *Interesting places*
- *Typical animals*

## Solucionario

### Cross- Curricular Geography

1. John Morrow had an enjoyable experience.
2. a. He looked around Sydney.  
b. Because he looked at the trees for hours.  
c. He saw bats, koalas, Australian birds, kangaroos, and wallabies.  
d. Because he sat on the runway for two hours waiting for her flight.  
e. He was embarrassed to work for Star Airways because of the bad service.
3. Respuesta variable.

### Ideas previas

Entregue a los estudiantes una guía con una entrevista en que las respuestas no estén en el orden correcto. Hágalos ordenar las respuestas con sus preguntas correspondientes: *Match the questions with their corresponding answers*. Luego, pregunte:

- *What question goes first in this interview?*
- *What goes at the end? How is the interview organized?*
- *What do I need as an interviewer before interviewing someone?*

### Preguntas de profundización

De manera que los estudiantes autoevalúen su desempeño como entrevistadores después de presentar sus entrevistas a la clase, se plantean las siguientes preguntas:

- *What's the purpose of these interviews?*
- *Do you think your interview fulfills that purpose?*

También pueden plantearse preguntas que desarrollen su pensamiento creativo, y que garanticen la atención de la audiencia durante las presentaciones de sus compañeros, por ejemplo:

- *How do the images used complement the content of the interview?*

## Final Task

# An Interview

An interview is defined as a conversation in which a reporter seeks information from one or more persons for a news story.



## 1 | An interview

- Work in small groups. Think of the topics you would like to cover in your interview with someone about his/her vacation experience in Chile. Use the table to make notes in your notebook.

| Places to Visit | Activities | Description | Extra / Interesting Information |
|-----------------|------------|-------------|---------------------------------|
|                 |            |             |                                 |
|                 |            |             |                                 |

## Propósito y recomendaciones

Se espera que los estudiantes demuestren la mayor cantidad posible de contenidos aprendidos durante la lección. Para esto, incentívelos a usar *superlatives* y *comparatives*, así como a usar correctamente *do* y *make*: *remember to apply your knowledge on comparatives, superlatives and collocations using do and make*. Ponga atención al sonido /w/ durante las presentaciones, y utilice y note la presencia del vocabulario aprendido durante las clases.

**2 | Conduct the interview**

- Choose someone that you think is a good person to interview. Use your notes from Step 1 to formulate the questions you are going to ask. Divide the questions among your group members.
- Conduct the interview and take notes while the person is speaking.

**3 | Write a clean version**

- Write a clean version of the questions asked and the answers given.
- In groups, swap texts and make comments to improve them.

**4 | Present your interview**

- Have a class presentation of the interviews.
- Choose two students from each group to role-play the interviews and take notes. Ask questions about anything you are unsure about.
- Would you like to meet any of the people interviewed by your classmates? Why?
- Are there any important questions your classmates forgot to ask?
- Decide which interview you found the most interesting and why.

## Unidad 2 • Lección 4

### Ideas previas

Para recoger conocimientos previos de los estudiantes respecto a la temática de culturas ancestrales y pueblos originarios, muestre a los estudiantes imágenes de culturas y pueblos indígenas de Chile y otros países. Pregunte:

- *What are the names of these ancient cultures?*

Añada:

- *Where can we find information about these cultures?*

La idea es que mencionen más de una opción, siendo las más importantes *museum* y *exhibitions*.

### Profundización y variaciones

Para que los estudiantes logren producir la diferencia de sonidos en /ð/ y /θ/, pídeles que elaboren un trabalenguas en parejas con las palabras utilizadas en la actividad 6. *Create a tongue twister using the words in activity 6.*

Destine 5 a 7 minutos para la creación del trabalenguas. Luego, ínstelos a practicarlo, para posteriormente intercambiar con otra pareja.

*Practice your tongue twisters until you can pronounce them fluently. Then, exchange your tongue twister with another group and play trying to pronounce it.*

Al final de la actividad, los estudiantes deberán haber visto y practicado los trabalenguas de todos sus compañeros.

### Solucionario

#### Before Listening An Informative Guide

1. a. Respuesta variable.  
b. Respuesta variable.

#### While Listening

2. a. About the Maya culture.  
b. This exhibition explores past and present Maya culture and how it is still important to modern society.

## Lesson 4 Culture and Heritage

In this lesson you will listen, speak, read and write about culture through a tourist informative guide and an encyclopedia entry.

**Do you like visiting museums? Do you know about the cultural heritage of ancient peoples of the world?**

### Before Listening An Informative Guide

1. Answer the following questions. Discuss your answers as a class.
  - a. What is the purpose of an informative guide?
  - b. Where can you find this kind of recording?

### While Listening

2. Listen to the informative guide and answer the following questions. Write the answers in your notebook. 
  - a. What is the exhibition about?
  - b. What aspects of your answer to a question does the exhibition explore?
  - c. How does this culture remain alive these days?
3. Listen again and check your answers with a partner.

### After Listening Pronunciation /w/ Initial Sound

4. Listen to the recording again and pay attention to the underlined words below. 
  - a. Although the Mayan culture is different to how it was...
  - b. Over twenty thousand visitors have already come to study this fascinating culture.
5. Listen carefully to the sounds. Study the table. 

| ð        | θ        |
|----------|----------|
| although | thousand |

## Propósito y recomendaciones

Al enseñar los sonidos /ð/ y /θ/ es necesario, así como útil, hacer a los estudiantes conscientes de la posición de sus lenguas al momento de producirlos, añadiendo que ambos sonidos difieren, al ser necesaria la vibración en el último.

*When pronouncing the sounds /ð/ and /θ/ pay attention to where you place your tongue. In both sounds, your tongue is placed between your teeth. However, when you produce the first sound, there is voice coming out, and in the second only air comes out.*

6. Work in pairs and take turns pronouncing the following words. Draw a table in your notebook and classify the words in the correct category of sounds from activity 5.

|        |          |       |
|--------|----------|-------|
| think  | these    | that  |
| thanks | Thursday | there |

7. Check your answers with the class.

### Speaking Task Prepositions: IN - ON - AT

8. Read the sentences below and discuss, with a partner, what the prepositions refer to.
- The exhibition is free **in** the morning.
  - The museum is closed **on** Mondays.
  - The museum opens **at** 9:00 am.
9. In your notebook, match the prepositions IN - ON - AT with their corresponding use.

**In** This preposition is used for days of the week.

**On** This preposition is used for specific time.

**At** This preposition is used for parts of the day.

10. In pairs, take turns answering the following questions. Use the correct preposition. Discuss your answers as a class.
- What time does the festival start?
  - When is the best time of the day to visit the pyramids?
  - When will the monument be inaugurated?
11. Check your answers with the class.
12. In pairs, create more questions similar to the ones above and answer them. Use the ideas in the box below.

restaurant with local food - carnival - cultural exhibition -  
parade - temple

- c. Modern communities incorporate these beliefs into their everyday lives.

3. Respuesta variable.

### After Listening Pronunciation /w/ initial sound

4. a. Respuesta variable.

b. Respuesta variable.

5. Respuesta variable.

### Ideas previas

Pida a los estudiantes que planifiquen sus vacaciones individualmente y que luego lo compartan con algún compañero o compañera: *Plan your next vacations. Where do you want to go? What activities do you want to do? Who are you going with? When are you going?*

*When you finish, share your plans with your seat partner and ask questions about his or her plans.*

### Solucionario

6. these - that - there  
think - thanks - Thursday
7. Respuesta variable.

### Speaking Task Prepositions IN - ON - AT

8. Respuesta variable.
9. In - This preposition is used for parts of the day.  
On - This preposition is used for days of the week.  
At - This preposition is used for specific time.

10. a. Respuesta variable: usar preposición "at".  
b. Respuesta variable: usar preposición "in".  
c. Respuesta variable: usar preposición "on".
11. Respuesta variable.
12. Respuesta variable.

### Preguntas de profundización

- Do I understand the difference between in, on and at? Can I explain when to use each?
- Which of the three prepositions is harder for me to understand?
- What can I do to remember their use more easily?

### Ideas previas

Muestre a los estudiantes imágenes de las culturas presentes en el texto: Aborígenes de Australia, Cherokee y Huichol. Al mostrar las imágenes, pregunte lo siguiente:

- *What are the names of these ancient cultures?*
- *Where do each of these ancient cultures live?*
- *What do you think are some of the customs and characteristics of each of these cultures?*

Para responder estas preguntas indique a los estudiantes que pueden apoyarse en las imágenes del texto: *Look at the images in the text to guess some of the characteristics of each culture.*

### Preguntas de profundización

Para profundizar en el proceso de predicción del contenido del texto y que los estudiantes analicen su proceso de aprendizaje, se sugieren las siguientes preguntas:

- *Was the picture helpful to predict the theme of the text?*
- *What type of information was I able to predict? What not?*
- *Would you add any other type of information to a text that introduces an unknown culture?*
- *Which parts in the text were hard to understand? How did you solve that problem?*

### Solucionario

#### Before Reading Encyclopedia Entries

1. a. Respuesta variable.  
b. Respuesta variable.

### Before Reading Encyclopedia Entries

1. Look at the pictures below and make predictions. Discuss your answers as a class.
  - a. What is the text about?
  - b. Which indigenous groups are described and what type of information do you think the entries give about them?

## Social Groups



### Aborigines

**The Aborigines of Australia** have the longest cultural history in the world. They originated in the Ice Age. Early Aboriginal society consisted of around five hundred tribes and each had its own territory and dialect. Their culture existed in rock art, cave paintings, and engraving of plants, animals, and ceremonies.

Aboriginal tribes hunted kangaroos, snakes, and emus. They also gathered fruit, roots, honey, and seeds. They walked long distances and they often did not wear clothes. In winter, they would wear protective coats of kangaroo fur. British colonizers were the first to settle in Australia. They took the land from the Aborigine people.

Today, Aborigines have adapted to Australian culture. Some family groups live in remote areas where they try to maintain traditional hunting, food gathering and ceremonial practices. However, communication and transport have changed their lifestyles. Now they wear modern clothes and use technology.

### Propósito y recomendaciones

El propósito de esta página es que los estudiantes puedan leer y comprender un texto acerca de culturas aborígenes, en este caso, los de Australia, Cherokee y Huichol, en que se presentan los datos más importantes para comprender su historia, sus costumbres, y su relación con el mundo actual. La lectura de este texto con esta temática en particular apunta a que los estudiantes puedan ampliar su visión de mundo y valoren el aporte cultural de estas comunidades en cada uno de los países de los que ahora forman parte. Se sugiere profundizar en la discusión respecto a la importancia de pueblos indígenas con la siguiente pregunta:

- *Is it important to know about the indigenous cultures from different territories? Why?*

## While Reading

2. Read the sentences below and determine whether they are T (true) or F (false). Write the answers in your notebook.
- Cherokees are from Australia.
  - The Huichol language is Tsalagi.
  - Aborigines of Australia have adapted to Australian culture.
  - Wixarika is not a written language



## Cherokee Indians

**Cherokee Indians** have lived in North America for fourteen thousand years. Today, there are 300,000 Cherokee people in the United States, the largest Native American group in the country. Most of them live in northeastern Oklahoma. The idea of balance and harmony is very important in Cherokee traditions. They see the world as pairs of opposites: male and female, summer and winter, earth and sky. In the past, Cherokees were agrarian people. Women looked after the crops while men hunted deer, bear, buffalo and elk for meat. Their clothing was made of deerskin.

Cherokees today are very similar to other Americans in their customs. However, a small number of them still speak Tsalagi, which was their language.



## Huichol

The **Huichol** people still maintain their culture, language, and spiritual way of life. Their number is estimated at around 18,000, and their homeland is in the Mexican states of Jalisco and Nayarit. They are descendants of the Aztecs and their language is called Wixarika. It is not a written language, so beliefs and traditions are passed on orally. Nature is extremely important to the Huichol people.

Maize is a symbol of life in the Huichol culture. Other important symbols are those of deer and peyote (a kind of cactus). Many Huichol were and are farmers, but the use of pesticides is bad for their health and unfortunately this century is threatening the Huichol way of life, so they are migrating to cities.

Source: Archivo editorial

## Contexto

La cultura Huichol es ampliamente reconocida por su arte, siendo este uno de sus rasgos característicos. Este dato puede ser importante en caso de expandir las discusiones respecto a las similitudes y diferencias entre las tres culturas. Explique: *The Huichol culture is known for its beautiful art pieces and crafts.*

La pronunciación correcta para la palabra “Wixarika” es Virárica. Aclare esto a los estudiantes: *The word “Wixarika” is pronounced “Virárica”.*

## Profundización y variaciones

Divida a los estudiantes en grupos y pídeles que conversen sobre cómo creen que eran el arte y el vestuario de los aborígenes expuestos en el texto: *In groups, discuss what do you think the art and clothing of these cultures looked like? Use your imagination and draw what do you think these items looked like.*

Luego, pídeles que investiguen brevemente en internet para comprobar sus ideas. Pídeles que comenten con el curso lo que encontraron: *On the internet, search and check if your drawings are correct. Share your findings with the class.*

## Solucionario

## While Reading

2. a. False  
b. False  
c. True  
d. True

Profundización y variaciones

Para la actividad 4 de esta página, pida a los estudiantes que presenten al resto de sus compañeros el diagrama elaborado. De este modo, podrán comprobar si existen o no diferencias en sus trabajos, y, al mismo tiempo, esto les permitirá practicar la pronunciación del vocabulario enseñado. Se sugiere prestar atención a la pronunciación producida por los estudiantes a la hora de presentar el diagrama, para luego corregir errores generales y realizar ejercicios de *drilling*.

Propósito y recomendaciones

El propósito de las actividades en esta página es hacer a los estudiantes recordar la información leída en los textos de las páginas anteriores, para así aplicarla, compararla y contrastarla elaborando información visual. Ésta les será útil para discutir y conversar sobre lo aprendido, siendo también un método de aprendizaje efectivo para algunos estudiantes. Por otro lado, la discusión final les servirá para activar sus pensamientos crítico y creativo. Para continuar la discusión, se sugiere la siguiente pregunta:

- *What are the problems indigenous people face in Chile?*

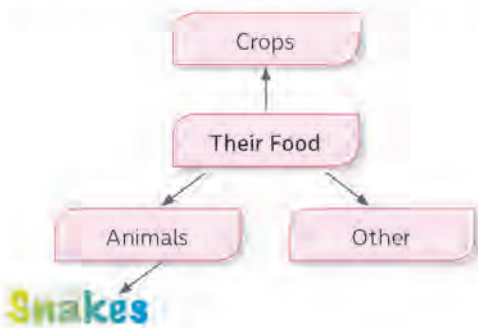
Lesson 4

3. After reading the information about Aborigine, Cherokee Indians and Huichol indigenous people, identify the following information in the text:
- a. Origin and location.
  - b. Society traditions, language and culture.
  - c. Present day culture and concerns.

Work in groups of three, each of you chooses an indigenous group and writes about the required elements in your notebook.

4. Share the information about the indigenous people you read about and, on a piece of poster board, draw and complete the mind map below. Use the words in the box to help you.

fruit – kangaroos – deer – corn – beans – emus – buffalo – milk – roots – cactus – elk – snakes – honey – seeds



5. Show your poster board to the class and display it in the classroom.

After Reading

6. Speaking: Coming to a Consensus.
- a. Why is it important to protect the rights and traditions of different cultures?
  - b. What problems do you think indigenous groups will have in the future?
  - c. What do you think about the situation of Chilean indigenous groups?

Solucionario

3.

|                                            | Aborigine Student A                                                                                                                 | Aborigine Student B                                                                                                | Aborigine Student C                                                                                                                            |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| Origins and location                       | <ul style="list-style-type: none"><li>• Ice Age</li><li>• Australia</li></ul>                                                       | <ul style="list-style-type: none"><li>• Northern America, USA</li></ul>                                            | <ul style="list-style-type: none"><li>• Mexico</li></ul>                                                                                       |
| Society, traditions, language, and culture | <ul style="list-style-type: none"><li>• hunters, rock art, cave painting and engraving of plants, animals and ceremonies.</li></ul> | <ul style="list-style-type: none"><li>• balance and harmony.</li></ul>                                             | <ul style="list-style-type: none"><li>• language: Wixarika.</li><li>• farmers, spiritual.</li><li>• symbols: deer and peyote.</li></ul>        |
| Present day culture and concerns           | <ul style="list-style-type: none"><li>• They have adapted to Australian culture.</li></ul>                                          | <ul style="list-style-type: none"><li>• 300.000 Cherokee people live in USA. Some of them speak Tsalagi.</li></ul> | <ul style="list-style-type: none"><li>• There are around 18.000 Huichol people. They are migrating because of the use of pesticides.</li></ul> |

## Reading and Vocabulary Traditions and Indigenous Groups

- In groups, read the text on Social Groups and determine if the following sentences correspond to Aborigine, Cherokee, or Huichol. Write the answers in your notebook.
  - Their beliefs and traditions are passed down orally.
  - Paintings and engravings of plants, animals, and ceremonies were important in their culture.
  - Most of them live in Oklahoma.
  - For them, maize is a symbol of life.
  - Pesticides are bad for their health.
  - The idea of balance and harmony is very important.
  - Communication and transport have changed their lifestyles.
  - Women looked after crops while men hunted.
  - They are descendants of the Aztecs.
- Read the text again and match the information on the left to the correct number on the right. Write the answers in your notebook.
 

|                                            |         |
|--------------------------------------------|---------|
| a. Number of Huichols in today's society.  | 500     |
| b. Original number of Aborigine tribes.    | 18,000  |
| c. Number of Cherokees in today's society. | 300,000 |
- Copy the following sentences in your notebook and underline the correct words to complete them.
  - Kangaroos, rabbits, and cats have fur / hair.
  - Your homeland / home town is the country where you were born, and with which you have a deep cultural association.
  - Pictures which are carved or cut into wood, metal, or stone are called engravings / paintings.
  - Villages or towns which are very far away from other civilizations are lonely / remote.
- Speaking: Discuss the Questions.
  - What are the positive and negative aspects of indigenous people adapting to modern society?
  - What can people do to help protect traditional culture and language?
  - In Chile, how are the problems of each indigenous group similar or different?

## Profundización y variaciones

Para expandir el conocimiento adquirido, haga a los estudiantes escoger una tribu aborigen de cualquier país y que la comparen con alguna de las leídas en las páginas 50-51, utilizando los mismos elementos mencionados en los textos para dirigir la investigación. Haga que cada estudiante presente los resultados de su investigación de forma breve (no más de diez minutos) en la clase siguiente.

## Preguntas de profundización

Para continuar la discusión de la actividad 4, se sugieren las siguientes preguntas para desarrollar pensamiento crítico:

- *How are indigenous cultures protected and motivated in Chile?*
- *What do you personally do to stay connected to your roots and indigenous background?*

## Solucionario

## Reading and Vocabulary

- Aborigines: b, g  
Cherokee: c, f, h  
Huichol: a, d, e, i
- a. 18,000  
b. 500  
c. 300,000
- a. fur  
b. home  
c. engravings  
d. remote
- a. Respuesta variable  
b. Respuesta variable.  
c. Respuesta variable.

- Respuesta variable.
- Respuesta variable.

## After Reading

- a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.

## Ambientes de aprendizaje

Las actividades de esta página implican más que nada trabajo individual. Para esto se requiere de un ambiente que facilite la concentración, ya que son actividades de comprensión de lectura. Para las actividades 2 y 3 haga énfasis en que son actividades individuales y que para realizarlas se necesita un ambiente tranquilo: *activities 2 and 3 are individual. Read the text silently if necessary to answer the questions and if you have doubts, raise your hands so I can help you. Be respectful with your classmates' work.*

## Preguntas de profundización

Para que los estudiantes puedan reflexionar sobre sus procesos de comprensión de lectura, se sugiere que reflexionen individualmente sobre las siguientes preguntas:

- Was it simple to find specific information in the texts? Why? - What strategies do you use to extract information from a text? Why?
- What other strategies might be useful for you? Why?

## Solucionario

### Language Focus Asking for Information

- Time
  - Quantity
  - Possession
  - Manner
  - Place
- e
  - c
  - b
  - a
  - d
- How
  - How long
  - How
  - Whose
  - How many
  - Where

## Language Focus Asking for Information

- In pairs, read the questions and match the question words in bold with their grammatical function on the right. Write the answers in your notebook.

**How long** have the Cherokee been in North America?

Time

**How many** early Aborigine tribes were there in Australia?

Quantity

**Whose** language is Wixarika?

Possession

**How** did Aborigines get warm in winter?

Manner

**Where** do the Cherokee live?

Place

- Now match the questions from activity 1 to their answer below. Write the answers in your notebook.

- They live in Oklahoma.
- It is the Huichol's language.
- There were five - hundred tribes.
- Fourteen - thousand years.
- They wore coats of kangaroo fur.

- Read and copy in your notebook these questions and complete them with the corresponding question word.

- ... did the Rapa Nui choose their leader?
- ... have the Mapuche been fighting for their land?
- ... did the Selknam get their food?
- ... celebration is the We Tripantu?
- ... Yagan descendants are still alive?
- ... was the Kawésqar's territory located?

## Propósito y recomendaciones

Se espera que los estudiantes comprendan el uso de *adverb questions* y sean capaces de elaborar respuestas ante las mismas, ya sea de manera oral o escrita, a lo que apunta la actividad 3. Principalmente, deben ser capaces de distinguir y recordar las expresiones *how*, *how long*, *how many*, *whose* y *where*, lo que les permitirá plantear preguntas del mismo tipo sobre diferentes temas a futuro, y dar una respuesta adecuada a las mismas.

## Reading Task An Article

## Traditional Celebrations in Chile



## Tapati Party on Easter Island (Rapa Nui)

On mystical Easter Island, each February the Tapati party sees painted bodies become art. A queen is chosen for the festival from amongst the young people, who compete for honor in swimming and canoeing competitions using small boats and rafts made of totora reeds. The teams prepare traditional costumes, songs and dances, and share the stories of myths and legends in oral narrations. Physical skill is also put to the test in the Haka Pei competition, in which the most daring young men hurl themselves at great speed down a mountain, tobogganing over banana tree trunks. Body painting, called Takona, is the festival's main characteristic, where the islanders paint their bodies with symbols of their mythic origins using natural pigments.

## Indigenous New Year

The indigenous peoples of Chile – the Aymara, Quechua, Rapa Nui and Mapuche people – follow their own ancestral calendar. For them, the New Year begins with the winter solstice on the night of June 24. The harvest has ended and the earth must rest, prepare itself for the sowing of crops, and renew its fertility. It is a new cycle of life, and the indigenous cultures express their gratitude to Nature. The New Year festival of the Mapuche is one of the best known. It is called We Tripantu, which means "the sun's new turn" or "the return of the sun." It is celebrated in the rural regions of the south, in Temuco's main square, and in Santiago on the Santa Lucía Hill (or Huelén Hill, its original name).



Source: <https://www.thisischile.cl/chiles-traditional-festivals/?lang=en>

1. Read the article and find the meaning of the following words. Write the answers in your notebook.
  - a. Haka Pei
  - b. Takona
  - c. We Tripantu
2. In pairs, discuss these questions.
  - a. How are the Tapati and We Tripantu similar or different?
  - b. When are Tapati and We Tripantu celebrated?
  - c. Why is important for the Mapuche people to celebrate their own New Year?

## Preguntas de profundización

Para profundizar en la temática del texto y desarrollar pensamiento crítico, se sugieren las siguientes preguntas:

- How much did you know about these cultures' traditions and celebrations?
- Do you think it is important for Chilean people to know about these ancient cultures in particular? Why?
- What measures does Chile take for people to know and appreciate more indigenous cultures? Do you think it is enough?
- What other ways do you think people could get to know more about these cultures?

## Solucionario

## Reading Task An Article

1. a. Haka Pei: Competition in which young men hurl themselves down a mountain, tobogganing over banana tree trunks.  
b. Takona: Body painting festival.  
c. We Tripantu: The sun's new turn (Mapuche's New Year).
2. a. They are different because Tapati is a competition and We Tripantu is a harvest celebration.  
b. Tapati is celebrated in February and We Tripantu is celebrated in June.  
c. Because it is a new cycle of life and the indigenous cultures express their gratitude to Nature.

## Unidad 2 • Lección 4

## Ideas previas

Para recoger conocimiento previo, pregunte a los estudiantes sobre sus experiencias con enciclopedias.

- What's an encyclopedia?
- Have you ever use an encyclopedia? What kind of encyclopedia?
- Do you prefer physical encyclopedias or online encyclopedias? Why?
- Name some encyclopedias you know, either physical or online.

## Solucionario

## Writing Task

1. Respuesta variable.
2. a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.  
d. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.

## Writing Task An Encyclopedia Entry

1. Write information according to the following aspects:
  - a. Origins and location.
  - b. Traditional culture and language.
  - c. Food and culture.
  - d. Present day.
2. In pairs, go back to the encyclopedia entries on pages 50 and 51 and study the text. Then, answer the following questions. Write the answers in your notebook.
  - a. What adjectives are there?
  - b. What verb forms are there?
  - c. Is there a sequence in the way the information is presented?
  - d. How would you describe the style of writing?
3. Using your notes, write a short encyclopedia entry about your chosen group of indigenous peoples. Use the tips below.
  - Give your entry a title.
  - Divide the entry into clear paragraphs.
  - Start each paragraph with a topic sentence and develop that theme.
  - Include the sources of the information you found.
4. In pairs, exchange and correct your work.
5. Write a clean version of your encyclopedia entry.



## Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes puedan, a partir de un texto, generar uno nuevo, utilizando el vocabulario y las estructuras aprendidas a lo largo de la lección. Es importante que entiendan que las enciclopedias proveen de información de manera directa y parcial, objetivo de la actividad 2. Posterior a dicha actividad, indique lo siguiente: *The purpose of an encyclopedia entry is to inform about a particular topic. Since its purpose is to inform, the language it uses is direct and impartial, just providing facts and not personal appreciations. Having this in mind, write your own encyclopedia entry about an indigineous culture. Make sure you deliver the information clearly and objectively.*

## Cross-Curricular Social Studies

**artifact: a simple object (such as a tool or weapon) that was made by people in the past.**



### Guarding Artifacts

When you walk around a museum, you can see a huge variety of artifacts from the past. Who finds these artifacts? Where are they from and why do you keep them?

Archaeologists have found artifacts from ancient civilizations such as the Egyptians, Mayans, Aztecs, and Incas. They have helped us figure out what life was like in the past. Famous archaeologists include Howard Carter, who discovered King Tut's tomb in Egypt in 1922, and Mary Leakey, who found the 1.8 million-year-old skull of the Nutcracker Man in 1959.

A "site" is the place where archaeologists want to explore. At the site, archaeologists dig to look for the remains of an ancient civilization. In fact, they call the site they are working on a "dig". Many of these sites turn into tourist attractions, such as the Mayan site of Palenque in Mexico, or the Inca site of Machu Picchu in Peru.



Archaeologists dig very carefully to preserve any objects they find. They use brushes, spoons, sieves, and dental picks. It is very slow work. All of this care and attention is important so that artifacts arrive at museums in the best possible condition.

At the museum, they continue to receive the highest level of care. This means that future generations can learn from and enjoy them. Next time you look at an artifact in a museum, think about how it got there!



Source: Archivo editorial

1. In pairs, read the dictionary definition at the top of the text. Can you mention other artefacts? For example, a spear.
2. Read the text again and write examples of the following in your notebook.
  - Archaeologists
  - Discoveries
  - Tools
3. In groups, discuss the following questions.
  - a. What skills do you need to be an archaeologist?
  - b. Why is it important to preserve artifacts?
  - c. What artifacts have you seen?

Lesson 4 • Culture and Heritage 57

### Contexto

La lectura tiene como propósito dar un enfoque distinto al resto de la unidad sobre pueblos originarios. En este texto se explica la importancia de los arqueólogos en la preservación de las culturas originarias y para contextualizar la lectura, se sugiere hacer las siguientes preguntas:

- What's the archaeologist's job?
- What kind of artifacts do they find?

### Preguntas de profundización

Para continuar con la discusión en la actividad 3, se sugieren las siguientes preguntas que ayudarán a los estudiantes a desarrollar pensamiento crítico respecto a la importancia de la preservación de culturas ancestrales:

- Why is the work of archaeologists important?
- What would happen if they didn't look for and take care of artifacts of ancient civilizations?
- What's the role of museums regarding ancient culture's artifacts?

### Solucionario

#### Cross-Curricular Social Studies

1. Respuesta variable.
2. • Archeologists: Howard Carter, Mary Leakey.
  - Discoveries: King Tut's tomb, the Nutcracker Man.
  - Tools: brushes, spoons, sieves, dental picks.
3. a. Respuesta variable.
  - b. Respuesta variable.
  - c. Respuesta variable.

### Ideas previas

Escriba una palabra en la pizarra relacionada con los contenidos vistos: *culture heritage, customs, Huichol, encyclopedia, Apache, artifacts*, entre otras. Pida a los estudiantes que respondan con vocabulario visto a lo largo de la unidad: *Explain these concepts using vocabulary from the unit.* Para hacer la actividad más entretenida, la palabra que respondan debe empezar con la letra final de la palabra anterior, formando una cadena de vocabulario que les servirá de ideas para la actividad siguiente. Para esto, dé la siguiente instrucción: *The word that you define, has to start with the final letter of the previous word, so if someone defines "culture", the word you define has to start with an "e", such as "encyclopedia".*

### Preguntas de profundización

Para que los estudiantes puedan entender sus procesos de aprendizaje y puedan reflexionar sobre su propio desempeño, se sugieren las siguientes preguntas para reflexionar al final de la creación del folleto:

- Do you think your brochure is convincing enough?
- Would you go to that place after reading the brochure?
- Do you think your brochure needed more information? Or less?
- Would you change the order in which the information was written? What would you put first?

## Final Task

# A Brochure

**A brochure is defined as a pamphlet or booklet, especially one containing summarized or introductory information or advertising.**



### 1 Research and discuss

- In small groups, research some indigenous groups in Chile, for example: Mapuche, Rapa Nui, Aymara, Selknam, Diaguita, etc. Some of them were warriors, hunters, farmers, among other things. Decide which is the most interesting for you.
- Use the Internet, magazines, newspapers, or the library to help you.  
<http://www.precolombino.cl/en/>



58 Unit 2 Countries, Cultures and Customs

## Propósito y recomendaciones

El propósito de esta actividad es involucrar los diversos contenidos aprendidos a lo largo de la unidad en un folleto turístico. Este debe incluir información sobre grupos indígenas (estudiado en la lección 4) y las zonas que habitan, promoviendo la visita y el turismo en estos lugares (estudiado en la lección 3). En esta tarea, los estudiantes deben ser capaces de recuperar información necesaria vista a lo largo de la unidad, así como investigar contenido relevante en otras fuentes para otorgar datos históricos y turísticos con el fin de convencer a un potencial turista. Idealmente, los estudiantes consagrarán sus conocimientos relacionados al tema utilizando su creatividad e interesándose en el tema a presentar.

## Profundización y variaciones

Al terminar cada presentación, pida a los estudiantes que creen un itinerario en que organicen la visita al lugar de origen de los grupos indígenas de los que hablaron sus compañeros: *Choose one of your partners' brochures and write a travel itinerary to visit the places mentioned in it.* En el itinerario, deben incluir la mayor cantidad de lugares, atracciones y panoramas mencionados en la presentación en el orden que prefieran: *In your itinerary, you must include as many places, attractions and activities as you can.* Al finalizar la clase, pueden intercambiar sus itinerarios y comentar el porqué de sus elecciones de lugares a visitar: *Once you finish, exchange your itineraries with a partner and discuss why you chose such places, activities and attractions.*

## Herramientas digitales

Consejos para guiar una actividad de creación de folletos de turismo (contiene enlaces a ejemplos): <http://www.readwritethink.org/parent-after-school-resources/activities-projects/design-travel-brochure-30297.html?main-tab=2#tabs> Si bien no cubre el tema específico que deben abordar los estudiantes en esta actividad, sí guía al profesor para orientar la actividad hacia los intereses de los estudiantes, en caso de ser necesario.



### 2 Make notes and assign roles

- Make notes about your group: their history, the way they lived in the past, how they live nowadays, what they do for a living nowadays and in the past, their homes, their food, their clothes, their crafts, their music and musical instruments.
- Their beliefs, celebrations, rituals and legacy are very important, too!

### 3 Prepare your brochure

- Write a summary of some interesting aspects of the group you chose.
- Make sure people reading the brochure will be interested in visiting the place where indigenous people live.
- You can also add some photos or drawings.
- Don't forget the most relevant aspects of each indigenous group.



### 4 Present your brochure

- Talk about why you chose that group.
- Demonstrate what you learned about the group.
- Tell why tourists should visit them.
- Invite tourists on a cultural trip.

## Ambientes de aprendizaje

Para monitorear el avance de esta clase, pueden delimitarse los tiempos para cada actividad que la compone, de manera de que cada grupo dedique igual cantidad de tiempo a cada paso. Por su parte, la meta grupal es de colaboración, ya que todos los estudiantes deberán aportar a la discusión en la que decidan qué aspectos incluir en su folleto. Para monitorear la discusión, es deseable dedicar igual cantidad de tiempo entre todos los grupos para orientar su trabajo en caso de ser necesario, resolviendo dudas y aportando sugerencias. En caso de que los alumnos deban realizar parte del trabajo en sus casas, debe pedirse un reporte a cada grupo con lo que lograron avanzar durante la clase, para esto dé la siguiente instrucción: *If you need more time to work, you can do it at home, but at the end of this class you have to hand in a report with your progress during today's class.*

## Unidad 2

### Ritmos y estilos de aprendizaje

En la actividad 2 habrá estudiantes que necesitarán recurrir a su memoria visual para poder elaborar y responder las preguntas. Para este caso, se sugiere utilizar imágenes que evidencien y orienten la pregunta que se pretende sea elaborada por los estudiantes. Por ejemplo, mostrarles una fotografía de maíz junto a la de dos grupos indígenas, una de ellas Huichol, indicando que la pregunta es: *Whose symbol is maize?* Esto evitará también que los estudiantes repitan las estructuras utilizadas para plantear preguntas, ignorando otras con las que estén menos familiarizadas (por ejemplo, hacer preguntas con *what* y *how* repetidas veces, excluyendo otras como *whose* y *how long*.

### Solucionario

#### Synthesize

##### 1. Moais – Chilean

Christ the Redeemer – Brazilian

The Pyramids – Egyptian

The Statue of Liberty – American

Eiffel Tower - French

The Great Wall - Chinese

##### 2. Respuesta variable.

### Synthesize

1. In pairs, look at the map below and take turns saying the countries, famous monuments and nationality of each.



2. Work in pairs. Choose an indigenous group from Lesson 4 and write information questions using the correct question word. Then, answer the questions. Write the questions and answers in your notebook.



### Propósito y recomendaciones

El propósito de las actividades en estas páginas es hacer a los estudiantes recordar vocabulario relacionado con geografía visto a lo largo de la unidad, así como el uso de las estructuras de preguntas vistas en la página 54. A través de estas últimas, también se pretende que los estudiantes compartan la información que recuerdan sobre los grupos indígenas estudiados en clases a través de las lecturas.

## Check point

1. Read the text below and discuss the questions with your partner.



The ancient, archaeological city of Petra is located in Jordan, Western Asia. This magnificent city was carved into the

rose-red cliffs of the region over 2,000 years ago. In its heyday, Petra controlled international trade routes that linked China, India, and Southern Arabia with the wealthy Mediterranean markets. Rediscovered in 1812, Petra's unique rock carving saw it appointed as one of the New 7 Wonders of the World and it now has thousands of visitors each year. "Petra is the most amazing place I've ever been to. I was lost for words when I saw it," said John Leigh, a tourist.

Source: Archivo editorial

- What do you think is the best title for this text?
  - What is the main purpose of the text?
  - Why is Petra one of the New 7 Wonders of the World?
  - Why was Petra important in the past?
2. Share your answers with the class.
3. Look at the pictures below and write sentences about them in your notebook, using the correct verb do or make.



the shopping



a mess



yoga



friends

## Preguntas de profundización

Las siguientes preguntas se sugieren para que los estudiantes reflexionen sobre su proceso de comprensión de lectura e identifiquen qué aspectos pueden mejorar al momento de enfrentarse nuevamente a un texto.

- Was the text about Petra easy to read?
- Were there words you didn't know before the unit started that now you do?
- Do you remember when to use do and make?
- Is there anything you can do to remember how to use them more easily?

## Solucionario

## Checkpoint

- Respuesta variable.
  - Respuesta variable.
  - Because of its unique rock carving.
  - Because it controlled international trade routes that linked China, India, and Southern Arabia with the wealthy Mediterranean markets.
- Respuesta variable.
- Do the shopping
  - Do yoga
  - Make a mess
  - Make friends

## Unidad 2

### Ritmos y estilos de aprendizaje

Para que la actividad 4 llame la atención de los estudiantes con variados estilos de aprendizajes, se sugiere que posterior a la escritura del artículo, este se presente al curso de manera creativa, ya sea adaptando el artículo a una canción, obra de teatro, a través de un experimento científico o de otras formas. Para esto, dé la siguiente instrucción: *After writing your article, use your creativity and turn it into a song, a poem, a scientific experiment, a collage, a painting or any other form you can think of.*

### Preguntas de profundización

La actividad 4 de esta página consiste en escribir un artículo, por lo que se proponen preguntas que ayudarán en este proceso.

- *What information do I want to include?*
- *What's the order of the information that is going to be organized?*
- *What's the tone and type of language I'm going to use?*

### Solucionario

#### Checkpoint

4. Respuesta variable.
5. a. Respuesta variable.  
b. Respuesta variable.  
c. Respuesta variable.
6. Respuesta variable.

#### Check point

4. Imagine your teacher asks you to write an article for your school newspaper about a traditional celebration in your country. Go back to page 55 to get some ideas.

This article must include:

- When and why the celebration takes place.
- Where it is organized.
- An interesting fact about it.

5. Discuss the following questions.

- a. Which indigenous groups still exist in your country?
- b. Do they still practice their traditions?
- c. Where can you find information about indigenous groups? Have you ever been to a museum of Pre – Columbian art?

6. In pairs, choose one of the following situations and have a conversation about it.

|             | Student A                                                                                    | Student B                                                                           |
|-------------|----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| Situation 1 | Think of an interesting place you have visited and describe to student B what you did there. | You ask information questions about his / her time visiting that interesting place. |
| Situation 2 | You are a tourist who wants to get to know the city. Ask Student B to describe his/her city. | You describe your city using adjectives, comparatives and superlatives.             |

### Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes continúen desarrollando sus habilidades orales respecto a los temas vistos a lo largo de la unidad. Se espera que puedan recordar contenidos vistos en clases, así como utilizar sus conocimientos y experiencias para poder relacionarlos.

### Before you go on

- Go back to page 34 and check your predictions about the unit. In groups, discuss if there are any mistakes and correct them.
- Go back to page 34 and read the strategies you chose to apply in the unit. In groups, give examples of activities where you used the following:

Listening strategies

Speaking strategies

Reading strategies

Writing strategies

- Did you use any other strategy that was not on the list? Discuss with your partners, make notes in your notebook and remember it for further work.
- What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss with the class.

## Lesson 3

## Travel

## Listening

Finland named the world's happiest country in

- Listen to the recording and answer the questions.
- What factors were considered in choosing Finland as the happiest country?

- What's the population of Finland?

- What's the number of foreigners in Finland?

- What's the major reason for unhappiness in the USA?

- Listen again and put the countries in order according to their happiness.

| No. ranking | Country     |
|-------------|-------------|
|             | Denmark     |
|             | Canada      |
|             | New Zealand |
|             | Sweden      |
|             | Switzerland |
|             | Norway      |
|             | Finland     |
|             | Iceland     |

## Speaking Task

- Work in pairs. Look at the map below and create comparative sentences about different countries from South America.



## Writing

- Imagine you meet someone from another country who is planning to visit the south of Chile. Write three suggestions you would give him/her before coming.

*Argentina is bigger than Chile.*

- Express your opinion. What place is more attractive for a tourist? The north or the south of Chile? Why? Give at least one argument. Write on the lines provided.

## Reading and Vocabulary

- Look at the words below and write the opposite of each on the lines provided. Use a dictionary to help you.

- |                |       |
|----------------|-------|
| a. Last        | _____ |
| b. Beautiful   | _____ |
| c. High        | _____ |
| d. Interesting | _____ |
| e. Amazing     | _____ |
| f. Crowded     | _____ |

## Language Focus

- Read the following sentences and put a ✓ for correct ✗ for incorrect next to each sentence.

- |          |                                      |
|----------|--------------------------------------|
| a. _____ | Sorry I did a mistake.               |
| b. _____ | You make me happy.                   |
| c. _____ | Shhh! You are making too much noise. |
| d. _____ | I have things to make.               |
| e. _____ | I am doing my homework.              |

## Speaking

- Share with the class the difference between the verbs "do" and "make".

## Reading Task

- Read the article below. Discuss, with a partner, the purpose of the text.

## 4 Benefits of Traveling Alone

### 1. You will get to know yourself better.

Once you are out there on the road, on your own, you will be faced with decisions you need to make, fears you need to overcome and discover your true self and how much you are capable of. Traveling exposes you to raw experiences where you get to know the person inside you, that little kid that always wanted to travel, wander, expand and grow as a human being through exploring different places around the world.

Once you are on your own, you will discover the importance of following and listening to your own heart. You will focus much better and enjoy the experience. You will live and feel the "now". A destination far away might help you find answers about your true purpose in life and what is it you are really meant to do.

### 2. It will get you out of your comfort zone.

Going to unknown places and destinations will challenge you to learn how to rely on yourself at difficult times. Being away from the comfortable

bubble of your home will challenge you in many different ways and test your patience. Only by putting yourself out there, will you be able to explore this beautiful planet and discover many new and exciting places.

### 3. It is cheaper than traveling with a companion.

When you travel on your own it is much easier to keep up with your budget because you are the one who decides where and what to eat. That also means that it is much easier to save up money for other things such as trying an adventurous sport or travelling to a distant island.

### 4. You will make new friends easier.

Being a solo traveller makes it much easier to interact with the local people and make new friendships. The truth is that the locals are much more interested in what someone travelling on his or her own is doing in their country and are more likely to help you out.

Text adapted from: [www.bulldoctorad.com/2016/11/09/10-reasons-why-travel-is-important/](http://www.bulldoctorad.com/2016/11/09/10-reasons-why-travel-is-important/)

- Read the text again. Write the one benefit that you consider to be the best and explain why you think so.

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- Write which benefit from the text is the least important to you.

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Language Focus

- 1. Organize the information from page 43 of the Student's Book . What do people do and make in Australia? Use the chart below.

| Do | Make |
|----|------|
|    |      |

- 2. Look at the pictures and write the correct word or phrase below them. Use the words in the box.

regret - all inclusive - scenery - wet



Cross-Curricular

- 1 Do some research! Choose one country from each continent and write in the following chart, some interesting facts about them. On the map below, circle the countries you chose from each continent. Share your interesting facts with the class.



|         |         |
|---------|---------|
| America | Europe  |
| Asia    | Africa  |
|         | Oceania |

## Final Task

- 1 Pay attention to your classmates' interviews from pages 46 and 47 of the Student's Book. Complete the following charts with the information they gave.

Classmate's name

Place that he/she visited

The most interesting part of the interview

Classmate's name

Place that he/she visited

The most interesting part of the interview

Classmate's name

Place that he/she visited

The most interesting part of the interview

- 2 After presenting your interview, use the following table to assess your performance.

- Check the boxes of the items you did well.

| Content                       | Me | Team work                         | Me | Design                       | Me |
|-------------------------------|----|-----------------------------------|----|------------------------------|----|
| Use of vocabulary             |    | Cooperation with your partner (s) |    | Performance                  |    |
| Clear solutions               |    | Division of tasks                 |    | Use of images/drawings       |    |
| Organization of the Interview |    | Feedback                          |    | Volume, tone and eye contact |    |

- 3 Discuss your results with your partner. What are the good and not so good aspects of your presentation? Write how would you improve those that are not so good.

| Good aspects | Not so good |
|--------------|-------------|
|              |             |

How could I improve?

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Listening

Alaska natives use ancient traditions to fight mental health problems (12)

- Listen to the recording and answer the questions.
  - How do Alaskan people get their knowledge? \_\_\_\_\_

- What kind of problems can be treated nowadays according to Alaskan native people? \_\_\_\_\_

- What is Qungasvik? \_\_\_\_\_

- How does Qungasvik help young people? \_\_\_\_\_

- Listen again and match the words on the left with their meaning on the right.

|   |           |                                                   |
|---|-----------|---------------------------------------------------|
| A | Yu'pik    | A house where many men lived and worked.          |
| B | qasgiq    | A toolbox.                                        |
| C | Emmonak   | The native people of Alaska.                      |
| D | qungasvik | The name of a rural town in southwestern, Alaska. |

- Use a dictionary or search on the internet the meaning of the word below.

Resiliency: \_\_\_\_\_

- Discuss, with a partner, how you use resiliency in your life. \_\_\_\_\_

Speaking Task

- Work with a partner. Create a short dialogue using the questions in the box below. Answer using prepositions (in-on-at).

When are you going to return? What time is your flight?  
When are you going? When are you planning to visit the attractions of the city?

Writing

- Express your opinion about the following question: In what ways can indigenous groups help you to understand your identity and heritage?




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- Define, in your own words, the following concepts.

a. Descendant      b. Agrarian people      c. Dialect

## Reading and Vocabulary

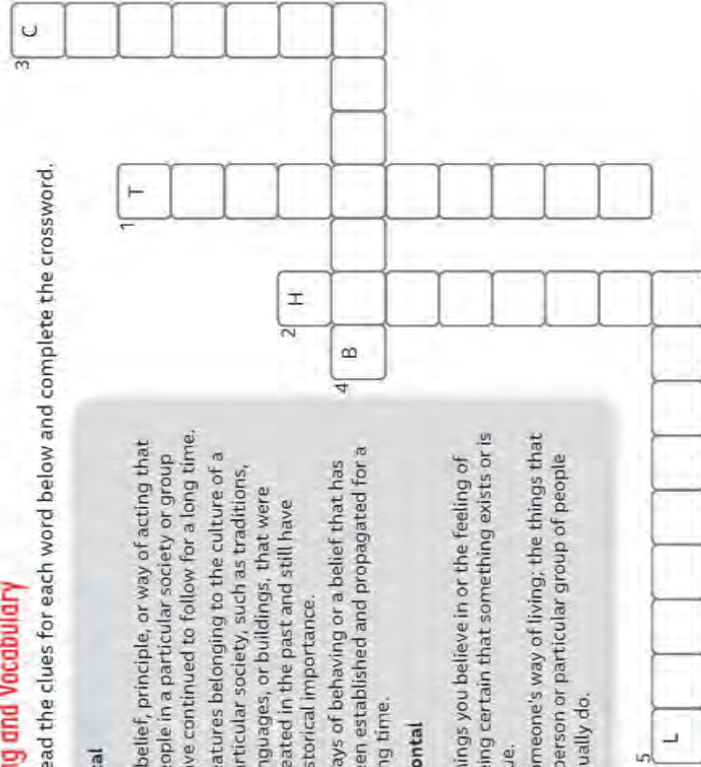
- Read the clues for each word below and complete the crossword.

### Vertical

- A belief, principle, or way of acting that people in a particular society or group have continued to follow for a long time.
- Features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.
- Ways of behaving or a belief that has been established and propagated for a long time.

### Horizontal

- Things you believe in or the feeling of being certain that something exists or is true.
- Someone's way of living; the things that a person or particular group of people usually do.



## Language Focus

- In pairs, do some research to answer the following questions.

- |                            |                                |
|----------------------------|--------------------------------|
| Whose language             | a. exist in our country?       |
| Where do the               | b. Was Chile a Spanish colony? |
| For how long               | c. is Portuguese?              |
| How do you know if         | d. Mapuches live?              |
| How many indigenous groups | e. a person is Chilean?        |

## Speaking

- Discuss the answers you found with the class. Which aspects are important to know about which aspects of our indigenous groups? Why?

## Reading Task

- Read the following article and answer the questions below.

## A Famous Publisher of American Comic Books Adds Indigenous Superhero from Canada's North

A new superhero has been added to a famous comics publisher. This new character is an Inuit teenager from northern Canada. She comes from Pangnirtung, a town in the territory of Nunavut. Inuit is the name for the native, or Indigenous, people living in northern Canada, as well as parts of Greenland and the American state of Alaska. Nunavut is one of four areas that make up the homeland for Canada's Inuit population.

The new superhero began as a normal girl who became interested in the sudden appearance of a mysterious factory near her home. When she decides to investigate, a new, real adventure begins. Her character is powered by an Inuit spirit-force named Sila. She gains the power to shapeshift, which means she can change her form from a girl to an animal.

### Comic book author Jim Zub.

Jim Zub had created other characters before, but he said, "There are Canadian superheroes in the comics' world, but there haven't been any new ones in quite a while and there

haven't been any teenaged heroes." That is when Zub decided to turn to the Inuit people, whose traditions include myths. Some of their stories describe creatures with human-like characteristics.

The writer teamed up with South African artist Sean Isaacs and colorist Marcio Menz to bring this teenage superhero to life. Zub said that in creating her character, they tried to keep an important balance. They wanted to make sure she represented the things that make Indigenous culture special and interesting. But they did not want the character to "fall too far into stereotypes."

Zub said he carefully researched Inuit history and culture. He also contacted Toronto-based film producer Nyla Innuksuk, who is the great-granddaughter of the last shaman of the north. He said the producer was able to provide good ideas for the teenage girl's character, as well as information about life and culture in her community. This resulted in details being added, such as traditional tattoos and clothing.

Source: text adapted from [learningenglish.voanews.com](http://learningenglish.voanews.com)

- What do you think about including indigenous characters in comic books? Discuss your answer as a class.

- What makes this new superhero special? Write your answer on the lines below.

## Language Focus

1. Think about the idea of a Chilean indigenous superhero and complete the table below.

|                                               |
|-----------------------------------------------|
| What is his/her name?                         |
| Where does he/she live?                       |
| What is/are his/her superpower/s?             |
| How did he/she get his/her superpower/s?      |
| How long has he/she had his/her superpower/s? |

2. Draw a picture of your Chilean indigenous superhero.

## Cross-Curricular

1. Imagine you want to recommend a good museum that you have visited to a tourist. Choose one from your city. Answer questions like:

- a. Where is the museum?
- b. How much does the ticket cost?
- c. What collection or exhibition do you like the most?
- d. How long might a tour last?



2. Now write a review about the museum tour below.

If you come to \_\_\_\_\_, you should visit \_\_\_\_\_ museum...

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## Final Task

- 1

- 

- 10

| Content                           | Me | Team work                   | Me | Design                        | Me |
|-----------------------------------|----|-----------------------------|----|-------------------------------|----|
| Use of vocabulary                 |    | Cooperation with your group |    | Performance                   |    |
| Answer at least one question word |    | Division of tasks           |    | Use of images/drawings        |    |
| Organization of the information   |    | Group feedback              |    | Volumes, tone and eye contact |    |

- 

[illegible]

Nombre:

1. Complete the sentences using the correct form of the comparative.

- a. USA's constitution is \_\_\_\_\_ (old) Chile's constitution.
- b. China is \_\_\_\_\_ (populated) Germany.
- c. Chile is \_\_\_\_\_ (small) Argentina.
- d. USA is \_\_\_\_\_ (big) China.
- e. Germany's constitution is \_\_\_\_\_ Chile's constitution.

2. Complete the sentences using the correct form of the superlative.

- a. Chile is \_\_\_\_\_ (long) country in the world.
- b. China is \_\_\_\_\_ (populated) country in the world.
- c. Brazil is \_\_\_\_\_ (large) country in South America.
- d. China has \_\_\_\_\_ (old) formation according to history.
- e. Japan is \_\_\_\_\_ (expensive) country in the world.

3. Choose the nationalities from the box and write the correct one under each landmark. Be careful! There are three extra words.

Chinese – American – Brazilian – Italian –  
French – Mexican – Egyptian

a.



b.



c.



d.



4. Skim the text and match the titles to the paragraphs.

- a. Personal experience
- b. Something for everyone
- c. Think before you decide
- d. More than a typical vacation

\_\_\_\_\_ Our adventure experience is a popular choice for families with teenagers. If you are bored watching TV, then the Adventure Experience is for you! It can turn you into an **adventurer**. Join us and have action all the time!

\_\_\_\_\_ It doesn't cost much to spend a night camping, go paintballing, or trek in the **forest**.

It doesn't matter what you enjoy or how much time you have, there is something out there for you and your family, but if you are looking for glamorous sophistication, this is not the place.

\_\_\_\_\_ Be careful with your choice. How fit are you? Are you afraid of heights? Some of these trips require a lot of energy and strength. Choose an experience that you and your family can really enjoy together. **Relaxation**? Not here.

\_\_\_\_\_ Here is what one of our **visitors** said: "We went **trekking** last year and it was amazing! When we were walking on the hills, I **spotted** the amazing wildlife. It was a wonderful experience with professional guides". The preparation we had was excellent.

5. Say whether the sentences are T (true) or F (false).

- a. \_\_\_\_\_ The experience is about enjoying yourself with your family.
- b. \_\_\_\_\_ Adventure vacations are always exotic and expensive.
- c. \_\_\_\_\_ You can choose any holiday for your family and have a good time.
- d. \_\_\_\_\_ All trips require a lot of energy and strength.
- e. \_\_\_\_\_ The tour company is not professional.

6. Match the words on the left with their corresponding synonym on the right.

- |               |                  |
|---------------|------------------|
| a. adventurer | _____ tourists   |
| b. forest     | _____ recognized |
| c. relaxation | _____ explorer   |
| d. visitors   | _____ expedition |
| e. trekking   | _____ rest       |
| f. spotted    | _____ woods      |

# Actividad complementaria

Unidad 2 • Lección 3

Día Mes Año

Nombre:

1. Put an **X** in the right column.

| MAKE | DO | COLLOCATION  |
|------|----|--------------|
|      |    | noise        |
|      |    | breakfast    |
|      |    | homework     |
|      |    | karate       |
|      |    | friends      |
|      |    | the shopping |

2. Match the cities in the box with their corresponding tourist attraction.

Arica – Valparaíso – Coyhaique – Santiago – Chiloé – Antofagasta

- a. La Portada - \_\_\_\_\_
- b. Funiculars - \_\_\_\_\_
- c. Palafittes - \_\_\_\_\_
- d. Morro - \_\_\_\_\_
- e. Baha'i Temple - \_\_\_\_\_
- f. Shepherd's Monument - \_\_\_\_\_

3. What places can you visit when you go on holidays? Read the definitions and find the words in the word search puzzle. Write the words you find next to its corresponding definition.

|   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| S | H | O | P | P | I | N | G | C | E | N | T | E | R | C | G | U | M | O | P |
| M | A | G | T | U | N | O | L | S | V | G | J | K | S | A | Q | W | O | T | A |
| U | A | S | D | G | H | C | E | Y | I | O | L | F | H | S | A | V | N | H | R |
| S | P | B | T | U | I | R | E | S | T | A | U | R | A | N | T | I | U | B | K |
| E | A | C | H | N | E | D | O | P | F | G | B | O | S | W | R | T | M | A | N |
| U | L | A | S | S | F | T | Y | U | I | L | B | G | D | S | F | T | E | D | V |
| M | F | W | F | T | H | B | X | S | B | N | M | R | T | Y | U | I | N | S | K |
| A | D | Y | G | F | D | C | A | S | I | N | O | Q | T | F | D | C | T | R | I |
| A | F | H | O | S | O | S | C | W | E | R | H | T | N | O | L | A | P | G | D |

- A group of stores, restaurants, etc., within an area specially designed for them.  
\_\_\_\_\_
- A public area of land having areas or facilities for sports, relaxation, etc.  
\_\_\_\_\_
- A building where works of art or other objects of value are kept and displayed.  
\_\_\_\_\_
- A commercial establishment where meals are prepared and served to customers.  
\_\_\_\_\_
- Something erected in memory of a person, event, etc., as a pillar or statue.  
\_\_\_\_\_
- A building used for professional gambling, for meetings, or for dancing.  
\_\_\_\_\_

4. Now write a sentence for each word you found in the word search puzzle.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

Día Mes Año

Nombre:

1. Complete the sentences with the correct preposition: IN – ON – AT

- The city tour starts \_\_\_\_\_ 9:00 am.
- Free museum tickets are only available \_\_\_\_\_ the morning.
- You can visit the ruins every day, except \_\_\_\_\_ Mondays because it's closed.
- Many people visit the temple \_\_\_\_\_ weekends.
- I prefer to see the cultural exhibition \_\_\_\_\_ the afternoon because it's less crowded.
- The carnival ends \_\_\_\_\_ 12:00 am.

2. Write the questions that would produce the following answers. Use the correct question word.

- \_\_\_\_\_?  
The Spanish invaded the Aztec Empire in 1519.
- \_\_\_\_\_?  
The Aztec's original language was the Náhuatl.
- \_\_\_\_\_?  
The Aztecs lived in Central Mexico and part of Guatemala.
- \_\_\_\_\_?  
Three cities formed the Aztec Empire: Mexico-Tenochtitlan, Texcoco, and Tlacopan.
- \_\_\_\_\_?  
Moctezuma ruled the Aztec Empire for twenty-nine years.

3. Read the article below and answer the questions.

### History of Storytelling

Twenty-four new channels, a multitude of websites, hundreds of newspapers, millions of books... There are many ways to read and hear stories in the twenty-first century. Have you ever thought how people shared important stories in the past? Not many people could read or write, so they developed other methods to pass on myths, news, and beliefs.

**1. Aboriginal Art:** Australian Aboriginal storytellers paint pictures of “Dreamtime” - a distant time before memory. The tradition started 4,000 years ago and pictures are painted on rock, canvas, and tree bark. Aboriginal stories are about creation and spiritual beliefs.

**2. Ancient Cultures:** The scribes of ancient Egypt, ancient Greece, and other ancient cultures created their own alphabets and hieroglyphics in order to record events. These intricate alphabets helped to write stories, keep documents, and send messages.

**3. East Indian Storytellers:** In Indian villages, artists painted stories of gods, kings, and heroism. Storytellers walked from place to place, entertaining, teaching, and telling stories. The tradition of using puppet shows, story cloths, and story boxes continues today.

**4. Native American Stories:** The elders of different Native American cultures orally passed down thousands of tales throughout their history. They were word and picture carriers who remembered and related every detail of their subject. Some tales were legends, some were based on true American Indian history, and some were children’s stories.

a. What materials did Aborigines paint on?

---

b. What three things did the ancient cultures use their alphabets for?

---

c. How did Native American storytellers pass their stories on?

---

d. When did the tradition of Australian Aboriginal storytellers start?

---

e. What are Aboriginal stories about?

---

f. What kind of pictures did Australian Aboriginal storytellers paint?

---

Nombre:

### 1. Match the columns.

- |          |                                           |
|----------|-------------------------------------------|
| a. Who   | _____ Asking about location.              |
| b. When  | _____ Asking about a person.              |
| c. What  | _____ Asking about time.                  |
| d. How   | _____ Asking about manner or qualities.   |
| e. Where | _____ Asking about reasons.               |
| f. Which | _____ Asking about things.                |
| g. Why   | _____ Asking about objects (from a list). |

### 2. Read the article and answer the questions.

#### THE CITIES OF GOLD

In the time of the “conquistadores” (Spanish invaders), people in the ancient Americas had come to believe in the existence of a magical city of gold. Around 1540, a Spaniard by the name of Francisco Vázquez de Coronado formed an expedition in search of the mythical treasure. “We have to search for the gold”, he cried out, “we shouldn’t” waste another minute.” With 400 men, he marched across the Great Plains finding only poor villages and clay articles. “You mustn’t head south, you must head north,” a wise man told him. And so on he went, believing always in the lost city. The natives continued to talk about tremendous riches to be seen in the marvelous “City of Gold.” “You cannot search there,” the elders told Coronado, as he and his men searched through the sacred grounds. But they found nothing, only bones and rags. After many years of trekking and searching, Coronado had lost half of his men to disease. “That is it,” he said to himself, we should stop, and we must go back to our homes and forget about this gold!”

- How many men marched with Coronado? \_\_\_\_\_
- Why did Coronado head north? \_\_\_\_\_
- Where did Coronado search? \_\_\_\_\_
- Why did Coronado stop searching? \_\_\_\_\_
- Where did the men go in the end? \_\_\_\_\_

3. Prepositions IN – ON – AT. Write the time expressions from the box below in the correct column.

weekdays – 5:30 pm – noon – the afternoon – Sunday – the evening

| IN | ON | AT |
|----|----|----|
|    |    |    |
|    |    |    |
|    |    |    |

4. DO & MAKE. Complete the sentences using the correct form of the verbs do or make.

- When I \_\_\_\_\_ my homework I focus my attention on it.
- My grandma loves \_\_\_\_\_ the gardening.
- The man who lives next door \_\_\_\_\_ a lot of noise every time he has a party.
- Rodrigo is very sociable. \_\_\_\_\_ friends is not a problem for him.
- The doctor told my brother he has to \_\_\_\_\_ exercise.
- My dad had to \_\_\_\_\_ a big effort to lift the sofa.

5. Picture Dictionary. Draw the collocations of each sentence of the previous activity.

|      |  |  |
|------|--|--|
| DO   |  |  |
| MAKE |  |  |

**Actividad complementaria 3 – Unidad 2 – Lección 3**

1.
  - a. older than
  - b. more populated than
  - c. smaller than
  - d. bigger than
  - e. newer than
2.
  - a. the longest
  - b. the most populated
  - c. the largest
  - d. the oldest
  - e. the most expensive
3.
  - a. Italian
  - b. Egyptian
  - c. Chinese
  - d. Brazilian
4. 1st paragraph: d  
2nd paragraph: b  
3rd paragraph: c  
4th paragraph: a
5.
  - a. T
  - b. F
  - c. F
  - d. F
  - e. F
6.
  - a. – explorer
  - b. – woods
  - c. – rest
  - d. – tourists
  - e. – expedition
  - f. – recognized

## Actividad complementaria 4 – Unidad 2 – Lección 3

1. Put an X in the right column.

| MAKE | DO | COLLOCATION  |
|------|----|--------------|
| X    |    | Noise        |
| X    |    | Breakfast    |
|      | X  | Homework     |
|      | X  | Karate       |
| X    |    | Friends      |
|      | X  | The shopping |

2. a. La Portada - Antofagasta  
b. Funiculars - Valparaíso  
c. Palafittes - Chiloé  
d. Morro – Arica  
e. Baha'i Temple – Santiago  
f. Shepherd's Monument – Coyhaique

3. Horizontal: shopping center – restaurant - casino

Vertical : museum – monument - park

- a. shopping center  
b. park  
c. museum  
d. restaurant  
e. monument  
f. casino
4. Respuesta variable.

## Actividad complementaria 5 – Unidad 2 – Lección 4

5.
  - a. at
  - b. in
  - c. on
  - d. on
  - e. in
  - f. at
6.
  - a. When did the Spanish invade the Aztec Empire?
  - b. What was the Aztec's original language?
  - c. Where did the Aztecs live?
  - d. How many cities formed the Aztec Empire?
  - e. How long did Moctezuma rule the Aztec Empire?
7.
  - a. Aborigines painted on rock, canvas and tree bark.
  - b. Write stories, keep documents, and send messages.
  - c. Storytellers passed down their stories orally.
  - d. It started 4000 years ago.
  - e. They are about creation and spiritual beliefs.
  - f. They painted pictures of "Dreamtime".

## Actividad complementaria 6 – Unidad 2 – Lección 4

1. e – a – b – d – g – c – f
2.
  - a. 400 men marched with him.
  - b. Because a wise man told him.
  - c. He searched through the sacred grounds.
  - d. Because he had lost half of his men.
  - e. They went back home.
3. IN: the afternoon – the evening  
 ON: weekdays - Sunday  
 AT: 5.30 pm - noon
4.
  - a. do
  - b. doing
  - c. makes
  - d. Making
  - e. do
  - f. make
5. Do: homework – gardening – exercise  
 Make: noise – friends - effort

Día Mes Año

Nombre:

1. This unit will be about **Countries, Cultures and Costumes**. Use the table to organize what you know about the topic and what you expect to learn about it.

| What I know | What I want to know |
|-------------|---------------------|
|             |                     |

2. Answer the questions about the Unit 2's topic.

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- a. Do I like the topic of this unit? Why?  
b. How can I learn English related to this topic:

Listening to: \_\_\_\_\_

Reading about: \_\_\_\_\_

Writing about: \_\_\_\_\_

Speaking about: \_\_\_\_\_

3. Why is Chile a country welcoming to tourists? Explain in your own words why many tourists prefer Chile as a tourist destination.

4. Read the schedule and fill in the blanks using the correct preposition IN – ON –AT.

Last year, students from the top class did a three-day field trip to Easter Island. There, they learned about the Rapa Nui culture. First, they arrived \_\_\_\_\_ Monday, \_\_\_\_\_ 7:00 \_\_\_\_\_ the morning. Then, they had a delicious breakfast full of fruit, juice among other things. \_\_\_\_\_ the afternoon, they visited Ahu Tongariki where they saw the 15 biggest moais of Rapa Nui culture. \_\_\_\_\_ Tuesday, students went to Anakena beach where they relaxed and went diving. \_\_\_\_\_ the evening they participated in a ritual ceremony. The last day, \_\_\_\_\_ Wednesday, students visited Rano Raraku volcano. Finally, \_\_\_\_\_ 5:30 pm students said good bye to Easter Island from Mataverí airport.

5. Match the prepositions IN – ON – AT with their corresponding use.

IN

● This preposition is used for specific time.

ON

● This preposition is used for parts of the day.

AT

● This preposition is used for days of the week.

6. Complete the table with the correct country or nationality.

| COUNTRY   | NATIONALITY |
|-----------|-------------|
| Chile     |             |
|           | American    |
| Australia |             |
|           | Chinese     |
| Egypt     |             |
|           | German      |

Nombre:

**1.** Choose the correct alternatives to complete the sentences.**I.** Chile is \_\_\_\_\_ country in South America.

- a. the most long
- b. the longest
- c. the most longest

**II.** USA is \_\_\_\_\_ Germany.

- a. more populated than
- b. most populated than
- c. the more populated

**III.** Brazil is \_\_\_\_\_ Argentina.

- a. more bigger than
- b. more big than
- c. bigger than

**IV.** Mexico is \_\_\_\_\_ country in North America.

- a. the smallest
- b. the most small
- c. the most smallest

**V.** Japan is \_\_\_\_\_ country in Asia.

- a. the expensivest
- b. the most expensive
- c. the more expensive

**VI.** Chile's constitution is \_\_\_\_\_ China's constitution.

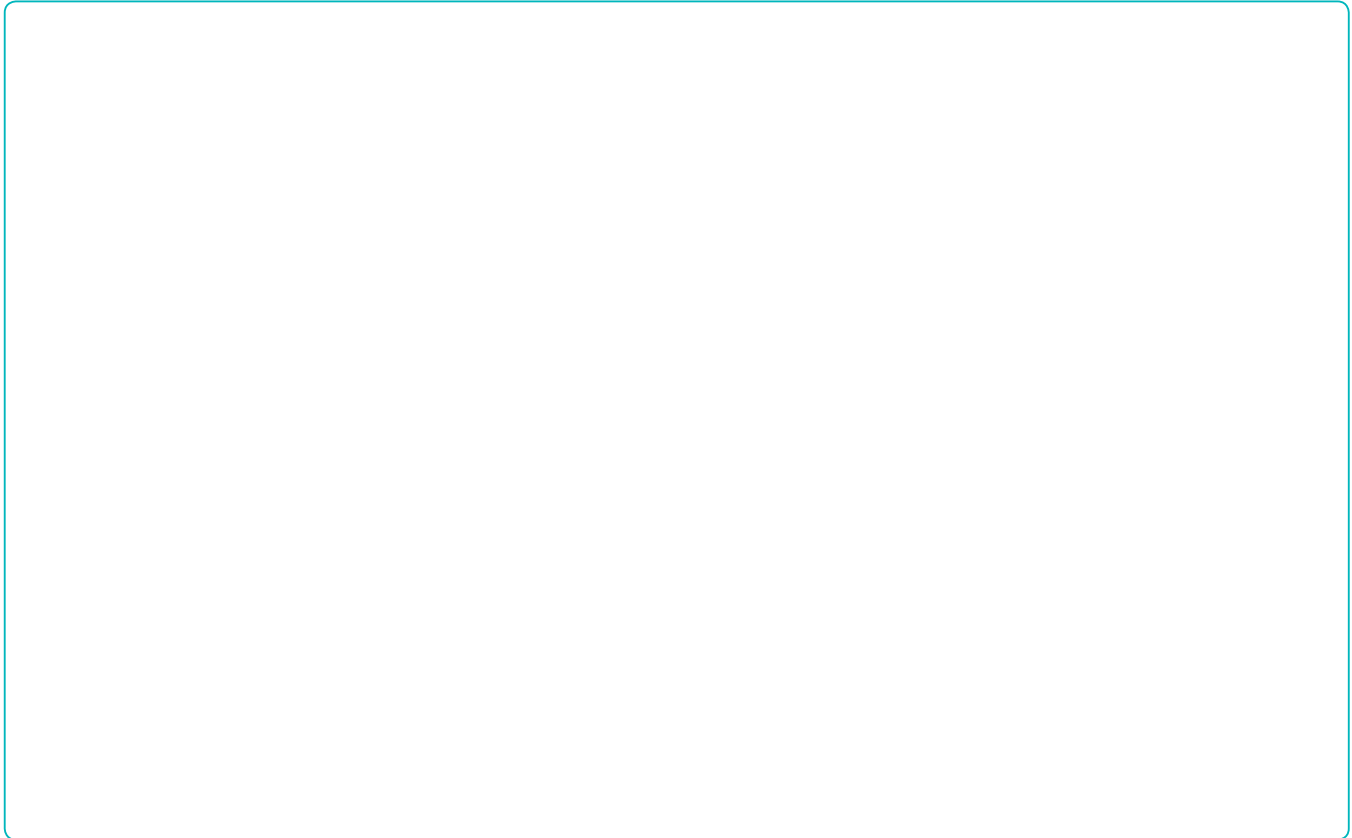
- a. more old than
- b. more older than
- c. older than

**2.** Complete the sentences using the correct verb form of MAKE and DO.

- a. My friend \_\_\_\_\_ the laundry on weekends.
- b. I \_\_\_\_\_ my bed before I leave home every morning.
- c. I left my dog alone and it \_\_\_\_\_ a mess in the living room.
- d. My sister and I \_\_\_\_\_ yoga after school.

**3.** Describe your favorite tourist destination to go on holidays. Include the activities, places to visit, the description of the place, and extra information.

4. Draw a tourist brochure in which you invite tourists from other countries to visit Chile. Include aspects like interesting places to visit, typical food, a little bit of history, etc.



5. Write the correct question word to complete the questions.

- a. \_\_\_\_\_ is the Tapati celebrated?  
It is celebrated during the first ten days of February.
- b. \_\_\_\_\_ language is the Selknam?  
It is the Onas' language.
- c. \_\_\_\_\_ is the Mapuche's territory located?  
It is in the south of Chile.
- d. \_\_\_\_\_ did the Rapa Nui choose their leader?
- e. \_\_\_\_\_ kinds of diseases do Mapuches recognize?
- f. \_\_\_\_\_ have Chinchorro mummies been preserved?

Nombre:

1. Match the words on the left to their meaning on the right.

A. Pyramid

☐ A continuing pattern of culture beliefs or practices.

B. Ceremony

☐ Someone who studies the buildings, graves, tools, and other objects of people who lived in the past.

C. Tradition

☐ The remains of a building, city, etc., that has been destroyed or that is in disrepair or a state of decay.

D. Civilization

☐ A formal religious or sacred observance; a solemn rite.

E. Ruins

☐ A quadrilateral masonry mass having smooth, stepped and sharply sloping, used as a tomb or a platform for a temple.

F. Archaeologist

☐ An advanced state of human society, in which a high level of culture, science, industry, and government has been reached.

2. Look at the table and write sentences according to the information in it. Use the correct form of the comparatives and superlatives.

|                      | Brazil                    | France                  | Canada                    | India                      |
|----------------------|---------------------------|-------------------------|---------------------------|----------------------------|
| Area                 | 8,514,872 km <sup>2</sup> | 551,000 km <sup>2</sup> | 9,984,670 km <sup>2</sup> | 3,287, 263 km <sup>2</sup> |
| Population           | 186,404,000 people        | 60,495,540 people       | 33,271,000 people         | 1,103,371,000 people       |
| Current constitution | 1988                      | 1958                    | 1867                      | 1950                       |

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

3. Choose the correct alternative to complete the questions.

I. \_\_\_\_\_ do Mapuche get their food? They grow crops.

- a. When
- b. How
- c. How long

II. \_\_\_\_\_ language is the Yucatec? It's the Mayan's language.

- a. Where
- b. When
- c. Whose

III. \_\_\_\_\_ do Mapuche celebrate the We Tripantu? They celebrate between the 21<sup>st</sup> and 24<sup>th</sup> of June during the winter solstice.

- a. How
- b. When
- c. Where

IV. \_\_\_\_\_ do Rapa Nui live? They live in Easter Island.

- a. Where
- b. How long
- c. How

V. \_\_\_\_\_ Onas are still alive? Not many, just a few descendants.

- a. Whose
- b. How many
- c. How

VI. \_\_\_\_\_ have the Cherokee been in North America? For fourteen thousand years.

- a. How
- b. When
- c. How long

4. Write an encyclopedia entry about an indigenous group you choose. Describe their location, traditional culture and language, food, present day.

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## Solucionario Evaluación Diagnóstica Unidad 2

1. Respuesta variable.
2. Respuesta variable.
3. Respuesta variable.
4. on - at – in – on – in – on – at
5. IN: This preposition is used for parts of the day.  
ON: This preposition is used for days of the week.  
AT: This preposition is used for specific time.
6. Chilean – USA – Australian – China - Egyptian - Germany

## **Solucionario Evaluación Formativa Unidad 2**

1. a. the longest
  - II) a. more populated than
  - III) c. bigger than
  - IV) a. the smallest
  - V) b. the most expensive
  - VI) c. older than
2. a. does
  - b. make
  - c. made
  - d. do
3. Respuesta variable.
4. Respuesta variable.
5. a. When
  - b. Whose
  - c. Where
  - d. How
  - e. How many
  - f. How long

## Solucionario Evaluación Sumativa Unidad 2

1.
  - B. A quadrilateral masonry mass having smooth, stepped and sharply sloping, used as a tomb or a platform for a temple.
  - C. A formal religious or sacred observance; a solemn rite.
  - D. A continuing pattern of culture beliefs or practices.
  - E. An advanced state of human society, in which a high level of culture, science, industry, and government has been reached.
  - F. The remains of a building, city, etc., that has been destroyed or that is in disrepair or a state of decay.
  - G. Someone who studies the buildings, graves, tools, and other objects of people who lived in the past.

2. Respuesta variable. Ejemplos:

### AREA:

- a. Brazil is bigger than France / India.
- b. India is bigger than France.
- c. Canada is the biggest country.
- d. France is the smallest country.

### POPULATION

- a. India is the most populated country.
- b. Brazil is more populated than France / Canada.
- c. France is more populated than Canada.

### CURRENT CONSTITUTION

- a. Canada's constitution is the oldest.
- b. Brazil's constitution is the newest.
- c. India's constitution is older than France / Brazil.
- d. France's constitution is newer than India's constitution.

2. I. b  
II. c  
III. b  
IV. a  
V. b  
VI. c

3. Respuesta variable.

### **Student's book. Track 6. Page 36. Activities 2 and 3. Chile, a country to fall in love with.**

Climb to be free, walk to feel alive, rediscover happiness in the simple things, smile.

Make yourself at home, discover the joy of the cold and a vertigo.

Listen to the silence, decipher the language of animals. Walk amidst thousand-year-old forests and the countless forms of life that live there.

Travel through the cities underground. Appreciate the view from up high, then enjoy its unique sights.

Look at the horizon and wonder if there is more than meets the eye. Lose yourself in funiculars and labyrinths.

Find yourself on a mysterious island, be amazed by a different culture. Learn about ancient beliefs and traditions. Marvel in their colors and shapes.

Wait for the calm at night and yet view that you are never quite alone. Understand that home is wherever we want to be.

### **Student's book. Track 7. Page 37. Activity 4. Pronunciation.**

- b. Walk amidst thousand-year-old forests.
- c. Wait for the calm at night.

### **Student's book. Track 8. Page 48. Activities 2, 3, and 4. An informative Guide.**

The Maya Exhibition is continuing at the City Museum for two more weeks. If you have not seen it yet, do so soon!

The Maya civilization was an important part of Central American society for centuries. This exhibition explores past and present Maya culture and how it is still important to modern society.

Although the Maya culture is different to how it was, many Mayan people continue to practice ancient rituals and speak different Mayan languages. This exhibition shows how modern communities incorporate these beliefs into their everyday lives.

Over twenty thousand visitors have already come to study this fascinating culture. Learn about what the Maya contributed in the past and are still contributing to the world today.

### **Student's book. Track 9. Page 48. Activity 4. Pronunciation.**

- a. Although the Maya culture is different to how it was...
- b. Over twenty thousand visitors have already come to study this fascinating culture.

**Student's book. Track 10. Page 48. Activity 5. Pronunciation.**

Although  
Thousand

**Activity book. Track 11. Page 20. Activities 1 and 2. Finland named the world's happiest country.**

Finland is the world's happiest country.

The World Happiness Report, published Wednesday, studied the happiness levels of 156 countries. It considered factors such as life expectancy, social support and corruption in its examination.

Finland pushed last year's happiest country, Norway, to second place. The other three Nordic countries, Denmark, Sweden and Iceland also made the top ten. They are joined by Switzerland, The Netherlands, Canada, New Zealand, and Australia.

The United States fell to 18th place. For the first time, the report also ranked 117 countries by the happiness and well-being of their foreign-born immigrants. Finland placed first in that group, as well. In fact, the study found that highly ranked countries in overall happiness had similarly happy immigrant populations.

John Helliwell is an editor of the 2018 World Happiness Report. He said the study shows that a population's happiness seems contagious. In other words, it spreads. He called that the "most striking finding" of the report.

"Those who move to happier countries gain, while those who move to less happy countries lose," Helliwell said.

Finland is a nation of 5.5 million people. It has about 300,000 foreigners. Its largest immigrant groups come from other European countries. But there are also small communities from Afghanistan, China, Iraq and Somalia.

The United States ranked 11th in the first World Happiness Report, released in 2012. It has never been in the top 10.

The report noted several reasons for its falling position. It said that the United States is in the middle of "a complex and worsening public health crisis, involving...obesity, opioid addiction and major depressive disorder."

It added that the "sociopolitical system" in the U.S. produces more income inequality – a major reason for unhappiness – than other countries with similarly high-income levels.

**Activity book. Track 12. Page 28. Activities 1 and 2. Alaska natives use ancient traditions to fight mental health problems.**

For thousands of years, the Yup'ik people of Alaska have depended on cultural traditions for their way of life. From one generation to the next, Yup'ik community leaders passed on their knowledge and skills to younger members of the tribe.

Now, some of these traditions may prove helpful to fighting substance abuse, depression and suicide within the Alaska Native community.

**Knowledge from tradition.**

Over the years, the lives of the Yup'ik people centered around the qasgiq, a house where many men lived and worked. Community celebrations were often held in the qasgiq. Most importantly, this is also where community leaders passed on their knowledge to the next generation.

"Our ancestors and grandfathers were like psychologists," said Billy Charles, a fisherman and former mayor of Emonak, a rural town in southwestern Alaska.

"They had a system of early childhood development in place, and with every teaching, they'd say, 'It may not apply to you now, but later on in life when you meet the challenge, you'll know what to do.'"

Today, Charles serves as a researcher in the University of Alaska Fairbanks' Center for Alaska Native Health Research. He works to prevent health problems, such as drug abuse and suicide, in native communities.

**New solutions from the past.**

Earlier research has shown that Natives who are more connected to their traditional culture and language are less likely to take their own lives.

Charles and Stacy Rasmus of the Center for Alaska Native Health Research, have developed a cultural-based training and teaching guide called the Qungasvik, the Yup'ik word for "toolbox." Traditionally, the Qungasviks were wooden boxes Yup'ik men used to keep tools and tobacco. They are designed to help young people build resiliency.

The book, available online, has 36 activities based on Yup'ik traditions. One of them involves recreating the qasgiq to provide young people a way to connect with older community members. This can help them learn about their culture and history, develop life skills and take part in community life.

"Our elders instruct us that... we must gather together, hold hands and form a circle around our youth, sheltering them from evil," said Josie Edmund, in a video that is part of the Qungasvik.

"The point is to communicate to children that... you are valuable members of our community, and therefore, have much to live for."







## A TRAVEL BROCHURE

A brochure is defined as a pamphlet or booklet, especially one containing summarized or introductory information or advertising.

Here are some tips to create a great brochure!

1. **Draw readers in the right photo:** Include landscapes, the most important attractions and people doing interesting activities.
2. **Choose the right colors:** Choose colors that reflect the essence of what you are advertising. Also consider the photos that the colors of the pictures you chose match.
3. **Be descriptive:** Focus on describing the place, customs and traditions so you can express the essence of them. Use a variety of adjectives and be specific.
4. **Include historical data:** Research facts about the history of the place, people, customs and culture.

Use the organizer below to create your brochure.

**Topic:**

**Sources of information and pictures:**

**Tasks:**

**Notes:**

1. History
2. Beliefs and celebrations
3. Life in the present
4. Homes, food and clothing
5. Music

## A COMPARATIVE ESSAY

A comparative essay is a text that compares two or more items that have a relation in terms of their similarities and differences. As any essay, it has an introduction, a body and a conclusion.

**Introduction:** general statement that presents the main difference or similarity between the two items and provides reasons why.

**Body:** presents the arguments and analysis of the statement presented in the introductions. Presents the similarities and differences and analyzes them.

**Conclusion:** summary of the body, presenting a final statement that concludes the analysis.

1. Write a comparative essay. Choose two countries and research about their location, language, geography, history, tourist attractions, customs, food, celebrations, culture or any other item you think might be interesting.
2. Use the organizer below to take notes to write your essay. Present your findings to the class.

**Country 1:**

**Country 2:**

**Introduction:**

**Similarities:**

**Differences:**

**Conclusion:**

AN INTERVIEW

An interview is defined as a conversation in which a reporter seeks information from one or more persons for a news story.  
 Use the organizer below to carry out your interview.

Interviewee:

| Questions       |            |             |                               |
|-----------------|------------|-------------|-------------------------------|
| Places to visit | Activities | Description | Extra/Interesting Information |
|                 |            |             |                               |

Notes on the answers:

## DIALOGUE

Dialogues can help you increase English fluency and pronunciation, since it is a complete exercise that develops listening, speaking and even writing skills (since sometimes you create a written draft of the dialogues). They also help to develop soft skills, such as tolerance and self confidence, since you have to interact with another person.

Dialogues are a fun way to learn languages because you can work in groups or in pairs and you can even roleplay and pretend you are someone else!

1. In pairs, create a dialogue asking and giving information about your daily routines, making reference to the time.
2. Use the organizer below to write your dialogue.
3. Recreate your dialogue in front of your classmates. You can use props.

My group:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

\_\_\_\_\_:

**About mind maps:**

- How to Build a Mind Map. (n.d.). Retrieved April 23, 2015, from [www.examttime.com/blog/create-a-mind-mapconnect-ideas/](http://www.examttime.com/blog/create-a-mind-mapconnect-ideas/)
- Concept maps or mind maps? (n.d.). Retrieved April 23, 2015, from [www.informationtamers.com/WikIT/index.php?title=Concept\\_maps\\_or\\_mind\\_maps?\\_the\\_choice](http://www.informationtamers.com/WikIT/index.php?title=Concept_maps_or_mind_maps?_the_choice)
- Diagrams Done Right. (n.d.). Retrieved April 23, 2015, from [www.lucidchart.com/](http://www.lucidchart.com/)

**Common European Framework of Reference:**

- Using the CEFR: Principles of Good Practice. (n.d.). Retrieved April 23, 2015, from [www.cambridgeenglish.org/images/126011-usingcefr-principles-of-good-practice.pdf](http://www.cambridgeenglish.org/images/126011-usingcefr-principles-of-good-practice.pdf)
- Communicative Competence according to CEFR(chapter 5). (n.d.). Retrieved April 23, 2015, from [www.coe.int/t/dg4/linguistic/Source/Framework\\_EN.pdf](http://www.coe.int/t/dg4/linguistic/Source/Framework_EN.pdf)
- Council of Europe. (n.d.). Retrieved April 23, 2015, from [www.coe.int/t/dg4/linguistic/Cadre1\\_en.asp](http://www.coe.int/t/dg4/linguistic/Cadre1_en.asp) <http://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos>
- Nettle, M. (2003). *Developing Grammar in Context*. Cambridge, Cambridge University Press.

**Other resources:**

- <http://web.stanford.edu/dept/CTL/Newsletter/cooperative.pdf>
- Rhoades, G. (2013, October 1). Minimizing the Chaos through Cooperative Classroom Management. Forum, 28-34
- Diamond, Harriet and Phyllis Dutwin, *English the Easy Way*, Barron's Educational Series, 2003
- Francis, Edward J., *A Year in the Life of an ESL (English Second Language) Student: Idioms and Vocabulary You Can't Live Without*, Trafford Publishing, 2006.

- Grinker, Roy, and Christopher Steiner, *Perspectives on Africa: A Reader in Culture, History, and Representation (Global Perspectives)*, Wiley-Blackwell, 1997.
- Schramm, Betty, *Fundamentals of English Grammar*, Pearson Education, 2002
- Schramm, Betty, and Stacy A. Hagen, Richards, Jack C., and Charles Lockhart, *Reflective Teaching in Second Language Classrooms*, Cambridge University Press, 1996
- Swan, Michael, *Practical English Usage*, Oxford University Press, 1995
- Ponsonby, M. (1982). *How now, brown cow?* Oxford: Pergamon.

**Here are some suggested texts recommended by the CRA (Centro de Recursos para el Aprendizaje) for EFL students in 8th grade.**

- Baptiste, B. (2012). *My daddy is a pretzel*. Barefoot Books: Reino Unido.
- Jahanforuz, R. (2013). *The girl with a brave heart*. Barefoot Books: Reino Unido.
- Various Authors. (2007). *Apuntes de inglés*. Pamón: España.
- Various Authors. (2010). *Write source: writing and grammar, grade 3*. Houghton Mifflin: Estados Unidos.
- Various Authors. (2010). *Write source: writing and grammar, grade 4*. Houghton Mifflin: Estados Unidos.
- Various Authors. (2010). *Write source: writing and grammar, grade 6*. Houghton Mifflin: Estados Unidos.
- Various Authors. (2012). *Illustrated spanish-english student dictionary*. Merriam-Webster: Canadá.

# SITIOS WEB Y ENLACES

## Unit 1: Information and communication technologies

Information about the history of the Internet:

- <http://www.internetsociety.org/internet/what-internet/history-internet/briefhistory->

Information on how to stay safe on social media:

- <https://www.connectsafely.org/social-web-tips-for-teens/>
- <https://www.safervpn.com/blog/internet-safety-tips-children-teens/>

Apps recommendations for teens:

- <https://www.learningliftoff.com/10-best-apps-for-teens/>

Information about group work in the classroom:

- <http://www.icaltefl.com/index.php/teaching-techniques/groups.html>

Online dictionary of slangs on the Internet and in common life:

- <http://www.urbandictionary.com/>

Encouraging Reluctant ESL/EFL Learners to Speak in the Classroom. Minh Hue, N.

- <http://iteslj.org/Techniques/Hue-ReluctantSpeakers.html>

Participation Points System to Encourage Classroom Communication. McLachlan Jeffrey, D:

- <http://iteslj.org/Techniques/Jeffrey-PointsSystem.html>

How to encourage student participation:

- <http://busyteacher.org/3933-how-to-encourage-student-participation.html>

Information about roles inside group work:

- <https://www.facinghistory.org/for-educators/educator-resources/teaching-strategies/assigning-roles>
- <http://www.context.org/iclib/ic09/fcl/>

## Unit 2: Countries, cultures and customs

Information about damage caused by tourists:

- <http://www.thetravelword.com/2012/02/06/irresponsible-tourism-and-the-forest-fire-in-torres-del-paine-national-park-chile-2/>
- <http://www.roughguides.com/destinations/south-america/chile/southern-patagonia/parque-nacional-torres-del-paine/fire-in-the-park/>
- <http://www.theguardian.com/world/2008/mar/26/7>

For examples of indigenous words used in Chile:

- <http://terceracultura.cl/2010/09/200-anos-palabras-origenarias/>

For information about Chilean indigenous people:

- <http://www.precolombino.cl/en/culturas-americanas/pueblos-origenarios-de-chile/>
- <http://indigenousnews.org/indigenous-peoples/chile/>

About skimming and scanning:

- <http://www.howtolearn.com/2013/02/skimming-and-scanning-two-important-strategies-for-speeding-up-your-reading/>

Examples of skimming and scanning and online activities for different levels:

- <http://www.bbc.co.uk/skillswise/topic/skimming-and-scanning>

/w/ sound practice and information:

- [https://www.youtube.com/watch?v=nMB5mX\\_PGHQ](https://www.youtube.com/watch?v=nMB5mX_PGHQ)

Como complemento a los recursos presentes en la Guía didáctica del docente, puede utilizar los recursos existentes en su biblioteca escolar (CRA y digital). Para esto, se le sugiere pedir asesoría al encargado CRA de su colegio.

## Before reading

1. Look at the picture and predict what the text will be about. Discuss your answers with a partner.

# The legend of King Arthur

Many years ago, when the King of England, Uther, was a young man, he met a princess called Igraine. She was so beautiful that he fell in love with her immediately. He loved her so much that he wanted to marry her. He asked Merlin, a powerful wizard for help. Merlin agreed, but on one condition. He demanded that Uther give him his first born son in return for his help.

A lot of things happened in the following months. First, Uther and Igraine got married and were very happy together. Then they had a son named Arthur. They kept their promise and gave the child to Merlin. Igraine cried when Merlin took the baby away. People believed the baby was dead, but Uther and Igraine knew the truth. Merlin sent Arthur to live in a distant castle with the good knight Ector and his son Kay.

After that, Uther and Igraine were very sad, although Igraine had three daughters from a previous marriage. Then Uther died, and there was a problem. Who would become king? All the knights fought with each other because they all thought they had the right to the throne. There were many long battles, and only the bravest knights stood a chance of surviving.

While Arthur was growing up, he became good friends with Kay. Kay was slightly older than Arthur, and was training to be a knight. Eventually, when Kay became a knight, Arthur worked as his helper.

One day, in town center, Kay and Arthur overheard some people talking about an upcoming tournament for knights. The winner of the tournament would become the King of England. When Kay heard the news, he

became very excited. He wanted to go, and he wanted to take Arthur with him. He started preparing everything for the tournament. He did not want to forget a single thing. On the day of the tournament, Kay and Arthur set off early in the morning. They rode all day and arrived at the tournament in the evening. But the next day, when Kay asked Arthur for his sword, Arthur realized he did not have it. He went back home to get it. On the way, he found a sword in a stone and pulled it out easily.

Arthur returned to the tournament and gave the sword to Kay. While Kay was preparing for the fight, he noticed a message on the sword:

“Whoever pulls this sword from the stone will be the next king of England.” Nobody could believe that Arthur was King. Everyone was amazed.



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Arthur was soon crowned King of England. Some knights were not happy. They thought that he was just a boy. The warrior knight, Pellinore, was Arthur's greatest enemy, and when Pellinore killed one of Arthur's most loyal knights, Arthur decided to fight him.

He rode his horse to meet Pellinore with his sword in hand. Arthur was not an experienced fighter, and he soon fell. He was lying on the ground badly hurt, and his sword was broken. As Pellinore lifted his sword to kill the young king, Merlin appeared.

Merlin quickly put Pellinore into a deep sleep. Although Merlin was a very powerful wizard, he did not have the power to cure Arthur. So he took Arthur into the forest to see an old hermit. The hermit used herbs, leaves, and plants to make a magical medicine. "Please help him," asked Merlin. "He is Arthur, King of England, and the country needs him."

Source: Archivo Editorial

## While reading

**2.** Write the name of the character from the legend using each of the descriptions below.

- a. He was a powerful wizard. \_\_\_\_\_
- b. She was Arthur's mother. \_\_\_\_\_
- c. He had a son called Kay. \_\_\_\_\_
- d. He asked Merlin to help him marry. \_\_\_\_\_
- e. He was friends with Arthur when they were children. \_\_\_\_\_

**3.** Match the words to their meanings.

- a. wizard
- b. knight
- c. throne
- d. battle
- e. sword
- f. castle

- \_\_\_\_\_ A fight or conflict between two forces.
- \_\_\_\_\_ The seat occupied by a sovereign.
- \_\_\_\_\_ Large home for nobles or kings and queens.
- \_\_\_\_\_ A person who practices magic.
- \_\_\_\_\_ A long, sharp weapon.
- \_\_\_\_\_ A noble, honorable soldier.

4. In pairs, answer the following questions.

- a. Why did Uther go to Merlin? \_\_\_\_\_  
\_\_\_\_\_
- b. How did Igraine feel when Merlin took baby Arthur away? \_\_\_\_\_  
\_\_\_\_\_
- c. What happened in England after Uther died? \_\_\_\_\_  
\_\_\_\_\_
- d. What do you and your partner think will happen next? \_\_\_\_\_  
\_\_\_\_\_

### After reading

5. Match the first part of the sentences to the second part.

- |                                         |                                                      |
|-----------------------------------------|------------------------------------------------------|
| a. Arthur saw the sword in the stone... | _____ when he remembered he had forgotten his sword. |
| b. Kay was preparing his things...      | _____ Kay read the message on the sword.             |
| c. The winner of the tournament...      | _____ when he was riding back to get Kay's sword.    |
| d. When Arthur gave Kay the sword,...   | _____ was going to be crowned the King of England.   |

### After reading

6. Discuss the following questions with a partner.

- a. Is the story of King Arthur fiction? Is it a historical fact or a legend?
- b. Do you know any similar events in Latin American history? What are they?

## Before Reading

1. Look at the title and vocabulary to predict what the text will be about.

## While Reading

### The Flowers

By Aldous Leonard Huxley

Day after day,  
At spring's return,  
I watch my flowers, how they burn  
Their lives away.

The candle crocus  
And daffodil gold  
Drink fire of the sunshine—  
Quickly cold.

And the proud tulip—  
How red he glows!—  
Is quenched ere summer  
Can kindle the rose.

Purple as the innermost  
Core of a sinking flame,  
Deep in the leaves the violets smoulder  
To the dust whence they came.

Day after day  
At spring's return,  
I watch my flowers, how they burn  
Their lives away,  
Day after day ...

Retrieved from <https://www.public-domain-poetry.com/aldous-leonard-huxley/flowers-21083>

#### Vocabulary Tip

**Crocus:** a small, yellow, purple or white spring flower.

**Daffodil:** a yellow flower that usually grows in spring.

**Quench:** to drink liquid so that you stop being thirsty.

**Ere:** an old English word used instead of "before".

**Innermost:** secret and hidden.

**Smoulder:** to slowly burn with smoke but without flames.

**Whence:** from what place, source or course.

2. Match the flowers to their corresponding pictures below. You can use the internet or an encyclopedia if you need help.



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

3. Are there any other words you don't know in the poem? Look them up in a dictionary and create new sentences with them on the lines below.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## After Reading

4. Write a new stanza for the poem and decide where to place it.

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5. Use the poem as inspiration to create a drawing.

