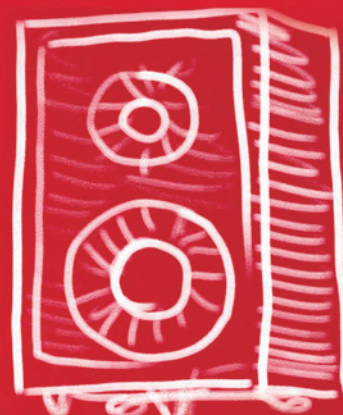


English 7^o básico



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Ministerio de
Educación

Gobierno de Chile

EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN PROHIBIDA SU COMERCIALIZACIÓN

UNIVERSITY of
DAYTON
PUBLISHING

7°

básico

INGLÉS

IDIOMA EXTRANJERO

GUÍA DIDÁCTICA DEL DOCENTE

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En este libro se utilizan de manera inclusiva términos como “los niños”, “los padres”, “los hijos”, “los apoderados”, “profesores” y otros que refieren a hombres y mujeres.

De acuerdo con la norma de la Real Academia Española, el uso del masculino se basa en su condición de término genérico, no marcado en la oposición masculino/femenino; por ello se emplea el masculino para aludir conjuntamente a ambos sexos, con independencia del número de individuos de cada sexo que formen parte del conjunto. Este uso evita además la saturación gráfica de otras fórmulas, que puede dificultar la comprensión de lectura y limitar la fluidez de lo expresado.

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

La Guía didáctica del docente de Inglés 7° básico, es una creación de UD Publishing.

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Fotografía
Archivo fotográfico SM
Shutterstock

Gestión derechos
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Esta Guía didáctica corresponde al séptimo básico y ha sido elaborado conforme al Decreto Supremo N° 614/2013, del Ministerio de Educación de Chile.

©2019 – UD Publishing Chile Spa – Coyancura 2283 piso 2 – Providencia

ISBN: 978-956-6061-02-1 / Depósito legal: 310581

Se terminó de imprimir esta edición de 6.311 ejemplares en el mes de enero del año 2020.

Impreso por RR. Donnelley.

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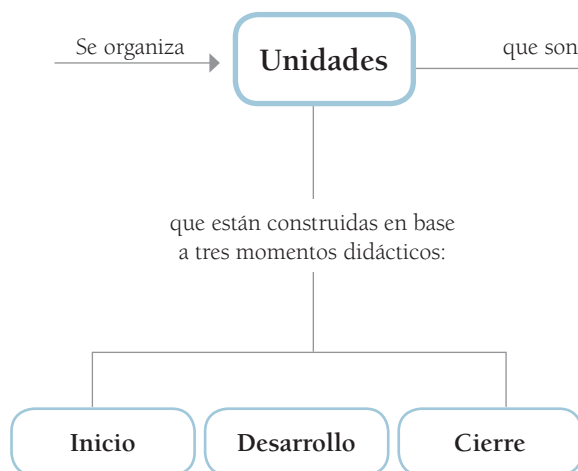
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ORGANIZACIÓN GUÍA DIDÁCTICA

Los componentes de la propuesta editorial para la asignatura de inglés, considera lo siguiente: Texto del estudiante, Cuaderno de actividades, y Guía didáctica del docente. Este último componente incluye láminas y CD de audios. Estos componentes 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.



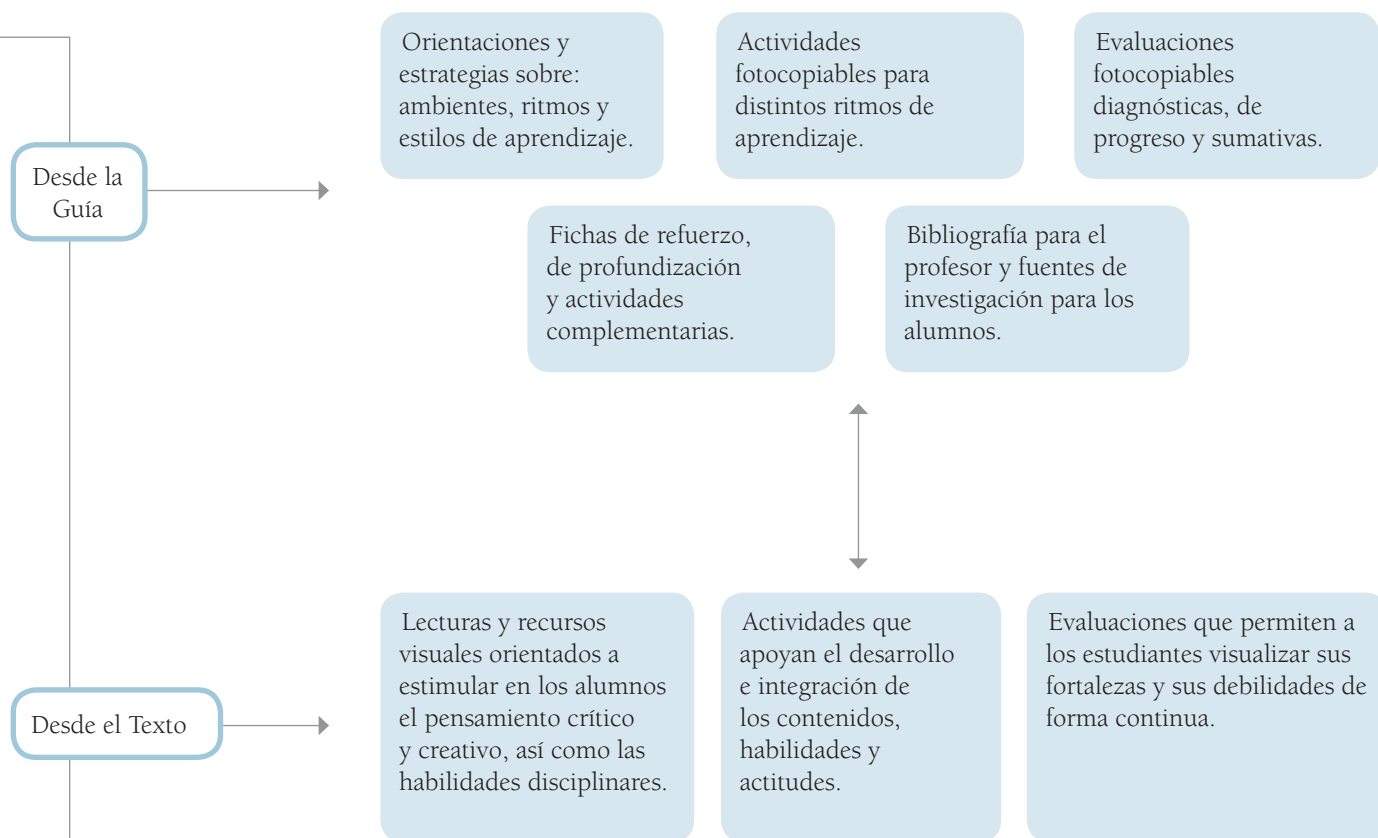
Unit 1: Feelings and Opinions
Lesson 1: This Is Me!
Lesson 2: My Fashionable Friends

Unit 2: Healthy Habits
Lesson 3: Healthy Food
Lesson 4: A World of Healthy Habits

Unit 3: Sports and Free-time activities
Lesson 5: The Wonderful World of Sports
Lesson 6: My Hobbies

Unit 4: Green Issues
Lesson 7: Protecting the Environment
Lesson 8: Natural Disasters

Para dar cuenta de los OA, las habilidades y las actitudes, en el modelo didáctico del Texto, del Cuaderno y de la GDD, se proponen las siguientes instancias:



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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.

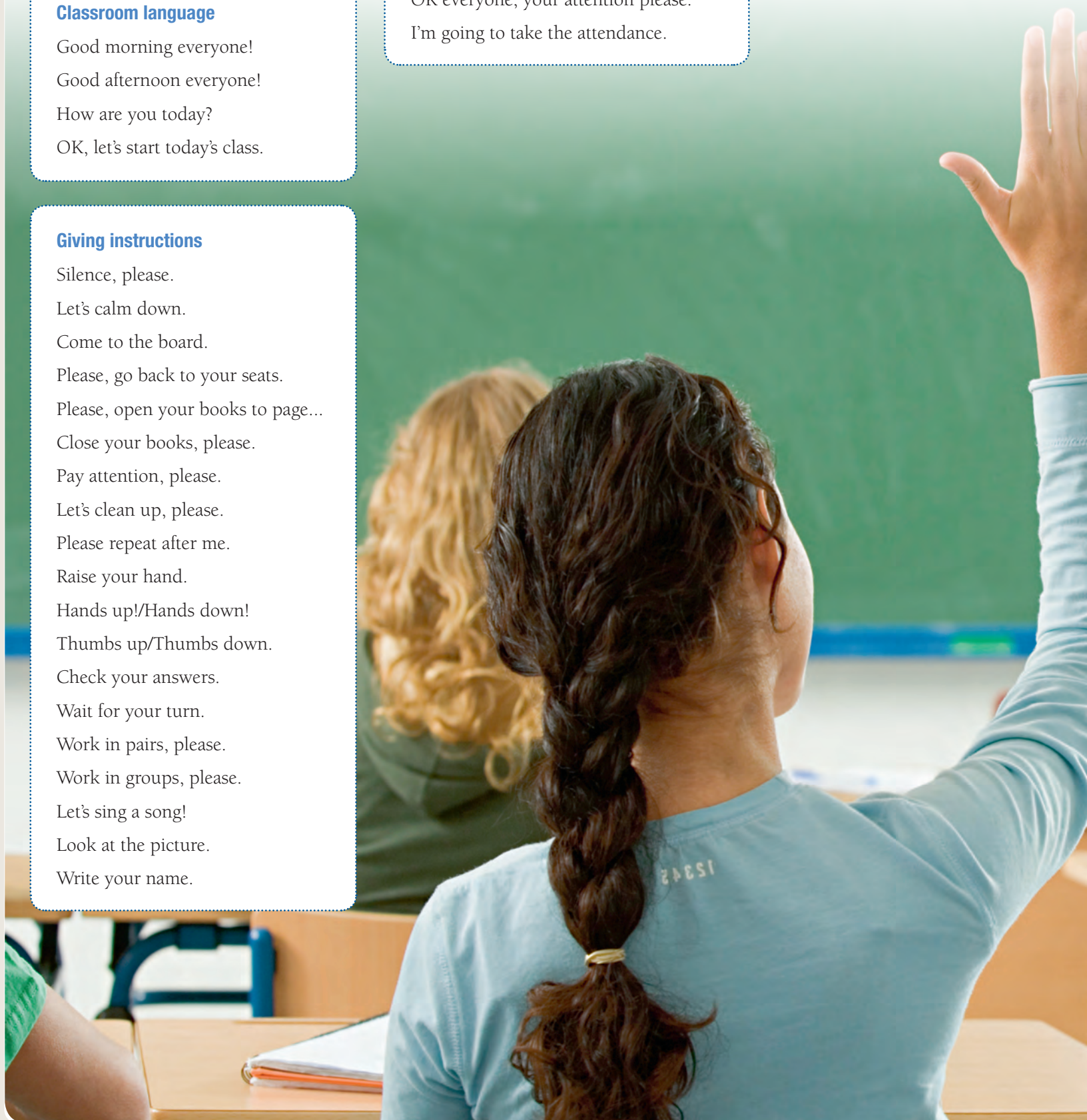
Work in pairs, please.

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 3 Sports and Free-Time Activities

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)
- Trabajar responsablemente en forma proactiva y colaborativa con una meta en común, y demostrando respeto por los intereses e ideas de los demás. (OA D)

Habilidades

- Comprensión auditiva de textos variados, adaptados y auténticos breves y simples. Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral y escrita 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 (45min c/u)
L5: The Wonderful World of Sports (14 h)	OA1, OA2, OA3, OA4, OA7 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves, identificar y usar estrategias de comprensión.	Escuchar y comprender un juego de adivinanzas sobre el deporte.	1
	OA1, OA2, OA3, OA4, OA6, OA5, OA7, OA8 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases clave. Participar en interacciones y exposiciones, además de reaccionar a los textos orales.	Escuchar y describir diferentes deportes de manera oral.	3
	OA9, OA10, OA 11, OA 12. Comprensión Escrita: Demostrar comprensión de ideas generales e información explícita en textos escritos, literarios y no literarios. Usar estrategias de comprensión de lectura.	Leer y comprender la descripción histórica de un evento deportivo.	2
	OA13, OA14, OA15, OA16 Expresión Escrita: Escribir historias, información relevante y una variedad textos breves, utilizando los pasos de procesos de escritura. Demostrar conocimiento y uso del lenguaje para informar y expresar opiniones de manera escrita.	Escribir sobre los distintos roles en los deportes.	2
	OA1, OA2, OA3, OA6, OA8, OA9, OA13, OA15: Comprensión oral y expresión escrita. Además, comprensión escrita.	Escribir una presentación sobre deportes.	3
L6: My Hobbies (14 h)	OA1, OA2, OA3, OA4, OA7 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves, identificar y usar estrategias de comprensión.	Escuchar y comprender un juego de adivinanzas sobre diferentes deportes.	1
	OA1, OA2, OA3, OA4, OA6, OA5, OA7, OA8 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves. Participar en interacciones y exposiciones,	Describir diferentes deportes de forma oral.	3
	OA9, OA10, OA 11, OA 12. Comprensión Escrita: Demostrar comprensión de ideas generales e información explícita en textos escritos, literarios y no literarios. Usar estrategias de comprensión de lectura.	Leer y comprender una descripción histórica de un evento deportivo.	3
	OA13, OA14, OA15, OA16 Expresión Escrita: Escribir historias, información relevante y una variedad textos breves, utilizando los pasos de procesos de escritura. Demostrar conocimiento y uso del lenguaje para informar y expresar opiniones de manera escrita.	Escribir sobre diferentes deportes	2
	OA1, OA2, OA3, OA6, OA8, OA9, OA13, OA15: Comprensión oral y expresión escrita. Además, comprensión escrita.	Crear una presentación a base de un poster.	4

Unidad 4 Green Issues

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)
- Trabajar responsablemente en forma proactiva y colaborativa con una meta en común, y demostrando respeto por los intereses e ideas de los demás. (OA D)

Habilidades

- Comprensión auditiva de textos variados, adaptados y auténticos breves y simples. Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral y escrita 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 (45min c/u)
L7: Protecting the Environment (14 h)	OA1, OA2, OA3, OA4, OA7 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves, identificar y usar estrategias de comprensión.	Escuchar y comprender una conferencia sobre contaminación.	2
	OA1, OA2, OA3, OA4, OA6, OA5, OA7, OA8 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves. Participar en interacciones y exposiciones, además de reaccionar a los textos orales.	Expresar posibilidad de manera oral.	3
	OA9, OA10, OA 11, OA 12. Comprensión Escrita: Demostrar comprensión de ideas generales e información explícita en textos escritos, literarios y no literarios. Usar estrategias de comprensión de lectura.	Leer y comprender un artículo y una encuesta.	2
	OA13, OA14, OA15, OA16 Expresión Escrita: Escribir historias, información relevante y una variedad textos breves, utilizando los pasos de procesos de escritura. Demostrar conocimiento y uso del lenguaje para informar y expresar opiniones de manera escrita.	Escribir un volante sobre reciclaje.	3
L8: Natural Disaster (14 h)	OA1, OA2, OA3, OA6, OA8, OA9, OA13, OA15: Comprensión oral y expresión escrita. Además, comprensión escrita.	Escribir una presentación sobre deportes.	5
	OA1, OA2, OA3, OA4, OA7 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves, identificar y usar estrategias de comprensión.	Escuchar y comprender una entrevista periodística sobre un desastre natural	2
	OA1, OA2, OA3, OA4, OA6, OA5, OA7, OA8 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves. Participar en interacciones y exposiciones, además de reaccionar a los textos orales.	Preguntar por información.	3
	OA9, OA10, OA 11, OA 12. Comprensión Escrita: Demostrar comprensión de ideas generales e información explícita en textos escritos, literarios y no literarios. Usar estrategias de comprensión de lectura.	Leer y comprender una noticia sobre cómo mantenerse a salvo en un desastre natural.	2
	OA13, OA14, OA15, OA16 Expresión Escrita: Escribir historias, información relevante y una variedad textos breves, utilizando los pasos de procesos de escritura. Demostrar conocimiento y uso del lenguaje para informar y expresar opiniones de manera escrita.	Dibujar una historieta sobre desastres naturales.	2
	OA1, OA2, OA3, OA6, OA8, OA9, OA13, OA15: Comprensión oral y expresión escrita. Además, comprensión escrita.	Crear una presentación a base de un poster.	4

Orientaciones y estrategias

Unidad 3 • Inicio

Ideas previas

Para recuperar conocimiento previo sobre el tema de la unidad, puede pedirle a los estudiantes que hagan una lluvia de ideas (*brainstorming*): *Write words and concepts you associate with the title.* Puede guiarlos con los siguientes ejemplos de actividades que realizan en su tiempo libre (*free-time activities*): *I like playing tennis, I like riding my bike, I prefer swimming.* Una vez que tengan los conceptos, los estudiantes comparten en voz alta lo que escribieron. Escriba en la pizarra las palabras y/o conceptos que más se repitan.

Ritmos y estilos de aprendizaje

Para estudiantes con inclinaciones artísticas, puede pedirles que hagan un dibujo sobre las actividades que les gusta hacer al aire libre, ya sea deportes o juegos. Diga: *Draw a picture about outdoor activities that you like.* Para estudiantes kinestésicos, puede hacer una actividad en la pizarra. Puede dividir la pizarra en dos, los estudiantes forman dos equipos que se ponen en una fila, y se les da 5 minutos para que escriban la mayor cantidad de palabras posibles en su espacio de la pizarra. Diga: *You have five minutes to write on the board as many words as you can.* Un estudiante pasa a la vez, y le entrega el plumón al estudiante que le sigue, y así sucesivamente, para luego revisar todos juntos.



UNIT
3

Sports and Free-time Activities

Lesson 5

Oral Communication

- Listen to and understand a guessing game about different sports.
- Describe different sports.

Reading

- Read and understand a historical description of a sports event.

Writing

- Write about the different roles in sports.

Attitudes

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

64 | Unit 3 Sports and Free-time Activities

Propósito y recomendaciones

Revise en conjunto con los estudiantes los objetivos de la unidad, de esa forma y a medida que avancen en las actividades pueden recordarlos cuando lo necesite. Una vez terminada la unidad puede recordar a los estudiantes que vuelvan a revisar los objetivos para que así se autoevalúen al terminar la unidad: *Go back to page 64 and read the objectives. Have you achieved them? Do you need to practice more to achieve them? What do you need to do to reach the objectives?*

Utilice la actividad *Before you start* para activar conocimientos previos a la unidad, así los estudiantes pueden ser capaces de reconocer la información que tienen sobre el tema y recuperar más rápidamente los conceptos que aprenderán. Además esta actividad está orientada a aquellos estudiantes que presentan algún



Before you start

1. Look at the photo and the title and use them to discuss the topic of the unit.
2. What are the people in the photo doing? How would you describe them?
3. Are they playing a sport or is this a free time activity?
4. Find the following items in the unit and write their location (lesson and page number) in your notebook.
 - Pictures of famous tennis players.
 - A text about an indigenous sport.
 - An activity about compound words.
 - A text about a musical trend.
5. What do you think you will learn in this unit? Discuss with a classmate.
6. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
7. Read the objectives for each lesson. Do you think these are practical?

Preguntas de profundización

Con el fin de ayudar a los estudiantes a relacionar la unidad con su vida cotidiana, pregunte: *Is this picture familiar to you in any way? Have you seen something similar in your country?*

Para fomentar la reflexión en los estudiantes, puede preguntar lo siguiente: *Where do you think this is?* Solicite a los alumnos justificar sus respuestas preguntando: *Why do you think that?* Y relacionando siempre las preguntas a las imágenes de esta sección.

Ambientes de aprendizaje

Revise los objetivos de la unidad junto con los estudiantes, permítales que hojeen la unidad y pregúnteles: *What do you think you will learn? What do you want to learn? Why?*

Anote las ideas en la pizarra, y pídale que entre todos decidan una meta extra de lo que les gustaría aprender. Por ejemplo: *I want to learn more vocabulary*, o *I want to finish the tasks on time*. Solicite a los estudiantes anotar esa meta en el cuaderno que propicia realizar una revisión a medida que avanza la unidad para ver si el objetivo se está logrando y así realizar una auto-evaluación.

Solucionario

Before you start

4. • Nicolás Massú and Fernando González. Lesson 5, pgs 67 & 68.
- Palin, the Mapuche sport. Lesson 5, pg 73.
- Speaking Task. Lesson 6, pg 79.
- Taking over the vest. Lesson 6, pg 85.

Lesson 6

Oral Communication

- Listen to and understand a radio interview about sports and free-time activities.
- Use compound words.

Reading

- Read and understand a report about free-time activities for young people.

Writing

- Write a report about free-time activities.

Attitudes

- Work responsibly and collaboratively with a common goal, showing respect for the interests and ideas of others.

tipo de dificultad, ya que al ser capaces de reconocer palabras/conceptos en inglés les brinda mayor seguridad.

De todas formas no obligue a participar a los estudiantes en esta etapa, ya sea compartiendo de forma oral o en actividades que requieren ir a la pizarra, si ve que tienen mucha resistencia a ello.

Unidad 3 • Lesson 5

Ideas previas

Lea el título de la lección en voz alta: *The Wonderful World of Sports* y pregunte a los estudiantes si conocen lo que significa la frase: *Do you know what the title means?* Recoja las respuestas de los estudiantes para ver si logran comprender su significado. Luego puede pedirles que trabajen en parejas y hagan un listado de los deportes que disfruten practicar. Diga: *Which sports do you enjoy practicing? Make a list of activities and sports you enjoy doing in your free time.*

Profundización y variaciones

Puede pedir a los estudiantes que hagan una lista de actividades de tiempo libre distinta a los deportes que salen en el texto. Por ejemplo decirles: *What activities do you enjoy doing in your free time? Mention those that are not in the text, but are part of your daily routine and you enjoy.*

Solucionario

Before Listening A Guessing Game

1. a. tennis, football / soccer, karate
b. racket, ball, soccer shoes, karate Gi (suit)

While Listening

2. Act 2

3. a.
b.
c.
d.

After Listening

4. Respuesta variable.
5. Respuesta variable.

Lesson 5 The Wonderful World of Sports

In this lesson you will listen, speak, read and write about sports through articles and historical descriptions.

What are some of the most popular sports in your country?

A Guessing Game

Before Listening

1. Look at the pictures below and answer the questions.
 - a. What sport does each person play?
 - b. What things are needed to play these sports?



While Listening

2. Listen  to Carla, Zack and Anika talk about their favorite sport without saying its name. Pay attention to what they say and write down the sport that each one of them is talking about. Write the answers **in your notebook**.
3. Listen again, and answer the following questions. Write the answers **in your notebook**.
 - a. What are the easiest and hardest sports to play or do?
 - b. When did Carla start playing her sport?
 - c. When was the last time Zack played his favorite sport?
 - d. What is Anika's favorite thing about her sport?

After Listening

4. Think about a different sport that you like and say special words related to it. Talk to a partner about it without saying its name, but using specific words to help your partner.
5. Take turns and try to guess your partner's sport. Pay attention to every word that helps you guess your partner's favorite sport. Discuss your answers as a class.

Propósito y recomendaciones

Invite a los estudiantes a contestar la pregunta planteada al inicio: *What are some of the most popular sports in your country?* Recoja las respuestas de los alumnos y escribálas en la pizarra para que todos puedan visualizar su escritura.

Durante la actividad *Before Listening*, es importante recoger la mayor cantidad de respuestas de los alumnos ya que estas servirán como base léxica para trabajar las actividades siguientes. Si nota que para los alumnos es muy desafiante esta actividad guíelos utilizando ejemplos que puedan relacionar con personas conocidas como por ejemplo: *Do you know Alexis Sanchez? Do you know what sport he plays? What do you need to play football?*

Speaking Task: Describing Sports

1. In pairs, look at the groups of words. Choose words from the two different groups to create three sentences and then read them to your partner.

Volleyball

Basketball

Swimming

Football

Karate

...is fun to do with friends.

...is a little boring.

...is very exhausting to do.

...seems like a good way to exercise.

...is my favorite sport in the world.

2. Read the following sentences out loud and match them with the pictures. Write **in your notebook** which of the sentences is described by A and B.



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- a. I want to become a black belt this year.
b. I love it when I score three points with one shot.
c. My strategy is to score points with my serve.
d. I love playing this at the beach with all my friends.
3. Read the following sentences and take turns with your classmate from activity 1, reading them to one another.
- a. I'm going to get great so I can go to the Olympic games and win gold.
b. Me and Gonzalo are playing a good game of golf on the green grass.

Listening Tip

Words that Have /g/
Pay attention to words that have the /g/ sound and how they are pronounced differently from Spanish.

Ritmos y estilos de aprendizaje

Si algunos estudiantes tienen dificultades en mantener una conversación de manera espontánea en inglés, permítalos que organicen sus ideas antes de expresarlas de manera oral: *To organize your ideas you can use the following strategies:*

- Create a mind map with the most important concepts you want to express, write the ideas in your notebook.
- Organize your ideas on a graphic organizer.

Use the ideas as a supporting material while you have a conversation with your classmates.

Solucionario

Speaking Task Describing Sports

1. Respuesta Variable

Options:

Volleyball is fun to do with friends.

Basketball is a little boring.

Swimming seems like a good way to exercise.

Football is my favorite sport in the world.

Karate is very exhausting to do.

2. Picture A – c. My strategy is to score points with my serve.

Picture B – b. I love it when I score three points with one shot.

3. a. Respuesta variable.

b. Respuesta variable.

Se recomienda ir realizando una corrección de las actividades a medida que se avanza en las secciones.

Speaking Task es una sección en la cual los alumnos tienen la oportunidad de aplicar todo lo aprendido en la sección anterior, ya sea el vocabulario relacionado a la unidad y estructuras. Pida a los estudiantes: *Work in pairs and create sentences with words from the two different groups.* Por eso es muy importante que antes modele lo esperado de los alumnos, de esta forma ellos también bajan su carga de ansiedad al momento de hablar. Dé el siguiente ejemplo: *I love volleyball because it is fun to play with my friends.*

Unidad 3 • Lesson 5

Preguntas de profundización

Con el propósito de guiar las lecturas, puede realizar las siguientes preguntas: *What do you see in the pictures? Is there anything else? Which elements call your attention the most? Why?*

Ritmos y estilos de aprendizaje

Como actividad inicial puede pedir a los estudiantes que hagan una lluvia de ideas (*brainstorming*) de forma oral entre todo el curso, mientras el docente escribe los conceptos en la pizarra. Luego los estudiantes escriben las ideas que surgen en su cuaderno. Diga: *Let's do a brainstorming about sports events you know about and then write the concepts in your notebook.* Es importante que fomente la comunicación oral del inglés en estas actividades para que los estudiantes no sientan ansiedad al pronunciar las palabras. Puede indicarles: *It's okay to make mistakes, say only one word out loud, or just give it a try*, para mostrar que todos pueden contribuir con la lluvia de ideas.

Errores frecuentes

Un error frecuente de los estudiantes en las actividades de lectura es priorizar la lectura rápida por sobre el entendimiento, o viceversa. Puede explicar que no es necesario apurarse en la lectura y que algunas palabras pueden entenderse desde el contexto, y aquellas cuyo significado no se pueda dilucidar, o tengan otro significado, pueden ser buscadas en el diccionario.

Solucionario

Before Reading A Historical Description of a Sports Event

1. a. tennis
- b. Olympic Heroes in Greece
- c. For the very first time in history, Chile had won a gold medal in the Olympics.

A Historical Description of a Sports Event

Before Reading

1. In your notebook, write predictions about the text. Then, go to question 2.

- a. What sport did they play?
- b. What is the title of the text about?
- c. Why is this considered a historical event?

Reading Tip

Predicting

Use visual clues such as pictures of the title to generate ideas about a text.

Olympic Heroes in Greece

In the Olympic Games of 2004, the unthinkable happened. The best tennis players of the world were competing for Olympic medals, and the tournaments included Nicolás Massú and Fernando González, who were the 14th and 17th best players in the world at the time.

Both players made it to the finals in the doubles tournament on Thursday. They also played the semi-finals in singles on Friday, but then something happened. González was playing his semi-finals match against Mardy Fish when he injured his ankle. He lost the match. At the same time, Massú beat Tyler Dent, and he became an Olympic finalist.

The first miracle happened on Saturday. González was still injured and he had to play against Tyler Dent for the Bronze medal. The match lasted over two hours, but González won the last set 16-14 and with it, the bronze medal.



Crédito editorial: / Shutterstock.com

Propósito y recomendaciones

El propósito de esta sección es abordar el tema de la unidad (*sports and free-time activities*) a través de una actividad que puedan relacionar con su propio entorno. De esta manera, los estudiantes pueden relacionar el aprendizaje del idioma con su propia realidad, haciendo más cercano el aprendizaje del inglés.

Antes de comenzar con las diferentes secciones y actividades, es importante contextualizar la lectura antes de abordarla, para esto haga preguntas del tipo: *Do you know what the Olympic Games are? Do you know who Nicolás Massú and Fernando González are? What do you win in the Olympic Games? Do you know where the Olympic games originated?*

While Reading

2. Read the text quickly, and then say the correct option.
- This happened in the city of *Patras* / *Athens* / *Rome*.
 - Fernando González suffered a *leg* / *hand* / *ankle* injury.
 - Nicolás Massú played the finals against *Tyler Dent* / *Mardy Fish* / *Fernando González*.

But Saturday's excitement was not over. Only four hours later, González had to step onto the court again, this time for the finals of the doubles tournament against the German team. At first, it seemed like Chile would win the match easily, but González's injury affected him, and his legs did not respond well. The German team recovered and at one point had four match points.

The Chilean players didn't give up and they kept swinging their racquets until they won. For the very first time in history, Chile had won a gold medal in the Olympics.

The very next day, in the Olympic finals, Nicolás Massú faced off against Mardy Fish. Mardy Fish had defeated an injured González, so Massú had to even score. After an hour of intense tennis, Nicolas Massú won gold again, and these two Chilean tennis players became heroes in Athens.

Source: Archivo editorial.



Crédito editorial: / Shutterstock.com

3. Read the text again and decide if the following sentences are True or False.
- This was the first time Chile won an olympic medal.
 - Both tennis players faced the same opponent in the tournament.
 - After his injury, González lost and did not keep playing in the Olympics.
 - The Chilean duo lost the doubles finals.
 - Nicolás Massú is a double gold medalist.

Reading Tip

Skimming

Read the texts quickly to get the general idea.

Contexto

Si desea, puede entregar más información sobre la ciudad de Atenas a los estudiantes para darles contexto: *Athens is the capital of Greece. It was a place where an ancient civilization grew and developed. Athens was the center of Ancient Greece.*

Solucionario

While Reading

2. a. Athens
b. ankle injury
c. Mardy Fish
3. a. F
b. T
c. F
d. F
e. T

Una vez completadas todas las actividades de las secciones presentadas en estas páginas (*Before Reading* - *While Reading*) se recomienda realizar preguntas que fomenten habilidades de orden superior, tales como: *Why do you think these athletes are considered heroes? What evidence does the text have to say about this?*

Unidad 3 • Lesson 5

Preguntas de profundización

Con la finalidad de fomentar el pensamiento crítico en los estudiantes es importante formular preguntas que apunten al desarrollo de aquellas habilidades. Se sugiere realizar las siguientes preguntas: *What is the text about? What is the main idea of the text? What other important sports events do you know?* Además puede realizar preguntas que fomenten la metacognición de los estudiantes: *What is new to me in relation to the topic? Why do I consider this sports event the most important?*

Solucionario

4. • Fernando González was playing his semi-final match when he injured his ankle.
- González was resting from his injury when the Chilean team had to play the double finals.
 - Massú and Fish were playing the finals when Massú scored the last point after more than an hour.

After Reading

5. a. Fernando González gets injured.
b. Fernando González beats Tyler Dent.
c. Mardy Fish loses to Nicolás Massú.
d. The Chilean team wins gold in the men's finals.
e. Chile wins its first gold medal in history.
6. a. Respuesta variable.
b. Respuesta variable.

Lesson 5

4. These events below were interrupted by another event. Look at the two events put together and write them as only one sentence in your notebook.

I am skateboarding in the park. It starts to rain. → *I was skateboarding in the park when it started to rain.*

Fernando González plays his semi-final match. He injures his ankle.

González rests from his injury. The Chilean team has to play the doubles finals.

Massú and Fish are playing the finals. Massú scores the last point after more than an hour.

After Reading

5. Write the correct order of the events A-E in your notebook.

- a. Chile wins its first gold medal in history.
- b. Fernando González gets injured.
- c. Fernando González beats Tyler Dent.
- d. Mardy Fish loses to Nicolás Massú.
- e. The Chilean team wins gold in the men's finals.

6. Get together in groups and think about another sports event that made history in your country, or anywhere else in the world.

- a. Discuss with your classmate and tell each other about the events you chose.
- b. Choose the most important sports event that was mentioned and tell the rest of the class about it.

Reading Tip

Order of events

Identify the first and last events. This will make it easier to put the others in order.

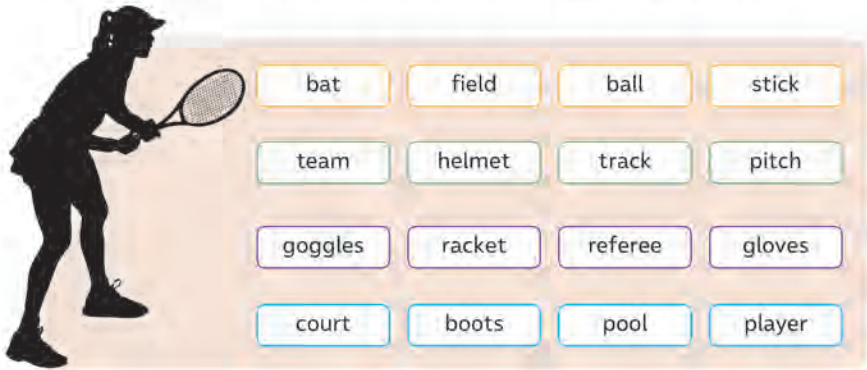
Propósito y recomendaciones

Se recomienda corregir las diferentes actividades presentadas a medida que se van desarrollando, de esta manera se van aclarando dudas en la medida que se van presentando. Una buena técnica es ir realizando una corrección a nivel grupal, para que así las respuestas nazcan desde los propios alumnos y auto-monitoreen el trabajo.

Al momento del trabajo en grupos se recomienda generar un ambiente de trabajo en donde realmente sea el inglés una herramienta de comunicación. Para esto es importante modelar preguntas y frases que puedan utilizar los estudiantes para este fin: *What sport events do you know? Have you attended a sport match/game? Why do you consider that sports event the most important? I think... In my*

Reading and Vocabulary

1. Look at the following words and write **in your notebook** only those that you found in the text or that can be used when talking about tennis.



2. Write **in your notebook** which of the words from activity 1 matches the following definitions.
- An official who watches the action in sports closely to make sure that the rules are being followed and respected.
 - Something made out of wood that is used in certain sports to strike a ball.
 - Equipment that has been designed to protect the eyes.
 - A round object that is typically used in many different games.
 - A place that is usually related to sports, but can also be used for concerts and other important events.
3. In your notebook, complete the following table by adding more sports or physical activities that go with the verbs.
- yoga - skateboarding - karate - basketball - football - swimming
- | play | do | go |
|-------------|-----------------|---------------|
| tennis, ... | gymnastics, ... | climbing, ... |
4. Discuss the following questions with a classmate.
- Which of the sports that you listed on activity 3 is something that you have always wanted to try?
 - Is there a sport that you listed to in activity 3 that you would never play or do?

Ambientes de aprendizaje

Es importante fomentar en los estudiantes que durante el trabajo de grupos sepan respetar los turnos de interacción en especial durante las actividades de la sección *After Reading*. Para esto es necesario el constante monitoreo de los alumnos. Utilice preguntas como: *How are you doing? What sports event did you choose?*

Solucionario

Reading and Vocabulary

1. team – ball – racket – court – player – pitch - field
2. a. referee
b. bat
c. goggles
d. ball
e. field
- 3.

Play	Do	Go
Volleyball, basketball, football.	Karate, yoga.	Swimming, skateboarding.

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

opinion... From what I know I consider... etc. También podría ser de gran ayuda solicitar a los alumnos realizar un pequeño *draft* de lo que van a decir antes de compartir sus ideas y opiniones al grupo que les corresponde, y de esta forma fomentar la participación de todos los integrantes del grupo además de disminuir los niveles de ansiedad.

Unidad 3 • Lección 5

Ideas previas

Antes de comenzar con la sección *Language Focus*, solicite a los estudiantes a dar ejemplos de oraciones/expresiones/preguntas que puedan construir para hablar en pasado. De esta manera se puede hacer un diagnóstico del nivel de conocimiento del idioma que tienen como grupo y así apuntar a desarrollar más habilidades en los alumnos que tienen mayores fortalezas en el idioma, como también generar instancias de aprendizaje que permitan a los alumnos que presentan mayores dificultades.

Ritmos y estilos de aprendizaje

A medida que se avanza en las actividades presentadas en las diferentes secciones de estas páginas, se recomienda generar el trabajo de pares mezclando alumnos que tienen mayores fortalezas en el idioma junto con otros que presentan una mayor dificultad.

Errores frecuentes

Uno de los errores más frecuentes que presentan los alumnos de este nivel es la transformación del verbo desde su forma base a pasado. Por esto es importante la realización de la actividad 3 donde tienen que buscar el pasado de los verbos a trabajar durante esta unidad. Sumado a eso, es importante puntualizar que la forma pasada del verbo *be* tiene diferentes conjugaciones (*was and were*). Para evitar errores escriba ejemplos utilizando diferentes sujetos y permita a los estudiantes inferir una secuencia del uso de *was* y *were*.

Explique: *In past tense of the verb to be some pronouns are accompanied by the past form was (for example I, she, he, it) and the other pronouns (you, we, they) are accompanied by the past form were.*

Level 3

Language Focus: Past simple

1. In pairs, read the sentences and answer the questions in activity 2.

A band played music and the mayor made a speech.

It did not rain as much as last week.

"Did you see him?" I asked.

2. Discuss with a classmate:

- a. Do the sentences refer to events in the past or in the present?
- b. How do we form the simple past tense of the regular verbs in these sentences?
- c. What auxiliary verb do we use in questions and negatives?
- d. What irregular verb can you see in the examples?

3. Below you can see the base form of many irregular verbs. You can find the past version of those verbs on pages 68 and 69. Write the past tense of these verbs (Base Form) in your notebook.

Base Form	
be	make
lose	have
win	do
keep	become

4. Complete the last part of Nicolás and Fernando's story with the correct form of the verbs from activity 3. Write the correct form of the verbs in parentheses in your notebook.

From the commentator's booth

There ⁽¹⁾_(be) somebody else who ⁽²⁾_(become) famous that day. Fernando Solabarrieta, the sports commentator who narrated the action. He called the match in which González ⁽³⁾_(win) the semi-finals and when Massú ⁽⁴⁾_(win) the finals. His commentary ⁽⁵⁾_(keep) everybody entertained, and he ⁽⁶⁾_(make) us believe the impossible. When the Chilean tennis players ⁽⁷⁾_(win) the unthinkable, he screamed at the top of his lungs: "Yes, it's true. I'm crying in this booth. His effort is an example for millions! He's a sports hero." History ⁽⁸⁾_(be) changed for him too.

Source: Archivo editorial.

5. In pairs, ask and answer more questions about other sporting events you remember.

Propósito y recomendaciones

El propósito de la sección *Language Focus* es entregar a los estudiantes estructuras y expresiones que les permitan adquirir los conocimientos, y así saber utilizar el idioma de forma correcta, y en este caso, expresar ideas que tienen que ver con eventos sucedidos en el pasado. Para guiar a los estudiantes introduzca el tema diciendo: *Today we are going to learn how to express ideas and talk about past events. First, do you know how to say "I'm happy" but in the past? Or "I lose my phone" but in relation to past time? Have you heard about irregular verbs? Well, today, we are going to learn how to use the rules to speak using past simple structures in relation to these verbs.* De haber alumnos que puedan brindar ejemplos de cómo expresar situaciones en pasado, se recomienda escribirlas en

Reading Task: An Article

Palin, the Mapuche Sport

It's not exactly a sport, but an ancestral game that strengthen bonds between communities. According to tradition, the two teams that face each other share a meal after each game and treat each other as honored guests. In the past, it was also used as a way to end disputes or as a ritual. Here are five of the most important features of *Palin*:

Source: Archivo editorial.



1. *Palin* is played between two teams that may have between 5 and 15 players.
2. Each *palife* (player) has a *wiño* (wooden stick) with which they hit a *pali* (ball).
3. The *pali* usually has a 5 cm diameter, and it can be made from various materials.
4. Each *palife* plays a different position on a field that is usually 200 meters long.
5. Each team has to score points with the *pali*. A game ends when a team manages to score four points in a row.

6. In pairs, look at the article and discuss what things *Palin* has in common with other sports that you know.
7. Read the article again and say which opinions correspond to the 5 main features of *Palin*.
 - a. "It's easy to play! You can use many things to play it."
 - b. "It can be hard! Scoring many points in a row doesn't seem easy."
 - c. "It's very diverse! You can play matches with a lot of people if you want."
 - d. "It's very exciting! There are a lot of positions that you can play."
 - e. "It's easy to understand! The equipment you use is very similar to hockey."
8. Write the following quantities in your notebook.

a. The diameter of the <i>pali</i> .	c. The length of a normal field of <i>palin</i> .
b. The maximum number of players per team.	d. The number of teams that are playing.
9. Discuss with a classmate whether or not you would play a friendly match of *palin*.

Unit 3 • Lesson 5 • The Wonderful World of Sports | 73

la pizarra y realizar un pequeño análisis de su estructura. También se recomienda extender aquellos ejemplos donde el pasado de *be* (*was/were*) sea utilizado para que los alumnos realicen un análisis y puedan inferir con cuáles personas se utiliza *was* o *were*. Finalmente a través de la sección *Reading Task*, guíe a los alumnos a aprender acerca de un deporte originario de nuestro país. Permita a los alumnos generar conexiones con conocimientos previos al relacionar este juego con algún otro deporte que conozcan previamente.

Solucionario Pág 180

Language Focus Past Simple

2. a. In the past.
 - b. Adding "d" or "ed" at the end of the verb.
 - c. did
 - d. see
3. • be – was /were
 - lose – lost
 - win – won
 - keep – kept
 - make – made
 - have – had
 - do – did
 - become – became
4. (1) was (2) became (3) lost (4) won (5) kept (6) made (7) did (8) had
5. Respuesta variable.

Ambientes de aprendizaje

Motive la participación de los estudiantes para que puedan relacionarse con sus pares a partir de sus propias experiencias. Puede pedirles: *Think of sports that you know and how you can relate them to the text. Are there any similarities?*

Guíe a los estudiantes para que den sus opiniones de forma respetuosa al expresar sus ideas sobre el texto y se turnen de manera que todos participen. Para ello puede decir: *Remember to be respectful enough when giving your opinion and take turns to express your ideas to your classmates.*

Solucionario

Reading Task An Article

1. Respuesta variable.
2. a. 3
 - b. 5
 - c. 1
 - d. 4
 - e. 2
3. a. 5 cm.
 - b. 15
 - c. 200 meters
 - d. 2
4. Respuesta variable.

Unidad 3 • Lección 5

Ideas previas

Con el propósito de crear aprendizaje significativo a través del conocimiento previo, pregunte a los estudiantes: *Do you know what role means? Do you know what roles in a sport are? Can you give an example of different roles from different sports?*

Permita que los estudiantes hagan una lluvia de ideas con distintos conceptos /roles que puedan asociar a las deportes.

Profundización y variaciones

Puede pedir a los estudiantes que investiguen sobre un deporte que les gustaría practicar pero no han tenido la oportunidad de hacerlo: *Find information about a sport you would like to practice but you haven't been able to. Write a short presentation including the information you found.*

De manera complementaria, puede pedir a los estudiantes que indaguen más sobre otras actividades que hacen las personas en su tiempo libre: *Ask your parents or other family members if they have practised extreme sports or what they like to do in their free time. Ask them to tell you about their experiences.*

Solucionario

Writing Task Task the Different Roles in Sports

- Respuesta variable.
 - Respuesta variable.
- player
 - player
 - referee
 - referee
 - fan
 - fans
- This is John's house.
 - My dog's favorite food.
 - Scorpion is Drake's latest album.
 - Yellow Submarine is The Beatles' 10th album.
 - I'm in Cass' car now.
 - Bob and Lucy are my parents' friends.

Writing Task: The Different Roles in Sports

- Look at the cards below and make predictions
 - What are all the roles that people play?
 - Why do they matter?
- Read the cards and look at the images to figure out which role they are talking about.

Language Tip

Possessive 's

Remember that 's at the end of a word shows possession. *Jack's mother = The mother of Jack.*

referee - fan - player - referee - player - fans



A (1) 's mission is to play and be the best competitor around. Many people are involved in a sport, but the (2) 's importance is bigger than all the others. Without them, a sport can't be played.

A (3) 's responsibility is to make sure that the rules are not being broken. It's so important that the (4) 's way of handling situations will probably decide who is the winner.



A (5) 's duty is to watch the sporting events and give support to the player or team. Thanks to the (6) 's participation in sports as supporters, players become famous and they can make a living from it.

- Add in your notebook the possessive 's to the words.
 - This is John house.
 - My dog favorite food.
 - Scorpion is Drake latest album.
 - Yellow Submarine is The Beatles 10th album.
 - I'm in Cass car right now.
 - Bob and Lucy are my parents friends.

Propósito y recomendaciones

Uno de los propósitos de esta lección es entregar a los estudiantes léxico que apoye y complemente el conocimiento de los alumnos en torno al tema de la unidad. Debe recordar además el uso del *genitive case* que aparece en el *Language Tip*, para esto diga: *We add apostrophe S ('s) to show possession, that something belongs to somebody or a type of relationship between people.* Luego continúe con el desarrollo de las actividades, si aún no le es fácil a los estudiantes entender el uso de éste, escriba en la pizarra ejemplos que ayuden a graficar las diferentes formas en que puede aparecer la letra "S", tanto para su forma plural, verbal, y posesión. Para la sección de *Cross-curricular* es importante situar un contexto en relación a cotejar lo que los alumnos sepan sobre el tema, para esto pregunte: *Have you*

Cross-Curricular History

The History of the Olympic Games 25



The Olympics is one of the most famous sporting events, but what many people don't know is that the Olympics is one of our oldest traditions as human beings. Evidence shows that the Olympics were celebrated in 776 BC, when somebody from the city of Elis won an almost 200-metres foot race. This was the stadion race, which was the only Olympic sporting event of the first twelve ancient Olympic Games.

The Olympic Games lost popularity, and it is believed that they ended in the year 393 when the emperor Theodosius I demanded all practices similar to the Games be eliminated. There were some attempts to revive the Olympics, but it wasn't until 1894 when Pierre de Coubertin founded the International Olympic Committee, that there was any

serious progress. Two years later, the first modern Olympic Games were held in Athens, Greece.

After this, the olympics became an international success. In 1924, the first edition of the Winter Olympic Games took place in Paris, featuring sporting events that could not be held in the summer. Some decades later, the first edition of the Paralympics took place in Rome in 1960, featuring athletes with disabilities.

Probably the most famous symbol of the Olympics is the Olympic Flame. This tradition comes from the 1936 games, and it involves thousands of athletes running from Greece to the place where the Olympics will take place to light the Olympic torch.

Source: Archivo editorial.

1 Say to a partner what happened in the following years.

- | | |
|---------|-----------|
| a. 1936 | d. 776 BC |
| b. 393 | e. 1960 |
| c. 1924 | |

2 Go back to your answers in activity 1 and rearrange some of them by using the following connectors.

First – second – next – finally

3 In pairs, discuss the questions

- What do you think about the Olympic Games becoming more inclusive with the Paralympics?
- Do you think that it is important to include people with disabilities in sporting events?

Learning Tip

Connectors

There are connectors that are useful to describe a sequence of events, such as: first, second, next, after that, and finally.

Preguntas de profundización

Con el fin de fomentar el trabajo interdisciplinario y la reflexión, pregunte a los estudiantes lo siguiente:

Why is learning about international competitions important?

Do you think that what you read in this activity is informative?

Solucionario

Cross-Curricular History

- 1936 - The tradition of the Olympic Flame started.
 - 393 - It is believed the Olympic Games ended.
 - 1924 - The first edition of the Winter Olympic Games took place.
 - 776 BC - The first Olympics were celebrated.
 - 1960 - The first edition of the Paralympics took place.
- First, the Olympic Games were celebrated in 776 BC. Second, it is believed the Olympic Games ended in 393. Next, the first edition of the Winter Olympic Games took place in 1924. After that, the tradition of the Olympic Flame started in 1936. Finally, the first edition of the Paralympics took place in 1960.
- Respuesta variable.
 - Respuesta variable.

heard about the Olympic Games? Do you know what sports are in the competition? When were the last Olympic Games? Where did they take place? Do you know where the first Olympic Games were held?

A medida que resuelva las actividades no olvide hacer un análisis de los conectores que aparecen en el *Learning Tip*, y si puede pregunte: *Do you know other connectors? Have you used some of them when you write a text?*

Finalmente aborde la actividad 3 de esta sección solicitando a los alumnos que justifiquen sus respuestas con argumentos que la sustenten, para esto puede pedir a los alumnos que busquen mayor información contenidas en la misma unidad (páginas previas) o desde internet.

Ideas previas

Con el fin de activar conocimiento previo y conectar la actividad con la vida cotidiana de los estudiantes, puede preguntar: *What strategies do you use to prepare a presentation? Do you think those are helpful?*

Ritmos y estilos de aprendizaje

Genere grupos donde alumnos con mayores fortalezas en el idioma trabajen con aquellos que presentan algún tipo de dificultad. Además propicie que los grupos se conformen de tal manera que tengan alumnos con diferentes estilos de aprendizaje. La idea es que existan grupos en donde se encuentren estudiantes que reflejen habilidades kinestésicas, lógico-matemáticas, lingüístico-verbal, etc. Una vez conformados los grupos, solicite que se asignen tareas para poder crear su presentación, de esta forma cada integrante del grupo sentirá que está realizando un aporte desde sus propias habilidades y capacidades evitando de esta manera sentirse excluidos. Finalmente monitoree que efectivamente cada participante del grupo contribuya al trabajo en equipo, si por algún motivo le es desafiante asignarse roles guíelos de tal manera que ellos mismos puedan identificar en que área tienen más habilidades y/o capacidades.

Solucionario

Final Task

1. Respuesta variable.

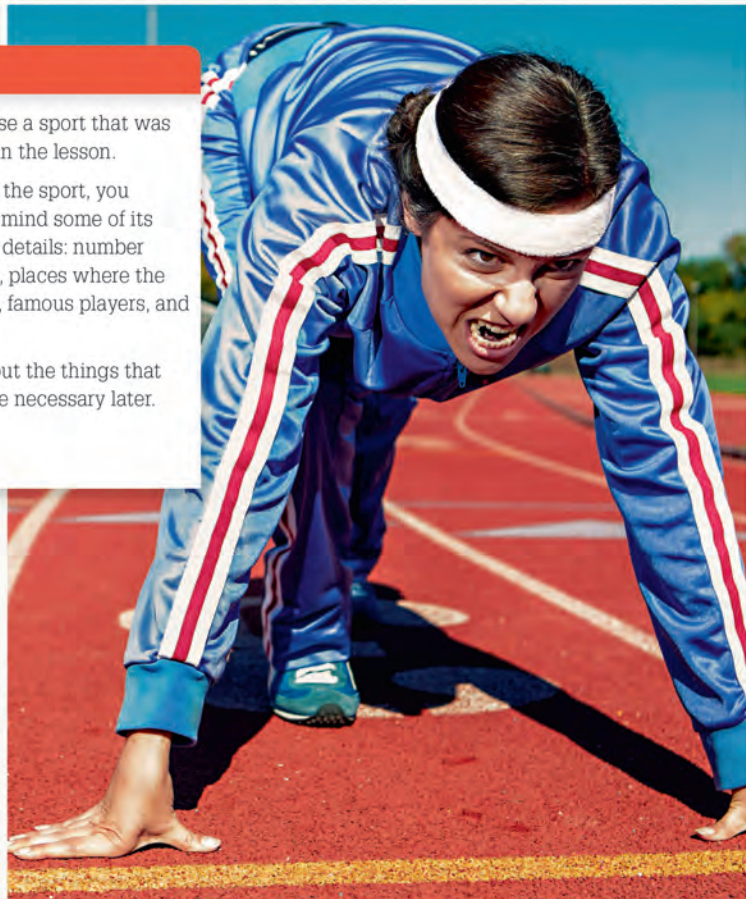
Final Task

A SPORTS FAIR

1 | Decide

- In groups, choose a sport that was not mentioned in the lesson.
- When choosing the sport, you have to keep in mind some of its most important details: number of players, rules, places where the sport is popular, famous players, and more.
- Make notes about the things that you think will be necessary later.

Example:
Volleyball



Propósito y recomendaciones

La sección *Final Task* es una instancia donde los estudiantes pueden aplicar todo lo aprendido durante la lección de manera diferente a lo realizado durante ella. Además de ser una excelente instancia de evaluación (que puede ser formativa, sumativa, etc) propicia el trabajo en grupo, recurre a la utilización de diferentes habilidades de orden superior y consolida los contenidos y competencias que el alumno debe haber adquirido a lo largo de esta parte de la unidad. Por esto es importante que el rol del profesor sea de guía más que de protagonista del conocimiento.

Recuerde monitorear el trabajo de manera permanente para conseguir los objetivos y propósitos de la sección *Final Task*. Durante el desarrollo de la

2 | Write the Presentation

- Decide how you are going to display the results of your group report.
- Assign writing roles for each section of the report: Introduction, Findings, Recommendations, and Conclusion.
- Write a draft for your section. Create more questions to complete any missing information.

**3 | Design the Poster**

- In your groups, put together your drafts and copy them onto a sheet of poster paper. Write the report questions and make sure the layout is logical and easy to read.
- Ensure that the results are presented correctly and are easy to follow.
- Check each other's work.

**4 | Present the Poster**

- You can either present the posters group by group or put all of them in the classroom at the same time
- After the presentations, ask and answer questions about the presentations.

**Self-evaluation**

- 1 Assess your performance during the creation of a healthy day. Complete the table on page 51 of your Activity Book.

Solucionario

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

Preguntas de profundización

Después de ser conformados los grupos, solicite a los estudiantes contestar las siguientes preguntas:

- *What is the difficulty of the task?*
- *How long should the text be?*
- *Is there anything about the instructions I don't understand?*
- *How much time do I need to finish the task?*
- *How should I get organized to feel more motivated with the task?*

Una vez respondidas estas preguntas, solicite que un miembro del grupo que anote las respuestas a modo de bitácora. De esta forma los integrantes del grupo son más conscientes del trabajo y el rol que cada uno debe desempeñar.

actividad pregunte a los alumnos: *How do you know where to find reliable information? What evidence do you find to say the information is accurate? How can you check if the information on the Internet is correct?* para poder guiarlos en la obtención de información verídica que tenga relación con el deporte elegido.

Unidad 3 • Lección 6

Ideas previas

Dibuje tres círculos en la pizarra y pídale a sus estudiantes realizar un mapa conceptual: *Make a mind map about words or concepts that you know or remember about sports.* Luego, puede pedir a dos estudiantes que compartan su esquema en la pizarra y los expliquen, con el fin de mostrar gráficamente la representación de sus ideas.

Profundización y variaciones

Pida a los estudiantes que hagan una lista con los deportes más populares en Chile: *Make a list of popular sports in Chile. Why do you think they are popular? In your own words, why are they interesting or important? Do you practice any of these sports?*

Permítales que trabajen en parejas y que averigüen en libros o en internet sobre diferentes deportes.

Solucionario

My Hobbies

Before Listening A Radio Interview

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

While Listening

2. Scott went to the mall. Jess went rollerblading with her friends on Thursday and went dancing on the weekend.
3. a. didn't have much
b. Jess
c. Jess
d. Scott

After Listening

4. a. He went to the mall to watch a movie.
b. She went roller-blading.

Lesson 6 My Hobbies

In this lesson you will listen, speak, read and write about sports or hobbies through interviews and reports.

What free-time activities do you do? How often do you do them?

A Radio Interview

Before Listening

1. In pairs, look at the pictures and answer the questions.
 - a. What are the people in the pictures doing?
 - b. Do you like doing these things? Why or why not?



Listening Tip
Prediction
Look at pictures to generate ideas about the audio.

While Listening

2. Listen to the radio interview and tell a partner which activities from the pictures Scott did and the ones Jessica did last week.
3. Listen again. Write the answers **in your notebook** and read the correct versions of the sentences to a partner.
 - a. Scott **had too much** / **didn't have much** free time.
 - b. **Jess** / **Scott** danced with a group of friends.
 - c. **Jess** / **Scott** went roller-blading on Thursday.
 - d. **Jess** / **Scott** watched a movie on the weekend.

Listening Tip
-ed Pronunciation
Pay attention to the final sound of the verb in the infinitive to determine the pronunciation of -ed. The possible pronunciations are:
/id/ - /d/ - /t/

After Listening

4. Answer the questions.
 - a. What did Scott do on weekend?
 - b. What did Jess do on Thursday?

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Propósito y recomendaciones

El propósito para trabajar en estas páginas es generar dos tipos de habilidades, por un lado las secciones y actividades presentadas en la página 78 se enfocan en desarrollar habilidades receptivas-auditivas mientras que en la 79 son del tipo productiva-hablada.

Se recomienda abordar las actividades de *listening* comenzando con las preguntas presentadas antes de la actividad en sí: *What free-time activities do you do? How often do you do them?* Recoja la mayor cantidad de ejemplos que los alumnos puedan ofrecer, de esta manera se incentiva la participación y se genera un clima de baja ansiedad. Relacione la información obtenida desde los alumnos y explique cuáles de ellas se pueden considerar como *hobbies* haciendo una diferenciación con aque-

Speaking Task: Compound Words

1. Read the sentences and write the highlighted words in your notebook. Classify them into simple and compound words.

- a. **Indoor** activities are my favorite.
 b. Mom goes **running** every morning.
 c. I can play **videogames** on the weekend.
 d. Tomorrow we are going **rock climbing**!
- e. Let's watch the **football** match.
 f. **Outdoor** activities are usually healthy!
 g. We should play a **board game**.
 h. I need to **exercise** more.

Simple words	Compound words
Exercise, ...	Indoor, ...

2. Read the magazine profiles and complete them orally by using the highlighted words from activity 1.

Our Free Time!

Name: Johanna Mendez

What do you like to do in your free time?

I prefer (1) activities because I don't really like going out. My favorite activity to pass the time is to play (2) online with my friends. But every now and then we get together with my friends in the same house to play (3) in my house. They are very fun! But they usually take a lot of time to play and you need a big table to play them.

I also like sports, especially (4). I'm always watching when La Roja plays and I'm a big fan of Manchester United!

Name: Drew Stone

What do you do in your free time?

I love (1) activities! In fact, my entire family loves doing things outside. The thing that I like is doing (2). I love doing it as fast as I can and feel the wind in my face! Next week, my father is taking me to the mountains to do some (3) for the very first time. It sounds very intimidating, but we are taking all the health precautions possible. I'm very excited about that, but I need to be responsible and (4) some more before I do an activity that could be dangerous.

Source: Archivo editorial.

3. Think of a question that you can ask a classmate about his or her free time.
4. In pairs, ask and answer each other's questions. Talk about your likes and dislikes

Unit 3 • Lesson 6 • My Hobbies | 79

Preguntas de profundización

Con el fin de fomentar la reflexión pregunte a los estudiantes lo siguiente: *What do you know about compound words? What are compound words used for?*

Con el fin de ayudar a los estudiantes a relacionar el contenido con su vida cotidiana, pregunte: *What other compound words do you know?*

Ritmos y estilos de aprendizaje

Monitoree el trabajo individual de los estudiantes en las dos primeras actividades y luego guíelos para que trabajen en pares. Se recomienda fomentar la cooperación, junte a alumnos que tienen un manejo más elevado del idioma con otros que presentan una mayor dificultad o tienen menos conocimiento del idioma inglés.

Solucionario

Speaking Task Compound Words

1.

Simple words	Compound words
b. running h. exercise	a. indoor c. videogames d. rock climbing e. football f. outdoor g. board game

2. Johanna Mendez

1. indoor
2. videogames
3. board games
4. football

Drew Stone

1. outdoor
2. running
3. rock climbing
4. exercise

3. Respuesta variable. Posibles respuestas: *What do you like doing in your free time? Do you have any hobbies?*

4. Respuesta variable.

llas que se consideran como deportes. Para esto se recomienda hacer un paralelo a través de una tabla dibujada en el pizarrón. Puede incluso, solicitar a los alumnos que ellos mismos realicen aquella clasificación. Diga: *Classify free-time activities and define which ones are hobbies and which ones are sports*. Para las actividades que se abordan en la sección *Speaking Task* procure que a medida que se van completando, realizar una revisión de ellas para que de esta manera todos los alumnos tengan las mismas repuestas y puedan también auto corregirse.

Unidad 3 • Lección 6

Ideas previas

Para introducir la lectura y motivar a los estudiantes con el tema de esta sección, solicite a los alumnos observar las imágenes que acompañan al texto, luego pregunte: *What do you see in the pictures? Do you know what a bar chart is? Can you tell why bar charts are used?*

Contexto

Según el desarrollo de la clase, puede entregar a los estudiantes algo más de contexto sobre la lectura: *There are many ways to relax and enjoy our free time. Some of them are more popular than others. It's important to relax and rest in order to avoid anxiety in our daily life.*

Solucionario

Before Reading A Report

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

A Report

Before Reading

1. Think about possible predictions about the text using: I think this text is about... Then, go to question 2.
 - a. What are the people in the picture on the opposite page doing?
 - b. How do young people rest and relax?
 - c. Which activities do you think are most popular among young people?

Reading Tip

Predicting

Use visual clues such as pictures and graphs to generate ideas about a text.

<http://kids.usa.gov/>

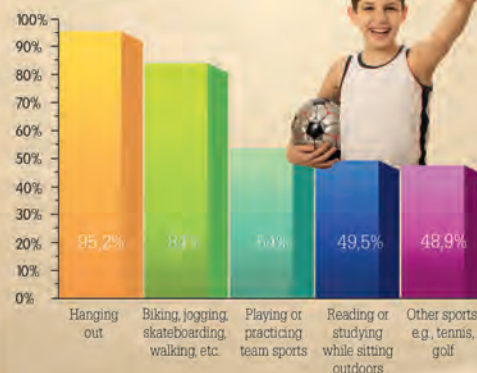
Rest and Relaxation

What do you like to do in your free time? Rest and relaxation are important for our health, and free time gives us a chance to do the activities we enjoy. However, it is important to use the time we have in constructive ways.

Activities can be indoor, outdoor, active or sedentary. In the United States, current research shows that young people enjoy doing outdoor activities. In fact, 61 percent of young people between the ages of six and nineteen spend at least two hours outdoors every weekday.

Top 5

Free-time activities for 11- to 13-year-olds (weekly participation)



Propósito y recomendaciones

Antes de comenzar con la lectura, invite a los estudiantes a discutir en pareja sobre lo que les gusta hacer en su tiempo libre. Pregunte: *What do you do in your free time? Do you practice any sport? Do you have a hobby? Do you like reading/ watching TV/ playing video games/etc.?*

Dele tiempo a los estudiantes para responder las preguntas de la actividad 1 y luego compartan las respuestas como clase de forma plenaria.

While Reading

2. Read the text quickly and choose the correct option. Write the answers in your notebook.
- The report shows children's participation in free-time activities each *month* / *year* / *week*.
 - The report shows the top *ten* / *five* / *three* free-time activities.
 - 84% of young people between the ages of 11 to 13 prefer *biking* / *playing team sports* / *golf*.

The survey found that a number of sports are popular. Teens play basketball or American football very often. Young people also enjoy going on field trips, camping, bird and wildlife watching, doing karate or gymnastics, and aquatic sports such as swimming, diving, and snorkeling. On the other hand, many youngsters spend a lot of their free time indoors. Indoor activities include playing videogames, watching television or going to the movies, and using computers for non-homework activities.

Studies show that playing videogames and using computers are extremely popular among young people. Children under twelve buy one quarter of all the videogames that sold. Three quarters of all twelve-year-olds play videogames, while 81 percent of the same age group uses computers for non-homework activities.

However, watching television is still by far the most popular activity among young people. In the US, the average eight- to eleven-year-old spends 28 hours per week



in front of a TV screen and four hours per week on homework.

What is clear from studies around the world is that young people from different cultures share similar interests and do similar activities. The difference is how much free time they have. In some countries, young people complain they do not have enough free time, while in others they say that they have so much free time that they are bored.

What do you think?

Source: Archivo editorial.

Solucionario

2. While Reading

- week*
- five*
- biking*

Luego, lea en voz alta las preguntas de la actividad 2 y pídale a los estudiantes que realicen un *skim* del texto en busca de las respuestas. Explique el significado de *skim*: *Read the text quickly to find the key or new information in order to find/understand specific information.* Una vez que hayan encontrado la información relevante que sea útil para responder las preguntas propuestas a lo largo de las actividades, asigne un tiempo de silencio para que los estudiantes puedan leer tranquilos.

Aborde la pregunta: *Concerning what you've read, what do you think about free-time activities?* para instar a los alumnos a responder desde su propia mirada y opinión acerca del tema trabajado en la lectura.

Unidad 3 • Lección 6

Ambientes de aprendizaje

Fomente el respeto entre todos quienes participan de la clase, para que sus estudiantes sientan que no hay nada de malo en equivocarse al hablar.

En las actividades de lectura se recomienda que cada estudiante pueda buscar en el diccionario las palabras que le causan más dificultad, y que se realice una lectura de manera individual primero para que puedan familiarizarse con las palabras, buscar las que no conocen, etc., de esta forma se incentiva el trabajo independiente de parte de ellos.

Profundización y variaciones

Es recomendable realizar la lectura tanto de forma independiente y en silencio de parte de los alumnos como hacerla en voz alta entre todos. La lectura en voz alta ayuda a que sus estudiantes conecten la pronunciación de algunas palabras con su escritura, que en muchos casos no coinciden de la misma manera que ocurre en español. En la actividad 5, puede proponer a los estudiantes que trabajen en grupos y que construyan un gráfico con las actividades más populares. Pueden comparar los gráficos con el resto de los grupos y comparar cuáles deportes y actividades son las más comunes. También pueden comparar cuáles actividades son *indoor* y cuáles *outdoor*. Invítelos a reflexionar sobre sus hábitos y la importancia de realizar actividades al aire libre.

Solucionario

3. a. The purpose of the report is to inform about the habits that children and young people have in order to rest and relax.
b. In a brochure in a health dependency.
c. Teens and parents.

3. Read the text on pages 80 and 81. Answer the following questions.
a. What is the purpose of the report?
b. Where are you likely to see a report like this?
c. Who would read it and why?
4. Read the numbers and complete the Supporting idea bubbles in your notebook.

Reading Tip

Predicting
Use visual clues such as pictures and graphs to generate ideas about a text.

61 – one quarter – three quarters – 28 – 4 – 95,2



Main idea	Supporting ideas
Young people spend some of their free time outdoors.	a. Sixty-one percent of six to nineteen-year-olds spend over two hours per day outdoors. b.
Young people also like playing video games.	c. d.
The most popular free-time activity is watching TV.	e. f.

After Reading

5. Discuss free-time activities in groups.
a. Make a list of your top five free-time activities. Use the verbs play, do, and go.
b. Work in groups. In your notebook, make a list of the top five most popular free-time activities.

Propósito y recomendaciones

Explique a los estudiantes la importancia de encontrar significados dentro del contexto de una oración. *If you don't understand a word, you can guess the meaning from the context. Look at the words surrounding the words you don't know, what do you think the meaning is? Is it an action? Is it an adjective?*

Propicie abordar las actividades propuestas en el *After Reading* dando tiempo para el desarrollo de ellas ya que además de completar dichas habilidades se debe considerar tiempo para que ellos puedan debatir en grupo.

Para la sección de *Reading and Vocabulary* no olvide recordar a los estudiantes que para desarrollar las actividades de aquella lección deben volver a las páginas anteriores: *Let's read pages 80 and 81 to answer these questions.*

Reading and Vocabulary

- Look at the information on pages 80 and 81 again. Now read the sentences below and correct them in your notebook.
 - Sixty-one percent of young people spend at least two hours indoors every weekday.
 - The most popular outdoor activity for ten-to-twelve-year-olds is surfing on the Internet.
 - Eighty-four percent of this age group like to play tennis and golf.
 - Studies show that playing video games and using computers are not popular among young people.
 - Three quarters of all ten-year-olds play video games.
- Look at pages 80 and 81 again and tell a partner what the percentages refer to.

a. 95,2%	d. 84%
b. 49,5%	e. 54%
c. 81%	
- Look at the illustration. Identify the sedentary and active free-time activities. Classify them in your notebook in your own words.
- Discuss the questions and answer.
 - Do young people have a lot of leisure time in your country? How do they use it? Do they spend time outdoors or indoors?
 - Do you think active hobbies are better than sedentary ones? Why?
 - Do you think young people in your area spend their free time in a positive way? Why?

Learning Tip

Scanning
Read the text quickly to find key words that give specific information.



Lesson 6 • Hobbies 83

A medida que vaya desarrollando las diferentes actividades procure ir realizando una revisión general en conjunto con los alumnos. De esta manera todos llegan a conclusiones similares, homogeneizando las respuestas y para aquellos que no tengan respuestas correctas es una oportunidad de autocorrección.

Solucionario

Reading and Vocabulary

- Sixty-one percent of young people spend at least two hours indoors every weekday. (over – outdoors)
 - The most popular outdoor activity for ten-to-twelve-year-olds is surfing on the Internet. (eleven – spending time in front of a TV screen)
 - Eighty-four percent of this age group like to play tennis and golf. (biking, jogging, skateboarding, walking, etc.)
 - Studies show that playing video games and using computers are not popular among young people. (extremely)
 - Three quarters of all ten-year-olds play video games. (twelve)
- 95,2 %: 11-13-year-olds like hanging out as a free-time activity.
 - 49,5 %: 11-13-year-olds like reading or studying while sitting outdoors as free-time activities.
 - 81 %: twelve-year-olds use computers for non-homework activities.
 - 84 %: 11-13-year-olds like biking, jogging, skateboarding, walking, etc. as free-time activities.
 - 54 %: 11-13-year-olds like playing or practicing team sports as free-time activities.
- Sedentary: the man reading under the tree, the old man feeding the pigeons.

Active: the woman running, the woman playing basketball.
- Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.

Unidad 3 • Lección 6

Ideas previas

Antes de comenzar con el desarrollo de las actividades puede realizar una pequeña dinámica con los estudiantes en la cual tengan que lanzar una pelota suavemente y quien la reciba debe conjugar un verbo en presente, pasado y continuo para realizar una pequeña familia de palabras (*take, took, taking*). Diga: *Today we are going to play a game "The ball-word."* You are going to receive a ball and say an "action" for instance: "take". Then your classmate from your left is going to continue telling another action, a word that is related to the previous term, for instance: taking. The purpose of this activity is to find as much 'word-family' as you can and to let everybody participate in the game.

Preguntas de profundización

A medida que va desarrollando los diferentes momentos de la clase pregunte: *Do you know the difference between while and when? Can you give more examples using them?*

Solucionario

Language Focus Past Continuous

1. Respuesta variable.
2. a. something we were doing at a past moment in time.
b. two actions happening at the same time.
c. to be.
3. a. Respuesta variable. Posible respuesta: I was watching a TV series.
b. Respuesta variable. Posibles respuestas: Yes, I was. / No, I wasn't.
c. Respuesta variable. Posible respuesta: I was reading Papelucho.
d. Respuesta variable. Posible respuesta: I was eating chicken and salad.
4. Respuesta variable. Posibles respuestas: I was studying while I was listening to music. / We were playing video games when my mom arrived home. / She was talking when he fell asleep.

Language Focus: Past Continuous

1. Copy the sentences in your notebook and underline the verbs.
 - a. The boys were playing videogames in the living room.
 - b. He was watching TV for 8 hours.
 - c. The teenagers were playing basketball at school yesterday.
 - d. She was reading in the park all day long.
2. Read the rules below and choose the correct option. Answer orally.
 - a. We use the past continuous to describe *something we were doing at a past moment in time / a completed action in the past*.
 - b. We can use the past continuous to describe *two actions happening at the same time / a sequence of events*.
 - c. We form the past continuous with the past tense of the verb *to be / to have* + the ing form of the main verb.
3. Write full answers to the questions below in your notebook, using past continuous.

a. What were you doing last Friday night?	c. What was the last book that you were reading?
b. Were you wearing a black shirt the other day?	d. What were you eating for lunch yesterday?
4. Come up with an ending to what you see in the pictures. Use connectors *while* and *when* to join sentences related to events that are happening at the same time or interrupting each other. Write the endings **in your notebook**.

Writing Tip

Connectors

Use connectors *when* and *while* to talk about events happening at the same time or that interrupt something.

I was running in the street while my daughter was riding her bike.

I was reading a book when you called me.



Propósito y recomendaciones

El propósito de la sección *Language Focus* es comprender el uso del *past continuous*. Explique a los alumnos que utilizamos este tipo de estructura para relatar acontecimientos que estaban sucediendo en el pasado cuando otra acción aconteció o se llevó a cabo. Explique: *The past continuous refers to a continuing action or state that was happening at some point in the past.*

Se recomienda, para abordar las diferentes formas de aprendizaje, realizar una pequeña dinámica que ayude a graficar lo explicado. Para esto solicite la ayuda de algunos alumnos y suponga una situación ficticia, por ejemplo: *She/he was driving her car when she received a call*, un estudiante o incluso el docente pueden actuar la dinámica para que de esta forma el concepto de lo que significa *past continuous* quede gráficamente explicado.

Reading Task: An Article

Taking Over the West 28

That is the best way of describing the image you see here. In case you didn't know, that's Jimin, one of the members from K-pop sensation group BTS. There are not many things that represent America better than the most famous cola drink, so having their faces on it can really show how much influence they have.

BTS is a Korean band that debuted in 2013, but as time went on they started to become famous all around the world, and now they are the world's most popular K-pop group.

The people who like them say that it's because their music is a great mix of pop and hip-hop, and fans also appreciate that the group members write their own lyrics. If

that doesn't impress you, then their talents at singing, rapping and dancing are enough to convince anybody.

In fact, in 2018 they made history by being the first Asian artist to reach number 1 on the Billboard 200 chart with their album Love Yourself: Tear. Music specialists and fans agree that they're just beginning, and that they will keep breaking records in the future.



Source: Archivo editorial.

1. Answer these questions and discuss with your partner.

- Why do people like K-pop?
- Why is it important that K-pop artists appear on cans of the most famous cola drink?
- How did they make history in 2018?

2. Copy this activity in **your notebook** and unscramble the sentences. Use the correct punctuation when rewriting the sentences.

- K-pop group / really likes BTS / they are her favorite / my friend Francisca
- but she admits that they / listen to BTS / sing and dance really well / Karla doesn't really
- I asked / and she said yes / my friend Paulina / do you like BTS
- but he prefers other bands / he likes BTS / Esteban said that / like Twenty One Pilots

3. Discuss the following questions with your classmate.

- Do you like or dislike K-pop? Why?
- Why is K-pop different from the pop music from other countries?

Writing Tip

Punctuation
Remember to use capital letter at the beginning of a sentence and a period at the end.

Ambientes de aprendizaje

Al abordar la sección *Reading Task*, pregunte: *Do you know what rock, pop, metal, alternative, hip-hop music are? Have you listened any of them? What music style do you like?* Guíe a los alumnos a empatizar y generar tolerancia hacia las diferentes opiniones; para esto puede decir: *Don't forget that everyone is different. We can all have different music tastes or preferences.* Debido a que esta sección aborda el tema de la música *k-pop*, procure prevenir situaciones que provoquen problemas a nivel de convivencia escolar. Para esto puede decir: *Have you heard anything about k-pop music? What have you listened to it? Have you seen videos about that style of music? What positive characteristics can you say about that style of music?*

Solucionario

Reading Task An Article

- People like K-pop because their music is a great mix of pop and hip-hop. Fans also appreciate that the group members write their own lyrics.
 - Because Coca Cola represents America, so having their faces on a Coke can really shows how much influence they have.
 - They made history by being the first Asian artist to reach number 1 on the Billboard 200 chart with their album Love Yourself: Tear.
- My friend Francisca really likes BTS. They are her favorite k-pop group.
 - Karla doesn't really listen to BTS, but she admits that they sing and dance really well.
 - I asked my friend Paulina: Do you like BTS? And she said yes.
 - Esteban said that he likes BTS, but he prefers other bands like Twenty One Pilots.
- Respuesta variable.
 - Respuesta variable.

Luego al abordar la sección *Reading Task*, no olvide seguir todas las sugerencias explicadas en la sección *Ambientes de aprendizaje* que aparecen en estas mismas páginas. Finalmente en la actividad 3 de la página 85 del libro del estudiante, al momento de generar debate entre los alumnos destaque que toda opinión debe estar justificada y expresada desde el respeto y la tolerancia.

Además puede profundizar en los contenidos de la sección *Reading Task* preguntando a sus estudiantes: *What do you think about k-pop? Do you know any bands? Do you have a favorite song? What kind of music do you listen to?*

Ambientes de aprendizaje

Debido a que *Writing* es una habilidad del tipo productiva es importante ir realizando las actividades propuestas para esta sección paso a paso e ir realizando una corrección de forma general. Sumado a esto es recomendable agrupar en pares a los alumnos de tal manera que aquellos que tengan más habilidades lecto-escritoras puedan ayudar a los alumnos que les cueste más trabajar con este tipo de habilidades. Como también es recomendable que aquellos estudiantes con mayores fortalezas trabajen con aquellos que presentan algún tipo de dificultad. No necesariamente aquellos que tienen mayor conocimiento del idioma presentan mayores habilidades lecto-escritoras, es por esto que es importante que a medida que se van desarrollando las actividades de esta sección monitoree el trabajo de los alumnos, asistiéndolos contantemente, aclarando dudas y paseándose por la sala de clases.

Solucionario

Writing Task A Report

1. a. Recommendations
b. Introduction
c. Findings
2. - However
- but
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.

Writing Task: A Report

1. Read the report and answer the questions exchanging information with your partner.
 - a. Which section of the report makes suggestions?
 - b. Which section of the report states objectives?

Introduction

29

This report investigates popular free-time activities among 12- to 13-year-olds in the U.S. Many teenagers around this age enjoy different outdoor or physical activities, but some of them spend a lot of time indoors doing sedentary activities. Here we make suggestions for using free time based on a questionnaire applied to forty-one secondary students.



According to the questionnaire, the most popular free-time activity among teenagers at this age is hanging out with friends. Nearly 90% of teens do this every day. However, team sports (soccer, baseball, etc.) are also popular daily activities (80%). Only 50% of teens spend more than an hour a day outdoors. At the same time, 75% of them watch television for more than two hours a day.

Findings

Popular Free-Time Activities



Activities enjoyed each day	Percentage
Hanging out	90%
Team sports	80%
Outdoor Activities	50%
Watching TV	75%

Recommendations

1. Teenagers should have a balance of indoor and outdoor activities.
2. Teenagers should be more active.

Conclusion

Many adolescents like physical activities, but don't do them very often. In summary, young people should spend less time watching television and find ways to be more active in their free time.



- c. Which section of the report gives statistical information?
2. Write in your notebook two connecting words in the report that indicate contrast.
3. Write a report about the free-time activities you do at home. Decide on an objective and think of three questions to ask.
4. Use the following four headings for the different sections of your report.

Introduction – Findings – Recommendations – Conclusion
5. In pairs, exchange and correct your reports. Write a final version in your notebook.

Writing Tip

Connectors
Remember to use connectors that express contrast.

Propósito y recomendaciones

Otra forma de abordar las actividades es solicitar a los estudiantes que realicen esta tarea de manera individual, si observa que ellos son capaces, pero propicie realizar una actividad de corrección de pares con algún compañero. Enfoque tener en consideración aspectos como *organization and structure of the text, delivery of the message and the use of language*.

Considere realizar un pequeño resumen utilizando un mapa conceptual que contenga todo lo abordado durante esta unidad en torno a estructuras, vocabulario, expresiones, etc. que puedan ser útiles para guiar a los estudiantes en el *Writing Task*. Para esto puede decir lo siguiente: *Let's make a general review of the unit,*

Cross-Curricular Physical Education

The Activity Pyramid

There are lots of reasons to get off the couch and start exercising! Playing sports or doing exercise improves health and fitness. They also help you make friends and develop personal qualities like cooperation and competitiveness. Look at the activity pyramid and see how you can get more active. Think of more activities you can do!



- 1 Read the pyramid and circle the things that you do.
- 2 In groups, compare your results. Decide who has the most active lifestyle.
- 3 With your group, make a weekly planner of physical activity. Use the information in the pyramid to help you.
 - Decide what and how much activity to do each day.
 - Present your ideas to the class.
 - Follow your weekly planner.

Preguntas de profundización

Al iniciar la actividad, invite a sus estudiantes a revisar las instrucciones y a preguntarse: *What do I have to do? Explain with your own words.* Luego de que se aseguren de entender la tarea, invítelos a preguntarse: *What actions do I need to do to finish the task successfully? How can I make sure at the end that I did the task correctly?*

Solucionario

Cross-Curricular Physical Education

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

what have you learned? What was new for you? Can you give examples of new words or expressions you have learned?

Para la actividad de *Cross-Curricular* explique a los alumnos que se seguirán integrando los contenidos y estructuras aprendidas a lo largo de la unidad pero relacionándolo con otros subsectores de aprendizaje, como es Educación Física. Una vez completada la actividad 3 de esta sección, solicite a los alumnos exponer de forma grupal el trabajo realizado.

Unidad 3 • Final Task

Contexto

Utilizando la información trabajada en las páginas 86 y 67, realice un organizador gráfico semanal (*planner*). Se recomienda retomar ideas trabajando en estas páginas y/o en clases anteriores para guiar a los alumnos.

Ambientes de aprendizaje

Al ser un proyecto de naturaleza kinestésica, es importante propiciar un ambiente de trabajo acorde para regular la energía y el volumen de voz de los alumnos, pero con la salvedad de permitirles interactuar entre ellos. Para lograr un ambiente de trabajo propicio y agradable se recomienda trabajar usando música suave, siempre y cuando los estudiantes estén de acuerdo y sientan que les ayuda a concentrarse en la actividad. Permita que se muevan por la sala y que exista la cooperación entre distintos grupos. Sea el monitor de la actividad aclarando dudas y/o guiando a los alumnos cuando se estime conveniente. Finalmente fomente un espacio de respeto cuando los grupos presenten su trabajo al curso, no permita que algunas personas sigan trabajando mientras hay un grupo exponiendo.

Solucionario

Final Task

1. Respuesta variable.

Final Task

A Poster Presentation



1 | Collect Results

- In groups, look at the results from the reports you wrote on p86.
- Collect the results to make a bigger report. Ask classmates more questions to complete any missing information.

88 | Unit 3 Sports and Free-time Activities

Propósito y recomendaciones

La sección *Final Task* tiene como propósito ser un proyecto donde el alumno aplique todo lo aprendido previamente durante la unidad y dar un uso tangible a los conocimientos y habilidades adquiridas.

Al ser de naturaleza independiente es importante estar monitoreando el trabajo de cada grupo paseándose por la sala, preguntando si necesitan ayuda, clarificando información de las instrucciones, revisando los avances en el trabajo, indicando posibles errores y la forma de corregirlos. Para chequear que se esté trabajando puede preguntar: *Do you have any doubts? Do you need help? How much time do you think you need to do the project?* Fomente el trabajo colaborativo pidiendo asignación de roles y chequeando que se estén cumpliendo al

2 | Write the Presentation

- Decide how you are going to display the results of your group report.
- Assign writing roles for each section of the report: Introduction, Findings, Recommendations, and Conclusion.
- Write a draft for your section. Create more questions to complete any missing information.

**3 | Design the Poster**

- In your groups, put together your drafts and copy them onto a sheet of poster paper. Write the report questions and make sure the layout is logical and easy to read.
- Ensure that the results are presented correctly and are easy to follow.
- Check each other's work.

**4 | Present the Poster**

- You can either present the posters group by group or put all of them in the classroom at the same time
- After the presentations, ask and answer questions about the presentations.

**Self-evaluation**

- 1 Assess your performance during the creation of a healthy day. Complete the table on page 51 of your Activity Book.

Solucionario

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

Preguntas de profundización

Al finalizar la actividad, invite a sus estudiantes a analizar su proceso de trabajo: *Describe the actions you took to do the project. Then analyze each action and decide if they were adequate or not. Write a new sequence of actions that can help you improve the sequence you used to make the next activity in a better way.*

Profundización y variaciones

Después de realizada la actividad, puede perderles a los estudiantes que planifiquen una semana de actividades activas y al aire libre. Pídales que incluyan aquellas actividades que más llamen su atención o que siempre hayan querido probar. Luego propóngales como desafío intentar cumplir con la planificación semanal y que escriban un pequeño reporte sobre sus resultados.

monitorearlos diciendo: *Who is the leader of the group? Who is the person in charge of the design? Who is the person in charge of writing and preparing what you are going to say? How are you going to present the poster?* La idea es que los alumnos tengan claro quién va a desempeñar los distintos roles dentro del grupo para que así todos sientan que aportaron en el trabajo desde sus propias habilidades. Es por esto que antes de conformar los equipos de trabajo es importante identificar estas habilidades de los alumnos y conformar los grupos lo más equitativamente posible.

Unidad 3 • Synthesize

Ritmos y estilos de aprendizaje

Como en esta sección se realiza un análisis global de los contenidos y estructuras adquiridas durante el desarrollo de la unidad, es esencial procurar un correcto trabajo en clases aclarando dudas y guiando a los alumnos en su trabajo. Para no dejar afuera todos los diferentes estilos de aprendizaje procure formar parejas y/o grupos heterogéneos en donde los alumnos con mayor es fortalezas en el idioma puedan ayudar a aquellos que presenten algún tipo de dificultad. De esta manera se apoyan y monitorean entre ellos mismos.

Preguntas de profundización

Realice metacognición preguntando:

Why is it important to summarize the content of the unit? Where can I apply what I have learned? Is it useful for me in my everyday life? What should I do to improve my abilities of English using this content? Why is it useful for me to complete the Checkpoint section?

Solucionario

Synthesize

1. Respuesta variable.
2. Respuesta variable.
3. Main Idea: The Chilean tennis team was very successful in Athens 2004.
Supporting Ideas:

- a. Both players made it to the finals in the doubles tournament.
- b. For the very first time in history, Chile had won a gold medal in the Olympics.

Main Idea: Nicolás Massú evened the score for Fernando González.

Supporting Ideas:

- a. Massú beat Tyler Dent, and he became an Olympic finalist.
- b. Nicolás Massú faced off against Mardy Fish.

4. Respuesta variable.

Synthesize

1. Look at the timelines that represent the two different tenses from the unit. Write three different sentences for each tense in your notebook.

Tense	Past Simple
Representation	
Example Sentence	
Tense	Past Continuous
Representation	
Example Sentence	

2. Compare your sentences with a classmate to check for differences. Correct any mistakes.
3. Reread the text in pages 68 and 69 and complete the supporting ideas below. **Write the answers in your notebook.**

Main idea

The Chilean tennis team was very successful in Athens 2004

Supporting ideas

a.

b.

Nicolás Massú evened the score for Fernando González.

a.

b.

4. Write in your notebook 10 compound words. Use a dictionary if necessary.

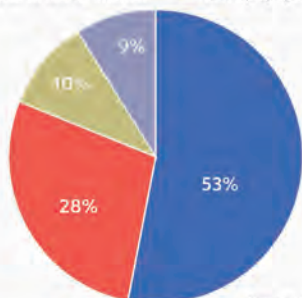
Propósito y recomendaciones

El propósito de la sección *Synthesize* es dar oportunidad a los alumnos de tener una visión general de las estructuras aprendidas en la unidad y sus funciones. Para esto es importante destacar que el vocabulario a trabajar viene inserto en las actividades. Por esto es recomendable que el profesor haga un repaso de las palabras e ideas nuevas que aprendieron a lo largo de las lecciones de la unidad 3. Para cotejar lo que los alumnos recuerdan podría realizar preguntas de metacognición: *Do you remember new words that you have learned during the unit? Or, what new words have you learned? What new expressions have you learned?*

Check point

Young people in Chile who play sports regularly
(three 30 - minute sessions per week)

- Play sports
- Don't play sports due to lack of time
- Don't play sports due to lack of interest
- Don't play sports for other reasons



Source: INJUV, Vida Sana y Juventud 2013.

1. Decide whether the statements are **T** (true), **F** (false), or **DS** (doesn't say). Then talk to your partner about your answers. (4 points)
 - a. The number of people who play sports is higher than the number of people who do not.
 - b. The percentage of people who don't play sports because they don't have the time is lower than the percentage of people that don't want to.
 - c. Other reasons for not playing sports are lack of money and disability.
 - d. 47% of Young people in Chile do not play sports.
2. Indicate **in your notebook** which one of the following alternatives completes the sentence. (4 points)
 - a. What ____ you ____ yesterday?
 - *did / doing*
 - *were / doing*
 - *are / doing*
 - b. I ____ my homework.
 - *was doing*
 - *were doing*
 - *am doing*
 - c. What sport ____ you ____ last summer?
 - *do / play*
 - *did / play*
 - *do / played*
 - d. I ____ volleyball on the beach.
 - *played*
 - *playing*
 - *was play*

Solucionario

Check point

1. a. T
b. F
c. F
d. T
2. a. were / doing
b. was / doing
c. did / play
d. played

La sección *Check Point* tiene como propósito ejercitar el uso del idioma, para así aplicar todos los conocimientos adquiridos a lo largo de la unidad.

Unidad 3 • Project

Ambientes de aprendizaje

Las actividades de esta página requieren de trabajo individual de los estudiantes, así como el correcto uso de vocabulario y tiempos verbales. Una manera de monitorear el avance de los estudiantes es fomentando la participación de los mismos al corregir y entregar *feedback* de las actividades, invitándoles a contestar preguntas generales y anotar sus respuestas en la pizarra.

Preguntas de profundización

- *What was the most difficult part about the unit?*
- *Which abilities and strategies were the most used?*
- *Do you have questions with one of the topics seen? Can you think of a way to work that out?*

Solucionario

Check point

3.

109.1 meters	The normal length of an American football field.
13	The total amount of medals that Chile has won in the Olympics.
75%	Teenagers that watch television for more than two hours every day.
50 kg	The weight that Adriana can lift.
3.5 billion	The number of people who watched the final of the 2018 FIFA World Cup.

4. Respuesta variable.

- Options:
- a. Outdoor activities: biking, jogging.
 - b. Individual sports: golf, swimming.
 - c. Team sports: football, basketball.
 - d. Indoor activities: watching TV, playing videogames.

Check point

3. Match the quantities below with their corresponding option. Answer orally and share your answers with the class.(5 points)

109.1 meters	Teenagers that watch television for more than two hours every day
13	The normal length of an American football field
75%	The weight that Adriana can lift
50 kg	The number of people who watched the final of the 2018 FIFA World Cup
3.5 billion	The total amount of medals that Chile has won in the Olympics

4. Give two examples for the following sports and activities orally. (4 points; 0.5 points each)

- | | |
|-----------------------|----------------------|
| a. Outdoor activities | c. Team sports |
| b. Individual sports | d. Indoor activities |

5. Put the conversation below in the correct order. (5 points; 0.5 points each). Write the answers in your notebook.

Hi Tony! I want to play some sports this weekend. Do you want to come?	I'll bring two rackets then! See you there. Bye!
No. I don't want to play football. Let's play some tennis!	Yeah, sure! Do you want to play football?
Do you want me to bring anything?	Great idea! When?
Seven's great. Where are we going to play?	At the park!
Can you bring your racket? I can't find mine.	Tomorrow at seven.

Propósito y recomendaciones

Continuando con la ejercitación de lo aprendido durante la unidad es importante, es importante realizar preguntas de metacognición puntualizando el vocabulario que se pretende aplicar en los ejercicios presentados en estas páginas. Pregunte: *What sports and hobbies have we learned? Do you know any other words?*

Asimismo, se vuelve a reforzar el uso de los tiempos verbales a través de las actividades, como *filling the gaps*, donde los alumnos deben aplicar lo aprendido. Es por esto que se recomienda retomar lo repasado en la página 91 del texto del estudiante para poder completar el ejercicio correctamente.

6. Write a note about a popular free time activity that is enjoyed by people your age (minimum: 75 words). (10 points)

- Express your opinion about the free time activity.
- Explain why it is popular.

Write in your notebook.

7. In pairs, choose one of the following situations and have a conversation. (10 points)

	Student A	Student B
Situation 1	Your school makes you take two after-school courses: a sport and an outdoor activity, but you are not very good at sports.	You advise Student A about what courses to take.
Situation 2	You are a sports fanatic and you are asked by your friend to take part in an indoor activity with him/her.	You are a friend inviting Student A to an indoor activity.

With your teacher, correct your Checkpoint and count your points. Good job!

1. Hi Tony! I want to play some sports this weekend. Do you want to come?
2. Great Idea! When?
3. Tomorrow at seven.
4. Seven's great. Where are we going to play?
5. At the park!
6. Do you want me to bring anything?
7. Yeah, sure! Do you want to play football?
8. No. I don't want to play football. Let's play some tennis!
9. Can you bring your racket? I can't find mine.
10. I'll bring two rackets then! See you there. Bye!

Profundización y variaciones

Pida a los estudiantes que compartan los textos creados para la actividad 6 con su compañero de banco. De esta forma se realiza una corrección entre pares que puede servir como método de aprendizaje.

Solucionario

6. Respuesta variable.
7. Respuesta variable.

Luego los estudiantes producirán un texto a partir de los contenidos vistos a lo largo de la unidad. Para esto es importante guiarlos ya que al ser una habilidad productiva contempla una mayor complejidad.

Finalmente se espera que los estudiantes puedan producir y comunicar información de manera oral, respecto a los deportes y/o hobbies vistos en clase. En este *role-play*, los estudiantes deben hacer uso de vocabulario en donde expresen claramente qué actividades realizan de manera *indoor* o *outdoor*; para no causar confusión podría hacer un paralelo en la pizarra en donde los alumnos clasifiquen qué actividades se consideran dentro de estas categoría. Pregunte: *What activities can you do indoor? What activities can you do outdoor? What indoor activities do you like? What outdoor activities do you practice the most?*

Lesson 5

The Wonderful World of Sports

Writing

- Write the correct name for each sport.



- Work in pairs. Write the equipment you need for these sports.

- Tennis: _____
- Football: _____
- Karate: _____
- Basketball: _____

Speaking

- Answer the questions with a partner.
 - What is your favorite sport?
 - What do you need to play it?
 - Is there a sport you don't like? Which one?

Reading

- Read the statements and match them with the sport, according to your own opinion. There are no incorrect answers.

- Running
- Judo
- Swimming
- Basketball

- ... is my favorite sport in the world.
- ... seems like a good way to exercise.
- ... is very exhausting to do.
- ... is fun to do with friends.
- ... is a little boring.

- Share your opinions with a partner and try to explain why you think so about each one.

Writing

- Choose one of the sports below and research an important athlete in your country who plays it. Write the information you find in the space provided.

gymnastics - ski - cycling - swimming - weightlifting - tennis

- Share your work with a partner and answer the questions.

- Did you know about the athlete before researching information about him/her?
- What other important Chilean athletes do you know?

Speaking

- Read the following statement and write whether you agree or disagree. Then, share your ideas with a partner.

Taking part is more important than winning.

Listening

1. Listen to the text and complete it with the correct words. (a)

Who is the fastest runner in the world?

On Sunday 16 August 2009, 23-year-old Usain Bolt from (a) became the fastest runner in the world when he ran the 100 meters in a world (b) of 9.58 seconds.

This works out to 37.58 kilometers/hour (km/h).

To recognize this outstanding (c), he was awarded the (d) of the Order of Jamaica at the National Honours and Awards Ceremony on 20 October 2009.

In Rio (2016), Bolt won (e) in 100m, 200m, and 400m relays once again, but his (f) was not as fast as in 2009. He took 9.81 seconds to cover 100 meters which comes to 36.7km/h.



Reading

1. Read the text from the previous activity and mark the statements as True or False. Correct the false ones.

- a. Usain Bolt is from the United States.
- b. He completed the 100 meters in 9.58 seconds in 2009.
- c. He participated in the 100m, 200m, and 500m relays in Rio 2016.
- d. In Rio 2016, Usain Bolt was faster than in 2009.
- e. He took 9.81 seconds to cover 100m in 2016.

Writing

1. Answer the question.

- a. In your opinion, what does it take to be a successful athlete? Why?

2. Share your ideas with a partner.

Language Focus

1. Use the correct form of the verbs to complete the sentences.

- a. I (break) my leg while I (play) football.
- b. I (lose) my trainers when I (change) clothes.
- c. She (drop) her wristband when she (play) tennis.
- d. We (watch) the match when my mom (arrive).
- e. They (talk) about the upcoming sport event when they (see) their favorite Chilean athlete.

2. Write about three things you were doing last week when something interrupted you. Use the correct form of the verbs.

- a.
- b.
- c.

Vocabulary

1. Label the pictures with the correct words.

gloves - boots - ball - bat - helmet - goggles

A



B



C



D



E



F



Language Focus

1. Use the words to write sentences in the past simple tense.

a. You / arrive / late / yesterday

b. I / be / tired / after the soccer match

c. He / not have / to cook / because / we / order / pizza

d. My favorite team / lose / the game / last week.

e. I / enjoy / the match / even though / I / not be / in the mood / to watch TV

2. Share your answers with a partner and correct the mistakes you find in his/her or your sentences.

Speaking

1. Work in pairs and ask the following questions to each other. Remember to use the correct form of the verbs as you answer.

a. What did you do yesterday?

b. Did you watch TV last weekend? If so, what did you watch?

c. What did you do during your last summer vacation?

d. What did you have for lunch two days ago?

Reading and Writing

1. Read the following characteristics and think of a sport that has all of them. Then, justify your choice.

a. It's easy to play.

b. It can be hard.

c. It's very diverse.

d. It's very exciting.

e. It's easy to understand.

Sport:

2. Share your ideas with a partner. How are they similar or different?

Language Focus

1. Rewrite the sentences using possessive 's.

a. That racket is of Ben.

b. He is the son of Nicholas.

c. Let's go to the court of the National Stadium.

d. We are playing football with the ball of Mark and Sue.

e. The gloves of my teacher are on the table.

Final Task

Reading

1. Read the text and highlight important facts or events related to the topic.

The Football World Cup

The first competition for the Cup was organized in 1930 by the Fédération Internationale de Football Association (FIFA) and was won by Uruguay. Held every four years since that time, except during World War II, the competition consists of international sectional tournaments made up of 32 national teams leading to a final elimination event. Unlike Olympic football, World Cup teams are not limited to players of a certain age or amateur status, so the competition serves more as a contest between the world's best players. Referees are selected from lists that are submitted by all the national associations.

The trophy cup awarded from 1930 to 1970 was the Jules Rimet Trophy, named for the Frenchman who proposed the tournament. This cup was permanently awarded in 1970 to then three-time winner Brazil (1958, 1962, and 1970), and a new trophy called the FIFA World Cup was put up for competition. Many other sports have organized "World Cup" competitions.

Retrieved from: www.britannica.com/sports/World-Cup-football



2. Check your answers with a partner.

Writing

1. Research on the Internet and answer the following questions.
 - a. Does Chile have an important achievement in an international competition? Which?
 - b. In your opinion, is it important to support Chilean athletes when they participate in international sporting events? Why? How can we support them?

2. Think of these people's roles in sports and write what they are. Use your own words to define each.

- a. Player: _____
- b. Spectators: _____
- c. Coach: _____
- d. Sports reporter: _____

Self-evaluation

1. Use the following table to assess your work on the sports fair. Check the boxes corresponding to the things you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Cooperation with your group		Performance	
Clear questions		Division of tasks		Use of images/drawings	
Organization of the sport		Group feedback		Volume, tone and eye contact with the audience	

2. Answer the following questions with your work group.

- a. Were there any problems while completing the task? Which ones?
- b. What strategies did you use to complete the task?
- c. How can you improve your teamwork?

Reading and Writing

1. Read the list of free time activities and mark the ones you do.

- a.

Watching movies or series
- b.

Dancing
- c.

Reading books or comics
- d.

Rollerblading
- e.

Taking pictures
- f.

Writing
- g.

Handcrafting
- h.

Playing sports

2. Choose one of the free-time activities you marked and explain when and where you do it, and if you do it alone or with friends. If you didn't mark any, write about a different activity.

Speaking

1. Interview a classmate and take notes on his/her answers.

- a.

Do you have any hobbies?
- b.

When did you start doing it?
- c.

What do you need to do it?
- d.

Would you recommend it to a friend? Why?

2. Practice the verbs with -ed endings with a partner and classify them in the correct column, according to how they sound.

wanted - loved - talked - cleaned - used - walked - needed - started - helped

/ɪd/	/d/	/t/

Vocabulary

1. Match the concepts with the correct description.

- a.

outdoor

_____ something that happens inside a building.
- b.

indoor

_____ someone that does little or no physical activity.
- c.

active

_____ something that happens outside a building.
- d.

sedentary

_____ busy with a particular activity.

2. Complete the sentences using the words from the previous activity.

- a.

I think the children should play an _____ game today. It is very cold outside.
- b.

A _____ lifestyle is unhealthy for people of any age.
- c.

In order to stay _____, I walk to work every day, even if it's cold.
- d.

Let's do an _____ activity today. It looks like it will be a sunny day.

Listening and reading

1. Listen and complete the text. 

The Importance of Play

Do you remember when you were a small **a)** _____? What games did you play? Kicking a ball? Jumping a rope? Creating an **b)** _____ world? Experts agree that playing is important for children to develop into **c)** _____ adults. Here are five ways that play benefits kids:

1. Play helps children develop their own **d)** _____
2. When they play, children learn how to make **e)** _____ and solve problems.
3. Children learn how to control their emotions, such as anger and fear, when they play.
4. Play helps children make **f)** _____
5. Play makes children happy!

Play is not just for kids, but for teenagers and adults as well. It helps us learn. It relieves **g)** _____, and it makes us more productive at school and at work. Play isn't a luxury- it is a necessity. So when you have some free **h)** _____, don't just sit and watch TV. Engage in some brain-stimulating play!



2. Match the sentences to the five benefits.

- a. _____ Climbing trees is frightening but fun!
- b. _____ Children laugh and joke when they play.
- c. _____ When I play, I do what I want to do, not because I have to do it.
- d. _____ We make the rules for the games we play.
- e. _____ We all enjoy playing. If somebody is not happy, we change the game.

3. Read the list and mark the reasons why you play.

- a. _____ to learn
- b. _____ to create
- c. _____ to compete
- d. _____ to pass the time
- e. _____ to relieve stress
- f. _____ to be happy

4. Share your answers with a partner. How are they similar or different?

Writing

1. Read the sentences and add the highlighted words in bold to the table.

- a. I **dislike** going to the cinema.
- b. I **prefer** to take it easy with friends.
- c. I **love** to study!
- d. I **don't like** to study either!
- e. They **hate** playing basketball outdoors.
- f. Do you **like** reading?
- g. I **can't stand** watching TV.
- h. Manuel **enjoys** skateboarding.

Expressing likes	Expressing dislikes

2. Write four sentences about your likes and dislikes using words from the previous activity.

- a. _____
- b. _____
- c. _____
- d. _____

Language Focus

1. Circle the correct option in each sentence.

- a. We *were playing* / *played* football when it suddenly *was starting* / *started* to rain.
- b. Yesterday, I *was going* / *went* rollerbalding in the park.
- c. In the last 10 years, students *were preferring* / *preferred* basketball instead of chess.
- d. He *was doing* / *doing* karate when he *was broking* / *broke* his arm.
- e. She *was winning* / *won* the tournament but there was a sudden change in the last match.

Reading

1. Read the following text and underline the words you don't know.

The Health Benefits of Gardening

Gardening is popular in many parts of the world. This outdoor activity not only gives us beautiful plants, and fresh fruits and vegetables, but also many health benefits.

- **Healthy for children:** It is a great activity to do with children. It gets families outdoors and off computers, televisions and other electronics.

- **Gardening can be a great teacher:** People can learn about nature and wildlife. Gardening can teach about where food comes from and healthy eating. It can also help to understand the limits of natural resources and the importance of using them wisely.

- **Vitamin D:** When you are in your garden, you might feel the sunshine on your skin. This means you are getting Vitamin D, which helps our bodies use calcium. That is necessary to keep bones strong.

- **Exercise:** All the different movements needed for gardening – bending, twisting, stretching and lifting – work small muscles in the body. You can easily get a good workout when you are digging holes or pulling weeds.

Adapted from: <https://learningenglish.voanews.com/a/health-lifestyle-benefits-of-gardening/4334096.html>

2. Use a dictionary to find the meaning of the words you underlined.

3. Work in pairs and think of two other benefits of gardening. Take notes on your ideas.

Language Focus

1. Use when or while to connect the sentences below.

a. I was working on my book. He was watching his favorite series.

b. Marta was walking to work. She saw her best friend cycling.

c. My dad was cooking pasta. I was baking a cake.

d. It went dark. He was riding his bike to Guillermo's house.

Speaking

1. Mark the following actions as (H) healthy or (U) unhealthy. Then, share with a partner and explain your answers.



Final Task

- 1 In groups, go through Unit 4 and make a list of the healthy activities you find.

- 2 Choose a sport or physical activity. Research how it could help teenagers to have a healthier lifestyle.

- 3 Make a poster with the information. Include a motivating title and drawings to encourage people to take it up.

- 4 Present your posters to your classmates. As you listen to their presentations, take notes on the ideas they present.

- 5 Answer the following questions: Was there any physical activity that caught your attention? Why? Would you like to take it up?



Self-evaluation

- 1 After presenting your healthy day, use the following table to assess your performance. Check the boxes of the things you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Division of tasks		Explanation to the audience	
Consistent information		Group feedback		Use of images/drawings	
Organization		Behavior		Volume, tone and eye contact	

- 2 With your group, discuss the following statement.

Collaboration among the group is the key for a successful presentation.

- 3 Individually, think of ways to improve your work in an upcoming presentation.

- 4 Reflect on how this unit helped you to understand new ways of being healthy and how you can use them to improve your own lifestyle. Take notes on your ideas.

Date:

Name:

Writing.

- 1 Write the letters in the correct order. Find out the name of each sport.

T-N-I-N-S-E: _____.

K-B-E-A-T-A-S-L-B-L: _____.

E-T-A-R-A-K: _____.

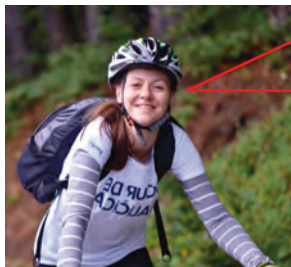
V-L-L-B-A-O-L-E-Y-L: _____.

M-W-S-I-M-I-G-N: _____.

- 2 Read the sports in the chart. Identify the verb they go with and write them in the blanks.

**Snowboarding- Cycling- Ballet- Golf- Athletics- Yoga- Running- Baseball-
Swimming- Hockey- Aerobics- Volleyball- Rugby- Climbing**

Do	Play	Go
karate		



Learning tip...

Go	<i>The name is a verb ending in -ing</i>	Swimming
Do	<i>Non-team sports and recreational activities</i>	Dancing
Play	<i>Sports with teams, competitions, tournaments and rules</i>	Aerobics yoga Basketball Rugby

Speaking.

- 3 Meet a classmate and dialogue.

a. Do you like sports?

b. Do you practice any sport?

c. What is your favorite sport?

d. Name some athletes you admire.

Reading.

4 Match these athletes with their thoughts.

a.



b.



c.



d.



e.



I want to become a black belt.

Baskets are 2 meters tall

My racket is my best friend

Team work is very important.

I need my goggles

Writing.

5 Write these verbs in their past form. Use the clues to solve.

A	B	C	D	E	F	G	H	I	J	K	L
1	2	3	4	5	6	7	8	9	10	11	12
M	N	O	P	Q	R	S	T	U	V	W	X
13	14	15	16	17	18	19	20	21	22	23	24
Y	Z										
25	26										

BE 23-1-S / W-5-18-E: _____.

LOSE 12-O-19-20: _____.

WIN 23-15-N: _____.

KEEP 11-5-P-20: _____.

MAKE M-A-4-5: _____.

HAVE 8-1-D: _____.

DO 5-9-5: _____.

BECOME 2-5-C-1-13-E: _____.

6 Read the sentences and complete them with the missing verb. Use some of the verbs from exercise 5.

- a. Nicolás Massú and Fernando González _____ an Olympic gold medal.
- b. They _____ in the first chilean couple of tennis players in obtain that kind of prize.
- c. Fernando González _____ playing after suffering an ankle injury during the match.

Date:

Name:

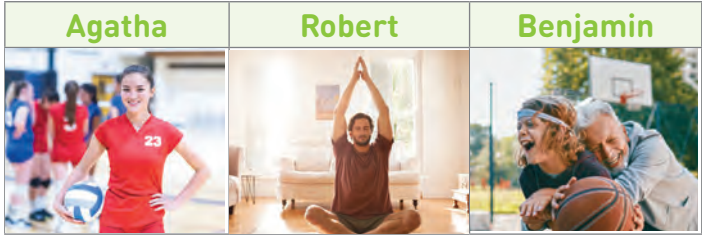
Reading.

1 Read the texts and write a, b, c, d or e in their correspondent description.

a. Volleyball	Two teams play with fifteen players into the field. The teams have to carry, pass or kick the ball to score into the end zone. The teams should score the highest amount of points to win the match._____	c. Tennis	It can be an individual or a team sport. They use a racket with strings to hit a rubber ball covered with felt. The ball has to pass over the net and ground into the opponent's court. _____	e. Rugby
It is a one-self person sport. The player uses a club to hit a ball into a specific quantity of holes. They have to reach the holes with the lowest amount of strokes. _____	b. Basketball	It is a team sport. Two teams are needed. There are six players in each court. They score points by grounding the ball on the other team's court. _____	d. Golf	This is a team sport. There are five players in the court. To obtain the points the players have to shoot the ball through a hoop which is ten feet above the ground._____

Writing.

2 Look at the pictures. Choose one of them and write a short paragraph about the character.



I am

Speaking.

- 3 Work with a partner. Use the texts you wrote in exercise number 2.
Ask to your partner and dialogue.

- How old is your character?
- Which is his/her/their favorite sport?
- When did he/she started practicing that sport?
- Do you like that sport?
- Do you practice any sport?
- Have you ever practiced a team sport

Writing.

- 4 Transform these sentences into the past simple tense.

a. I am very good at playing tennis. I keep working in my aces.

b. Sam works hard everyday to obtain his veterinarian degree.

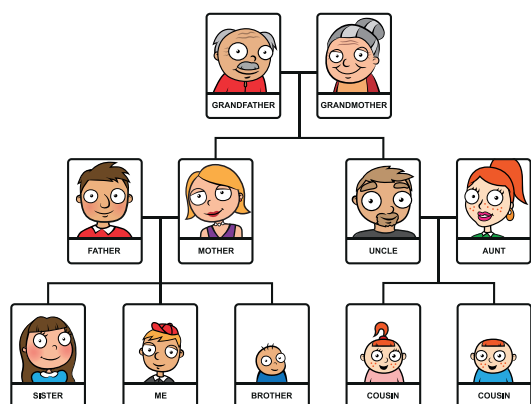
c. It becomes very easy when you explain the subject.

d. My parents study psychology with Dr. Anderson.

e. Raphael and you keep living in Osorno.

Grammar.

- 5 Look at the family tree. Complete the sentences using 's possessive to explain the relationship between these people.



1. My mother is my **grandmother's** daughter.
2. My uncle my _____'s brother.
3. My aunt is my _____'s wife.
4. My father _____'s father.
5. I am my _____'s grandson.
6. My cousin is my _____'s nephew.

Date:

Name:

Writing.

- 1 Classify the activities from the chart into outdoor or indoor. Some of the activities can be both.

Go running in the park- play videogames- do gymnastics- go climbing – read- do yoga- play with my dog- go dancing- watch a movie- go fishing- walk my pet- play tablegames- camping

Indoor	Outdoor

Reading.

- 2 Read the sentences and answer. Circle T if it is true o F if it is false.

a. Most of young people like surfing on internet.	T	F
b. Indoor activities are dangerous.	T	F
c. Go fishing is an indoor activity.	T	F
d. Outdoor activities are funnier than indoor activities.	T	F
e. Watching TV is an outdoor activity.	T	F
f. Watching TV is one of the most popular activities for young children.	T	F

Speaking.

- 3 Work with a partner. Dialogue.

watch tv	play video games	surf on the internet

- Which is your favorite indoor activity?
- Which is better to share with friends?
- Do you prefer outdoor activities?

Reading.

- 4 Read these past continuous sentences and circle when or while.
- a. I was running *when/ while* the car hit me.
 - b. Sara was taking a shower *when/ while* the telephone was ringing.
 - c. Emma and Raul got surprised *when/ while* their daughter walked alone.
 - d. *When/ While* I was cycling, the storm started.
 - e. Max took the bus *when/ while* his mom called him.
 - f. Mario was eating an apple *when/ while* Camilo was eating a very big hamburger.
 - g. *When/ While* John was cooking dinner, his wife came back from work.



Language Use

Use **WHEN** to describe a short action usually in past simple, which discontinue the development of another action.

Ex: Sara was sleeping when the telephone rang.

Use **WHILE** to express two situations that occur simultaneously.

Ex: Dominic was riding his car while Bryan was surfing on the internet.

Date:

Name:

Writing.

- 1 Look at the chart. Read the information, choose one of the characters and write a short paragraph about these people hobbies, likes and dislikes.

	Age	Read a book	Go dancing	Do yoga	Watch Tv	Surf on internet
Paul	25	x		x		x
Jessica	73	x	x			
David	12		x			x
Martha	46			x		

I am

Speaking.

- 2 Read the text you wrote in exercise number 1 to your partner and create a dialogue. You can use the questions given.



- What do you like doing in your free time?
- Do you have any hobby? Which one?
- Do you practice any sport?
- Do you eat healthy?
- Do you prefer inside or outside activities?

3 Read the sentences and write Past Simple (**PS**) or Past Continuous (**PC**) according to the tense.

- a. Most of the children consulted were between 10 and 12 years old. _____
- b. Yesterday, the North American President asked for world peace. _____
- c. Japan was developing very important medical advances for humanity. _____
- d. Steven and Caroline were eating an amazing tuna sandwich. _____
- e. What did you do last night? Actually, we stayed at home. _____
- f. Where was Monica studying for the test? _____

4 Read the sentences and complete with While or When.

- a. _____ I was texting him, Jonathan arrived.
- b. Gary Medel broke his leg _____ he was playing a match.
- c. She was listening to the radio _____ she was preparing the breakfast.
- d. A police man stopped Ana _____ she was driving at 120 km/h.
- e. What were you doing _____ you saw your girlfriend for the first time?

5 Imagine you are making a presentation to your classmates about lesson 6. Create a poster with the most significant content for you. Use the square below.

Actividad complementaria 1 Lección 5

1. Tennis, Basketball, Karate, Volleyball, Swimming.
2. Do: karate, ballet, yoga, aerobics, athletics. Go: snowboarding, cycling, running, swimming, climbing. Play: baseball, hockey, golf, volleyball, rugby.
4. a. My racket is my best friend
b. I need my goggles
c. I want to become a black belt.
d. baskets are 2 meters tall
e. Team work is very important
5. Was/Were, lost, won, kept, made, had, did, became.
6. a. won
b. were
c. kept

Actividad complementaria 2 Lección 5

1. a) e) c) c) e)
d) b) a) d) b)
2. a. al was very good playing tennis. I kept working in my aces.
b. Sam worked hard everyday to obtain his veterinarian degree.
c. It became very easy when you explained the subject.
d. My parents studied psychology with Dr. Anderson.
e. Raphael and you kept living in Osorno.
3. 1. Grandmother's
2. mother's
3. uncle's
4. brother's or sister's
5. grandmother's or grandfather's
6. mother's

Actividad complementaria 1 Lección 6

1. Indoor: play video games, do gymnastics, read, do yoga, go dancing, watch a movie, play table games.

Outdoor: go running in the park, do gymnastics, go climbing, do yoga, play with my dog, go fishing, walk my pet, camping.

2. A. T

B. F

C. F

D. (Both, use this answer to create a dialogue)

E. F

F. T

3. (Activity 4)

A. When

B. While

C. When

D. While

E. When

F. While

G. When

4. (Activity 5)

a. I was singing in the shower.

b. Raul and Constanza were playing with the dog.

c. You were sleeping in the car.

d. They were running in the park.

5. (Activity 6)

a. 88 %

b. 61 %

c. 34 %

d. 70 %

e. 95 %

Actividad complementaria 2 Lección 6

1. A. P. S
B. P. S
C. P. C
D. P. C
E. P. S
F. P. C

2. a. While
b. while
c. while
d. when
e. when

Date:

Name:

1. Complete the text with the correct form of the verbs given.(/14)

b. _____ you _____ (like) sports?

c. My cousin Carla _____ (love) sports. She usually _____ (go) to the gym on Mondays and Wednesdays and _____ (do) yoga on Fridays.

d. My friends Andrew and Keira _____ (not practice) much sport.

e. What _____ Amalia _____ (do) in her free time? She _____ (not play) football, but she _____ (do) aerobics every Tuesday and Thursday morning.

f. They _____ (be) very lazy!

g. Nicholas often _____ (chat) on the Internet and Thamara _____ (write) e-mails and _____ (go) shopping on-line all day long!

Date:

Name:

2. Read the text and answer T for true or F for false. Write the correct sentence. (/14)

Dear Camila,

I'm sitting on the beach, reading a book, Robert and Carol are playing in the sand and Trevor is swimming in the sea. He is with another child.

Paul is listening to music with his headphones and eating an ice cream

We are having a fantastic holiday.

Pichilemu is a little village, most of their people live from fishing, crafts and hosteling tourists.

There is a surf tournament this week. I'm waiting for it. Everybody here is really friendly and they can say "hello" many times during the same day.

We are enjoying these holiday so much! I can't wait to see you and tell everything about it.

Love,

Sandra

a. Camila is writing a letter to Sandra. _____	
b. Trevor is listening to music. _____	
c. Sandra is talking about her family. _____	
d. Robert and Carol are playing in the sand. _____	
e. Sandra feels really bored. _____	
f. A surf competition is close. _____	
g. Paul is eating a sandwich. _____	

3. Read the letter in exercise 2. Imagine you are Camila. Tell Sandra about your vacation (where you are, who are you with and give 3 ideas of what you and your family are doing)(/10)

Dear Sandra,

Camila

4. Complete the sentences according to the information given in the chart.

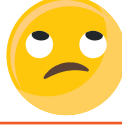
(/17)

 Like

 Dislike

 Love

 Hate

	Eating pizza	Go cycling	Doing aerobics	Playing rugby
Charles				
Harry				
William				
Kate				

- Kate _____ pizza. (eat pizza)
- Harry _____ . (do aerobics)
- William _____ doing aerobics, but he _____
(play rugby)
- Charles _____ . (go cycling)
- Kate _____ . (do aerobics)
- Charles _____ doing aerobics and going cycling.
- Harry _____ . (play rugby)

Date:

Name:

1. Complete the sentences with the verbs GO, DO and PLAY. Pay attention in the 3rd person singular. (___/7)
 - a. Francisca and Ana _____ yoga every morning. They meditate every day.
 - b. I _____ volleyball every Friday night. It's my disconnection from the week.
 - c. You _____ swimming every week. It's very healthy for your heart.
 - d. Sofía _____ hockey twice a week. She is terrific!
 - e. Mary _____ snowboarding every winter. She loves snow!
 - f. We want to buy new uniforms! We _____ athletics together.
 - g. My favourite sport is tennis. I _____ it since I was a child.

2. Read the text and circle the correct alternative. (___/8)

I'm Natasha. I'm seventeen years old. I'm from Santiago, Chile.

My favorite sport is swimming. I started when I was six. My parents thought it was good for me because I had weak joints, and they were right. My body became stronger and my muscles started growing fast.

At first, it was very challenging because I felt very tired after every class, but I kept practicing and I started loving the feeling of being into the water.

I go swimming every morning from Monday to Saturday for two hours. I have participated in an incredible quantity of tournaments, but my next goal is to classify to the next Olympic Games. I have the complete support of my coach, my family and my friends.

I'm training really hard because swimming taught me that you can really love something if you put all your energy on it.

- C. What age was Natasha when she started swimming?

- a. Six years old.
- b. She was sixteen.
- c. Sixty years.

- B. Who encouraged her to practice this sport?

- a. Her friends.
- b. Her parents.
- c. Her coach.

C. She goes swimming:

- a.** Every Saturday.
- b.** Every afternoon from Monday to Sunday.
- c.** From Monday to Saturday.

D. She started swimming because:

- a.** She liked a famous swimmer.
- b.** She was sad.
- c.** She had health issues.

3. Use the words to write the sentences in Past Simple tense.(__/5)

a. Carla/to the church/go/ every Sunday morning.

b. Claudio/make/ his bed/ every day.

c. William/ not have/ a pet.

d. We/ lose/our car/ in an accident.

e. The students/enjoy/the English test.

4. Use when / while to complete the sentences.(_/_/6)

- a. I was having lunch _____ Joseph called.
- b. _____ I heard the doorbell, the telephone rang
- c. I was doing my homework _____ my mother was cooking.
- d. Someone stole my wallet _____ I was in the subway.
- e. _____ Camilla is buying some bread, Diego is buying meat.
- f. Ramón was reading a book _____ Juan was listening to music.

5. Look at the pictures. Complete with the name of the sports and the equipment.



She practices swimming.

She needs her _____



He plays _____

He uses a _____



She plays _____

She uses a _____



He plays _____

He uses a _____

Date:

Name:

1. Change these sentences from present continuous tense to past continuous tense.

a. I am sleeping at my parents' home.

_____.

b. Samuel is crying because his mother didn't buy a candy.

_____.

c. Dave and Sarah are listening to their favorite song.

_____.

d. Patty is running with her dog through the park.

_____.

e. They are dancing salsa for the competition.

_____.

2. Circle the correct option in each sentence.

a. She was reading/read a book in the beach when the big wave was coming/ came.

b. Agatha and Mark were enjoying/ enjoyed the movie while their mother was going/ went to the hospital.

c. My father did/ was doing karate when he was being/ was a child.

d. I was swimming/ swam in the pool while Mat was knocking/ knocked the door.

e. While my best friend was having lunch/ had lunch I was studying/ studied for the test

f. Garfield was eating pasta/ate pasta when I was turning on/ turned on the TV.

3. Read the information in the chart and answer true or false. Correct the false statements.

	Age	Read a book	Go dancing	Do yoga	Watch Tv	Surf on internet
Jessica	49	✓✓✓✓	✓✓	✓✓✓	✓	✓✓
Simon	61	✓	✓✓✓✓	✓✓	✓✓✓	✓
Camilla	15	✓✓	✓✓✓	✓	✓✓✓✓	✓✓✓
Lorena	37	✓✓✓	✓	✓✓✓✓	✓✓	✓✓✓✓

	True	False
a. Camilla loves surfing on internet _____		
b. Simon hates reading in his free time. _____		
c. Lorena dislikes watching Tv and loves reading a book. _____		
d. Simon loves going dancing and he likes watching TV. _____		
e. Camilla and Jessica love doing yoga. _____		
f. Lorena dislikes watching TV. _____		

4. Imagine you are a famous person. You are in a TV show and the journalist wants to know some things about you. Answer the questions.

a. Do you like indoor activities?

b. Do you practice any sport?

c. Do you need any special equipment?

d. Do you have any hobby?

e. How old were you when started doing it?

f. Where do you do it?

5. Write a note telling a friend about your favorite hobby or sport. You can say where you do it, when, who goes with you, etc. (minimum 70 words)

Evaluación diagnóstica

1.
 - a. do-like
 - b. loves- goes- does
 - c. don't practice
 - d. does-do- doesn't play- does
 - e. are
 - f. chats- writes- goes
2.
 - a. False. Sandra is writing a letter to Camila.
 - b. False. Trevor is Swimming in the sea.
 - c. True.
 - d. True.
 - e. False. Sandra is enjoying (a similar answer can be considered right. This is an inference)
 - f. True.
 - g. False. Paul is listening to music.
3. To complete the task, the students have to be able to fill the ideas asked.
4.
 - a. loves eating pizza
 - b. hates doing aerobics
 - c. likes – dislikes playing rugby
 - d. dislikes going cycling
 - e. hates doing aerobics
 - f. dislikes
 - g. loves playing rugby

Evaluación formativa

1.
 - a. Do
 - b. play
 - c. go
 - d. plays
 - e. goes
 - f. do
 - g. play
2.
 - A. a
 - B. b
 - C. c
 - D. c
3.
 1. Carla went to the church every Sunday morning
 2. Claudio made his bed every day
 3. William didn't have a pet
 4. we lost our car in an accident

The students enjoyed the English test.
4.
 1. When
 2. When
 3. While
 4. When
 5. While
 6. While
5. Goggles

Baseball- bat

Tennis- racket

Golf- club

Evaluación sumativa.

1.
 - a. I was sleeping at my parents' home.
 - b. Samuel was crying because his mother didn't buy a candy
 - c. Dave and Sarah were listening to their favorite song.
 - d. Patty was running with her dog through the park.
 - e. they were dancing salsa for the competition.
2.
 1. Was reading- came
 2. Were enjoying- was going
 3. Did – was
 4. Was swimming- was knocking
 5. Was having lunch- was studying
 6. Was eating- turned on
3.
 1. False. Camilla loves watching tv
 2. True.
 3. False. Lorena dislike watching Tv and loves doing yoga
 4. True.
 5. False. Camilla hates doing yoga. Jessica likes doing yoga
 6. True.
4. Correct according to the answers
5. To complete the task, the students have to be able to fill the ideas asked

Audio Scripts Unit 3 Student's Book Track 22. Page 66. Activity 2.

Carla: Hi! Can you guess my favorite sport? I play it every weekend! I started playing it when I was ten years old, and it's my favorite thing to do. My favorite thing about it is that I don't need a team to play, I only need an opponent. The only bad thing about it is that it's not an easy sport to play. You need a special type of ball and a racket to hit it. And you also have to play it in a special court with a net in the middle. I can only play on the weekends, but I have so much fun!

Zack: Hey, I just finished playing a match of my favorite sport. I play it every day! I started playing because of my idol, Alexis Sánchez. What I really like about it is that it's really easy for me to play it. My friends love playing too, so we play it every time we can. Normally, you play it with a ball in a grass field, but we like to get creative. We have to improvise and transform our environment into a field, but in the end we always have a lot of fun. Can you guess my favorite sport?

Anika: Some of my friends think that my favorite sport is not really a sport, but it is! You can score points, you can win or lose, and it is a part of the Olympic games! It is different than many other sports because there is no ball, you only use your body. I can only practice it with other people who train, because it can be a bit dangerous. My favorite thing about it is that training and practicing it is relaxing for me. I want to be the best, and my goal is to make it to the next Olympic games, in Pekin. Can you guess what sport do I practice?

Track 23. Pages 68 and 69. Activity 2.

In the Olympic Games of 2004, the unthinkable happened. The best tennis players of the world were competing for olympic medals, and the tournaments included Nicolás Massú and Fernando González, who were the 14th and 17th best players in the world at the time.

Both players made it to the finals in the doubles tournament on Thursday. They also played the semi-finals in singles on Friday, but then something happened. González was playing his semi-finals match against Mardy Fish when he injured his ankle. He lost the match. At the same time, Massú beat Tyler Dent, and he became an Olympic finalist.

The first miracle happened on Saturday. González was still injured and he had to play against Tyler Dent for the Bronze medal. The match lasted over two hours, but González won the last set 16-14 and with it, the bronze medal.

But Saturday's excitement was not over. Only 4 hours later, González had to step onto the court again, this time for the finals of the doubles tournament against the German team. At first, it seemed like Chile would win the match easily, but González's injury affected him, and his legs did not respond well. The German team recovered and at one point had 4 match points.

The Chilean players didn't give up. They kept swinging their racquets until they won. For the very first time in history, Chile had won a gold medal in the Olympics.

The very next day, in the Olympic finals, Nicolas Massú faced off against Mardy Fish. Mardy Fish had defeated an injured González, so Massú had to even the score. After an hour of intense tennis, Nicolas Massú won gold again, and these two Chilean tennis players became heroes in Athens.

Track 24. Page 73. Activities 1, 2 & 3.

It's not exactly a sport, but an ancestral game that strengthens bonds between communities. According to tradition, the two teams that face each other share a meal after each game and

treat each other as honored guests. In the past, it was also used as a way to end disputes or as a ritual. Here are five of the most important features of Palin:

1. Palin is played between two teams that may have between 5 and 15 players. / 2. Each palife (player) has a wiño (wooden stick) with which they hit a pali (ball). / 3. The pali usually has a 5 cm diameter, and it can be made from various materials. / 4. Each palife plays a different position on a field that is usually 200 meters long. / 5. Each team has to score points with the pali. A game ends when a team manages to score four points in a row.

Track 25. Page 75. Activities 1 and 2.

The Olympics is one of the most famous sporting events, but what many people don't know is that the Olympics is one of our oldest traditions as human beings. Evidence shows that the Olympics were celebrated in 776 BC, when somebody from the city of Elis won an almost 200-metres foot race. This was the stadion race, which was the only Olympic sport event of the first 12 ancient Olympic Games.

The Olympic Games lost popularity, and it is believed that they ended in the year 393 when the emperor Theodosius I demanded all practices similar to the Games to be eliminated. There were some attempts to revive the Olympics, but it wasn't until 1894 when Pierre de Coubertin founded the International Olympic Committee, that there was any serious progress. Two years later, the first modern Olympic Games were held in Athens, Greece.

After this, the olympics became an international success. In 1924, the first edition of the Winter Olympic Games took place in Paris, featuring sporting events that could not be held in the summer. Some decades later, the first edition of the Paralympics took place in Rome in 1960, featuring athletes with disabilities.

Probably the most famous symbol of the Olympics is the Olympic Flame. This tradition comes from the 1936 games, and it involves thousands of athletes running from Greece to the place where the Olympics will take place to light the Olympic torch.

Track 26. Page 78. Activity 2.

Entrevistadora: Today, we are discussing the results of a new free-time report.

Researchers say that over 60% of young people enjoy free-time activities each week. On the other hand, over three quarters of twelve-year-olds play video games. We have 12-year-old Scott Parker and 11-year-old Jess Lawrence in the studio to answer some questions.

Scott, what free-time activities did you do last weekend?

Scott: I didn't have much free time. I had a lot of homework. But when I had some free time I hung out with my friends!

Entrevistadora: Where did you hang out?

Scott: We went to the mall this time. But we prefer visiting each other's houses where we can play video games or watch TV.

Entrevistadora: Do you ever feel that watching TV is a waste of your free time?

Scott: No, I need the time to relax. I enjoy taking it easy with my friends. I don't like sitting around on my own. We went to the mall to watch a movie.

Entrevistadora: Okay. What about you, Jess? What did you do last week?

Jess: I tried to make some time for my hobby.

Entrevistadora: What did you do?

Jess: I went roller blading with my friends on Thursday and we

went dancing on the weekend. We wanted to go to the movies, but we didn't do it because it is too expensive.

Entrevistadora: Do you ever feel your free time is unproductive?

Jess: Sometimes. I sometimes watch TV, but I think it's a waste of time. I would rather be roller-blading in the park.

Entrevistadora: Okay, thank you very much for your time Scott and Jess. And thank you listener for tuning in to our show. Tune in again next week!

Track 27. Pages 80 and 81. Activities 1 and 2.

Rest and relaxation What do you like to do in your free time? Rest and relaxation are important for our health, and free time gives us a chance to do the activities we enjoy. However, it is important to use the time we have in constructive ways. Activities can be indoor, outdoor, active or sedentary. In the United States, current research shows that young people enjoy doing outdoor activities. In fact, 61 percent of young people between the ages of six and nineteen spend at least two hours outdoors every weekday. The survey found that a number of other sports are popular. Teens play basketball or American football very often. Young people also enjoy going on field trips, camping, bird and wildlife watching, doing karate or gymnastics, and aquatic sports such as swimming, diving, and snorkeling. On the other hand, many youngsters spend a lot of their free time indoors. Indoor activities include playing videogames, and using computers for non-homework activities. Studies show that playing videogames and using computers are extremely popular among young people. Children under twelve buy one quarter of all videogames that sold. Three quarters of all twelve-year-olds play videogames, while 81 percent of the same age group uses computers for non-homework activities. However, watching television is still by far the most popular activity among young people. In the US, the average eight- to eleven-yearold spends 28 hours per week in front of a TV screen and four hours per week on homework. What is clear from studies around the world is that young people from different cultures share similar interests and do similar activities. The difference is how much free time they have. In some countries, young people complain they do not have enough free time, while in others they say that they have so much free time that they are bored. What do you think?

Track 28. Page 85. Activities 1 and 2.

That is the best way of describing the image you see here. In case you didn't know, that's Jimin, one of the members from k-pop sensation group BTS. There are not many things that represent America better than the most cola drink, so having their faces on it can really show how much influence they have.

BTS is a Korean band that debuted in 2013, but as time went on they started to become famous all around the world, and now they are the world's most popular K-pop group.

The people who like them say that it's because their music is a great mix of pop and hip-hop, and fans also appreciate that the group members write their own lyrics. If that doesn't impress you, then their talents at singing, rapping and dancing are enough to convince anybody.

In fact, in 2018 they made history by being the first Asian artist to reach number 1 on the Billboard 200 chart with their album Love Yourself: Tear. Music specialists and fans agree that they're just beginning, and that they will keep breaking records in the future.

Track 29. Page 86. Activities 1 and 2.

Introduction This report investigates popular free-time activities among 12- to 13-year-olds in the U.S. Many teenagers around this age enjoy different outdoor or physical activities, but some of them spend a lot of time indoors doing

sedentary activities. Here we make suggestions for using free time based on a questionnaire applied to fortyone secondary students. Findings According to the questionnaire, the most popular free-time activity among teenagers at this age is hanging out with friends. Nearly 90% of teens do this every day. However, team sports (soccer, baseball, etc.) are also popular daily activities (80%). Only 50% of teens spend more than an hour a day outdoors. At the same time, 75% of them watch television for more than two hours a day.

Recommendations 1. Teenagers should have a balance of indoor and outdoor activities. 2. Teenagers should be more active. Conclusion Many adolescents like physical activities, but don't do them very often. In summary, young people should spend less time watching television and find ways to be more active in their free time.

Track 30. Page 87. Activity 1.

The Activity Pyramid There are lots of reasons to get off the couch and start exercising! Playing sports or doing exercise improves health and fitness. It also helps you make friends and develops personal qualities, like cooperation and competitiveness. Look at the activity pyramid and see how you can get more active. Think of more activities you can do! You should... -try to watch less TV -play fewer computer games -spend less time sitting -spend more time having fun with friends

Two or three times a week... -swing -climb ropes - play and have fun -do pull-ups -go dancing - do karate or judo Four or five times a week... - go skateboarding - go running - go biking - do aerobic exercises -play baseball - play soccer - play volleyball - do hobbies

Every day... • help around the house • walk • ride your bike • take the stairs • spend time outside

Audio Scripts Unit 3. Activity Book.

Track 31. Page 38. Activity 1.

On Sunday 16 August 2009, 23-year-old Usain Bolt from Jamaica became the fastest runner in the world when he ran the 100 meters in a world record time of 9,58 seconds. This works out to 37,58 kilometers/hour (km/h)

To recognize this outstanding achievement, he was awarded the medal of the Order of Jamaica at the National Honours and Awards Ceremony on 20 October 2009.

In Rio (2016), Bolt won gold medals in 100m, 200m, and 400m relays once again, but his speed was not as fast as in 2009. He took 9,81 seconds to cover 100 meters which comes to 36,7km/h.

Track 32. Page 46. Activity 1.

The Importance of Play.

Do you remember when you were a small child? What games did you play? Kicking a ball? Jumping a rope? Creating an imaginary world? Experts agree that playing is important for children to develop into healthy adults. Here are five ways that play benefits kids:

1. Play helps children develop their own interests.
2. When they play, children learn how to make decisions and solve problems.
3. Children learn how to control their emotions, such as anger and fear, when they play.
4. Play helps children make friends.
5. Play makes children happy!

Play is not just for kids, but for teenagers and adults as well. It helps us learn, it relieves stress, and it makes us more productive at school and at work. Play isn't a luxury- it is a necessity. So when you have some free time, don't just sit and watch TV. Engage in some brain-stimulating play!

TEMPLATES DE ESCRITURA Y PRESENTACIONES ORALES

ESCRITURA

Notes are pieces of informal texts which are written to a friend or relatives. They are short and include a greeting, a body and an informal closing.

Greeting

Hey Andrea

Body

I'm going to dancehall lesson; could you please bring my laptop which is on the cupboard in the library? I'm going to be there at 5:00 pm.

Thanks!

Claudia.

Closing

Greeting: say hello, hi or hey, are the most common ways of greet in this notes.

Body: here you write the message, something short but meaningful.

Closing: note are a very short piece of information, that is why we normally close the message informally with our name, so the reader will know exactly who left the message.

Make your own note with the template below.

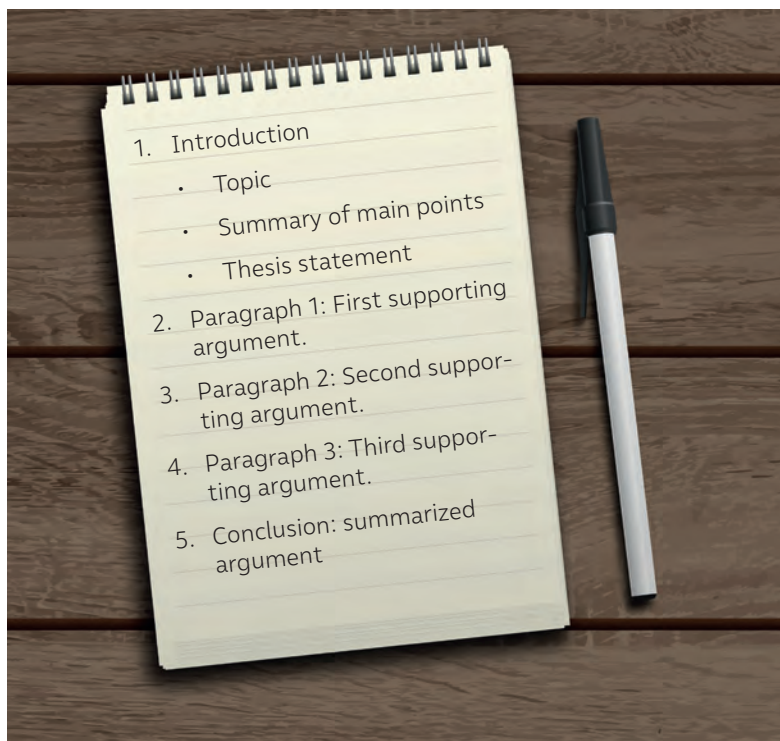


ESCRITURA 2

A city map is a useful tool for anybody who wants to visit your city!

Create a map of your city.

1. Use the internet to find information about the places you want to include.
2. Use the organizer below to take notes before making it.



Tips

Outline your article. Before you begin to formally write, write up an outline of your article. This outline serves as a guide to help you figure out where you need more information.

Choose quotes and other evidence to support your points. This might include a statement that someone has made, or a sentence within another article that is particularly relevant. Choose the most important and descriptive part to use in your own piece. Add these quotes to your outline.

Objectives of Article Writing

- It brings out the topics or the matter of interest in the spotlight.
- It offers suggestions and pieces of advice.
- It influences the readers and urges them to think.

Give proper context. Don't assume your reader knows as much about your topic as you do. Think about the kinds of background information that your reader needs in order to understand the topic.

Write a compelling conclusion. Wrap up your article with a dynamic conclusion. Depending on your article, this might be a conclusion that empowers the reader.

Write your introduction. A compelling introductory paragraph is crucial for hooking your reader. There are a number of ways to start an article, some of which include:

- Telling an anecdote.
- Using a quote from an interview subject.
- Starting with straight facts of the story.

Make your own article, you are expected to write your article in 140 – 190 words.

PRESENTACIÓN ORAL 1

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: My Sport hero

Introduction:

Group members:

Body:

Information sources:

Conclusion

Task division:

INTERVIEW

An interview 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 interviewer is saying.

Besides, you will get the opportunity to role-play in a formal performance. This will help you to acquire social skills which are fundamental in society.

Topic:

Evidence and sources:

My questions:

My opinions:

Conclusions:

Unidad 3: Sports and Free-Time Activities

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)
- Trabajar responsablemente en forma proactiva y colaborativa con una meta en común, y demostrando respeto por los intereses e ideas de los demás. (OA D)

Habilidades

- Comprensión auditiva de textos variados, adaptados y auténticos breves y simples. Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral y escrita 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 (45min c/u)
L5: The Wonderful World of Sports (14 h)	OA1, OA2, OA3, OA4, OA7 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves, identificar y usar estrategias de comprensión.	Escuchar y comprender un juego de adivinanzas sobre el deporte.	1
	OA1, OA2, OA3, OA4, OA6, OA5, OA7, OA8 comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves. Participar en interacciones y exposiciones, además de reaccionar a los textos orales.	Escuchar y describir diferentes deportes de manera oral.	3
	OA9, OA10, OA 11, OA 12. Comprensión Escrita: Demostrar comprensión de ideas generales e información explícita en textos escritos, literarios y no literarios. Usar estrategias de comprensión de lectura.	Leer y comprender la descripción histórica de un evento deportivo.	2
	OA13, OA14, OA15, OA16 Expresión Escrita: Escribir historias, información relevante y una variedad textos breves, utilizando los pasos de procesos de escritura. Demostrar conocimiento y uso del lenguaje para informar y expresar opiniones de manera escrita.	Escribir sobre los distintos roles en los deportes.	2
	OA1, OA2, OA3, OA6, OA8, OA9, OA13, OA15: Comprensión oral y expresión escrita. Además, comprensión escrita.	Escribir una presentación sobre deportes.	3
L6: My Hobbies (14 h)	OA1, OA2, OA3, OA4, OA7 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves, identificar y usar estrategias de comprensión.	Escuchar y comprender un juego de adivinanzas sobre diferentes deportes.	1
	OA1, OA2, OA3, OA4, OA6, OA5, OA7, OA8 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves. Participar en interacciones y exposiciones.	Describir diferentes deportes de forma oral.	3
	OA9, OA10, OA 11, OA 12. Comprensión Escrita: Demostrar comprensión de ideas generales e información explícita en textos escritos, literarios y no literarios. Usar estrategias de comprensión de lectura.	Leer y comprender una descripción histórica de un evento deportivo.	3
	OA13, OA14, OA15, OA16 Expresión Escrita: Escribir historias, información relevante y una variedad textos breves, utilizando los pasos de procesos de escritura. Demostrar conocimiento y uso del lenguaje para informar y expresar opiniones de manera escrita.	Escribir sobre diferentes deportes.	2
	OA1, OA2, OA3, OA6, OA8, OA9, OA13, OA15: Comprensión oral y expresión escrita. Además, comprensión escrita.	Crear una presentación a base de un poster.	4

Unidad 4: Green Issues

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)
- Trabajar responsablemente en forma proactiva y colaborativa con una meta en común, y demostrando respeto por los intereses e ideas de los demás. (OA D)

Habilidades

- Comprensión auditiva de textos variados, adaptados y auténticos breves y simples. Comprensión lectora de textos adaptados y auténticos breves y simples, no literarios y literarios.
- Expresión oral y escrita 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 (45min c/u)
L7: Protecting the Environment (14 h)	OA1, OA2, OA3, OA4, OA7 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves, identificar y usar estrategias de comprensión.	Escuchar y comprender una conferencia sobre contaminación.	2
	OA1, OA2, OA3, OA4, OA6, OA5, OA7, OA8 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves. Participar en interacciones y exposiciones, además de reaccionar a los textos orales.	Expresar posibilidad de manera oral.	3
	OA9, OA10, OA 11, OA 12. Comprensión Escrita: Demostrar comprensión de ideas generales e información explícita en textos escritos, literarios y no literarios. Usar estrategias de comprensión de lectura.	Leer y comprender un artículo y una encuesta.	2
	OA13, OA14, OA15, OA16 Expresión Escrita: Escribir historias, información relevante y una variedad textos breves, utilizando los pasos de procesos de escritura. Demostrar conociminetos y uso del lenguaje para informar y expresar opiniones de manera escrita.	Escribir un volante sobre reciclaje.	3
L8: Natural Disaster (14 h)	OA1, OA2, OA3, OA6, OA8, OA9, OA13, OA15: Comprensión oral y expresión escrita. Además, comprensión escrita.	Escribir una presentación sobre deportes.	5
	OA1, OA2, OA3, OA4, OA7 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves, identificar y usar estrategias de comprensión.	Escuchar y comprender una entrevista periodística sobre un desastre natural.	2
	OA1, OA2, OA3, OA4, OA6, OA5, OA7, OA8 Comprensión Oral: Demostrar comprensión de ideas generales e información explícita en textos orales, identificar palabras y frases claves. Participar en interacciones y exposiciones, además de reaccionar a los textos orales.	Preguntar por información.	3
	OA9, OA10, OA 11, OA 12. Comprensión Escrita: Demostrar comprensión de ideas generales e información explícita en textos escritos, literarios y no literarios. Usar estrategias de comprensión de lectura.	Leer y comprender una noticia sobre cómo mantenerse a salvo en un desastre natural.	2
	OA13, OA14, OA15, OA16 Expresión Escrita: Escribir historias, información relevante y una variedad textos breves, utilizando los pasos de procesos de escritura. Demostrar conociminetos y uso del lenguaje para informar y expresar opiniones de manera escrita.	Dibujar una historieta sobre desastres naturales.	2
	OA1, OA2, OA3, OA6, OA8, OA9, OA13, OA15: Comprensión oral y expresión escrita. Además, comprensión escrita.	Crear una presentación a base de un poster.	4

Orientaciones y estrategias

Unidad 4 • Inicio

Ideas previas

Introduzca el tema de la unidad (el futuro) haciendo que los estudiantes hagan predicciones. Ejemplos de preguntas serían:

- *What is happening with the environment?*
- *What solutions can you think of?*
- *What will life in the future be like if we don't care for the environment?*

Recuerde hacer preguntas de seguimiento, por ejemplo, si un estudiante responde que están subiendo las temperaturas, pregunte *What's the cause of this phenomenon?* Esto ayudará a fomentar la discusión y que puedan desarrollar más sus ideas.

Ritmos y estilos de aprendizaje

En todas las salas de clases, sucede que hay unos alumnos que suelen tener mayores fortalezas en la discusión y otros que casi no participan. Para evitar esto, se sugiere separar a la clase en grupos pequeños (3-5 personas) o en su defecto, para clases de tamaños pequeños se puede sentar a los alumnos en semicírculo con el profesor al frente. Para formar grupos, dé la siguiente instrucción: *Gather in groups of 3, 4 or 5 people and discuss about what you think will happen in the future.* Para agruparse en un semicírculo, dé la siguiente instrucción: *Bring your chairs to the center of the classroom and let's discuss what you think will happen in the future.* Estas dos modalidades potencian la interacción entre alumnos y permiten que más alumnos puedan hablar.

UNIT 4 Green Issues

Lesson 7

Oral Communication

- Listen to and understand a lecture about pollution.
- Express possibility.

Reading

- Read and understand an article and a survey.

Writing

- Write a flyer about recycling.

Attitudes

- Work responsibly and collaboratively, showing respect for the interests and ideas of others.

In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas and solutions related to green issues, such as protecting the environment and natural disasters.

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Propósito y recomendaciones

El propósito de estas dos páginas es introducir a los estudiantes al tema de la unidad y familiarizarlos con los contenidos y vocabulario. Indique que en esta unidad se tratarán el uso del *modal verb could* para expresar sugerencias y *zero conditional* para expresar condicionalidad. En términos de vocabulario, éste se enfocará en medio ambiente y voluntariados: *In this unit, you'll learn how and when to use the modal verb "could" to express advice and also the zero conditional, to express condition. Also you'll learn new vocabulary about the environment and volunteering.*

Before you start

1. Look at the photo and the title and use them to discuss the topic of the unit.
2. Does the picture have anything to do with the current state of the environment?
3. What natural and human-made disasters do you know? What is the difference between them?
4. Find the following items in the unit and write their location (lesson and page) in your notebook.
 - A drawing of an evil hurricane.
 - A text about noise pollution.
 - An activity about matching pictures with headlines.
 - A text about human-made disasters.
5. What do you think you will learn in this unit? Discuss with a classmate.
6. Do you think this topic is useful for you? Why? What can you do with this in real life? Discuss.
7. Read the objectives for each lesson. Do you think these are practical?

Ambientes de aprendizaje

Recuerde que si se opta por la opción de grupos pequeños el profesor debe pasearse por la sala monitoreando las respuestas de los alumnos. Permítalos unos minutos para discutir el tema y luego reúnanse como clase y pida a una persona de cada grupo que comente lo que hablaron. Pídale a personas que no hayan hablado que comenten sobre las predicciones de otros grupos. Si opta por la opción de sentarlos en semicírculo, conduzca la discusión pidiendo una predicción y luego opiniones sobre esta predicción.

Preguntas de profundización

Para profundizar el contenido y activar la mayor cantidad de conocimiento previo de los estudiantes posible, puede hacer las siguientes preguntas:

- *Is Chile taking care of the environment? Why/Why not?*
- *What consequences of climate change is Chile experiencing?*
- *Do you think it is important to discuss about the environment? Why/Why not?*
- *Do you know any organizations that take care of the environment that you can volunteer on? Which ones? Would you like to volunteer?*

Solucionario

Before you start

1. Respuesta variable.
2. Respuesta variable.
3. Respuesta variable.
4. • A drawing of an evil hurricane: page 115.
 - A text about noise pollution: page 103.
 - An activity about matching pictures with headlines: page 112.
 - A text about human-made disasters: page 117.

Lesson 8

Oral Communication

- Listen to and understand a news interview about a natural disaster.
- Ask for information.

Reading

- Read and understand a news story about being careful in the event of natural disasters.

Writing

- Draw a comic strip about natural disasters.

Attitudes

- Use information and communication technologies to do research responsibly.

Unidad 4 • Lesson 7

Ideas previas

Pídales a los alumnos que trabajen en parejas y entréguele un papel a cada uno. Hecho esto, presente el tema/ concepto que aprenderán en la clase y solicíteles que escriban el problema medioambiental que consideran más grave: *In pairs, take a piece of paper and write the environmental problem you think is the most serious.* Luego, pase con un tarrito o bolsa para que ellos depositen sus respuestas allí.: *Put your pieces of paper inside the jar/bag.* Lea en plenario las respuestas y vaya pegando cada una en una cartulina alrededor del nombre del concepto *protecting the environment* que debe estar escrito en el centro. Si se repiten las ideas, pegue los papeliitos juntos. La idea es que este afiche esté pegado en la pizarra durante toda la clase para que los alumnos puedan verla. Durante la clase o al final, vaya completando con los alumnos las nuevas ideas que vayan descubriendo sobre el tema / concepto. Se recomienda analizar la tendencia de la elección de los estudiantes: *smog, climate change, noise pollution, etc.*

Preguntas de profundización

Puede profundizar en la actividad haciendo preguntas de seguimiento para la actividad 1 con el objetivo de desarrollar pensamiento crítico a través de las sugerencias. Por ejemplo:

- *Could we do something to prevent pollution?*
- *What consequences does pollution bring?*

Lesson 7 Protecting the Environment

In this lesson you will listen, speak, read and write about pollution and how to take care of the environment through lectures, articles, surveys and flyers.

What is pollution?

How can we protect the environment against pollution?

A Lecture

Before Listening

1. Look at the pictures and answer the questions.
 - a. What do you think the lecture is about?
 - b. What do the two pictures have in common? In what sense are they different?



While Listening

2. Listen  and say if the sentences are T or F, then talk to your partner about your answers.
 - a. Pollution occurs when the environment can't get rid of something that was introduced into it.
 - b. There are only two types of pollution, air and water pollution.
 - c. Air pollution can cause diseases.
 - d. Industries are the only ones to contribute to water pollution.

Listening Tip

Listening for Main Ideas

Listen for the main points without trying to understand every word.

After Listening

3. Say if the following pollutants correspond to **A** (air pollution) or **W** (water pollution). Discuss with your partner.

a. Plastic	c. Fertilizers	e. Fossil fuels
b. Aerosol spray	d. Smog	
4. Get together with a classmate and discuss other types of contamination.

Propósito y recomendaciones

Se espera que en esta sección los estudiantes sean capaces de escuchar con propósito, puedan reconocer hablantes y la información que dicen, dar su opinión sobre lo que alguien más dijo y puedan hacer sugerencias respecto a problemas medioambientales. Para asegurar que la mayor cantidad de estudiantes pudo comprender el audio, puede reproducirlo 2 o hasta 3 veces. Para esto, indique lo siguiente: *first, listen to the audio and try to understand as many ideas as you can. Then, you'll listen to it for a second time. While you listen to it, try to answer activities 2 and 3. If you couldn't finish, I'll play the audio one last time.*

Speaking Task: Modal Verbs – Could

1. Look at the types of contamination and then write possible solutions to those problems in your notebook, using *could*.



"To fight against air pollution, we could plant more trees".



"To fight against water pollution, we could stop using plastic bags".

2. Get together with a classmate and read your sentences to each other. Write your partner's in your notebook.
3. Match the two parts of the sentences in pairs orally.
- | | |
|--------------------------------|--------------------------------------|
| a. People who buy plastic bags | (1) could emit less carbon dioxide. |
| b. Urban areas | (2) could not throw waste in the sea |
| c. Cars | (3) could switch to other materials. |
| d. Factories | (4) could burn less chemicals. |
4. Write the correct description of could in your notebook.
- Could can also be used as a(n) *modal* / *auxiliary* verb to express *obligation* / *suggestion* in a(n) *agressive* / *polite* way.
5. Pay attention to the difference in sounds / dʒ / and / g /. Say sentences with these words, to compare.
- /dʒ/ Ecology – egological
 - /g/ agriculture – agricultural

Preguntas de profundización

Para que los mismos estudiantes chequeen el conocimiento que adquirieron con las actividades de esta página, puede preguntarles: *How do we make suggestions in English?*

Solucionario

Before Listening

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

While Listening

2. a. T
- b. F
- c. T
- d. F

After Listening

3. a. W
 - b. A
 - c. A
 - d. A
 - e. A/W
4. Respuesta variable.

Speaking Task

1. Respuesta variable.
2. Respuesta variable.
3. a. (3)
- b. (1)
- c. (4)
- d. (2)
4. Could can also be used as an auxiliary verb to express suggestion in a polite way.
5. Respuesta variable.

Ritmos y estilos de aprendizaje

En una clase con distintos niveles, las actividades de esta sección se pueden realizar en parejas compuestas por un alumno cuyas habilidades estén más desarrolladas y con otro estudiante que aun tenga que reforzar contenidos. La idea de esto es pedir a los alumnos con habilidades más desarrolladas que actúen de mentores, apoyando a sus compañeros. De la misma forma, este formato es muy beneficioso para ambos estudiantes, ya que pueden aprender el uno del otro, generando un ambiente de apoyo y respeto. Esto podrá ser de utilidad en la actividad 2, que es parejas, pero puede ampliarse a las actividades 1 y 4 de la página 97.

Ideas previas

Para activar ideas previas sobre el tema de la lección, invite a los estudiantes a compartir entre todos si alguna vez han participado en voluntariado. Puede preguntar a los alumnos en qué voluntariados han participado y anotarlos en la pizarra y si no lo han hecho, que nombre algunas organizaciones en las que se pueda ayudar de esta forma:

- *Have you ever been a volunteer? In which organization?*
- *If you haven't participated, do you know organizations that work with volunteers? Which ones? What or who do they help?*

Contexto

Para contextualizar la lectura explique lo siguiente sobre algunas organizaciones de voluntariado: *Volunteering is important because you can help people. Some organizations for volunteering are: Greenpeace, which helps animals and the environment; Hogar de Cristo helps poor people and people who live on the street; Red Cross, which provides health services.*

Preguntas de profundización

Para profundizar en la lectura, puede preguntar que reflexionen sobre la importancia del voluntariado. *What's the importance of volunteering?*

An Article and a Survey

Before Reading

1. Look at the pictures below and discuss the following questions with the class. Then, go to activity 2.
 - a. What is happening in the pictures?
 - b. What theme do the pictures have in common?
 - c. What is volunteering? How can it help the environment?

Teens (34) Volunteering

A recent survey showed that today more teens are volunteering in comparison to earlier generations. Many teens are spending more time helping out while getting experience at the same time.

There are many different ways to volunteer and a variety of jobs to do. Teenagers can decide what they want to do, how they want to do it, and where they can help out the most. What is more, these teens work for free and do not expect any reward.

In the US, a survey of over 22,000 students discovered that 30% of teens now volunteer for over 80 hours a year. It reported that 22%

of students visit sick kids in hospitals and 54% belong to an organization that requires volunteer work. Furthermore, 22% say they might continue to volunteer throughout their life. 32% of volunteers like the new experiences they have and 83% say they do not feel pressured into doing volunteer work.

Most teenagers think that volunteering is more enjoyable if you do it with friends. It is also better if you choose activities that interest you. If you love animals, you can work for an animal rescue foundation. If you like helping the elderly, you ought to volunteer at a senior citizen home. You may care about the environment. If so, you might want to help pick up trash in your area. You can help in any number of ways. Here is what teenagers said:

Source: Archivo editorial.

"I think everybody should volunteer. You make new friends and experience new situations. I met some of my best friends volunteering on weekends."

Amanda, 14



"Volunteering is interesting. It gives me the opportunity to learn new things. All my friends volunteer, and we always go together. It's a big responsibility, and I love it!"

Raul, 15



"I love volunteering. The children I work with are good fun, and they make me laugh! That's important! It gives me a good feeling."

James, 15

"I like helping others. It helps me appreciate the good things in life and behave more responsibly. I certainly don't have to do it; it's my choice! You shouldn't volunteer to do something if you don't like it."

Luisa, 15

Ambientes de aprendizaje

Para llevar a cabo la lectura, puede pedir a los estudiantes que escaneen el texto una vez antes de leer en conjunto. Pídeles que también identifiquen palabras con las que puedan no estar familiarizados para aclarar su significado. Dé la siguiente instrucción: *First scan the text and identify the words you don't understand. Then we're going to discuss their meaning and finally we'll read the text together.*

While Reading

2. Read the text again and say if the sentences are T or F, discuss with your partner.
- More teenagers volunteer now than in the past.
 - Teens can gain experience doing volunteer work.
 - Volunteering is more fun if you do it alone.
 - You can work for an animal rescue foundation if you like animals.
 - Volunteers like to help people.

Teen Volunteering Questionnaire

What do you think about volunteering? Read the questions and choose the answer that best reflects your attitudes and opinions. Compare with your partner orally.

- How many hours do you volunteer per year?
 - Fewer than 20 hours per year.
 - 20 to 39 hours per year.
 - More than 40 hours.
- What is your opinion of volunteering?
 - I want to volunteer to get experience.
 - I want to try all kinds of volunteering.
 - I don't want to volunteer. It's a waste of time.
- Should schools put pressure on students to volunteer?
 - Yes, they should.
 - No, they shouldn't.
- Which type of volunteer work would you like to try?
 - Visit sick kids in hospitals.
 - Help feed the homeless.
 - Visit old people in a nursing home.
 - Do sponsored walks, runs, or bike rides.
- What should be the main purpose of volunteer work?
 - To offer people new experiences.
 - To respond to a social need.
 - To make you feel good.
- What stops you from volunteering?
 - You are too busy with other activities.
 - You need more opportunities to volunteer.
 - You don't want to volunteer.



Lesson 7 Protecting the Environment | 99

Propósito y recomendaciones

El propósito de las actividades de las páginas 98 y 99 es que los estudiantes puedan comprender un texto acerca de adolescentes y su interés por actividades de voluntariado. Se espera que los estudiantes puedan, primero, predecir el contenido del texto en base a imágenes, para luego hacer la conexión con la protección y preservación del medio ambiente. Como actividad extra, puede pedir a los estudiantes que creen una organización que trabaje voluntariamente a favor del medio ambiente. La instrucción podría ser la siguiente: *Think of an environmental issue. What organization would you create to protect the planet? How could people volunteer in it?*

Solucionario

While Reading

2. a. T
b. T
c. F
d. T
e. T

Ambientes de aprendizaje

Se recomienda que la lectura la realicen primero de forma individual y rápida, haciendo un breve escaneo del texto. Luego lean como clase, pida a estudiantes que lean un párrafo: *First, read the text, skim it to get some general ideas about it. Then we are going to read it with the class.*

También indique que es importante que el cuestionario lo respondan de manera individual y no en parejas, ya que éste hace referencia a sus experiencias personales. Indique que las respuestas deben registrarlas en sus cuadernos: *Answer the questionnaire individually, not in groups or pairs because you have to answer from your personal experience. Also, remember to register your answers in your notebook.*

Profundización y variaciones

Como manera de profundizar en la encuesta, se puede pedir a los alumnos que creen una presentación con la información obtenida. Se sugiere pedir a los alumnos que piensen en cómo presentar la información de forma clara, ordenada y creativa. Se puede sugerir el uso de gráficos, imágenes, etc. Para esto, dé la siguiente instrucción: *After you finish completing the chart in activity 3, think of other ways to visually share the information you gathered. It can be a graph or other kind of images you can think of. Be creative!*

Solucionario

After Reading

- 3. Respuesta variable.
- 4. Respuesta variable.
- 5. Noun 1: Volunteer
Adverb 1: Voluntarily
Noun 2: Responsibility
Adverb 2: Responsibly
Noun 3: Organization
Adjective 3: Organized
Adverb 3: Organizedly
- 6. a. organized/responsible
b. organizations
c. organize
- 7. a. Respuesta variable.
b. Respuesta variable.

After Reading

- 3. Answer the questionnaire on page 99 and write your answers in your notebook.

Students	1	2	3	4	5	6
Me						
Classmate 1						
Classmate 2						
Classmate 3						
Classmate 4						
Total	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____	a. ____ b. ____ c. ____

- 4. Interview four classmates and complete the chart in your notebook.
- 5. Complete the table below in your notebook. Use some of the words from pages 91-92.

Noun	Adjective	Verb	Adverb
	voluntary	volunteer	
	responsible	X	
		organize	X

Vocabulary Tip

Parts of Speech

Look carefully at the words in the text and the sentences where they appear. This will help you to decide what the word is (noun, verb, adjective, adverb, etc).

- 6. Complete the sentences below with words from the table, in your notebook.
 - a. Volunteers learn how to be more ____.
 - b. There are many different ____ that encourage volunteering.
 - c. Volunteers can help ____ sponsored walks or bike rides.
- 7. Speaking • Class Discussion
 - a. Would you volunteer? Why or why not?
 - b. Do you think that it is important for teenagers to volunteer?

Propósito y recomendaciones

A través de un cuestionario, los estudiantes serán capaces de expresar su opinión personal sobre actividades de voluntariado y luego, a través de una encuesta, podrán conocer las opiniones de sus compañeros. Si se realiza la actividad de profundización sugerida, los estudiantes también tendrán la oportunidad de presentar sobre las experiencias personales de la clase de una manera novedosa. Esto también le permitirá evaluar si son capaces de realizar una presentación coherente en donde la información sea mostrada de manera ordenada.

Reading and Vocabulary

- Work in pairs or groups saying which letter goes with each number. Discuss your choices orally.
 - 32% of volunteers...
 - The majority of teenagers...
 - Slightly more than half of the teenagers interviewed...
 - Volunteering can be more fun if you..
 - Volunteering can...
 - be fun and rewarding.
 - work with friends or choose something that interests you.
 - belong to an organization that requires volunteer work.
 - do not feel pressured into volunteering.
 - like the new experiences they have.

- Read the report again and mark (✓) under the name the sentences refer to in your notebook.

Who...	James	Amanda	Raul	Louisa
a. thinks volunteers gain skills?				
b. thinks volunteering has made them more responsible?				
c. believes that more people should volunteer?				
d. believes it is important for volunteer work to make you feel good?				

Learning Tip

Scanning
Read the text quickly to find key words that give specific information.

- Name different types of volunteer work you can think of, as well as who can do them.
- Discuss the questions.
 - What reasons do the teenagers in the report give for volunteering?
 - Do people in your community volunteer? What do they do?



Unit 4 • Lesson 7 • Protecting the Environment | 101

Preguntas de profundización

Al iniciar la actividad 1, invite a los estudiantes a revisar las instrucciones y a responder:

- What should I do? Explain in your own words. Then, contrast your answer with the original instruction to make sure you expressed the same meaning.
- What do verbs and nouns refer to in the instructions?
- What should I do to successfully carry out the activity?
- What should I do at the end of the activity to make sure I did it right?

Solucionario

Reading and vocabulary

- (5)
 - (2)
 - (3)
 - (4)
 - (1)
- Raúl
 - Luisa
 - Amanda
 - James
- Respuesta variable.
- Respuesta variable.
 - Respuesta variable.

Profundizaciones y variación

Como alternativa a la actividad 4, puede pedir a los estudiantes que piensen en algún problema que afecte a su comunidad y que propongan una organización y sistema de voluntariado. Pídeles que en grupos de 4 reflexionen sobre las necesidades de su colegio o barrio y que a partir de eso inventen un nombre y un logo para la organización, que piensen en qué ayudarían los voluntarios y que finalmente hagan un comunicado llamando a ayudar a su organización. Dé la siguiente instrucción: *In groups of four, think of a problem that affects your school or neighborhood. Create an organization to solve the problem. Make up a name and a logo and finally write a notice calling for volunteers.*

Unidad 4 • Lección 7

Ideas previas

Presente en la pizarra imágenes de el medio ambiente dañado, destruido o contaminado. Pregunte a los estudiantes: *Why do you think our planet looks like this?*

Se sugiere parafrasear sus respuestas utilizando la estructura del *zero conditional* y escribir bajo cada imagen una oración que haga referencia a ella expresando condicionalidad. Por ejemplo, si un estudiante responde “porque hay contaminación”, puede parafrasear: *“If we pollute the planet, it gets damaged”*.

Solucionario

Language Focus

1. Zero or real conditional is formed using *if + present simple, present simple*.
2. a. It is about the present.
b. It is the cause.
c. The result is definitive.
3. a. (4)
b. (3)
c. (1)
d. (5)
e. (2)
4. a. dies
b. is
c. is
d. rains
5. Respuesta variable.

Lesson 7

Language Focus: Zero Conditional

1. Read the sentences and complete the rule in your notebook.

If there is an earthquake, houses and buildings move.

The zero or real conditional is formed using *if + _____, _____*.

2. Look at the examples and answer the questions that follow, in your notebook.

“If we put artificial things in the environment, we pollute the environment.”

“If a plastic bag ends up in the sea, sea creatures die because of it.”

- a. Is the zero or real conditional about the past, present or future?
- b. Is the situation in the *if* clause the cause or the effect?
- c. If the condition occurs, is the result definitive or improbable?

Condition

- a. If there is a tsunami,
- b. If a pandemic spreads,
- c. If there is a drought,
- d. If there is heavy rain for a long time,
- e. If a hurricane is very strong,

Result

- (1) plants die.
- (2) it develops an eye at the center.
- (3) governments vaccinate people to minimize risk
- (4) the waves increase in size.
- (5) floods occur

3. Match the two parts of the sentences below in your notebook.

4. Read the sentences and write the correct verb from the alternatives in your notebook.

a. If there is a wildfire, the local fauna *die / dies*.

b. If there *is / are* a tsunami wave, the land is seriously damaged.

c. If there *is / will be* an earthquake, many people lose their homes.

d. If it *rains / rain* a lot, the rivers overflow.

5. In pairs, think about another possible type of pollution. Talk about what happens if the environment gets exposed to that type of pollution. Write sentences in your notebook using the zero conditional.

Propósito y recomendaciones

El propósito de esta sección consiste en presentar a los alumnos la estructura y uso del *zero conditional* para hablar de cosas que generalmente son ciertas, como hechos científicos. La actividad 2 tiene como objetivo que comprendan la función y estructura del *zero conditional*, mientras que en las actividades 3, 4 y 5 los estudiantes deben poner en práctica lo aprendido.

Para la actividad final, se sugiere que pase por los puestos preguntando si hay dudas respecto a la estructura y chequee si la están usando de forma correcta: *Do you have any questions? Do you understand when we use zero conditional?*

Reading Task: An Article

- Express five different situations or things that can cause noise pollution.

Noise Pollution

Usually, pollution and contamination are related to things like trash or smoke, but pollution comes in many other shapes and forms.

One of the types of pollution that usually gets overlooked is noise pollution. Noise pollution is the propagation of noise or sound waves that is harmful to nature or the living beings that are part of the environment.

Have you ever been disturbed in the street by noise coming from construction sites, machines and other things that are too loud? That's because the streets of busy cities produce a lot of noise pollution. You might even suffer from noise pollution inside your house, when your neighbors are playing music too loud or someone turns on the vacuum.

It sounds like noise pollution is a recent problem, but it has been documented that noise pollution was a thing even in the days of ancient Rome.

Noise pollution can actually have very negative effects on our health. The effect of loud noises on children can be permanent, and it can damage their learning and behavior. The elderly also suffer a lot from noise pollution, and they can have heart problems because of it. Adults are not immune to noise pollution either, and they can develop hearing or psychological problems if they're exposed to too much noise.

Source: Archivo editorial.



- Answer the questions below.

- What is noise pollution?
- How does noise pollution affect kids and older people?

- Look at the occupations in the box and write the ones that you think might be negatively affected by noise pollution, in your notebook.

Teacher - Profesional musician - Movie actor - Chef - Bus driver
- Soccer player - Doctor - Construction worker

- Write two additional occupations that you think are negatively affected by noise pollution, in your notebook.
- Get together with a classmate and compare your answers. If there are any differences regarding an occupation one of you chose, explain to each other why you think that it is negatively affected by noise pollution.

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Contexto

Antes de leer el texto puede discutir con los estudiantes qué sonidos les molestan en su día a día: *What sounds bother you throughout the day?* Ellos podrían responder: *car horns or the sound of construction sites*. Explique que estos sonidos molestos en exceso son conocidos como contaminación acústica y que pueden ser tan dañinos como cualquier contaminación: *These excessively annoying sounds are known as noise pollution. Noise pollution can be as damaging as water and air pollution. Now we'll listen to a text that explains why it is harmful for people and the environment.*

Preguntas de profundización

Con el propósito de guiar a sus estudiantes en la organización de ideas que escucharon en el audio de la actividad 1, formule preguntas como:

- *What's the main idea of what you just listened?*
- *What would you change in the organization of your text so it could be understood better?*
- *What would you put first?*
- *How would you continue?*
- *What would you put at the end?*
- *Are there any other ideas that you would like to include?*
- *Did you repeat any ideas? Would you eliminate some ideas?*

Ambientes de aprendizaje

Una actividad diaria que potencia el logro de un ambiente de aprendizaje ideal es la asamblea. Esta instancia suele emplearse como actividad de inicio de la jornada en la que se trabajan distintos aspectos: desde recordar los nombres de todos y comprobar si alguien no ha asistido, hasta tomar acuerdos sobre la organización de las actividades del día. Para llevar a cabo la asamblea, se requiere que invite a sus estudiantes a sentarse en círculo: *Gather in a circle at the center of the class.*

Discuta lo siguiente con sus estudiantes:

- *Do you have any suggestions regarding the development of the classes?*
- *Do you feel comfortable in the classroom?*

Unidad 4 • Lección 7

Ideas previas

Inicie la actividad con la siguiente pregunta:

- *Have you ever received one of these?*

Exponga el folleto o páselo para que los estudiantes puedan verlo. Una vez que todos hayan podido hacerlo, haga las siguientes preguntas antes de comenzar las actividades:

- *What's the purpose of these type of ad?*
- *What kind of information do you find on them?*

Solucionario

Writing task

1. a. Recycling/Ecology
b. How to recycle/How to take care of nature
c. Because it teaches you how to take care of the planet.
2. Respuesta variable.
3. Respuesta variable.
4. a. Respuesta variable.
b. Respuesta variable.

Lesson 7

Writing Task: A Flyer

1. In pairs, look at the flyer below and make predictions.
 - a. What is the flyer about?
 - b. What type of information are you going to find in the flyer?
 - c. Why is the information on the flyer important?

The Fourth R

You have probably heard about the three R's related with the environment. They stand for Reduce, Reuse and Recycle, and they are the key to protecting the environment against global warming. However, there is a fourth R that we can add: **Refuse**.

Did you know that you can take care of our planet just by saying no? Here's how!

Reduce

- "take shorter showers."

Recycle

- "buy products that can be recycled."

Reuse

- "use reusable bags instead of plastic ones."

Refuse

- say no to plastic straws."

Source: Archivo editorial.



2. With your partner, write sentences in your notebook using the imperative form to fill the spaces below *reduce, reuse, recycle and refuse*.
3. Get together with another group and compare your sentences. Discuss which ones are better.
4. Discuss, with the rest of the class, the following questions.
 - a. Why is it important to refuse?
 - b. Should kids be worried about the environment?

Writing Tip

Imperatives

The imperative form of a verb is used when you want to give a command or an order.
"Clean your room!"

Propósito y recomendaciones

A través del desarrollo de las actividades 1 y 2 se pretende que los estudiantes apliquen correctamente el uso del modo imperativo y que puedan desarrollar pensamiento crítico y habilidades de discusión y desarrollo de ideas a través de la actividad 4.

Al momento de llevar a cabo la actividad 2, sugírales a los estudiantes que se fijen en la forma en que están escritas las recomendaciones en el volante: *When you write sentences to complete the flyer, focus on how the examples are written. There is no explicit subject and the verb is in its base form. This is the imperative mode, which is useful when you make suggestions or orders.*

Cross-Curricular Arts

Valpo Street Arts Tour

Paint Your Own Graffiti...

This tour takes you to the underground world of Graffiti, where you'll learn about many things.

Owning the Streets

Our Owning the Streets Workshop tour was designed so you can see what it means to be a graffiti artist for a day. It consists of you meeting one of our resident graffiti artists, who will draw with you, and show you what to do, and what not to do. From there you walk over to either a Wall or a Cello (plastic wall)... and your piece will be up in the streets, so give it your best shot!

What We Include in the Price:

- Professional guide
- Paint (Spray and/or Latex)
- Drawing with our artist either at our secret spot or by the wall.

Tour Meeting Place:

Our office: Plaza Anibal Pinto in front of the Neptune Statue.

Schedule: Shared Tour: 16:00 / Private can be whenever you choose

The tour is about 2.5 hours long.



Private workshops: \$50 USD per person

Includes:

- Drawing Class
- Walking Tour en route to Wall (35-40 minutes)
- Design your own Graffiti with the help of our artist/ Instructor
- Wall Permits or Canvas to take your work home

Shared Workshop: \$30 USD Per person

Includes:

- Short tour en route to the wall (25 minutes approximately)
- Stock Spray Paint*
- Wall Permits or Wall Material in case of it being a CelloGraff
- Design predetermined by our artist/ Instructor

Source: <https://www.valpostreetart.com/hands-on-tours.html>

1 Read the text and answer the questions. Discuss with your partner.

- a. What does the Owning the Streets Workshop tour consist on?
- b. What does the price include?
- c. What time is the shared tour? What time is the private one?

2 In groups, discuss the following questions. Share your answers with the class.

- a. Do you consider graffiti a kind of art? Why? Why not?
- b. Would you like to take the Owning the Streets Workshop tour in Valparaíso?

3 In groups, create a graffiti as a poster. Once you finish, present your work to the class.

Ideas previas

Para activar conocimientos previos, muestre a los estudiantes distintas imágenes de graffitis. Pregunte si conocen el nombre de esta forma de arte: *Do you know the name of these drawings and paintings?* Luego, puede profundizar en los lugares donde pueden ser encontrados y por qué creen ellos que se realizan:

- *Where can we find graffitis?*
- *Do you know why people like to create graffitis? What do you think about them?*

Preguntas de profundización

Para reflexionar más sobre el origen y propósito de los graffitis y además, que los estudiantes puedan potenciar su pensamiento crítico y desarrollar sus ideas de manera oral, puede hacer las siguientes preguntas:

- *Do you think streets are as valuable as an art gallery? Why/ Why not?*
- *Do you think there are different kinds of graffitis? Which ones? Is there one you think is more important?*

Propósito y recomendaciones

El propósito de esta sección consiste en permitir a los alumnos aplicar el uso del idioma a través de una discusión y actividades de otra disciplina, en este caso el arte. Esto les permitirá a los estudiantes practicar el idioma de manera más natural, enfocándose en la actividad artística y no en el inglés en sí, pero a la vez poniendo en práctica de manera contextualizada el vocabulario y estructuras aprendidas a lo largo de la lección.

Al final de la actividad, puede motivar a los estudiantes a reflexionar sobre el trabajo que realizaron, a través de preguntas como:

- *What was the most difficult part of the activity?*
- *How would you improve your performance in the activity?*

Ideas previas

Para activar conocimientos previos y generar nuevo vocabulario, pregunte a los estudiantes para qué sirve el objeto en la imagen: *What's the object of the image for?* Luego de que respondan que es una bolsa reutilizable, pregunte qué opinan sobre esta y si ellos o sus familias la utilizan y por qué: *What do you think about ecological handbags? Do you and your family use them? What for?*

Ritmos y estilos de aprendizaje

En una clase con distintos niveles, las actividades de esta sección se pueden realizar en grupos compuestos por estudiantes con más fortalezas en el idioma y con otros que aún tengan algún tipo de dificultad. La idea de esto es incentivar a los alumnos con habilidades más desarrolladas que actúen de mentores, chequeando gramática y pronunciación. De la misma forma, este formato es muy beneficioso para ambos estudiantes, ya que pueden aprender el uno del otro, generando un ambiente de apoyo y respeto.

Final Task

AN ECOLOGICAL HANDBAG

1 Planning

- Work in groups. Look at the ads or find out where you can buy a blank handbag, with no design printed on it. You can also bring a blank handbag from home.
- Alternatively, you can look up instructions online to create your own handbag.
- Whether you buy or craft your own handbag, make sure that it is made from materials that are not harmful to the environment.

106 | Unit 4 Green Issues

Propósito y recomendaciones

En esta sección se espera que los alumnos sean capaces de aplicar lo aprendido en la lección, usando vocabulario sobre tecnología y las estructuras vistas para hacer predicciones. Se espera que sean capaces de aplicar este conocimiento para crear y luego clasificar a través de un mapa conceptual distintas predicciones sobre el futuro. Se espera además que los estudiantes colaboren para crear las predicciones, usando el idioma para dar su opinión, expresar acuerdo y desacuerdo con lo dicho por sus compañeros de grupo y presentar el trabajo hecho ante el resto de la clase.

2 | Design

- Discuss the design of the handbag with other members of the group. You can choose a phrase or quote, or create an original design.
- You can use any materials that you want, but it has to be an ecological handbag.

Example: Save the earth.

**3 | Get to work!**

- For more efficiency, you can distribute roles in the making of your ecological handbag. Discuss your strengths and weaknesses to help you with this.

*Example:
Karina likes painting, but she is...*

**4 | Present your creations**

- Present your ecological handbag to the class.
- Ask and answer questions about the materials used and the bag's message or decoration.

Self-evaluation

- 1 Assess your performance during the creation of the ecological handbag. Complete the table on page 59 of your Activity Book.

Preguntas de profundización

Para actividades como esta, en las que al final de la presentación los estudiantes formularán y responderán preguntas, siempre es útil pedirles que se anticipen a la situación y se pregunten a sí mismos:

- *What type of questions will my classmates ask?*
- *How can I answer them?*

De esta forma, los alumnos pueden anticiparse a las preguntas y preparar respuestas.

Ambientes de aprendizaje

Si los alumnos van a presentar frente a la clase sus bolsas, entonces vale la pena que deje un tiempo para asesorar a los alumnos con su presentación. Durante la clase, mientras todos preparan sus bolsas, vaya llamando a los grupos y evalúe cómo está su presentación. Asesore a los alumnos, señale oraciones con errores y permítales corregir sus propios errores: *Before presenting your ecological handbag, correct the mistakes you might have and that I pointed out. In that way the information you share will be delivered in a clear way.*

Propósito y recomendaciones

El objetivo de esta sección es que los alumnos desarrollen habilidades de discusión y potencien su creatividad a través de la creación y confección de una bolsa ecológica. Los estudiantes podrán aplicar su conocimiento sobre el cuidado del medio ambiente durante el desarrollo de la actividad, además de desarrollar habilidades de trabajo en equipo. Finalmente, los alumnos deben exponer su bolsa creada frente a la clase. Fomente un ambiente de respeto durante las presentaciones, dando la siguiente instrucción: *When you finish your ecological handbag, share it with the class, explaining its parts. While your classmates are presenting, listen carefully and respectfully to learn about a new topic.*

Unidad 4 • Lesson 8

Ideas previas

Para activar conocimientos previos sobre desastres naturales, pregunte y escriba lo siguiente en la pizarra: *What natural disasters have happened in your country? Tell us about it.* A través de esta actividad, podrá revisar el vocabulario que manejan con respecto a los desastres naturales y qué tan bien manejan la estructura de *past simple*, ya que inevitablemente se verán en la necesidad de utilizar el tiempo pasado para referirse a eventos anteriores en los cuales experimentaron algún desastre natural.

Profundización y variaciones

Teniendo en cuenta que las actividades 1, 2, 3, 4 y 5 se enfocan en un audio el cual refleja una entrevista, puede pedirles a los estudiantes que desarrollen el mismo formato, tomando como guía el audio que escucharon. Para esto, pídeles lo siguiente: *Write a news interview and role play it. The interviewer will ask questions about a natural disaster either to an expert or a witness that experienced a natural disaster. Write your interview, check it, practice it and then role play it in front of the class.*

Solucionario

A News Interview

Before Listening

1. Respuesta variable.

While Listening

2. a. 1

b. 3

c. 5

d. 2

e. 4

3. c

After listening

4. Respuesta variable.

Lesson 8 Natural Disasters

In this lesson you will listen, speak, read and write about natural disasters through interviews and news stories.

What natural disasters do you know? Are natural disasters common in Chile? Which ones?

A News Interview

Before Listening

1. What kind of skills can be of help during a natural disaster? Discuss in small groups.

While Listening

2. Listen **36** to the radio interview with Tina and choose the headline of the story you hear. Then number the events in the correct order in your notebook.

- a. The family went on vacation.
- b. The girl realized a tsunami was coming.
- c. The girl was a fan of geography.
- d. The tide went out and everybody was amazed.
- e. The girl's parents did not believe her.



3. Listen **37** to the last part of the interview and choose the option which shows how the story ends. Answer orally and discuss your answer as a class.
- a. There was no tsunami.
 - b. The hotel owners didn't listen to Tina's parents and didn't evacuate the beach.
 - c. Everybody evacuated the beach and everybody survived.

After Listening

4. In pairs, role-play the end of Tina's interview.

Student A: You are the interviewer. Ask questions about what happened.

Student B: You are Tina. Answer the questions and give details about your story.

Propósito y recomendaciones

En esta actividad se espera que los alumnos sean capaces de identificar en los textos escuchados el propósito e ideas generales del audio, información específica con respecto a los desastres naturales y que sean capaces de relacionar el contenido con sus propias vivencias.

Para asegurar que la mayor cantidad de estudiantes pudo comprender el audio, puede reproducirlo 2 o hasta 3 veces. Para esto, indique lo siguiente: *First, listen to the audio and try to understand as many ideas as you can. Then, you'll listen to it for a second time. While you listen to it, try to answer activity 2. If you couldn't finish, I'll play the audio one last time.*

Speaking Task: Asking for Information

5. Say what type of information the questions refer to.

things / events - place - time - people - reason

- Who were you with?
 - What happened?
 - Where were you?
 - When was the accident?
 - Why did you say that?
6. Complete the questions about the story with the correct question word, in your notebook.
- ... spoke to Tina? News reporters.
 - ... did the story happen? On Maikhao beach in Thailand.
 - ... happened? A tsunami was coming and I told everybody.
 - ... didn't they believe you? Because I was too young to know about tsunamis.
7. In your notebook, write questions about a recent news story.
What happened to...? What was he/she doing?
8. Ask and answer questions about your stories.



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Errores frecuentes

Un error frecuente que podría evidenciarse en las actividades 3 y 4 al momento de escribir y hablar, respectivamente, es usar frases demasiado largas y complicadas, ya que el español lo permite de esa forma, sin embargo el inglés no. Los estudiantes pueden crear muchas oraciones y unirlos en una a través del uso de palabras como “and”, “or”, “but”, “because”, etc. Recuerde a sus estudiantes que a menos que la situación lo amerite es mejor usar oraciones cortas y separadas antes que una oración muy compleja usando estos conectores: *In English, sentences tend to be shorter than in Spanish. Use short sentences and try to connect them using the following connectors: “and”, “or”, “but”, “because”.*

Solucionario

Speaking Task

- people
 - things/events
 - place
 - time
 - reason
- Who
 - Where
 - What
 - Why
- Respuesta variable.
- Respuesta variable.

Profundización y variaciones

Para profundizar el contenido y relacionarlo con las actividades de la página anterior, puede pedirle a los estudiantes que vuelvan a la entrevista que escribieron y chequeen si utilizaron bien las palabras para hacer preguntas. Si se dan cuenta que tuvieron errores, pídale que reformulen las preguntas. Esto ayudará a que internalicen el significado y uso de las palabras en cuestión. Para esto, dé la siguiente instrucción: *Go back to the interview you wrote on page 108. Check it again and see if you use question words correctly. If you see any mistakes, correct them so the questions express what you want to ask.*

Unidad 4 • Lección 8

Contexto

Para contextualizar la lectura, cuénteles que ésta se sitúa en Chile, y pregúnteles qué desastres naturales ocurren más a menudo en este país: *This story takes place in Chile. What natural disasters are the most common here?*

Luego comente con los estudiantes que en Chile ocurren desastres como terremotos, inundaciones tormentas y sequías, todo esto debido a la naturaleza geográfica del país y a los efectos del cambio climático: *Chile is a special country in which many different natural disasters may occur, due to its geography, weather and as an effect of climate change. Some of the most common natural disasters that occur in our country are earthquakes, floods, storms and draughts.*

Finalmente, pregunte qué desastre natural creen que tiene relación con la historia que se presenta: *What natural disaster do you think will occur in the story?*

Solucionario

Before Reading

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

A News Story

Before Reading

1. With your class, discuss these questions.
 - a. What do you think will happen in the story?
 - b. What could the sign mean?
 - c. How can a natural disaster affect the people in the pictures?
2. Skim the text and label the pictures. How do you think people feel in the story?

a. Happy



b. Sad



c. Frightened



d. Relieved



Be safe out there! 38



My friend James spent a week with me last summer. We were staying in the mountains, at my father's cabin near Valdivia. There was a big tremor in Valdivia the day we got there, and the news warned that there could be an earthquake.

"Carmen, I'm really bored," James said the next day.



"Let's go hiking up the mountain behind your house!"

I was telling James it was very dangerous because of the earthquake alert, when he picked up his backpack and left the house. So I followed him. The news specifically said that hiking during an earthquake was very dangerous.

Propósito y recomendaciones

El propósito de esta lectura es que los estudiantes adquieran habilidades de comprensión de lectura y vocabulario en un contexto conocido para ellos. Sin embargo, es importante que el profesor dirija la actividad de tal forma de no dañar susceptibilidades entre sus estudiantes. Es por esto que se aconseja que la lectura sea llevada a cabo por el docente para que él vaya evaluando la atmósfera de la clase. Para esto, indique: *I will read the text and you'll follow the reading silently and individually.* Por otro lado, es esencial que los estudiantes sean capaces de extraer las ideas principales, buscar información específica en el texto y mantener una discusión sobre posibles soluciones y medidas que se pueden tomar frente a este tipo de situaciones.

While Reading

3. Say the sentences to a partner. Start with *James* or *Carmen*.
- ... suggested climbing the mountain.
 - ... didn't think climbing the mountain was a good idea.
 - ... fell down while he was climbing.
 - ... called her father to get help.



While James was climbing up the mountain, we felt another tremor! It was a really big one, and some rocks were loosened because of it. James fell downhill and hurt his arm and head. I called my dad while checking if James was OK.



My dad was so mad! He drove us to the hospital, where they took care of James. I'm sure we both learned our lesson and will think twice before doing something this scary and irresponsible again! We both feel that we were really lucky because it was just a tremor and not an earthquake.

Source: Archivo editorial.

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Solucionario

While Reading

3. a. James
b. Carmen
c. James
d. Carmen

Preguntas de profundización

Después de la lectura, invite a los estudiantes a reflexionar sobre sus propias experiencias con situaciones similares a la expuesta en la lectura. Esto resultará útil también para reforzar el uso de vocabulario para hacer preguntas. Motive la discusión con las siguientes preguntas:

- *What were you doing during the last earthquake in Chile?*
- *How did you feel?*
- *Where were you?*

Errores frecuentes

Un error frecuente que puede corregir en esta sección tiene relación con los falsos cognados, es decir, palabras que suenan o se ven parecidas a palabras en español, pero que no tienen el mismo significado. En este texto, este error se puede dar particularmente con la palabra “tremor”, la cual suena similar a “temor” en español. Para evitar esto, explique a los estudiantes lo siguiente: *There are some words in English that sound similar to other words in Spanish, but in some cases they don't mean the same. These are the false cognates. For example, the word “tremor” sounds similar to “fear” in Spanish, but “tremor” means a soft earthquake.*

Profundización y variaciones

Para profundizar y reforzar las actividades productivas de escritura, puede pedir a los estudiantes que piensen en una situación que hayan vivido similar a la de la historia. Luego pídeles que escriban su experiencia y la ilustren de manera similar al texto que acaban de leer. Para esto, dé la siguiente instrucción: *Have you ever lived a similar situation to Carmen and James? Write it down and then illustrate it. Finally, share it with the class.*

Unidad 4 • Lección 8

Ritmos y estilos de aprendizaje

En una clase con distintos niveles, las actividades de esta sección se pueden realizar en parejas compuestas por un alumno con mayores fortalezas y con otro estudiante que aun tenga que reforzar contenidos. La idea de esto es pedir a los alumnos con habilidades más desarrolladas que actúen de mentores, apoyando a su compañero que presente algún tipo de dificultad. De la misma forma, este formato es muy beneficioso para ambos estudiantes, ya que pueden aprender el uno del otro, generando un ambiente de apoyo y respeto.

Solucionario

4. A. (1) Teenager falls off mountain!
B. (2) Have a safe climb!
5. a. False. It took place near Valdivia, in the south of Chile.
b. True.
c. False. The news talked about an earthquake alert.
d. False. Carmen's father helped them.

After reading

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

Lesson B

4. Tell a partner which image matches which caption.

A



B



1 Teenager falls off mountain!

2 Have a safe climb!

5. Tell a partner if the sentences below are true or false. Correct the false statements in your notebook.

- a. The story took place in the north of Argentina.
b. James and Carmen were spending their vacation in the mountain.
c. The news talked about a tsunami alert.
d. Carmen's father didn't help them.

After Reading

6. Have a group discussion following these steps.
- a. In groups, discuss any news stories you know that are similar to the one in your text. Say who the people were and describe what happened.
b. Share your stories with the class. Identify similarities and differences to Carmen and James' story.

Propósito y recomendaciones

A través de las siguientes actividades, los estudiantes profundizarán lo aprendido durante la lectura. Además tendrán la oportunidad de compartir ideas y discutir posibles estrategias a tomar en caso de un desastre natural, como los terremotos, lo que se acerca al contexto que se vive en el país. Además, a través de esta actividad, se pretende generar empatía en los estudiantes ya que deberán ser capaces de situarse en el lugar del otro. Esto tiene directa relación con las actitudes que se enseñan implícitamente durante la unidad.

Reading and Vocabulary

- Decide who or what the words in *italics* refer to.
 - They were in a cabin. *It* was near Valdivia.
 - What did James do? *He* went hiking on a dangerous mountain during an earthquake alert.
 - James and Carmen did something irresponsible. *They* didn't listen to the earthquake alert.
 - Carmen called her dad to get help for James. *She* did the right thing.
- Read the events below to a partner, in the correct order. Use connectors such as *first*, *second*, *next* and *finally*.
 - James was climbing up the mountain.
 - Carmen called her dad.
 - Carmen and her family were staying in a cabin.
 - Some rocks were loosened and he fell.
 - Carmen's dad drove them to the hospital.
 - They took care of James at the hospital.
- Discuss the questions.
 - How would you feel if you were Carmen or James?
 - What do you do if you are not at home and there's a natural disaster alert?
 - Discuss, as a class, an emergency plan in case there is an earthquake.

Vocabulary Tip

Pronoun Reference

Pronouns refer to a noun or other pronoun that comes before it.

Reading Tip

Order of Events

Identify the first and last events. This will make it easier to put the others in order.



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Ambientes de aprendizaje

Después de hacer actividades grupales o en pareja, como las actividad 6, se sugiere que tengan una discusión como clase en que los estudiantes compartan lo discutido en sus grupos. Esto permite que los estudiantes practiquen su pensamiento crítico al opinar sobre lo discutido en otros grupos y le permite a usted como docente el tener una oportunidad de identificar y corregir en conjunto con la clase los errores frecuentes. Para esto, dé la siguiente instrucción: *Share your thoughts and conclusions with the class. Who had the most interesting story?*

Solucionario

Reading and Vocabulary

- It-cabin.
 - He-James.
 - They-James and Carmen
 - She-Carmen

- Respuesta variable.

For example:

First, Carmen and her family were staying in a cabin, second James was climbing up the mountain. Next, some rocks were loosened and he fell. Carmen called her dad and he drove them to the hospital. Finally, they took care of James at the hospital.

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

Propósito y recomendaciones

El propósito de las actividades de esta página es poner en práctica el vocabulario aprendido luego de la lectura y también desarrollar las habilidades de comprensión, chequeando con las actividades 1 y 2 si fueron capaces de comprender la lectura más allá de ideas generales. Para estas dos actividades, se recomienda indicar a los estudiantes que primero las lleven a cabo de manera individual y que luego compartan sus respuestas con un compañero: *In activities 1 and 2, you have to work individually first and then share your answers with a partner to check your work.*

Unidad 4 • Lección 8

Ideas previas

Para activar conocimientos previos respecto a la simultaneidad de acciones o a la interrupción de estas, puede preguntar a los estudiantes lo siguiente:

What will happen if...

- *you go hiking when there is an earthquake alert?*
- *there is an accident?*

Dé tiempo a los estudiantes para discutir estas preguntas en parejas y luego pídeles que compartan sus opiniones con la clase. Parafrasee y escriba en la pizarra sus respuestas utilizando las palabras *when* y *while*, de manera que se familiaricen con su uso.

Solucionario

Language Focus

- Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.
- Something they were doing at a past moment in time.
 - Two actions happening at the same time.
- Respuesta variable.

Lesson B

Language Focus: When and While

- Read the sentences and mime the actions.

- Carmen invited James to her cabin.
- James fell off the mountain while he was climbing.
- Carmen was taking care of James when her dad arrived to take them to the hospital.

Writing Tip

Connectors

Use connectors *when* and *while* to talk about events happening at the same time or that interrupt something.

- Read the sentences and give a partner the best definition.

- Carmen and James were spending their vacation in the mountains.

• Something they were doing at a past moment in time.

• A completed action in the past.

- Carmen was helping James while her father was driving to the mountains.

• Two actions happening at the same time.

• A sequence of events.

- In your notebook, describe what happened in the end. Use connectors *while* and *when*.



Propósito y recomendaciones

El objetivo de esta sección consiste en enseñar a los alumnos cómo usar los conectores *while* y *when* para hablar sobre eventos que ocurren al mismo tiempo o que interrumpen otra acción que ya estaba ocurriendo. Si es necesario, para que quede más clara la utilidad de estas dos palabras, puede dibujar una línea de tiempo. Dibuje dos líneas paralelas y entre ellas la palabra “*while*”. Explique: *These two lines are actions happening at the same time, therefore, to talk about that, we use “while”.*

Luego, dibuje una línea, entre ella dibuje dos líneas cortas perpendiculares y luego continúe con otra línea punteada. Explique: *This action (línea) was happening “when” (líneas perpendiculares) something happened and another action interrupted the first.*

Reading Task: A Joke 39

A Q: What kind of storm is always in a rush?
A: A hurry-cane.

B Q: What do you call fifty penguins in the Arctic?
A: Lost! Really lost! (Penguins live in Antarctica.)

C Q: Why did the man smoke?
A: Because he was on fire.

D Q: Why do earthquakes shake?
A: Because they like to rock and roll.

- Match the jokes to the pictures. Write the answers in your notebook.
- Rate the jokes from 1 (not funny at all) to 5 (extremely funny).
- In pairs, discuss the following questions.
 - Which jokes are easy to understand and why?
 - Which jokes don't you understand? If you understand a joke that your partner doesn't, explain it.
 - What vocabulary is difficult? Is it essential to understand the joke? Check new words in your dictionary.
 - Which jokes can be translated effectively into your language?
- In groups, translate a joke you know in Spanish and tell it in English.



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Preguntas de profundización

Para profundizar en la actividad 4, particularmente, puede preguntar lo siguiente para que los estudiantes reflexionen sobre la traducción literal, las diferencias entre inglés y español y la importancia del contexto:

- *Is your joke funny in English? Why/Why not?*
- *Are there any words that translated into English do not mean the same in Spanish?*

Ritmos y estilos de aprendizaje

Al tratarse de un contenido abstracto para los estudiantes, es importante que el docente se apoye en las imágenes para ayudar a la comprensión de los chistes. Antes de leer los chistes, pídale a los estudiantes que observen las imágenes y describan lo que en ellas está sucediendo: *Look at the images and describe what is happening and how do they look.*

Solucionario

Reading Task

- 4th image
 - 3rd image
 - 2nd image
 - 1st image
- Respuesta variable.
- Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.

Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes puedan poner en práctica el vocabulario aprendido a lo largo de la sección de una manera más lúdica, entretenida y atractiva, a través de bromas. La idea de esto es que también se hagan conscientes de las diferencias entre el inglés y el español al momento de traducir las bromas en la actividad 4 y que lleguen a la conclusión que las traducciones literales no siempre expresan el mismo significado en ambos idiomas. Para esto, explique lo siguiente: *Literal translations don't always convey the same meaning because some words change according to the context in which they are inserted.*

Ideas previas

Como contexto para la actividad puede preguntar a los estudiantes qué conocen sobre los comics, puede pedirle que nombren algunos, que digan la diferencia entre un comic y una tira cómica, para qué sirven ambos y qué características tienen en cuanto a su forma física:

- *Do you know comics? Can you name some?*
- *What do you think is the difference between a comic and a comic strip?*
- *What's their function?*
- *What are their characteristics regarding their structure and also physically?*

Solucionario

Writing Task

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

Writing Task: A Comic Strip

1. In groups, think of a natural disaster that has happened recently (earthquake, a natural phenomenon, river / sea pollution, etc.). It can be from any part of the world.
2. Express your intention behind the comic strip by using **verb + to + infinitive**.

"I want to talk about earthquake protection."

"I choose to give more information about wildfires."

Writing Tip

Verb + to + infinitive
Some verbs like want, need or choose, are followed by to + infinitive.

3. Go back and look at the comic panels from pages 110 and 111. Use them as inspiration for your own comic strip about natural disasters.
4. Draw your own comic strip! It has to contain valuable information about the consequences of or how to protect yourself from a natural disaster.



5. Display your comic strip to the rest of the class, explaining your intention and the message behind the comic strip.
6. As a class, discuss which comic strip is the best one in terms of providing useful information about natural disasters.

Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes puedan aplicar sus conocimientos del idioma de una manera más lúdica y potenciando su pensamiento creativo. Para la actividad 4, teniendo en cuenta que no todos los estudiantes cuentan con un alto desarrollo de sus habilidades para dibujar, puede pedirles que trabajen en parejas y que busquen a un compañero que pueda complementar sus habilidades: *Work with a partner that either has good drawing abilities (if you're good at writing) or with good writing abilities (if you're good at drawing). This way you'll make a good team.*

Cross Curricular Social Sciences

Human-made disasters in Chile

When we talk about natural disasters, we refer to events that happen as part of nature, like earthquakes. However, there is another type of disaster caused by people, which is known as human-made disaster. This disaster severely

affects people, property and the environment (animals, plants, soil and water). In Chile there have been several human-made disasters, which include: forest fires and oil spills.

**Forest fires**

A forest fire is a specific type of wildfire (an uncontrolled fire). They can occur naturally, but many forest fires are caused by humans with actions such as intentional fires and people's negligence with cigarettes, matches and campfires. Its effects can be devastating because it can destroy property, animals, vegetation and agricultural resources.

**Oil spills**

Oil spills can take place on land, but they usually refer to marine environments (especially oceans). They can happen by accident or intentionally when oil from ships and factories spills and pollutes the water. As a result, not only the animals and vegetation of the area could be affected, but also humans could breathe polluted air or eat contaminated food.

Source: Archivo editorial.

- 1 Read the information sheet and answer the questions. Answer orally.
 - a. What are human-made disasters?
 - b. What happens if there is a forest fire?
 - c. What happens if there is an oil spill?
- 2 In pairs, discuss the following questions.
 - a. How does a polluted environment affect the population?
 - b. Do you think that human-made disasters can be prevented? How?
- 3 In groups, write about one of these human-made disasters that happened in Chile.
 - Mention when and where this human-made disaster took place.
 - Explain how the actions of humans affected the environment of the area.
 - Give two examples of measures that can reduce the damage already done in that place.

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Propósito y recomendaciones

El propósito de esta lectura es que a través de un texto relacionado a las ciencias sociales los estudiantes puedan adquirir nuevo vocabulario relacionado a la temática de pueblos originarios y culturas ancestrales. De esta forma serán capaces de poner en práctica sus conocimientos del idioma y sus habilidades de comprensión de lectura de manera contextualizada.

Contexto

La lectura tiene como propósito dar un enfoque distinto sobre los desastres naturales al resto de la unidad, que se concentraba principalmente en los que no eran producidos directamente por el hombre. En este texto se explica la importancia de la incidencia del ser humano en la destrucción de la naturaleza. Para contextualizar la lectura, se sugiere hacer las siguientes preguntas:

- What does “human-made” mean?
- What elements do you think can create human-made disasters? Look at the images to answer.

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 la naturaleza:

- Can you think of other human-made disasters not mentioned in the text? Which ones?
- Why is it important to avoid human-made disasters?
- What measures should the governments take to avoid human-made disasters?

Solucionario

1. a. Human-made disasters are disasters caused by people
- b. A forest fire can destroy property, animals, vegetation and agricultural resources.
- c. An oil spill can affect animals, vegetation and humans that could breathe polluted air or eat contaminated food.
2. a. Respuesta variable.
- b. Respuesta variable.
3. Respuesta variable.

Ideas previas

Para activar conocimiento previo y que los estudiantes puedan familiarizarse con la actividad, pregunte lo siguiente:

- *Do you know what a documentary is?*
- *How is it different from a movie?*
- *What documentaries have you seen?*

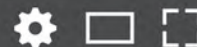
La idea es que los estudiantes puedan decir que un documental es material audiovisual que tiene fines informativos y que eso lo hace diferente a las películas. Si no llegan a esta conclusión, explique: *A documentary is a film whose purpose is to inform about a particular topic that might be interesting for people. It is not the same as a movie because movies are meant to entertain, while documentaries are meant to inform.*

Errores frecuentes

Recuerde que uno de los objetivos de la corrección de errores es dar a los estudiantes las herramientas necesarias para que sean capaces de autocorregir sus errores sin depender tanto de otras personas. Por lo tanto, dentro de lo posible dé a los alumnos la posibilidad de corregir ellos mismos los errores frecuentes: escriba oraciones con los errores frecuentes y pida a distintos alumnos que identifiquen y corrijan el error: *What's wrong with the sentences on the board? How would you correct them?*

Final Task

A VIDEO DOCUMENTARY



1 | Research and discuss

- In small groups, research some recent natural disasters in the world. Use the Internet, magazines, or the library to help you.
- Decide which natural disaster is the most interesting.

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Propósito y recomendaciones

En esta sección se espera que los alumnos sean capaces de trabajar en equipo y comunicarse en inglés para dar y discutir sobre desastres naturales y organizarse para la creación de un documental en equipo. Para esto deben asignarse roles, teniendo en cuenta sus destrezas y debilidades. Para esto, indique: *When you assign roles for the documentary, have in mind your strengths and weaknesses to choose your task.* Esto los incitará a reflexionar sobre sus procesos de aprendizaje. Posteriormente, los estudiantes deberán de organizar la información y crear un documental llamativo que exponga las ideas que discutieron, promoviendo aún más el pensamiento creativo.



2 | Make notes and assign roles

- Make notes about your disaster. Think about action, prevention, the history of such disasters, and the problems in different countries.
- Assign roles for a video documentary (project manager, writers, illustrators, designers, etc.). Each member of the group must work on a different section of the documentary.

3 | Prepare your documentary

- Individually, start working on your part of the project. Prepare your information in a precise way.
- Exchange and correct your work with other members of your group.



4 | Present your documentary

- Put all the different parts together and present your video documentary to the other groups in your class.
- Talk about why you chose that natural disaster and how you researched your part of the project.
- Have a question-and-answer session about each natural disaster presentation.

Self-evaluation

- 1 Assess your performance during the creation of the video documentary. Complete the table on page 67 of your Activity Book.

Preguntas de profundización

Para las actividades como esta, en las que al final de la presentación los estudiantes formularán y responderán preguntas, siempre es útil pedirles que se anticipen a la situación y se pregunten a sí mismos:

- *What type of questions will my classmates ask?*
- *How can I answer them?*

De esta forma, los alumnos pueden anticiparse a las preguntas y preparar respuestas.

Herramientas digitales

Para que los estudiantes puedan recopilar información para sus documentales, sugiérales la siguiente página web: <https://www.weatherwizkids.com/>

En ella podrán encontrar información útil para crear sus documentales y servirá también como fuente para que puedan desarrollar sus propias opiniones y reflexiones.

Use this website to find useful information for your leaflet.

Ambientes de aprendizaje

Si los alumnos van a presentar frente a la clase sus documentales y discutir sobre el proceso de creación, entonces vale la pena que deje un tiempo para asesorar a los alumnos con su presentación. Durante la clase, mientras todos preparan sus documentales, vaya llamando a los grupos y evalúe cómo está su presentación y su trabajo en general. Asesore a los alumnos, señale oraciones con errores y permítales corregir sus propios errores: *Before presenting your documentary correct the mistakes you might have and that I pointed out, that way the information you share will be delivered in a clear way.*

Preguntas de profundización

Para profundizar los contenidos de la unidad, puede promover una discusión en la que utilicen variadas estructuras aprendidas:

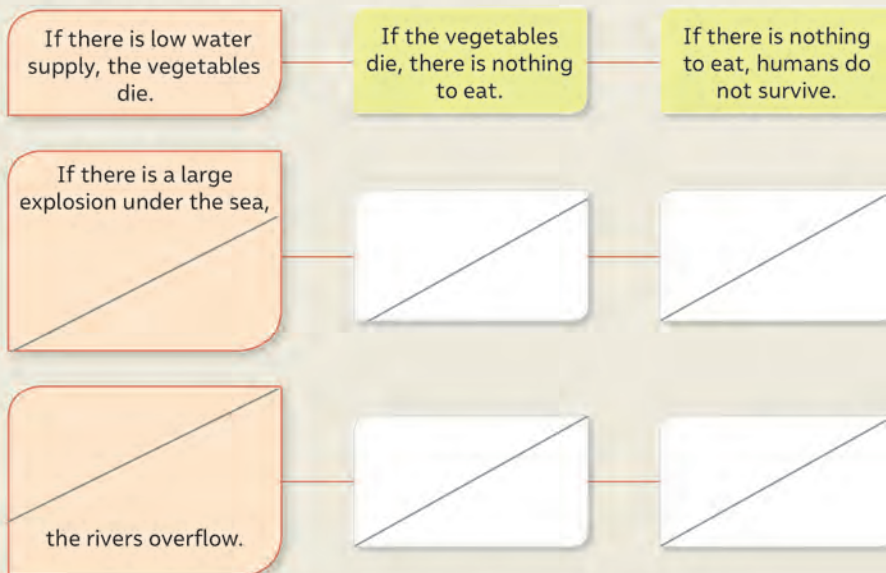
- *What were you doing for 2010 earthquake?*
- *What happens if it rains too much?*
- *What happens if it doesn't rain for too long?*
- *What happens if the tectonic plates of the Earth move?*

Ritmos y estilos de aprendizaje

En una clase con distintos niveles, la actividad 2 se puede realizar en parejas compuestas por un alumno con mayores fortalezas en el idioma y con otro estudiante que presente algún tipo de dificultad. La idea de esto es pedir a los alumnos con habilidades más desarrolladas que actúen de mentores, apoyando a su compañero. De la misma forma, este formato es muy beneficioso para ambos estudiantes, ya que pueden aprender el uno del otro, generando un ambiente de apoyo y respeto.

Synthesize

1. Complete the sequences with possible answers in your notebook, following the example.



2. Compare your answer with a classmate to check the differences. Is there only one correct answer for each box?
3. What's the desired effect that we are looking to obtain when we use the imperative form of verbs? Compare its use with the use and function of the modal verb *could*.
4. Briefly explain in your notebook what the differences are between using *when* and *while* as connectors. Write two examples of how each connector is used.

Propósito y recomendaciones

Las actividades de esta página tienen como fin hacer a los estudiantes recordar y utilizar contenidos ya vistos a lo largo de la unidad, diga: *Zero conditional sentences express general truths, situations in which one thing always causes another. When using the zero conditional, the correct tense to use in both clauses is the simple present tense.* Rapidamente recuerde el uso de los conectores *when* and *while*: *We can use 'when' and 'while' to mean 'during the time that', to connect two events happening at the same time.*

Además es importante permitir a los estudiantes ir más allá, esto se puede lograr discutiendo las preguntas presentadas en la sección de Preguntas de profundización.

Check point

1. In pairs, orally match the beginning of each sentence to their corresponding endings. Do not write in the textbook. (2 points; 0.5 each)

a. If I go to the countryside,...	(1) if we don't waste so much paper.
b. If you take a shower instead of a bath,...	(2) you save a lot of water.
c. We don't waste so much electricity...	(3) I protect the flora and fauna.
d. We will save thousands of trees...	(4) if we turn off the lights when we leave a room.
2. Complete the phrases with your own ideas in your notebook. (5 points)
 - a. If we don't protect our flora and our fauna...
 - b. If global warming continues...
 - c. If we use cars in excess...
 - d. If we continue to pollute the environment...
 - e. If we don't recycle...
3. Write the correct option in your notebook. (5 points)
 - a. I was taking a shower **when/while** my father was washing the car.
 - b. My friend was sleeping **when/while** I called.
 - c. Esteban was looking for his keys **when/while** he found his childhood toys.
 - d. My dad was wearing his favorite jacket **when/while** we were walking in the mall.
 - e. I was watching my favorite TV show **when/while** my sister was watching the new Avengers movie.
4. Write possible solutions with *could be related* to things that people could do in order to stay safe during the following natural disasters. (4 points)
 - a. A tsunami
 - b. A wildfire
 - c. A hurricane
 - d. An earthquake



Unit 4 • Check point | 121

Ambientes de aprendizaje

Para las actividades que se realizan de manera individual, como todas las de esta página, aclare a los estudiantes que es ideal que en primera instancia trabajen solos para poner en práctica sus conocimientos más teóricos del idioma. 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 if necessary.*

Solucionario

Check point

1. a. (3)
b. (2)
c. (4)
d. (1)
2. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
d. Respuesta variable.
e. Respuesta variable.
3. a. while
b. when
c. when.
d. while
e. while
4. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
d. Respuesta variable.

Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes continúen desarrollando, principalmente, sus habilidades escritas y de gramática respecto a los temas y estructuras 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.

Unidad 4 • Lesson 8

Preguntas de profundización

En caso de ser necesario, puede proponer a los estudiantes más preguntas para la actividad 1, de modo que puedan continuar discutiendo sobre las imágenes de la página. Puede proponer lo siguiente:

- *Do you know any of the places above? Which one?*
- *Have you seen in real life a similar situation? When?*
- *What do you think happened to the houses in the pictures?*

Solucionario

5. a. F
b. T
c. F
d. F
6. a. The earthquake lasted about three minutes.
b. Monica was in Chile on vacation.
c. Because it was shaking too hard.
d. He stood on a doorway to protect himself.

Nº. 50

March 15, 2010

Eyewitness Reports from Chile

At 3.34 a.m. local time, Chile, my country, suddenly changed. The earthquake lasted about three minutes. My world, and that of my countrymen and women, became a massive horror story played out on the world stage. I was in Chile on vacation from my job in New York with the United Nations when the earthquake started. The earth screamed; a sound of thunder that came from its belly as it violently shook the plants, the cars, the walls, and the pavement that I stood on. It seemed like a very long time. Then silence. From my yard, high on a mountainside, I looked down at the city below and saw a cloud of dust. After the earthquake there was a tsunami, which devastated six regions.

Monica Contreras



Earthquake damage in Angol.

It started off as kind of soft shaking, then really intensified. There was no way I could have gotten out of the building. It was shaking too hard. I stood in a doorway to try to protect myself. Everything that was standing fell over. Computers fell off desks and pipes burst everywhere. Once the earthquake stopped, I ran to the window that looks down over the city. I saw a huge cloud of dust. I have never seen anything like it in my life. There was screaming, crying, yelling, and panic coming from the city. Many of our neighbors' houses collapsed. Later, there was a tsunami which affected the coast. It was really scary.

Marco Vidal



Pelluhue after the earthquake.

Source: Archivo editorial.

5. Read the article and say if these sentences are T or F.
- The earthquake lasted three seconds.
 - Monica works in New York.
 - Before the earthquake there was a tsunami.
 - The tsunami affected the entire country.
6. Read the eyewitness accounts and answer the questions. Write the answers in your notebook.
- How long did the earthquake last?
 - What was Monica doing in Chile?
 - Why could Marco not leave the building?
 - How did he try to protect himself?

Propósito y recomendaciones

El propósito de las actividades presentadas en esta página es leer y comprender un texto sobre el terremoto ocurrido en Chile en el año 2010, para luego identificar información específica descrita en el texto. Asimismo, se incentiva la comprensión de lectura y el pensamiento creativo de los estudiantes en base a lo leído. Por otro lado, se espera que los estudiantes recuerden los conectores *when* y *while*, siendo capaces de recordar e identificar su uso en algunas de las preguntas de la actividad 6.

7. Write in your notebook about a specific situation you went through recently and include the following information: things, events, place, time, people, reason. (minimum: 100 words). (10 points).

Write in your notebook.

8. In pairs, choose one of the following situations and have a conversation. (10 points)

	Student A	Student B
Situation 1	You tell your friend about recycling, mentioning the 4 R's.	You ask your friend about the main principles of recycling.
Situation 2	You are concerned by the possibility of a earthquake and you are not sure about what to do.	You advise your friend what do to in case of an earthquake.

With your teacher, correct your Checkpoint and count your points. Good job!

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?
- Which strategies were easier to use? Which ones were more difficult?
- Was there any activity in particular that was more useful to learn?

Profundización y variaciones

Para que los estudiantes puedan retroalimentarse de las reflexiones de sus compañeros, pida que las respuestas individuales que den a la actividad 7 la página 123 las compartan con sus compañeros, leyendo sus reflexiones en voz alta desplegándolas de manera visual. Para esto, dé la siguiente instrucción: *Share your thoughts and reflections with the rest of the class.*

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 7 Protecting the Environment

Listening

1. Look at the images. Then, relate them to the concepts you hear.



2. Use the words to complete the text.

decompose - artificial - pollution - dioxide - air - water
agricultural - oxygen - burning - factories

a. _____ happens when nature does not know how to
b. _____ an element that was not introduced in the environment
naturally. If we put in the environment c. _____ things like plastic,
we pollute the environment. There are many types of pollution. First, there is
d. _____ pollution. Some of the main sources of this kind of pollution
are the e. _____ of fossil fuels and emissions of carbon f. _____
from vehicles and g. _____. Then, there's h. _____ pollution.
Sources of this kind of pollution include the waste from i. _____
fields, industrial sites and urban areas. Additionally, if fertilizers get thrown
into the sea, algae grows too much, which reduces the amount of available
j. _____ for other species.

Speaking Task

1. Fill in the table with the corresponding pollutants, with a partner.

Air pollution	Water pollution

2. Discuss the following questions, in pairs.

- Is there any kind of pollution in your city? If so, what kind?
- Do you do anything to fight against these types of pollution? What do you do?
- How could you teach younger students in your school to protect the environment?

Writing

1. Use the ideas from the previous activity and write possible solutions to the problems you mentioned. Use *could* to describe your ideas.

- _____
- _____
- _____
- _____
- _____

Reading

1. Read the following statements and mark them as (G) good or (B) bad for the environment. Correct the bad ones to make them good.

- a. _____ People who buy plastic bags could keep on doing so.
- b. _____ Cars could emit less carbon dioxide by using other types of fuel.
- c. _____ Urban areas could throw more waste in the sea.

Writing

1. Read and match the ways of volunteering with the pictures.

A Working for an animal rescue foundation.

B Helping the elderly at a senior citizen home.

C Picking up trash in a polluted area.



2. Choose one of the ways of volunteering from the previous activity and explain how it could help the environment or people.

Speaking

1. Interview a classmate and take notes on his/her answers.

a. Have you ever worked as a volunteer? How? If you haven't, do you know anyone who has?

b. Can you mention three positive things about volunteering?

c. Do you know any other ways to volunteer in your city? Which ones?

Reading

1. Use the correct word to complete each sentence.

rescue - teenagers - friends - experience - help

- a. More _____ volunteer now than in the past.
- b. Volunteers like to _____ people, animals and the environment.
- c. Volunteering is more fun if you do it with _____.
- d. People can get _____ doing volunteer work.
- e. Teenagers can work for an animal _____ foundation if they like animals.

Reading

- Read what people say about volunteering. Then, mark the statements **True** or **False**.



Hi, my name is Sara. I've worked as a volunteer for two years now. We collect food that people donate and we distribute it in homes where they need it. It's a lot of fun! We get to share with the elderly and children all the time. We sometimes stay longer in a home playing games or just talking with the people. I love what I do!



Hello! I'm Rodrigo and I have loved gardening since I was a little child. My favorite way of volunteering is planting trees in areas where there have been fires. Unfortunately, wildfires are a common thing in my region, and I've helped to reforest these places with endemic trees and plants. I'm usually very tired afterward, but I would never stop doing it. It makes me happy!

- Sara has worked as a volunteer for 4 years.
- Sara distributes food in homes where people need it.
- Sara sometimes stays longer in these homes, playing games or talking with people.
- Rodrigo has loved gardening since he was a teenager.
- Wildfires are not a common thing in Rodrigo's region.
- Rodrigo usually feels tired after planting trees, but he would never stop doing it.

- Correct the false statements orally with a partner and take notes on your ideas.

Writing

- Read the statements and write whether you agree or disagree with them. Explain why.
 - Volunteering is a waste of time rather than a way to get experience.
 - Schools should encourage students to volunteer.
 - The main purpose of volunteer work is to offer people new experiences.
 - Most people can't volunteer because they are too busy to do it.
- Share your answers with a partner. How are your answers similar or different?

Speaking

- Work in groups. Discuss these questions and take notes on your answers. Then, share your ideas with the class.
 - How could schools encourage students to volunteer?
 - What could you do in your town to volunteer?

Vocabulary

- Complete the table with the correct words.

enjoy - voluntary - organize - helpful - help - organized

Adjective	Verb

Writing

1. Order the words to make sentences. Remember to use the correct punctuation.

a. you / it's what you / if / want to do / should / volunteer

b. once a week / at an animal rescue center / could / volunteer / you

c. you / in / can / sponsored walks / or bike rides / take part

d. can / for just / a few hours a week / volunteer / you

2. Match the statements to the sentences in Activity 1.

1. I enjoy the outdoors. I love sports and I'm very active.

2. My friends volunteer and my mom's making me volunteer, too.

3. I want to volunteer, but I need time to study.

4. I want to be a vet when I'm older. I love animals!

Language Focus

1. Complete the sentences with the correct words.

don't have to - can - shouldn't - should

- a. You look really tired. You _____ work today if you don't want to.
- b. You _____ go there alone, it's dangerous.
- c. If you love animals, there are many things you _____ do. Why don't you work at an animal rescue center or study to be a vet?
- d. If you see trash on the floor, you _____ pick it up and put it in the garbage can.

Reading

1. Read the text below and underline the modal verbs you find.

Doing a Sponsored Bike Ride

Why not organize a sponsored bike ride for your school? First, you should ask for permission from your teachers. Then, you can ask for sponsors. People could sponsor you per kilometer you ride, or give you a fixed total amount. You can write their names on a list and the amount they have to pay when you complete the ride. You shouldn't make the ride too long or people won't take part in your project.



Speaking

1. In pairs, read the text again and discuss the questions.
- a. Is it a good idea to do a sponsored bike ride for your school? Why?
- b. For what good purpose would you come up with to do a bike ride?
- c. Do you usually do any sponsored activities at your school? Which?

Listening

1. Listen to and answer the questions. (42)
- a. Where did Tina learn about the tsunamis? _____
- b. What causes a tsunami? _____
- c. Who did Tina's parents talk to? _____
- d. What did people in the hotel do? _____
2. Identify the type of questions. Mark if the intonation rises (↑) or falls (↓) at the end.
- a. _____ Did you go back to the hotel?
- b. _____ Where did you stay after the tsunami?
- c. _____ How long did you stay there for?

3. Complete the questions with the words in the box. Then match the question to the corresponding answer.

who – what – where – why – when

- a. _____ did you arrive late to class? To the movies with Mary.
- b. _____ was the person at the door? Last Tuesday.
- c. _____ did Joshua talk to you about? Because there was a traffic jam.
- d. _____ did you go on Saturday? He asked me out on Friday!
- e. _____ was your literature exam? The biology teacher.

Speaking Task

1. Work in pairs. Imagine you experienced a natural disaster. Interview each other about your experiences, using the prompts below.

What	Ask about the situation and your partner's actions.	What _____?
Where	Ask about the place.	Where _____?
When	Ask about the time.	When _____?
Who	Ask about the people involved.	Who _____?
Why	Ask the reasons behind the natural disaster or behind your partner's actions.	Why _____?

2. In groups of four, choose the most interesting story and recreate it in front of the class. Use the guide below to plan your re-creation.

Roles	Dialogues
Student 1:	
Student 2:	
Student 3:	
Student 4:	

Reading and Vocabulary

- What do you know about the earthquake of 2010? Read Luis' experience and discuss as a class.

At 3:34 am local time, Chile, my country, suddenly changed. The earthquake lasted about three minutes. My world, and that of my countrymen and women, became a massive horror story played out on the world stage. I was in Santiago because I had a soccer match with my team. We were resting after the match in a hotel when the earthquake started. The earth screamed, a sound of thunder came from its belly as it violently shook the plants, the cars, the walls, and the room I was in. It seemed like a very long time. Then silence. From floor fifteen, I looked down at the city below while the building was still swaying and saw a huge cloud of dust. After the earthquake, there was a tsunami, which devastated six regions.

The day started off as a fun soccer practice and finished with a horrible earthquake. There was no way I could have gotten out of the building. It was shaking too hard. I stood in a doorway to try to protect myself. Everything that was standing fell over. Once the earthquake stopped, I ran to the window that looks down over the city. Screaming, crying, yelling, and panic coming from the city. Many of the houses nearby collapsed. It was really scary.

- Read the article and write T (true) or F (false). Correct the false statements.

- The earthquake lasted three seconds.
 - Luis was in Santiago for a soccer match.
 - Before the earthquake, there was a tsunami.
 - The tsunami affected the entire country.
- Put the events in the correct order.
 - Luis saw a cloud of dust.
 - Luis and the team were resting in the hotel.
 - Luis played a soccer match.
 - There was a tsunami.

Language Focus

- Complete the sentences with the correct form of the the verbs in parentheses.

- We _____ (stay) at the mountains, at my father's cabin.
- I was telling James it was very dangerous, when he _____ (pick) up his backpack and got out of the house.
- When James _____ (climb up) the mountain, some rocks _____ (loose) and he _____ (fall) downhill and hurt his arm and head.

- Look at the images and write sentences about what happened.



A James _____
when I _____



B _____

Writing

1. Write about your own experience in an extreme or dangerous situation. Describe what happened, your reactions and impressions.

2. Imagine that a friend from another country is coming to see you. Write an email telling him or her about earthquakes and tsunamis. Give him or her some recommendations to stay safe.

Cross-Curricular

- 1 Think of a natural disaster that could occur where you live. Write a list of safety recommendations.

- 2 Look at the images below. In groups, discuss which natural disaster might have occurred.



Final Task

Newspaper Stories

1 Use this space to write notes about local news stories, or news about past school events.

- Make sure you have all the essential information: who, what, when, where, why, and general and specific details.

Who	Notes:
What	
When	
Where	
Why	

2 Use this space to write a draft of your story, write a possible title and make notes on possible pictures you can include.

Title:

Story:

Possible pictures:

3 Use the table below to organize your newspaper.

- Make sure you have all the essential information: who, what, when, where, why, and general and specific details.

Headline	
Sub-headline	
Image	
Caption	

4 After presenting your newspaper use the table below to assess your performance.

- Check the boxes of the items you did well at.

Content	Me	Team work	Me	Design	Me
Answer who, what, where, when, and why		Role assignment		Layout	
Structure		Cooperation with team		Pictures or drawings	
Organization of newspaper		Group feedback		Neatness	

5 Discuss your results with your group. What do you need to improve on?

Date:

Name:

1. Read the words in the chart. Complete blanks writing the kind of trash each container has inside. Color.



- Paper
- Organic
- Plastic
- Glass
- E-waste

2. Read the labels and match with the pictures.



Fertilizers

Smog



Plastic

Aerosol spray

Fossil fuel

Speaking.

3. In groups of three. Read the questions and dialogue.

- Is your city polluted?
- Do you throw your garbage in the streets?



Writing.

4. Write the name of "The Fourth R" and give one idea for each statement.



1. _____
2. _____
3. _____
4. _____

Speaking.

5. Work with a partner. Look at the pictures and dialogue.



These are some actions you can take for helping the environment.

- Do you practice any of these actions?
- What else can we do in our daily life for helping our planet?

Date:

Name:

1. Look at the chart. It contains information about 3 volunteers of different entities.

Write a little paragraph with their stories and tell their reasons to become activists.

Jacob, 38	Animal shelter, vegetarian, wants to stop endangered species.
Francis, 10	Clean beaches, loves water, wants to prevent water pollution.
Morgan, 17	Ecologist action, young children teacher, wants to create environmental awareness.







Speaking.

2. Read Morgan's invitation. Talk with a friend.

Being a volunteer is really touching and requires a big amount of commitment with community.

Would you like to become a volunteer? Why? Why not? Where?



3. Match the sentences with the same meaning. Pay special attention to the words in bold.

- Would you like to volunteer by walking dogs?
- Please, volunteer to help clean the ocean.
- My cousin and I are volunteers at the community center.
- This is a shelter for cats and dogs.
- The homeless person went to live to a shelter.
- Trees are good shelter for birds when it rains.
- The pollution of the sea is very concerning!
- We couldn't see the city from the mountain because of the pollution.
- Is your city polluted?

We offered our services to help the community center.

Would you sign up for walking dogs.

You should enlist to keep the oceans clean.

Birds take cover under the trees when it rains.

He didn't have a place to live, so he went to a refuge.

This is a safe place for cats and dogs.

Is where you live very contaminated?

The amount of impurities in the sea is alarming!

We were not able to see buildings because of the smog in the city.

Date:

Name:

1. Write the names of these natural disasters.



Speaking.

2. In groups of four read Rafaella's experience about the 2010 earthquake. Answer the questions and write three ideas about your personal experience with earthquakes.

"It was a warm night in February 2010. I was coming back home from a friend's birthday party. It was almost 3 am when the earthquake started. I was really afraid, my parents and grandparents were sleeping. We used to live in a very old kind of construction made of mud. The house had structural damages. We had to move to another place".

Rafaella, 32.

- Do you remember that day?
- How old were you?
- What did the people around you do?

1. _____
2. _____
3. _____

Reading.

3. Connect the questions with their answers

a. When did the volcano erupt?

b. Where were you in the 27F earthquake?

c. Did you hear about the tsunami in Sumatra?

d. What did you do when the fire came close to your house?

e. Did your house suffer damage during the floods?

_____ No, I didn't. Can you tell me about it?

_____ I took my purse and went to a safer place.

_____ I was with my parents at home.

_____ In March, 25th.

_____ Yes. We had to move to another house.

4. Read and match the question words with the answers.

a. A book

b. on December, 18th

c. the President

d. Because of the pollution

e. in Central Park

What?

Where?

When?

Who?

Why?

5. In every school there is an emergency plan of action for natural disasters. Identify the safe zones in the classroom and in the school. Draw one safe action.

Date:

Name:

Reading.

1. Look at the pictures and read the information in the **bolds**. Write the correct letter with each natural disaster description

a.



An enormous large wave, commonly caused by an earthquake, which flows onto the land and destroys things. _____

b.



An overflow of a large amount of water beyond its normal limits, especially over what is normally dry land. _____

c.



A large, destructive fire that spreads over a forest or area of woodland. _____

d.



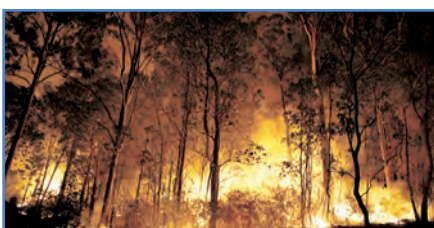
A sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action. _____

e.



A violent destructive whirling wind accompanied by a funnel-shaped cloud that progresses in a narrow path over the land. _____

f.



It is the sudden and violent discharge of steam and volcanic material. _____

-
- 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.



Actividad complementaria 1- lección 7.

1. Paper- yellow/ Organic-green/ Plastic-red/ Glass_ blue/ E-waste-purple
2. Water pollution: fertilizers, fossil fuel, plastic. Air pollution: Smog, aerosol spray.
3. Dialogue.
4. Refuse, Reduce, Recycle, Reuse.
5. Dialogue.

Actividad complementaria 2- lección 7.

6. The aim is that students should be able to add all the data given in a short paragraph.
7. Dialogue
 - Would you like to volunteer by walking dogs? — Would you sign up for walking dogs?
 - Please, volunteer to help clean the ocean— You should enlist to keep the oceans clean.
 - My cousin and I are volunteers at the community center— We offered our services to help the community center.
 - This is a shelter for cats and dogs— This is a safe place for cats and dogs.
 - The homeless person went to live to a shelter— He didn't have a place to live, so he went to a refuge.
 - Trees are good shelter for birds when it rains— Birds take cover under the trees when it rains.
 - The pollution of the sea is very concerning!— The amount of impurities in the sea is alarming!
 - We couldn't see the city from the mountain because of the pollution— We were not able to see buildings because of the smog in the city.
 - Is your city polluted?— Is where you live very contaminated?

Actividad complementaria 1- lección 8.

1.
 1. Floods
 2. Earthquake
 3. Tornado
 4. Tsunami
 5. Volcano eruption
 6. Forest fire
2. Personal opinión
3.
 - a. In March, 25th.
 - b. I was with my parents at home.
 - c. No, I didn't. Can you tell me about it?
 - d. I took my purse and went to a safer place.
 - e. Yes. We had to move to another house.
4.
 - a. What?
 - b. When ?
 - c. Who?
 - d. Why?
 - e. Where?

Actividad complementaria 2- lección 8.

1.
 - a. An overflow of a large amount of water beyond its normal limits, especially over what is normally dry land
 - b. A sudden violent shaking of the ground, typically causing great destruction, as a result of movements within the earth's crust or volcanic action.
 - c. A violent destructive whirling wind accompanied by a funnel-shaped cloud that progresses in a narrow path over the land
 - d. An enormous large wave, commonly caused by an earthquake, which flows onto the land and destroys things.
 - e. It is the sudden and violent discharge of steam and volcanic material.
2. The student creates an interview
3. Students present the interview to their classmates

Date:

Name:

1 Use the correct modal verb for each sentence.

Can (x1)

Could (x1)

Should (x3)

Shouldn't (x1)

Must (x1)

- a. If you want to save water, you _____ take shorter showers.
- b. If you want to pass your exam, you _____ study
- c. You _____ stop every time you see a red light.
- d. She _____ help you, just ask her.
- e. I _____ do some exercise, I'm putting on some weight.
- f. _____ you close the door? It's freezing!
- g. Maria _____ be upset. After all, it ended well.
- h. If you want to do something for the planet, you _____ start by saving energy.

2 Write the sentences in the correct order using the zero conditional

- a. save/planet/if/help/you/the/you/water

- b. There's/storm/we/home/if/a/have/stay/to

- c. We/if/reduce/we/pollution/recycle

- d. Too many things/if we buy/produce more waste/we

- e. walk/pollute/air/if/work/we/to/don't/the

3 Read the text and determine if the sentences below are true (T) or false (F)

When we recycle, our actions have a direct positive impact on Earth. Many of the things we throw away can be saved, and we can give them a new use.

We do this to preserve natural resources, for example water, which can be polluted by plastics and toxic substance. We also recycle to reduce pollution. Instead of creating new products and polluting the environment in the process, we can reuse old ones while they fulfil their purpose.

By recycling, we reduce greenhouse gases that increase global warming. Global warming causes serious weather problems which affect people and the Earth.

There are many things we can recycle, for example plastic, paper, metal and clothes, among other things. If you want to start helping the planet and recycle, don't get rid of things you no longer use, because maybe it can be used for other purposes.

- | | |
|--|-----|
| a. Recycling helps reduce pollution. | T F |
| b. Greenhouse gases have influence on global warming. | T F |
| c. It is not possible to recycle clothes. | T F |
| d. Climate change has nothing to do with global warming. | T F |
| e. We can recycle to avoid the production of new things. | T F |
| f. Water cannot be polluted. | T F |



Date:

Name:

Reducing, reusing and recycle!

- 1 Match the images with the corresponding description.
- 2 Do you know any of these terms? Discuss with your partner.



a. Big companies must reduce its use to make their products.

Take shorter showers.

Pollution in the sea. How do human beings do it?

What are we talking about?

b. People must reduce their shopping activities in big companies.

People could reuse it. Donate items to foundation or give to people who might like it.

Recycle it for creating new ones.

Can you give other examples?

What are we taking about? _____



Material fotocopiable



- c. Instead of buying two bottles, you might choose the larger one.

Give the elements made of this material a new purpose. Do you know any?

How can you recycle this material?

What are we talking about? _____

- d. What kind of organic materials do you know?

Use the organic materials for giving the earth some rest. How can you do it?



Nombre:

1 In pairs, match the images with the correct names.

a. Air pollution



b. Plastic bags



c. Factories



d. Soil Erosion



e. Climate change



2 Complete the sentences with While or When.

a. I was on my way to school _____ it started to rain.

b. My mother was running _____ my father was preparing breakfast.

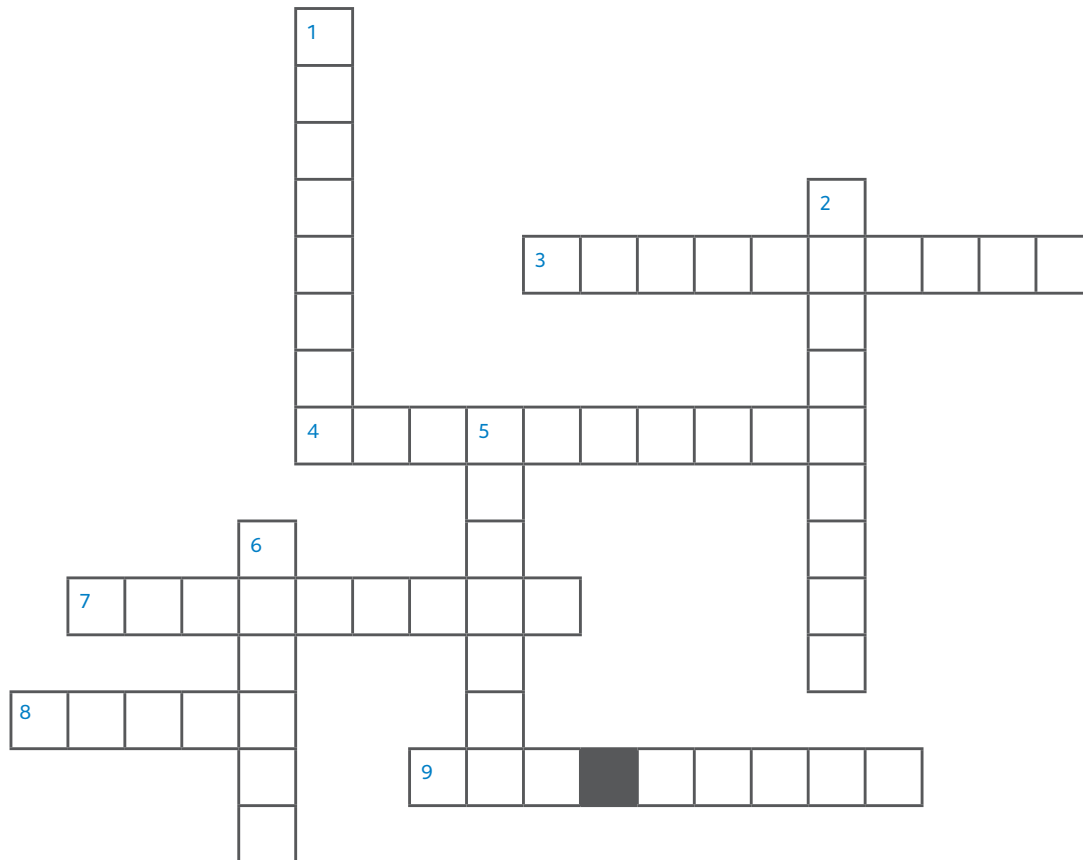
c. My grandfather was cooking _____ his sister called.

d. I was painting the walls _____ Tom was fixing the ceiling.

e. Cindy was was waiting for the police _____ her mother arrived.

f. _____ my classmates where having fun in the gym, I was busy doing my homework.

- 3 Complete the crosswords with vocabulary from natural disasters.



Down:

1. It can have natural or human causes because of their use of cigarettes or lighters. It is hard to control and can consume houses and woods.
2. Something unsafe that can cause harm is something...
5. Big wave in the sea caused by earthquakes or volcanic eruptions.
6. Earth movement, less violent than an earthquake.

Across:

3. What authorities ask you to do when a place becomes dangerous and you shouldn't stay.
4. A violent movement of the ground that causes destruction of buildings and structures in general.
7. An event that's more violent than a storm, with strong, dangerous wind.
8. A weather event with heavy wind, rain or snow.
9. This is the name used when the sea gets contaminated by oil from factories or ships.

Evaluación diagnóstica

1. Use the correct modal verb for each sentence.

- a. If you want to save water, you should take shorter showers.
- b. If you want to pass your exam, you should study
- c. You must stop every time you see a red light.
- d. She can help you, just ask her.
- e. I should do some exercise, I'm putting on some weight.
- f. Could you close the door? I'm freezing!
- g. Maria shouldn't be upset. After all, it ended well.
- h. If you want to do something for the planet, you could start by saving energy.

2. Write the sentences in the correct order using the zero conditional

- a. save/planet/if/help/you/the/you/water
 - If you save water, you help the planet.
- b. There's/storm/we/home/if/a/have/stay/to
 - If there's a storm, we have to stay home
- c. We/if/reduce/we/pollution/recycle
 - If we recycle, we reduce pollution
- d. Too many things/if we buy/produce more waste/we
 - If we buy too many things, we produce more waste
- e. walk/pollute/air/if/work/we/to/don't/the/we
 - If we walk to work, we don't pollute the air

3. Read the text and determine if the sentences below are true (T) or false (F)

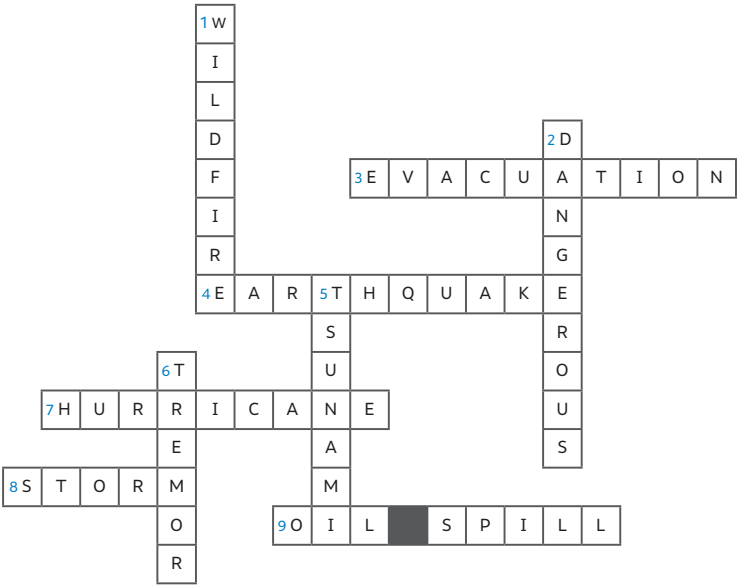
- | | |
|---|------------|
| a. Recycling helps reducing pollution | T F |
| b. Greenhouse gases have influence on global warming | T F |
| c. It is not possible to recycle clothes | T F |
| d. Climate change has nothing to do with Global warming | T F |
| e. We can recycle to avoid the production of new things | T F |
| f. Water cannot be polluted | T F |

Evaluación formativa

- 1. a. 4 Water
- b. 3 Clothes
- c. 2 Plastic
- d. 1

Evaluación sumativa

- 1. In pairs, match the images with the correct names.
 - a. 4
 - b. 1
 - c. 5
 - d. 3
 - e. 2
- 2. Complete the sentences with While o When
 - a. I was on my way to shcool when it started to rain
 - b. My mother was running while my father was pre-paring breakfast
 - c. My grandfather was cooking when his sister called
 - d. I was painting the walls while Tom was fixing the sailing
 - e. Cindy was was waiting for the police when her mo-ther arrived
 - f. While my classmates where having fun in the gym, I was busy doing my homework.
- 3. Complete the crosswords with vocabulary from natural disasters



Audio Scripts Unit 4 Student's Book

Track 33 Page 96. Activity 2.

Hello and welcome to my lecture about the causes and effects of polluting the environment. You have probably heard environmental pollution and global warming many times, but have you actually thought about it?

The first thing we need to think about is pollution. What is pollution? Pollution happens when nature can't do not know how to decompose an element that was not introduced in the environment naturally. In other words, if we put in the environment artificial things like plastic, we pollute the environment.

There are many types of pollution. First, there's air pollution. Some of the main sources of air pollution are the burning of fossil fuels and emissions of carbon dioxide from vehicles and factories. If fossil fuels are burned, smog is formed, which pollutes many big cities and industrial zones. People can contaminate the air by using certain everyday products, like aerosol sprays. If people get exposed to too much air pollution, they can develop respiratory problems like asthma or lung cancer.

Then, there's water pollution. Sources of water pollution is the waste from agricultural fields, industrial sites and urban areas. Additionally, if fertilizers get thrown into the sea, algae grows way too much, which reduces the amount of available oxygen for other species. Today, one of the worst pollutants for the sea is trash. Trash can be made of various materials, many of which seriously harm the sea. For example, if a plastic bag ends up in the sea, sea creatures die because the plastic will probably get stuck in their bodies, and the plastic takes hundreds of years to disintegrate.

But that's only two types of pollution. Just think about all the things that we do and the pollutants that we and other human beings are creating every day. The way we are living our lives harms the environment more than ever before, and it's time to change.

Track 34. Page 98. Activity 4.

A recent survey showed that today more teens are volunteering in comparison to earlier generations. Many teens are spending more time helping out while getting experience at the same time. There are many different ways to volunteer and a variety of jobs to do. Teenagers can decide what they want to do, how they want to do it, and where they can help out the most. What is more, these teens work for free and do not expect any reward. In the US, a survey of over 22,000 students discovered that 30% of teens now volunteer for over 80 hours a year. It reported that 22% of students visit sick kids in hospitals and 54% belong to an organization that requires volunteer work. Furthermore, 22% say they might continue to volunteer throughout their life. 32% of

volunteers like the new experiences they have and 83% say they do not feel pressured into doing volunteer work. Most teenagers think that volunteering is more enjoyable if you do it with friends. It is also better if you choose activities that interest you. If you love animals, you can work for an animal rescue foundation. If you like helping the elderly, you ought to volunteer at a senior citizen home. You may care about the environment. If so, you might want to help pick up trash in your area. You can help in any number of ways. Here is what teenagers said:

"I think everybody should volunteer. You make new friends and experience new situations. I met some of my best friends volunteering on weekends." AMANDA, 14 years old.

"Volunteering is interesting. It gives me the opportunity to learn new things. All my friends volunteer, and we always go together. It's a big responsibility, and I love it! RAUL, 15 years old.

"I love volunteering. The children I work with are good fun, and they make me laugh! That's important! It gives me a good feeling." JAMES, 15 years old.

"I like helping others. It helps me appreciate the good things in life and behave more responsibly. I certainly don't have to do it; it's my choice! You shouldn't volunteer to do something if you don't like it." LUISA, 15 years old.

Track 35. Page 103. Activities 1 and 2.

(Efecto de sonido 1)

Usually, pollution and contamination are related to things like trash or smoke, but pollution comes in many other shapes and forms.

One of the types of pollution that usually gets overlooked is noise pollution. Noise pollution is the propagation of noise or sound waves that is harmful to nature or the living beings that are part of the environment.

Have you ever been disturbed in the street by noise coming from construction sites, machines and other things that are too loud? That's because the streets of busy cities produce a lot of noise pollution. You might even suffer from noise pollution inside your house, when your neighbors are playing music too loud or someone turns on the vacuum.

It sounds like noise pollution is a recent problem, but it has been documented that noise pollution was a thing even in the days of ancient Rome.

Noise pollution can actually have very negative effects on our health. The effect of loud noises on children can be permanent, and it can damage their learning and behavior. The elderly also suffer a lot from noise pollution, and they can have heart problems because of it. Adults are not immune to noise pollution either, and they can develop hearing or psychological problems if they're exposed to too much noise.

Track 36. Page 108. Activity 2.

Track thirty-six. Student's book. Page one hundred and eight. Activity two. A News Interview.

REPORTER: Today we have a special guest in the studio. Tina Smith has an incredible story to tell us. Hello, Tina.

TINA: Hi!

REPORTER: Where did this story happen?

TINA: On Maikhao beach in Thailand.

REPORTER: When were you there?

TINA: I was 11-years-old. I was on vacation.

REPORTER: Who were you with?

TINA: My family.

REPORTER: What happened?

TINA: Well, I was standing in the sea when the tide suddenly rushed out. Everybody was staring in amazement. I knew what was happening. A tsunami was coming.

REPORTER: How did you know?

TINA: We had just completed a geography project about tsunamis and huge waves at school.

REPORTER: Wow. That was lucky! What did you do next?

TINA: I told my parents we were in danger. At first, they didn't believe me.

REPORTER: Why didn't they believe you?

TINA: Because they thought I was too young to know about tsunamis.

Track 37. Page 108. Activity 3.

REPORTER: What did you do next?

TINA: I told my parents about my geography projects. I explained how tsunamis come from earthquakes under the sea.

REPORTER: What did your parents do?

TINA: They immediately told the hotel owners and the other people on the beach. Everybody evacuated the beach. The big wave came just a few minutes later.

REPORTER: Did you save everybody?

TINA: Everybody survived. But it wasn't me who saved them. My geography teacher should take the credit. He told us how and why tsunamis happen. I'm happy now that I was listening in that class.

Track 38. Pages 110 and 111. Activities 2 and 3.

My friend James spent a week with me last summer. We were staying in the mountains, at my father's cabin near Valdivia. There was a big tremor in Valdivia the day we got there, and the news warned that there could be an earthquake.

James: "Carmen, I'm really bored," James said the next day.

Let's go hiking up the mountain behind your house!"

I was telling James it was very dangerous because of the earthquake alert when he picked up his backpack and left the house, so I followed him. The news specifically said that hiking during an earthquake was very dangerous.

While James was climbing up the mountain, we felt another tremor! It was a really big one, and some rocks were loosened because of it. James fell downhill and hurt his arm and head. I called my dad while checking if James was ok.

My dad was so mad! He drove us to the hospital, where they took care of James. I'm sure we both learned our lesson and will think twice before doing something this scary and irresponsible again! We both feel that we were really lucky because it was just a tremor and not an earthquake.

Track 39. Page 115. Activity 1.

a. Q: What kind of storm is always in a rush?

A: A hurry-cane.

b. Q: What do you call fifty penguins in the Arctic?

A: Lost! Really lost! (Penguins live in Antarctica.)

c. Q: Why did the man smoke?

A: Because he was on fire.

d. Q: Why do earthquakes shake?

A: Because they like to rock and roll.

Track 40. Page 117. Activity 1.

When we talk about natural disasters, we refer to events that happen as part of nature, like earthquakes. However, there is another type of disaster caused by people, which is known as human-made disaster. This disaster severely affects people, property and the environment (animals, plants, soil and water). In Chile there have been several human-made disasters, which include: forest fires and oil spills.

Forest Fires

A forest fire is a specific type of wildfire (an uncontrolled fire). They can occur naturally, but many forest fires are caused by humans with actions such as intentional fires and people's negligence with cigarettes, matches and campfires. Its effects can be devastating because it can destroy property, animals, vegetation and agricultural resources.

Oil spills

Oil spills can take place on land, but they usually refer to marine environments (especially oceans). They can happen by accident or intentionally when oil from ships and factories spills and pollutes the water. As a result, not only the animals and vegetation of the area could be affected, but also humans could breathe polluted air or eat contaminated food.

Audio Scripts Unit 4 Activity Book.

Track 41, page 52. Activity 1.

Palabras por separado: Plastic - smog – industrial zone - fertilizer - asthma - fossil fuel

Track 42. Page 60. Activity 1.

REPORTER: Today we have a special guest in the studio. Tina Smith has an incredible story to tell us. Hello, Tina.

TINA: Hi!

REPORTER: Where did this story happen?

TINA: On Maikhao beach in Thailand.

REPORTER: When were you there?

TINA: I was 11-years-old. I was on vacation.

REPORTER: Who were you with?

TINA: My family.

REPORTER: What happened?

TINA: Well, I was standing in the sea when the tide suddenly rushed out. Everybody was staring in amazement. I knew what was happening. A tsunami was coming.

REPORTER: How did you know?

TINA: We had just completed a geography project about tsunamis and huge waves at school.

REPORTER: Wow. That was lucky! What did you do next?

TINA: I told my parents we were in danger. At first, they didn't believe me.

REPORTER: Why didn't they believe you?

TINA: Because they thought I was too young to know about tsunamis.

REPORTER: What did you do next?

TINA: I told my parents about my geography projects. I explained how tsunamis come from earthquakes under the sea.

REPORTER: What did your parents do?

TINA: They immediately told the hotel owners and the other people on the beach. Everybody evacuated the beach. The big wave came just a few minutes later.

REPORTER: Did you save everybody?

TINA: Everybody survived. But it wasn't me who saved them. My geography teacher should take the credit. He told us how and why tsunamis happen. I'm happy now that I was listening in that class.

TEMPLATES DE ESCRITURA Y PRESENTACIONES ORALES

Template de escritura 1

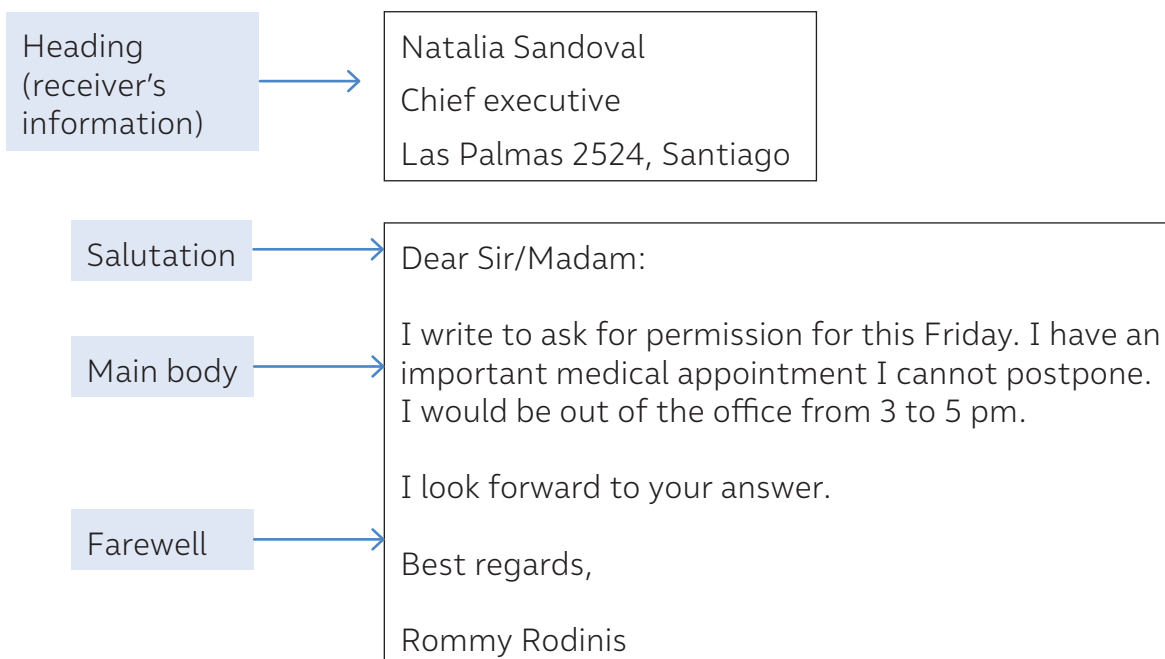
A news article is an informative text that discusses current issues or recent pieces of news. They could be related to general or specific topics. News articles are found in newspapers and magazines. News articles can include photographs, graphs, recollections, interviews, polls, among others. They generally answer the following questions who, what, when, where, why and how things happened.

Date
Headline (short and visually attractive statement that tells what the story is about)
Subtitle (supports the headline)
Byline: author of the text
Lead paragraph (answers the what, who, where, when, why and how questions on the topic)
More information on the topic (if needed)

Write a short news article using the template below.

Template de escritura 2

A formal letter is a text that is used to communicate information in a professional context. It could be a recommendation letter, a business letter, an invitation letter, a complaint, to solicit something, among others.



Write a short formal letter using the template below.

Template de presentación oral 1

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:

Template de presentación oral 2

Group Discussion

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 possibilities 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.

Strategy: Write how you plan to organize your questions, evidence and opinions.

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:

Strategy and planification:

My questions:

Evidence and sources:

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/
- 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
- Diagrams Done Right. (n.d.). Retrieved April 23, 2015, from 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
- Communicative Competence according to CEFR(chapter 5). (n.d.). Retrieved April 23, 2015, from 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://learnenglishteachers.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.
- Schramper, Betty, *Fundamentals of English Grammar*, Pearson Education, 2002
- Schramper, 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-originarias/>

For information about Chilean indigenous people:

- <http://www.precolombino.cl/en/culturas-americanas/pueblos-originarios-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

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.

Peter Pan (part II)

J. M. Barrie

She was already sure that he must be Peter, but it did seem a comparatively short name.

"Is that all?"

"Yes," he said rather sharply. He felt for the first time that it was a shortish name.

"I'm so sorry," said Wendy Moira Angela.

"It doesn't matter," Peter gulped.

She asked where he lived.

"Second star to the right," said Peter, "and then straight on till morning."

"What a funny address!"

Peter had a sinking feeling. For the first time he felt that perhaps it was a funny address.

"No, it isn't," he said.

"I mean," Wendy said nicely, remembering that she was hostess, "is that what they put on the letters?"

He wished she had not mentioned letters.

"Don't get any letters," he said proudly.

"But your mother gets letters?"

"Don't have a mother," he said. Not only had he no mother, but he had not the slightest desire to have one. He thought them very over-rated persons. Wendy, however, felt at once that she was in the presence of a tragedy.

"O Peter, no wonder you were crying," she said, and got out of bed and ran to him.

"I wasn't crying about mothers," he said angrily.

"I was crying because I can't get my shadow to stick on. Besides, I wasn't crying."

"It has come off?"

"Yes."

Then Wendy saw the shadow on the floor, looking so messy, and she was sorry for Peter. "How awful!" she said, but she could not help smiling when she saw that he had been trying to stick it on with soap. How exactly like a boy!

Fortunately she knew at once what to do. "It will sew it on".

"What's sew?" he asked.

"You're so ignorant."

"No, I'm not."

But she was exulting in his ignorance. "I will sew it on for you, my little man," she said, though he was as tall as herself, and she got out her sewing bag, and sewed the shadow on to Peter's foot.

"It might hurt a little," she warned him.

"Oh, I won't cry," said Peter, who was already of the opinion that he had never cried in his life. And he clenched his teeth and did not cry, and soon his shadow was behaving properly, though still a little creased.

"Perhaps I should have ironed it," Wendy said thoughtfully, but Peter, boylike, was indifferent to appearances, and he was now jumping about happily. He had already forgotten that he owed his happiness to Wendy. He thought he had attached the shadow himself. "How clever I am!" he said, "oh, the cleverness of me!"

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Wendy was shocked. "You big talker," she exclaimed, with sarcasm; "of course I did nothing!"

"You did a little," Peter said carelessly, and continued to dance.

"A little!" she replied with pride; "if I am no use I can at least withdraw," and she sprang in the most dignified way into bed and covered her face with the blankets.

To induce her to look up he pretended to be going away, and when this failed he sat on the end of the bed and tapped her gently with his foot. "Wendy," he said, "don't withdraw. I can't help boasting, Wendy, when I'm pleased with myself." Still she would not look up, though she was listening eagerly. "Wendy," he continued, in a voice that no woman has ever yet been able to resist, "Wendy, one girl is more use than twenty boys."

Now Wendy peeped out of the bed-clothes.

"Do you really think so, Peter?"

"Yes, I do."

"I think it's perfectly sweet of you," she declared, "and I'll get up again," and she sat with him on the side of the bed. She also said she would give him a kiss if he liked, but Peter did not know what she meant, and he held out his hand expectantly.

"Surely you know what a kiss is?" she asked, surprised.

"I will know when you give it to me," he replied, and not to hurt his feeling she gave him a thimble.

"Now," said he, "should I give you a kiss?" and she replied timidly, "If you please." She inclined her face toward him, but he merely dropped an acorn button into her hand, so she slowly returned her face to where it had been before, and said nicely that she would wear his kiss on the chain around her neck.

Glossary

Slightest: smallest

Exulting: feeling pleased

Creased: wrinkled

Sprang: jumped

Withdraw: become distant

Boasting: bragging



READING ACTIVITY

1 Find five new words in the text and look up their meaning in the dictionary.

- a. _____
- b. _____
- c. _____
- d. _____
- e. _____

2 What was Peter Pan's solution to put the shadow in place? What was Wendy's solution?

3 What did Peter Pan think a kiss was? Why do you think he did not know what the word kiss meant?

4 How are the stereotypes about boys and girls from the text different from our modern views?

Reading and Writing

1 Read the article.

Environmental Issues in my Community 53

A big problem that affects my community is litter. People drop garbage everywhere. There are empty bags and pieces of food all over my street. Also, people allow their dogs to make a mess on the sidewalk.

Litter can cause many problems. If it blocks the drains, it causes floods when it rains. It is also very unhealthy. There are rats and cockroaches on my street, and it is very smelly in hot weather. Litter takes a lot of time and costs a lot of money to clear up. In future, when I see somebody drop something on the floor, I am going to ask him or her to pick it up. So, don't drop anything on the street. Neighborhoods look nicer if they are clean.



2 Read the article and write T (true) or F (false).

- a. _____ Litter affects your community.
- b. _____ People should not allow their dogs to make a mess of the sidewalk.
- c. _____ Litter is unhealthy and also smelly in hot weather.
- d. _____ People should not drop garbage everywhere.



3 In pairs, think about one environmental problem that affects the community where you live. Make notes in the table.



What is affected?	Who is affected?	How does it affect you?	What can we do?

Writing Tip

Publish

Sharing your work is the final step of the writing process. It can be done in the classroom, on a bulletin board, in the school, on a blog, etc.

4 Create a poster that summarizes your results and present it to the class.



