

TEACHER'S GUIDE

Tomo 2

English 8^o básico



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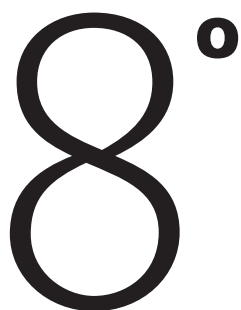


Ministerio de
Educación

Gobierno de Chile

EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN PROHIBIDA SU COMERCIALIZACIÓN

UNIVERSITY of
DAYTON
PUBLISHING



básico

INGLÉS

IDIOMA EXTRANJERO

GUÍA DIDÁCTICA DEL DOCENTE

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La Guía Didáctica del Docente de Inglés 8° básico es una creación de UD Publishing.

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

Esta guía didáctica del docente corresponde al Octavo año de Educación Básica y ha sido elaborada conforme al Decreto Supremo N° 614/2013, del Ministerio de Educación de Chile.

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ISBN: 978-956-6061-05-2 / Depósito legal: 310577

Se terminó de imprimir esta edición de 6.327 ejemplares en el mes de enero del año 2020.

Impreso por RR. Donnelley.

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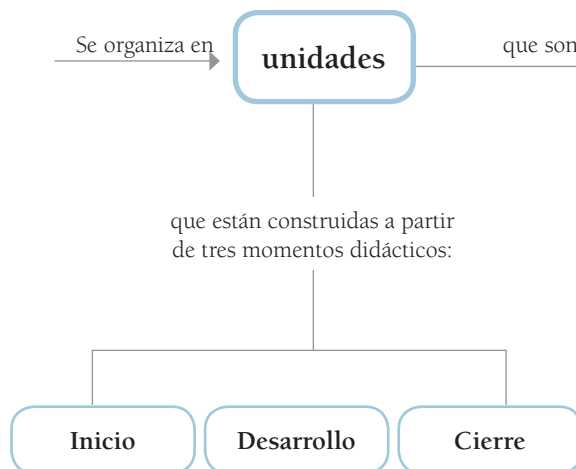
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ORGANIZACIÓN GUÍA DIDÁCTICA

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



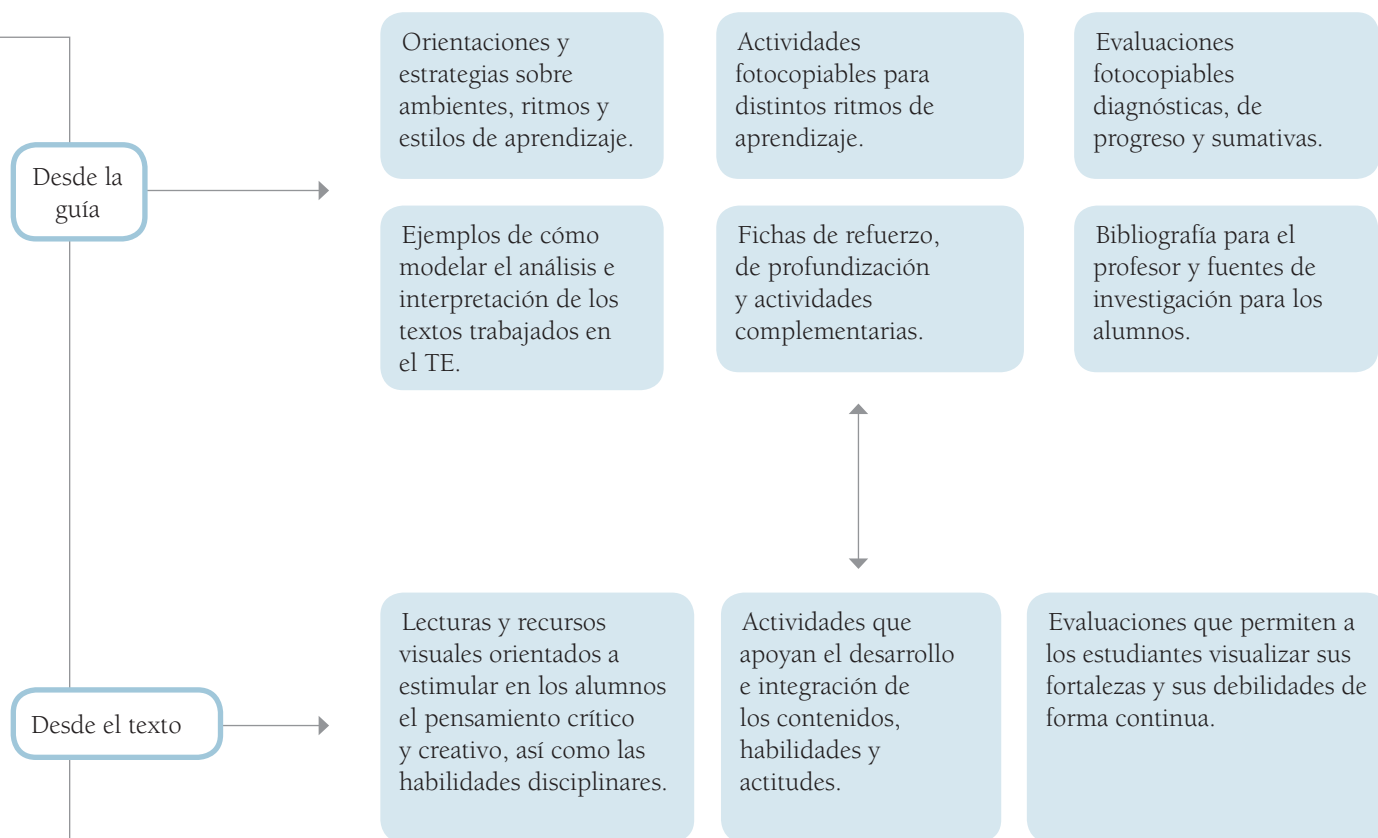
Unit 1: Information and Communication Technologies
Lesson 1: The World of Apps
Lesson 2: Social Media

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

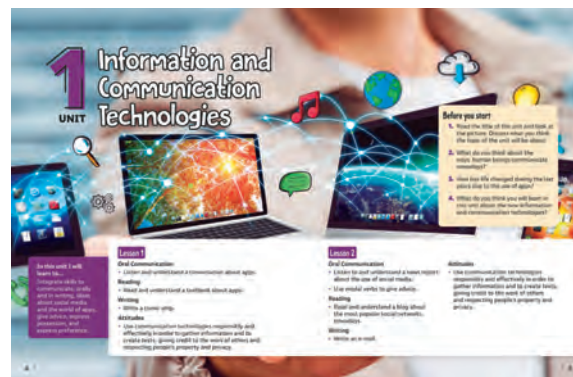
Unit 3: Going Places
Lesson 5: Sightseeing
Lesson 6: Getting Around

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

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



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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.

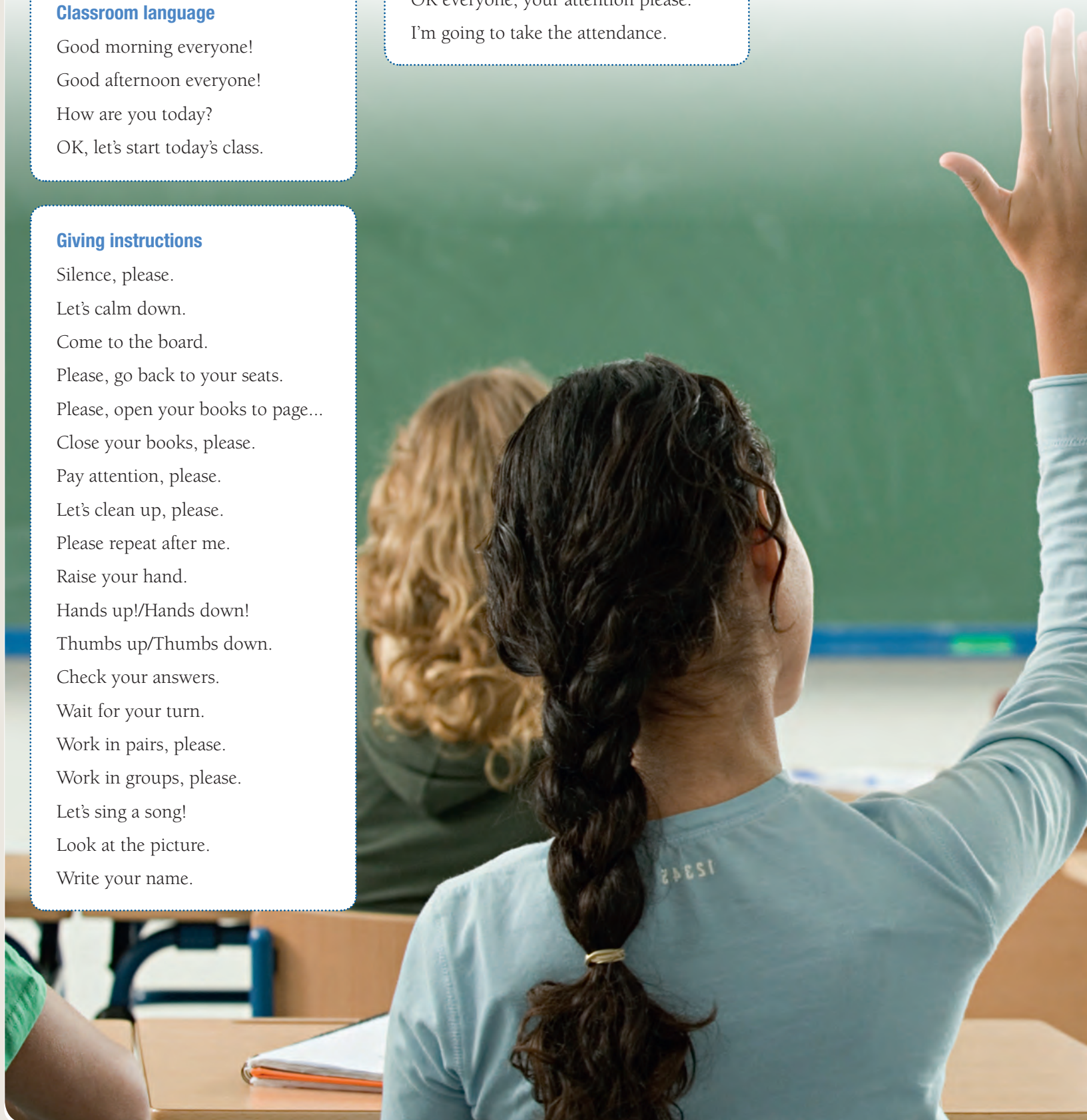
Work in pairs, please.

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: Going Places

Actitudes:

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

Habilidades:

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

	OA	Temas/ Objetivos específicos	Nº de clases (45min c/u)
L5: Sightseeing (15 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Identificar información general en los textos escuchados, relacionada con los viajes y las vacaciones.	1
	OA5 Comunicación Oral: Presentar información en forma oral, usando recursos multimodales que refuerzan el mensaje en forma creativa acerca de temas variados demostrando conocimiento del contenido y coherencia en la organización de ideas.	Conectar ideas en una conversación usando los conectores de orden.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículos de revista) e identificar: Propósito o finalidad del texto; ideas generales, información específica; palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer un artículo sobre Barcelona y sus atracciones turísticas.	2
	OA14 Expresión Escrita: Escribir una variedad de textos breves, como folletos, correos electrónicos, etc., utilizando los pasos del proceso de escritura.	Escribir una postal acerca de una experiencia de viaje.	2
	Proyecto	Diseñar un blog.	2
L6: Getting around (15 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar y comprender una conversación sobre planes para el fin de semana.	5
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones por medio de la función de solicitar y dar instrucciones.	Unir preguntas y respuestas y poner en práctica los diálogos.	1
	OA 10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículos de revista) identificar: Propósito del texto; ideas generales, información específica; palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer un artículo sobre cómo moverse por la ciudad.	3
	OA14 Expresión Escrita: Escribir una variedad de textos breves, como folletos, correos electrónicos, etc., utilizando los pasos del proceso de escritura.	Escribir una carta formal.	3
	Proyecto	Crear un mapa de la ciudad	2

Unidad 4: Future Matters

Actitudes:

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

Habilidades:

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

	OA	Temas/ Objetivos específicos	Nº de clases (45min c/u)
L7: Teens and technology (15 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar y comprender una entrevista acerca de la tecnología del futuro.	2
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones por medio de la siguiente función: expresar opinión.	Expresar opinión acerca de la tecnología del futuro.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (informes) e identificar: Propósito o finalidad del texto; ideas generales, información específica; palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender un informe sobre los adolescentes y la tecnología.	2
	OA14 Expresión Escrita: Escribir una variedad de textos breves, como ensayos, utilizando los pasos del proceso de escritura.	Escribir un ensayo acerca de las ventajas y desventajas de la tecnología.	3
	Proyecto	Construir un plan de trabajo basado en predicciones futuras.	5
L8: Taking Care of Planet Earth (15 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos imples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar un reporte sobre el cuidado del medio ambiente usando las 3 R.	2
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones por medio de la siguiente función: expresar tiempo.	Expresar tiempo a través de diálogos.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (informes) e identificar: Propósito o finalidad del texto; ideas generales, información específica; palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender un informe acerca de la contaminación marina y uso de energías renovables.	2
	OA14 Expresión Escrita: Escribir una variedad de textos breves, como infografías, utilizando los pasos del proceso de escritura.	Elaborar una infografía usando el concepto de las 3 R.	2
	Proyecto	Elaborar un panfleto sobre el cuidado del medio ambiente.	4

Orientaciones y estrategias

Unidad 3 • Inicio

Ideas previas

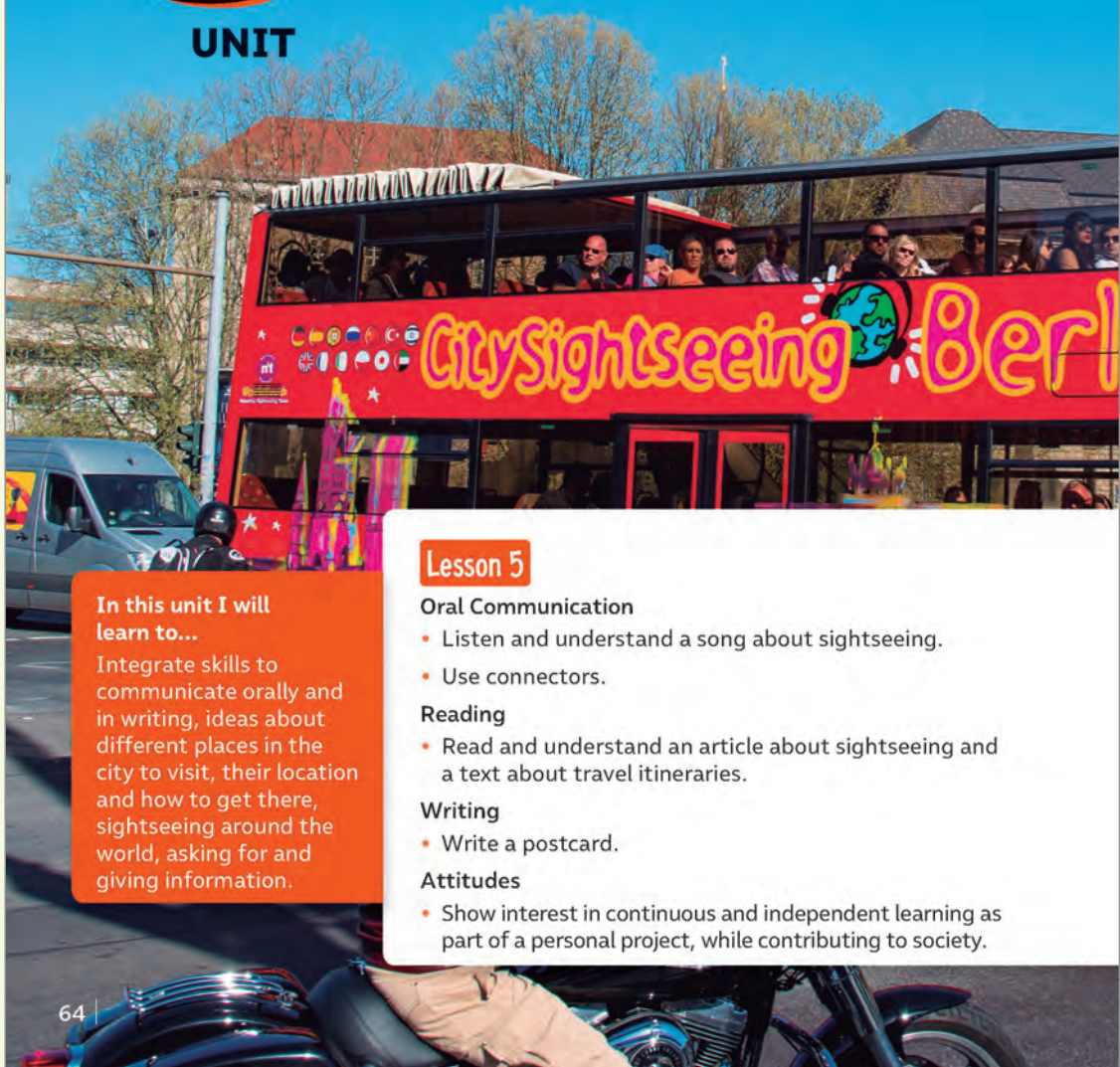
Para recuperar conocimiento previo sobre el tema de la unidad, puede pedirles a los estudiantes que hagan una lista de palabras que asocian con *Going places* en 3 minutos: *Write words and concepts you associate with the title.* Una vez que tengan sus palabras, los estudiantes comparten en voz alta lo que escribieron. Dé la siguiente instrucción: *Share your words with the class.* Anote en la pizarra las que se repitan.

Ritmos y estilos de aprendizaje

Para estudiantes con inclinaciones artísticas, puede pedirles que hagan un dibujo sobre lo que se imaginan con el tema *Going places*: *Create a drawing you associate with the title.* Para estudiantes kinestésicos, se sugiere hacer una actividad en la pizarra: divida la pizarra en dos, los estudiantes forman dos equipos y se ponen en una fila, se les da 3 minutos para que escriban la mayor cantidad de palabras posibles en su espacio de la pizarra. Un estudiante pasa a la vez, y le entrega el plumón al estudiante que le sigue, y así sucesivamente, para luego revisar todos juntos. Para esta actividad, dé la siguiente instrucción: *Each side of the classroom will be a team. Line up and each student, once at a time, will come to the board and write a word associated to the unit's title. The team that writes correctly more words in 3 minutes, wins!*

3 Going Places

UNIT



In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about different places in the city to visit, their location and how to get there, sightseeing around the world, asking for and giving information.

Lesson 5

Oral Communication

- Listen and understand a song about sightseeing.
- Use connectors.

Reading

- Read and understand an article about sightseeing and a text about travel itineraries.

Writing

- Write a postcard.

Attitudes

- Show interest in continuous and independent learning as part of a personal project, while contributing to society.

Propósito y recomendaciones

Es importante que realice la actividad de activar conocimiento previo de la unidad para que los estudiantes sean capaces de reconocer la información que tienen sobre el tema y puedan recuperar más rápidamente los conceptos.

La actividad además, puede ayudar a los estudiantes que sienten que saben menos inglés a reconocer que hay palabras que sí conocen y saben usar. De todas formas, no los obligue a participar de 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.



Before you start

1. Read the title of the unit and look at the picture. Discuss what you think the topic of the unit will be about.
2. Do you really know the city / town where you live?
3. What country(ies) would you like to visit?
4. What do you think you will learn in this unit about the different places you can visit in your own city and the rest of the world?

Lesson 6

Oral Communication

- Listen to and understand a conversation about plans for the future in and around the city.
- Ask and give directions.

Reading

- Read and understand a text about getting around in the city and new means of public transportation.

Writing

- Write a letter.

Attitudes

- Develop cultural awareness or intercultural understanding by showing respect, interest and tolerance for other cultures and your own, while valuing other cultures' contribution to knowledge.

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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 con respecto a la fotografía:

- *Do you think this is a good way to know a city?*
- *What other ways are there in your town or city to go sightseeing?*
- *Is your city, town or country a regular destination for tourists? Why?*

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 pídales que entre todos decidan una meta extra de lo que les gustaría aprender: *What abilities do you expect to improve in this unit?* Las respuestas esperadas son, por ejemplo: *I want to learn more vocabulary*, o *I want to finish the tasks on time*. Los estudiantes deberían anotar esa meta en el cuaderno e ir chequeando durante la unidad si la están logrando.

Propósito y recomendaciones

Recuerde revisar en conjunto con los estudiantes los objetivos de la unidad, de esa forma pueden ir recordando a medida que vayan avanzando en las actividades e ir chequeando si los están logrando. También puede recordar a los estudiantes que los vuelvan a revisar para que se autoevalúen al terminar la unidad.

Unidad 3 • Lección 5

Ideas previas

Puede leer el título de la lección en voz alta y preguntar a los estudiantes si conocen la palabra *sightseeing*: *Do you know what "sightseeing" means?* Explique qué significa visitar los lugares turísticos o emblemáticos de un pueblo, ciudad: *Sightseeing means visiting the most emblematic places or tourist attractions in a city or town.* Una vez que los estudiantes comprenden su significado, puede pedir que trabajen en parejas: *Make a list of places in Chile to go sightseeing. Explain why you think those places are attractive for tourists.*

Profundización y variaciones

Para profundizar en el concepto de *sightseeing*, puede pedir a los estudiantes que hagan una lista de lugares de interés para visitar en Chile con un tema específico: *Write a list of important places for indigenous cultures in Chile/ important places during the independence process/ important places regarding memory and human rights, important places regarding migration/ important places regarding national geography (rivers, volcanoes, mountains), etc.*

Solucionario

Before Listening A Song

1. Rome, Barcelona, London, Paris.

While Listening

2. Cities: Rome

Countries: England, Chile, Peru.

3. Rome and England.

4. a. Last year, she went to Rome, she danced in a Spanish park, and she skied and went snorkeling at a coral reef where she saw a shark.

b. She'll go to England, drink tea and introduce you to her friends in Chile and Peru.

Lesson 5 Sightseeing

In this lesson you will listen, speak, read and write about sightseeing around the world through a song and an article.

Every country has its own magic and interesting places to visit. What are the most famous tourist attractions in your country?

Before Listening A Song

1. Look at the pictures below. Can you recognize these famous places? Where are they? Discuss your answers as a class.



While Listening

2. Listen to the song and in your notebook write the countries and cities that are mentioned. Check your answers with a partner. 13
3. Are the places mentioned in the song related to the pictures in activity 1? Write the answers in your notebook.
4. Listen to the song again and answer the following questions.
- a. What things did the traveler do in the past?
 - b. What will the traveler do in the future?
 - c. What other experiences does the traveler mention?

After Listening

5. In groups, discuss the following questions.
- a. Where did you travel on your last vacation?
 - b. What did you do?
 - c. Where would you like to go in the future?

Propósito y recomendaciones

Con el fin de fomentar el trabajo en equipo con personas de distintas características, los estudiantes pueden trabajar en parejas o en grupos heterogéneos. Para ello, puede seleccionarlos según sus características personales (género, intereses, nivel de destrezas cooperativas), factores sociales (etnia, nivel socio-económico o nivel de integración en el grupo-clase) y factores escolares (nivel de desempeño, interés por la asignatura, necesidades educativas), o puede seleccionarlos al azar.

Speaking Task Connectors

1. Read the following paragraph and pay attention to the words in bold. Then, discuss your answers to the questions with a partner.

First, I went to London and I took pictures of the Big Ben, The London Eye and a lot of historical buildings. **Then**, I flew to Paris where I saw the Eiffel Tower and the Arc of Triumph. **Next**, I took a train to Italy where I visited the Colosseum, museums and ate delicious pizza until I was full! **Finally**, I went to Barcelona, Spain where I bought postcards of Gaudi's beautiful architecture.

Source: Archivo editorial



- a. What do these words refer to?
b. What is their role in the paragraph?
c. What would happen in a paragraph if they were not there?
2. In pairs, put the sentences in the box below in order, using connectors. Write the answers in your notebook.
- When you visit tourist attractions in a city, you have to follow some steps:
- Wait in line for your turn to enter / You can buy some souvenirs to take home / Buy the tickets / Enter and enjoy the tour /
3. Check your answers with the class.
4. Work in pairs. Choose one of the options below and have a conversation with your partner about your vacations. Use connectors.

Option 1:

Think about your last vacation and tell your partner the things you did during your trip.

Option 2:

Think about your next vacation and tell your partner the things you are planning to do during your trip.

Lesson 5 • Sightseeing | 67

- c. She's met a lot of friends, bought lots of souvenirs and taken photos and videos.

After Listening

5. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.

Ritmos y estilos de aprendizaje

Si algunos estudiantes tienen dificultades para mantener una conversación de manera espontánea en inglés, considere permitirles que organicen sus ideas antes de expresarlas de manera oral:

- To organize your ideas, you can use the following strategies:
 - You can create a mind map with the most important concepts you want to express.
 - Use your mind map as supporting material while you have a conversation with your partner.

Solucionario

Speaking Task Connectors

1. a. The words refer to time.
b. They indicate a sequence of events in the text.
c. The text would not show when things happened.
2. First, buy the tickets / Then, wait in line for your turn to enter / Next, enter and enjoy the tour / Finally, you can buy souvenirs to take home.
3. Respuesta variable.
4. Respuesta variable.

Preguntas de profundización

1. Invite a los estudiantes a realizar un proceso de metacognición con las actividades de comprensión auditiva una vez que se ha llevado a cabo. *Describe the strategies you use to approach listening activities (make notes, close your eyes, etc.).*
2. Haga que los estudiantes compartan algunas de sus estrategias. *Analyze your strategies and decide if they help you understand the audio in a good way. Then make a list of strategies you want to continue using and strategies you want to try in the future.*

Unidad 3 • Lección 5

Preguntas de profundización

Con el propósito de guiar la observación de las fotos, pregunte a los estudiantes lo siguiente: *What do you see in the pictures? Which elements call your attention the most? Why? Would you visit this place?*

Ritmos y estilos de aprendizaje

Dependiendo del nivel de conocimiento del idioma que tenga cada curso, puede pedirles a los estudiantes, en la actividad inicial que hagan una lluvia de ideas de forma oral entre todo el curso (para niveles más avanzados): *What do you think sightseeing is? Raise your hand if you want to share some ideas.* O puede pedirles que escriban sus ideas primero y luego las digan oralmente: *What do you think sightseeing is? Write the ideas in your notebook and then share them with the class.* Es importante que fomente la comunicación oral del inglés en estas actividades para que los estudiantes no sientan miedo de pronunciar las palabras. Puede indicarles: *It's okay if you make a mistake, say only one word, o try to do it.* Esto para mostrar que todos pueden contribuir con la lluvia de ideas.

Solucionario

Before reading An Article

1. Sightseeing is visiting interesting or beautiful places in a location.
2. a. Barcelona
 - b. Because of its architecture, or because of its football team.
 - c. It is one of the most famous cities in Spain, it is the capital of Catalonia.
 - d. Yes, it is one of the most touristic places in Europe.

Before Reading An Article

1. What is sightseeing?
2. Look at the pictures below and make predictions. Discuss them as a class.
 - a. Do you recognize the city in the pictures?
 - b. If so, what is this city famous for?
 - c. What are the main characteristics of this city?
 - d. Do you think it is attractive for tourists?



Propósito y recomendaciones

El propósito de las actividades son predecir el contenido del texto que se presenta en la página siguiente. Con el fin de fomentar el razonamiento de los estudiantes, puede preguntarles:

- Why is Barcelona a city of amazing architecture?
- What evidence does the text have to say about this?

While Reading

Best Things to Do in Barcelona

La Sagrada Família: This is where to begin your adventure through Barcelona and the wonderful works of Antoni Gaudí. His **basilica** is a project of incredible scale and ambition that is still only around three quarters complete more than 140 years after Gaudí first started building it. When finished, it will be the tallest church structure in the world, and yet it hardly resembles any religious building you will have seen in your life. The Sagrada Família combines several architectural styles, including, Catalan Modernism, Art Nouveau, and Gothic, but Gaudí's **masterpiece** defies these kinds of definitions when you look up to the ceiling of the sanctuary.

La Boqueria: This is an iconic sight and an educational experience. There has been La Boqueria **market** in Barcelona since medieval times, though this exact spot has only witnessed trade for about 200 years. That elegant distinctive iron and glass roof you will see was put up in 1914. In the market, you can find many things, such as

vegetables, cold meats, cheese as well as olive products. At the center of the market you can also find an oval-shaped plan corner of **fishmongers**. At the end of your visit, you can also cool off with a beer and a tapa at one of the market's bars.

Barcelona City History Museum: The History Museum preserves a few Roman sites across the Gothic Quarter, such as the Temple of Augustus and the Funeral Way of Plaça de la Vila de Madrid. But Plaça del Rei is where you can see Barcelona's ancient history in detailed layers. You will take an elevator down to where the remnants of a garum factory (garum is a fish sauce), laundries, dyeing shops and parts of ancient Barcino's Roman walls are all visible. The site is large, covering 4,000 square meters, which you will explore via elevated **walkways**. As you rise through the museum building you will step forward through time and enter the vaults of the Palau Reial Major, seat of the medieval Dukes of Barcelona.

Text adapted from <https://www.thecrazytourist.com/best-things-barcelona-spain/5/>

3. Read the text and answer the following questions. Write the answers in your notebook.
 - a. What architecture styles are combined in the Sagrada Família?
 - b. What can you buy at La Boqueria market?
 - c. What can you see at the Barcelona City History Museum?
4. Discuss your answers with a partner.

Contexto

Si desea, puede entregar más información sobre la ciudad de Barcelona a sus estudiantes: *Barcelona is one of Spain's largest cities. It is a port located in the Mediterranean Sea. Barcelona is famous for its architecture, especially the Sagrada Família Basilica (which is still under construction), and its beaches. Barcelona is also the capital of the autonomous community of Catalonia, where both Spanish and Catalan are spoken as official languages.*

Solucionario

While Reading

3. a. The Sagrada Família combines several architectural styles, including Catalan Modernism, Art Nouveau, and Gothic.
- b. In the market you can find many things, such as vegetables, cold meats, cheese, as well as olive products.
- c. The History Museum preserves a few Roman sites across the Gothic Quarter, such as the Temple of Augustus and the Funeral Way on Plaça de la Vila de Madrid.
4. Respuesta variable.

Errores frecuentes

Un error frecuente de los estudiantes en las actividades de lectura es priorizar la lectura rápida por sobre la comprensión, o viceversa, llegando a una lectura superficial o un sobreenálisis del texto. Para evitar ambos problemas, explique lo siguiente: *It's not necessary to hurry up or focus on understanding every word of the text while reading because there are words that you can understand because of the context in which they are immersed. If there are words or parts you cannot infer its meaning, you can look them up in the dictionary.*

Unidad 3 • Lección 5

Preguntas de profundización

Puede fomentar el trabajo de metacognición de los estudiantes a través de preguntas como: *How can we approach this activity?* Y esperar que los estudiantes entreguen ideas para desarrollar la tarea. Puede sugerirles que traten de acudir a los detalles del texto para lidiar con las preguntas del tipo verdadero y falso, ya que preguntan por información más específica a diferencia de otras actividades que apuntan a las ideas generales: *You can skim the text to find detailed and specific information.*

Herramientas digitales

Puede sugerir a los estudiantes que usen el sitio *Barcelona Tourist Guide* (<https://www.barcelona-tourist-guide.com>) para buscar información actualizada para realizar la actividad: *You can use the following website to work in activity 8.* También puede permitir que los estudiantes usen sus teléfonos celulares en esta actividad: *To do this, you may use your smartphone to search information.*

Solucionario

5. a. F
b. T
c. T
6. a. Gaudí
b. vegetables, cold meats, cheese
c. Gothic Quarter, the Temple of Augustus and the Funeral Way on Plaça de la Vila de Madrid.

After Reading

7. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
d. Respuesta variable.
8. a. Respuesta variable.
b. Respuesta variable.

Lesson 5

5. Read the text again and determine whether the following statements are true or false. Correct the false statements in your notebook.
- a. La Sagrada Familia was finished 140 years ago.
 - b. La Boquería market has existed since medieval times.
 - c. At the History Museums you can visit ruins.
6. Read the text again and find the following information.
- a. The name of an architect.
 - b. Types of food.
 - c. Architecture buildings.

After Reading

7. Speaking. In groups discuss the following questions.
- Which of the four places described in the text ...
- a. would you like to visit?
 - b. why?
 - c. is the least attractive for you?
 - d. why?
8. Writing and Speaking
- a. Barcelona has more interesting places to be discovered. In groups, search on the internet all those places that are worth sightseeing. Select one and write a short description of it.
 - b. Present your work to the class.

Propósito y recomendaciones

Recuerde a los estudiantes que el propósito de aprender inglés es la comunicación entre distintas culturas y que la práctica constante es fundamental para lograr comunicarse de manera efectiva: *The learning of English language is important because you can communicate with different cultures in an effective way.* Puede preguntar a los estudiantes: *What kind of activity (writing, matching, speaking, etc.) is easier for you?* Puede conversar con los estudiantes sobre cómo mejorar el desempeño con las actividades que les cuesten más: practicando en la casa, viendo series y películas para ayudar con la comprensión auditiva, etc: *What can you do to keep practicing your English language abilities? Maybe listening to music, practicing at home, watching movies or series. What else can you think of?*

Reading and Vocabulary Sightseeing

1. Look at page 69 and read the text again to find the following information.

a. What do these numbers refer to?

- 140
- 200
- 1914
- 4,000

2. Match the words below, highlighted in the text, with their corresponding definition. Write the answers in your notebook.

1 basilica

A A work of art such as painting, architecture, film, etc. that is made with great skill.

2 masterpiece

B Any passage for walking, especially one connecting the various areas of a factory, park, museum, etc.

3 market

C A person who sells fish.

4 fishmonger

D A church building that has been accorded special privileges by the pope.

5 walkway

E A place where buyers and sellers meet for the sale of goods.

3. Discuss your answers with the class.

4. Can these concepts be used in a Chilean context? If so, create a sentence for each word from the previous activity. Write the sentences in your notebook.

5. Share your sentences with a partner and take turns reading them.

Errores frecuentes

Un error frecuente se da en la manera de leer las fechas, específicamente en la pronunciación de los años, ya que se genera una interferencia de la lengua materna, debido a que en inglés las cifras de años se suelen decir nombrando millares, centenas, decenas y unidades. Recuerde a los estudiantes que en la mayoría de los casos se leen de a dos dígitos: *In English, years are read with two digits at a time, for example 1992 is read "nineteen ninety-two", 1966 is "read nineteen sixty-six". Year 2000 is an exception, because it is read "two thousand".*

Solucionario

Reading and Vocabulary Sightseeing

1. a.

- 140: the number of years after Gaudí first started building the Sagrada Familia.
- 200: the number of years La Boquería has existed.
- 1914: the year La Boquería's iron and glass roof was put up.
- 4,000: the size of the Barcelona History City Museum in square meters.

2. 1D – 2A – 3E – 4C – 5B

3. Respuesta variable.

4. Respuesta variable.

5. Respuesta variable.

Profundización y variaciones

Pregunte a los estudiantes cómo quieren aproximarse a estas actividades, para fomentar la evaluación y autonomía de ellos y ellas. Puede formular las siguientes preguntas:

- *What do you think of these activities?*
- *How much time do you think you need for this activity?*
- *Do you prefer to do the activity individually, in pairs, or in groups?*

Unidad 3 • Lección 5

Ideas previas

Antes de realizar la actividad 1, puede hacer preguntas a los estudiantes usando otros verbos compuestos para que se familiaricen con el contenido a trabajar, por ejemplo:

- *Did you wake up early today?*
- *Did you eat up your breakfast?*
- *Did you put on a jacket today?*
- *Did you turn off the TV before you left the house?, etc.*

Ritmos y estilos de aprendizaje

Con el fin de apoyar el aprendizaje de aquellos estudiantes con más conocimientos del idioma, puede pedirles lo siguiente: *Make a list of other words we can use with these verbs.* También, para profundizar aún más, puede pedir lo siguiente: *Create sentences using the expressions in the table.* Esto servirá para mostrar que son capaces de comprenderlas y usarlas activamente.

Solucionario

Language Focus Expressions

1. Respuesta variable.
2. Go on holidays, get off a bus, catch a train, get on a bus.
3. Respuesta variable.
4. a. Respuesta variable.
 - b. These are phrasal verbs, also called multi-part verbs, which are constructed with a verb + a preposition (or adverb). The preposition or adverb adds meaning to the verb, or it can change it.
5. Respuesta variable.

Lesson 5

Language Focus Expressions

1. Look at the table below and read the sentences that follow.

Catch	a bus	Get on	a bus
	a train		a plane
Get off	a bus	Go	on holidays
	a train		a train

- a. Hurry up! We have to **catch the train**.
 - b. My mom said, "**Get on** the bus quickly before it leaves."
 - c. This is the last stop, so I have to **get off** the bus.
 - d. I'm waiting for the winter break to **go on holidays**!
2. Look at the pictures below and match them with the sentences above. Write the answers in your notebook.
 3. Check your answers with the class.



4. Discuss the following questions with a partner.
 - a. What do these expressions mean?
 - b. What characteristic can you notice in the use of these verbs?
5. Share your answers with the class.

Propósito y recomendaciones

El propósito de las actividades de esta página es comprender y aplicar el uso de verbos compuestos y expresiones a través de la temática del transporte.

Con el fin de guiar a sus estudiantes a inferir la regla que rige a los verbos compuestos, puede preguntarles:

- *What do these expressions have in common?*
- *Can you think of other examples where we can observe these characteristics?*

Explique que los verbos compuestos se componen de un verbo y una preposición, que cambia el significado original de dicho verbo: *phrasal verbs are composed by a verb and a preposition. The preposition modifies the original meaning of the verb, giving it a new meaning.*

Reading Task

1. Read the text and answer the questions below. Discuss them as a class.
 - a. What is a travel itinerary?
 - b. Why is it important for travelers?

A Travel Itinerary

How do you plan a trip? There are lots of things to consider when traveling abroad, and a number of steps to follow.

Where do you want to go? Choosing a location is the first and probably most important stage! Make a list of places you want to visit.

How much money will you need? Plan your budget: flights, accommodation, food... Can you afford it?

What do you have to take with you? If you are going on a long trip, it is best to travel light—only take the essentials. What is the weather like there?

What clothes will you need? Don't forget your documents!

When are you going? Remember to record all dates for each stage of your trip and make sure other people know about them! What transportation will you use?



What are you going to do? This is the fun part! Make a list of all the things you want to see and how you are going to see them.

Remember, by planning well, you will get more out of your dream vacation. Have a great trip!

Source: Archivo editorial

2. Work in pairs. Read the text again and say the items that are mentioned below, out loud.

Cost	Transportation	Location	Companions	Belongings
------	----------------	----------	------------	------------

3. Plan your next vacation using the tips from the text. Draw the following table in your notebook and complete it with your own itinerary.

Travel Itinerary					
Location	Start Date	End Date	Things to do	Essentials	Transportation

4. In groups, share your answers.

Lesson 5 • Sightseeing | 73

Errores frecuentes

Esta actividad de lectura requiere la habilidad de inferir las respuestas, pues no se encuentran de manera textual. Los estudiantes que aún se encuentren trabajando en esas habilidades pueden tener dificultades para responder la primera pregunta y para evitar este error, se puede añadir la pregunta: *Does the word itinerary sound similar to a word in Spanish?*

Se espera que descubran que suena similar a “itinerario”. Explique el concepto de cognados y cómo puede serles útil a veces: *a cognate is a word that sounds similar in English and Spanish and has the same meaning in both languages. Sometimes you can guess the meaning of a word for its similarity in Spanish.* Posterior a esto, explique que también existen los falsos cognados, palabras que suenan similar en ambos idiomas pero significan algo distinto: *However, be careful because there are false cognates, too. For example, in English, the word “library” means “the place where you can borrow books”, but in Spanish there is a similar word which means “place where you can buy books”.*

Solucionario

Reading Task

1. a. It is a detailed plan or route of a journey.
b. It is important because it helps travelers to get organized and make the most of a trip.
2. Cost, transportation, location, belongings.
3. Respuesta variable.
4. Respuesta variable.

Ambientes de aprendizaje

El trabajo en parejas y/o en grupos favorece la cooperación e interacción entre estudiantes, pero algunas veces permite que algunas parejas se desconcentren y dejen de trabajar en la tarea. Se recomienda que pase por los puestos monitoreando que todas las parejas se encuentran trabajando, preguntando lo siguiente:

- *How are you doing?*
- *Do you need any help?*

Puede revisar errores de manera más personalizada y además mostrar su accesibilidad a las preguntas de los estudiantes.

Unidad 3 • Lección 5

Ideas previas

Con el propósito de crear aprendizaje significativo a través del conocimiento previo, pregunte a los estudiantes lo siguiente:

- Do you know what postcards are?
- Have you ever seen a real postcard? If so, where?

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

Profundización y variaciones

Puede pedir a los estudiantes que investiguen sobre un lugar al que les gustaría viajar y que luego escriban una postal sobre ese lugar: *Find information about a place you would like to visit. Write a postcard including the information from that place.*

De manera complementaria, puede pedir a los estudiantes que indaguen más sobre las postales: *Ask your parents or other family members if they have sent a postcard to someone. Ask them to tell you about the experience.*

Solucionario

Writing Task

1. Respuesta variable.
2. a. Respuesta variable.
b. Greeting, information about what you have done or seen, closing statement, recipient information.
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.

Lesson 5

Writing Task A Postcard

When you travel and go sightseeing it is very common that you take pictures and post them on social networks. However, postcards are a nostalgic kind of souvenir that you send to your family or friends in order to tell them the adventures of your trip, including a picture of the place where you are.

1. Read the following postcard and pay attention to the content.



2. Work in pairs and discuss the following questions.
 - a. Had you seen a postcard before?
 - b. Can you identify the elements in the postcard above?
3. Share your answers with the class.
4. Write a postcard about a trip you've gone on recently. If you haven't traveled yet, imagine your dream holiday and include the information of the place you would like to visit. Don't forget to choose the recipient of your postcard.
5. Exchange postcards with your partners.

Propósito y recomendaciones

Puede fomentar la transferencia de conocimientos y habilidades de los estudiantes haciendo un paralelo de las postales con sus vidas reales, y desarrollar la habilidad de reflexión al mismo tiempo, si pide a sus estudiantes que comparen el uso de la postal con el uso de redes sociales.

- How is a postcard similar to social networks posts and stories?
- How are they different?

Cross-Curricular A Math Problem

Using a Currency Conversion Chart

Sightseeing can be very fun and an unforgettable experience. However, when we travel to another country we have to spend money. That is why it's very important to know the value of international currencies.

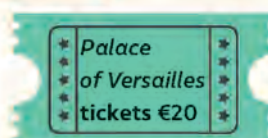
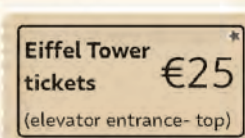
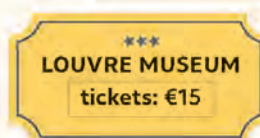
Situation: You are sightseeing in Paris, France. Below is a list of places you want

to visit, and the price of each in Chilean pesos. You have Chilean pesos, but you also bought some dollars before your trip. Pay attention to the exchange rates below. Then, calculate the price of each item in euros and dollars. Calculate the total cost in each currency.

Exchange Rates

1 US dollar = \$680 (Chilean pesos)

1 Euro = \$760 (Chilean pesos)



US Dollars			Euros			Chilean Pesos		
Place	N° of tickets	Total	Place	N° of tickets	Total	Place	N° of tickets	Total
Louvre Museum	4		Louvre Museum	4		Louvre Museum	4	
Eiffel Tower	2		Eiffel Tower	2		Eiffel Tower	2	
Palace of Versailles	4		Palace of Versailles	4		Palace of Versailles	4	
Total Cost			Total Cost			Total Cost		

Preguntas de profundización

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

- Why is learning about currency conversion important? - Is it different to do a math activity in another language?
- Do you think that what you did in this activity happens in real life?

Solucionario

Cross Curricular A Math Problem

US Dollars.

Louvre: 67

Eiffel Tower: 56

Versailles: 89

Total cost: 212

Euros.

Louvre: 60.

Eiffel Tower: 50

Versailles: 80

Total cost: 190

Chilean Pesos (according to the dollar exchange rate of the day)

Louvre: \$45.600

Eiffel Tower: \$38.000

Versailles: \$60.800

Total cost: \$144.400

Profundización y variaciones

Una variación posible de esta actividad es realizar un juego de roles una vez que los estudiantes hayan realizado el cálculo. Una persona será el comprador, otra el vendedor, y una tercera persona puede actuar como alguien que sabe sobre cambio de divisas. Para este juego de roles, una situación de compra debe darse. De esta forma pueden practicar de manera concreta el uso de esta habilidad. Puede hacer que los mismos estudiantes creen un diálogo antes de actuar los roles. Para esta actividad, dé la siguiente instrucción: *Write a dialogue and roleplay as a sales person and a client. A third person can act as an expert in currency exchange. Your dialogue must portray an interaction in which a sale is occurring.*

Ideas previas

Con el fin de activar conocimiento previo y conectar la actividad con la vida cotidiana de los estudiantes, puede realizar las siguientes preguntas:

- *Do you have a blog?*
- *Do you follow any blogger?*
- *Who's your favorite blogger?*
- *Have you ever read a blog before?*
- *How are blogs and other social media similar?*

Ritmos y estilos de aprendizaje

Para estudiantes con dificultades para mantener la atención durante mucho tiempo, o aquellos que prefieran expresarse de manera más visual, puede sugerirles que realicen un mapa conceptual para que organicen los contenidos de su blog. Para esto, dé la siguiente instrucción: *To organize your ideas efficiently, use a graphic organizer in which you take notes about your blog's content.*

Final Task

Design a Blog

It is very common nowadays that people write and post about their trips or vacations on a blog, but what is a blog? Basically, a blog is a kind of online journal or informational website. It is a platform where a writer (called a blogger) or writers share information, tips, or simply their view of a specific topic.

HOW DO YOU CREATE A BLOG?

1 | Include a Header

- The header contains the menu or the navigation bar.



2 | Main Content

- This is the body of your blog where you post the highlighted or latest news or stories. Here you can write about your adventures during your trips, sightseeing, your experience with different cultures, etc. Everything depends on the information you want to share. Don't forget to give a name to your blog!



Propósito y recomendaciones

Recuerde monitorear el trabajo con el blog de manera permanente, ya que al trabajar con herramientas digitales o en línea puede ocurrir que los estudiantes se distraigan con algún otro estímulo. Recomiéndeles herramientas apropiadas, por ejemplo el diccionario de Cambridge disponible en: [http:// dictionary.cambridge.org](http://dictionary.cambridge.org). Durante el desarrollo de la actividad, puede preguntar a los estudiantes lo siguiente para monitorear sus procesos y uso de fuentes:

- *How do you know where to find reliable information?*
- *What evidence do you have to prove the information is true?*
- *How can you check if the information on the Internet is true?*

3 | Include a Sidebar

- Here you can include a social profile, favorite content, tips for travelers, useful information like the currency exchange rate, weather forecast, etc.



4 | Add a Footer

- The footer includes relevant links like a subscription, privacy policy, contact page, etc.



5 | Present the Blog to the Class

- Explain to your classmates what your blog is about.

Preguntas de profundización

Antes de comenzar la actividad, puede indicarle a los estudiantes a que se hagan 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?*

Estas preguntas ayudarán a que los estudiantes puedan reflexionar sobre el trabajo que realizarán y puedan tener una mejor disposición a él, teniendo en claro cuáles son las tareas y cómo las abordarán.

Profundización y variaciones

Si el contexto general del colegio y de los estudiantes lo permite, puede dejar el blog como una actividad permanente de la clase, donde los estudiantes puedan ir escribiendo sobre los distintos temas e interactuar entre ellos a través de los comentarios, con el fin de fomentar la comunicación respetuosa en línea. Si decide llevar a cabo esta actividad, puede dar la siguiente instrucción: *Write a comment on your classmates' blogs about what we discussed today in class.*

Propósito y recomendaciones

Si no tiene la oportunidad de trabajar en conjunto con los estudiantes en la elaboración del blog, puede dejar la actividad como proyecto e ir completando en etapas durante el semestre: en una primera etapa desarrollan el esquema del blog en papel para luego crearlo usando una plataforma digital, luego pueden ir agregando entradas, aprender a usar algunas aplicaciones, etc., de tal forma que cumpla un rol dentro de la evaluación formativa del curso.

Unidad 3 • Lección 6

Ideas previas

Realice un esquema para organizar las ideas previas de los estudiantes. Dibuje tres círculos en la pizarra y pídale lo siguiente: *Make a mind map about words or concepts you know or remember about Getting around.* Luego, puede pedir a dos estudiantes que compartan su esquema en la pizarra y los expliquen, con el fin de mostrar una manera gráfica de representar sus ideas: *Come to the board and share your mind maps with the class.*

Profundización y variaciones

Pida a los estudiantes que hagan una lista de lugares en Chile que recomendarían a turistas: *Make a list of places in Chile that you would recommend to tourists.*

- *Why do you recommend them?*
- *Why are they interesting or important?*

Permítales que trabajen en parejas y que averigüen en libros o en internet sobre lugares que puedan recomendar: *You can work in pairs and look for information in books or on the internet.*

También puede pedir a los estudiantes que dibujen tres lugares atractivos para el turismo en su ciudad: *Draw three different places to visit in your city that you think are interesting.*

Lesson 6 Getting Around

In this lesson you will listen, speak, read and write about different places in the city to visit, their location and how to get there, through a conversation and an article.

What activities can you do in your city? What interesting places can you visit in your city?

Before Listening

1. In pairs, take turns to asking and answering the following questions.
 - a. What places in your city do you go most often?
 - b. How do you get to those places? What means of transportation do you use?

While Listening What Are You Going to Do This Weekend?

2. Listen to the conversation and check the places the two friends mention below. Write the answers in your notebook. 14

1	restaurant	5	bookshop	9	department store
2	café	6	beach	10	supermarket
3	market	7	mountains	11	airport
4	museum	8	theater	12	station

3. Listen again and take notes of all the activities the two friends are planning to do on the weekend. Then check your answers with the class.

After Listening

4. In groups, discuss the following questions.
 - a. What are your plans for this weekend?
 - b. Are you going to some of the places mentioned in the conversation you just listened to?
 - c. What are your favorite places in the city? Why?

Solucionario

Before Listening

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

While Listening

What Are You Going to Do This Weekend?

2. 2 – café
4 – museum
5 – bookshop
7 – mountains

- 8 – theater
9 – department store

3. Respuesta variable.

After Listening

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

Propósito y recomendaciones

Antes de comenzar con la actividad de *listening* asegúrese de leer las instrucciones junto a los estudiantes, y de que conozcan todas las palabras que aparecen en la actividad. Pregúnteles si están familiarizados con las palabras: *Is there any word you don't know?* Si no conocen alguna palabra, puede pedirles que la busquen en el diccionario: *You can look up in the dictionary the words you don't know.*

Speaking Task Asking for and Giving Directions

1. Look at the conversations below and identify:

- Who is asking for information.
- Who is giving information.



2. Work in pairs. Match the questions and answers to make a conversation. Write the answers in your notebook.

- | | |
|---|--|
| 1 Where can I see a movie? | A Take bus number 519. It stops over there. You'll be there in 30 minutes. |
| 2 Is there a subway station near here? | B It's in the city center. Near the square. |
| 3 How do I get to the Museum of Natural History? | C At the cinema on the corner of 1st Avenue and Palm Street. |
| 4 Excuse me. Where is the nearest tourist information center? | D Yes, Kings Station is two blocks from here. |

3. Check your answers with the class and practice the conversations.

4. Think about the places around your school or near where you live. In pairs, ask and answer questions about how to get to those places and their location.

Lesson 6 • Getting Around | 79

Preguntas de profundización

Con el fin de ayudar a los estudiantes a conectar el contenido con sus vidas cotidianas y así contextualizar su aprendizaje, pregúnteles lo siguiente:

- *Has an English-speaking tourist ever asked you for directions?*
- *What happened?*
- *What can you do if a situation like that happens?*
- *What can you do differently next time?*

Ritmos y estilos de aprendizaje

Puede realizar una actividad fuera de la sala para fomentar la aplicación de la información y el trabajo kinestésico y espacial. Puede hacer que los estudiantes trabajen en parejas, donde una persona tendrá los ojos vendados y la otra deberá darle instrucciones para lograr que llegue de un punto A a un punto B. Para esta actividad, dé la siguiente instrucción: *We are going to work outside the classroom. In pairs, one student has to give directions to his or her partner who is going to be blindfolded. You have to get from one point of the school to another.*

Solucionario

Speaking Task

- The girl and the couple are asking for information.
 - The man in the white shirt and the man with a blue shirt are giving information.
- 1-C
2-D
3-A
4-B
- Respuesta variable.
- Respuesta variable.

Propósito y recomendaciones

El propósito de las actividades de esta página es introducir y practicar el dar indicaciones para llegar a lugares. Recuerde a los estudiantes sobre el uso de *will* y de *going to* para hablar del futuro: “Will” is used to talk about spontaneous plans or to make uncertain predictions. “Going to” is used to talk about longer term plans or to make predictions based on evidence.

Unidad 3 • Lección 6

Preguntas de profundización

Para trabajar las habilidades de observación y descripción con los estudiantes, puede preguntarles lo siguiente:

- *What do you see in the pictures?*
- *Can you describe them?*
- *Do you recognize the city in the photographs?*

Estas preguntas también serán útiles para que los estudiantes puedan predecir el contenido del texto que leerán en páginas siguientes.

Errores frecuentes

Al realizar descripciones, es frecuente que los estudiantes se olviden de usar el adjetivo antes del sustantivo, y usen la misma estructura que en español. También, a veces no saben cómo comenzar a describir, por lo que puede indicarles que comiencen por lo más evidente, que son las formas y los colores de las cosas. Para evitar estos errores, aclare lo siguiente: *In English, adjectives are placed before the noun, in other words, the characteristic is mentioned before the thing we are describing, for example: big house. Big is the characteristic or adjective and house is the thing or noun.*

When you start describing the pictures, focus on the most evident things: colors, shapes, size, etc.

Solucionario

Before Reading

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

Lesson 6

Before Reading

1. Look at the pictures below and make predictions. Answer orally the questions below.



- a. What do you see in the pictures?
- b. What do you think is the most used means of transportation?
- c. Which means of transportation do you use most often?
- d. Which means of transportation do you not like to use? Why?

Propósito y recomendaciones

Intente adaptar lo más posible las actividades de esta lección a los contextos socioeconómico y geográfico del grupo, para que todos puedan usar su experiencia como forma de construir el conocimiento, ya que no en todas partes existen los mismos medios de transporte o gozan de la misma popularidad. Si en su contexto de enseñanza es más común otro tipo de buses, por ejemplo, muestre una imagen de cómo son y explique lo siguiente: *These are the buses in Santiago. Here they are a little different, like this picture I'm showing. Describe how are buses here.*

Esto aplica para las otras imágenes de la página también.

Si bien el propósito de esta lectura es trabajar la comprensión de lectura y la habilidad de extraer e inferir información, esta también puede ser útil para desarrollar

While Reading **An Article**

2. Work in pairs. Read the article and answer the following questions. Write the answers in your notebook.

Getting Around Santiago de Chile

Where are you going today? Are you going to school? Are you going to see an exhibition at the museum? Are you going shopping? Whatever your plans are today, choose the best means of transportation. Santiago de Chile is a big, crowded, cosmopolitan city where you never get bored. There are so many places to visit that it is impossible to go to all of them in one day.

If your plans are going to museums, Quinta Normal district is the best place. There you can find museums of every kind. Do you want to learn about natural science first? The Museum of Natural History is the best place! Next, visit the outdoor Railway Museum, then become a scientist at the Museum of Science and Technology. If you like art, the best options are Artequin and the Museum of Contemporary Art. How do you get there? Take the subway and get off at Quinta Normal station. Would you like to have a panoramic view of the city? Get in the colored cable cars and see the different buildings, parks, churches and hills that surround the capital city of Chile.

Santiago is a city full of contrasts. On the one hand you can enjoy the impressive gothic churches and colonial buildings that take tourists to past times. On the other hand, let yourself be impressed by the highest tower and the only skyscraper in South America, Costanera Center, which offers more than 200 shops, restaurants, movie theaters and an impressive 360-degree view of the city from the 62nd floor, 300 meters up. How do you get there? You can take the subway and get off at Tobalaba station. A lot of buses stop there, but if you want to get some exercise, rent a bike. There are some public bikes for rent and, scooters, as well. Just get the app and you're ready! If you are going to go around Santiago, you have a lot of options. Just choose the best activity and transportation option for you!

Source: Archivo editorial



- a. How can you get around Santiago?
- b. If you like art, where should you go?
- c. Where can you get a panoramic and impressive view of the city?
- d. What is the best means of transportation if you want to get some exercise?

Lesson 6 • Getting Around | 81

Contexto

Según el desarrollo y las necesidades de la clase, puede entregar a los estudiantes algo más de contexto sobre la lectura: *Santiago is the largest city in Chile, with approximately 6 million inhabitants. Because of this, the city has provided different means of transportation for its citizens: the subway, which continues to expand, the Red Metropolitana de Movilidad (also known as Transantiago or Red), the commuter rail (also known as Metrotren), taxis-cabs and shared taxicabs (also known as colectivos).*

Solucionario**While Reading**

2. a. You can take the subway or a bus, or you can rent bikes or scooters.
- b. You should go to the Museum of Contemporary Art.
- c. At Costanera Center building, on the 62nd floor.
- d. A bike.
3. Respuesta variable.

Propósito y recomendaciones

pensamiento crítico y se cuestionen cómo funciona el transporte en distintas ciudades del país a través de las siguientes preguntas:

- *How do people get around in other cities?*
- *Do they use a bike rental service?*
- *What do you know about trolleybuses in Valparaíso?*
- *How would you evaluate the public transportation in your city or town?*

Unidad 3 • Lección 6

Ambientes de aprendizaje

Es importante que pueda ayudar a sus estudiantes con la planificación del tiempo que necesitan para realizar sus tareas de forma efectiva. Para esto, puede pedirles lo siguiente: *Make a list of the steps you need to do, and assign a time limit to each step to finish the task.*

Para complementar y que reflexionen sobre sus procesos, puede preguntarles:

- *What step needs more time? Why?*
- *What step needs less time?*

Profundización y variaciones

Para la actividad 6, puede proponer a los estudiantes que en lugar de solo mantener una conversación, realicen una escena dramatizada: *Write a script for a 2-minute scene for each situation. You have some minutes to rehearse the scene before you present it to the class. You can use props.*

Esto hará más llamativa la actividad para los estudiantes, quienes además podrán aprender del trabajo de sus compañeros que presenten sus dramatizaciones.

Solucionario

4. 1-C
2-A
3-D
4-B
5. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.

After Reading

6. a. Respuesta variable.

Lesson 6

3. Check your answers with the class.
4. Vocabulary. Read the text again and match the means of transportation in the first column below with the corresponding definition. Write the answers in your notebook.

1 subway

2 cable car

3 bus

4 bike share

A A vehicle pulled along a track by a cable, as up a steep hill.

B A paid system that provides access to bicycles for a certain period of time.

C An underground electric railroad.

D A large, long motor vehicle equipped with seating for passengers.

5. Paraphrasing. Discuss, in your own words and as a class, what the following sentences mean.

- a. There are so many places to visit that it is impossible to go to all of them in one day.
- b. Santiago is a city full of contrasts.
- c. You will get an impressive 360° view of the city.

After Reading

6. Speaking. Role Play.

- a. In pairs, choose one of the two options from the table below and have a conversation.

	Student A	Student B
Situation 1	You live in Santiago and you're making plans for the weekend with your friend. Suggest ideas to visit different places.	You have plans for the weekend to visit different places in Santiago, but you don't know how to get to those places. Ask questions about the location and transportation options.
Situation 2	You are a tourist in Santiago and you want to visit some places, but you don't know how to get there. Ask questions about location and public transportation.	You are a local. Help the tourist giving him/her the directions to get to the different places. Also, suggest the best transport to get there.

Propósito y recomendaciones

Puede recordarle a sus estudiantes que las actividades de conversación son importantes de llevar a cabo, tratando de usar el idioma lo más posible para que puedan acostumbrarse a usarlo: *Speaking activities are important because you can practice many aspects of the language, including grammar and pronunciation. Try to talk in English as much as you can so you can get used to it.* 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: *It's okay to make mistakes because you are learning, and from those mistakes you can gain more experience in the language. Respect each other because you are all learning.*

En las actividades de lectura se recomienda que cada estudiante pueda buscar

Reading and Vocabulary **Rent a Bike!****Copenhagen: How to Use Bike Share as A Visitor****Something Copenhagen is famous for?**

Very expensive prices for everything, from restaurants to taxis. However, you can still find some deals. For example, exploring the city by bike doesn't have to cost a fortune for a tourist. With the city's new bike share it is possible to get around like a local for only a few Danish crowns a day.

How it works

Just like other bike share programs, you only need a credit card to get started, and the first step is to create an account online with a username and password. When you are ready to go for a ride, find one of the 30 parking stations, and just use the tablet near the **handlebars** that's built into each of the 450 bikes.

High-Tech bikes with built-in maps: for tourists visiting the city, there is one big feature that should be very appealing. Built into each bike is a weather-resistant tablet

with **GPS** capability. There's no need to pull out your map or **guidebook** to see where you are going. There's a map right between your handlebars that tracks your exact location, and it can help guide you to popular **landmarks**, restaurants, and sights. When you are ready to return your bike, just use the tablet to find the nearest parking station.

Is it worth it?

Even if this system might not save you a lot of money compared to renting a bike from a shop, we think many visitors will find it a great option, because of the convenience. You can explore the city with ease on your own schedule, take spontaneous trips at any time of day or night, and don't have to worry about where you will lock it. Plus, using the built-in tablet is a fun way to discover new places.



Text adapted from: <https://www.eurocheapo.com/blog/copenhagen-how-to-use-bike-share-as-a-visitor.html>

1. Read the text and discuss, with a partner, the advantages and disadvantages of implementing a bike scheme.
2. According to the text, what are the steps needed to rent a bike? Write the answers in your notebook.
3. Read the words in bold below and match them with their corresponding definition. Write the answers in your notebook.

1 Handlebars	A Global Positioning System,
2 GPS	B A building that you can easily recognize and helps you to know where you are.
3 Guidebook	C The curved steering bar of a bicycle, motorcycle, etc., gripped by the hands.
4 Landmarks	D A book that gives tourists information about a particular place

Propósito y recomendaciones

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., y luego una lectura 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. Para esto, dé la siguiente instrucción: *First, read the text quickly on your own so you get familiarized with it. Look up in the dictionary the words you don't know. Afterwards, we are reading the text all together.*

Contexto

La lectura se centra en el sistema de arriendo de bicicletas para moverse en las ciudades. En Chile este sistema existe, por lo que es una realidad relativamente cercana a los estudiantes. Antes de leer el texto, puede explicar lo siguiente: *The bicycle sharing system started in Europe, and has increasingly become popular in other parts of the world, helping with the reduction of traffic jams, the reduction of pollution and promoting a healthier lifestyle.*

Preguntas de profundización

Con el fin de ayudar a los estudiantes con la organización de sus ideas, puede preguntarles una vez que hayan finalizado la lectura, lo siguiente:

- What is the main idea of the text?
- Is there any idea you would eliminate?
- Is there anything that we could add?
- Where would you add the new ideas?
- How could eliminating an idea affect the text?

Solucionario**Reading and Vocabulary Rent a Bike!**

1. Respuesta variable
2. Just like other bike share programs, you only need a credit card to get started, and the first step is to create an account online with a username and a password. When you are ready to go for a ride, find one of the 30 parking stations, and just use the tablet near the handlebars that's built into each of the 450 bikes.
3. 1 - C
2 - A
3 - D
4 - B

Unidad 3 • Lección 6

Ideas previas

Para activar conocimiento previo del verbo *to be*, antes de comenzar con las actividades puede realizar con sus estudiantes una dinámica en que tengan que lanzar una pelota suavemente y quien la reciba debe decir una oración utilizando el verbo *to be* (*am, is, are, been, being*): *throw the ball to a classmate. The person who receives it has to say a sentence using the verb to be in any of its tenses, for example, when I was a kid, I was shy.*

Ritmos y estilos de aprendizaje

Puede pedir a sus estudiantes que ellos mismos creen su propio volante: *Students can choose an upcoming activity in their city. Find some important information about that activity: what it is, where, at what time. Create a flyer with that information.*

Puede pedirles con anticipación que traigan materiales para su elaboración: cartulina, revistas, tijeras, pegamento, lápices de colores, etc: *For your flyer, use materials such as different types of papers, different pens and pencils, and images.*

Solucionario

Language Focus Expressing Plans for the Future

- Plans or intentions for the future.
 - be going to + verb infinitive
- correct
 - correct
 - incorrect. The time expression every day is for daily routines.
 - incorrect. The time expression last week indicates past.
 - correct
- Respuesta variable.
- Respuesta variable.
- Respuesta variable.

Lesson 6

Language Focus Expressing Plans for the Future

- In pairs, read the sentences below and answer the questions that follow.

My parents are going to the theater to see an opera.

I'm going to buy a new cell phone.

- What do these sentences refer to?
- What verb form do they use?

- Read the following sentences and determine whether they are correct or incorrect. Correct the wrong ones in your notebook.

- I am going to see an art exhibition at the local museum this weekend.
- My friends are going rent bikes to avoid the traffic.
- My dad is going to take the subway to go to work every day.
- The tourists are going to visit the cathedral last week.
- I'm going to get off the bus at the next stop.

Useful Vocabulary: In the City



- Check your answers with the class.
- Are you going into the city? In pairs, write in your notebook four sentences that relate your plans for today.
- Share your sentences with the class.

Propósito y recomendaciones

Se recomienda que recuerde a sus estudiantes que la expresión *be going to* debe ser tomada como una unidad en sí misma, más que analizarla según sus partes: *The expression "going to" is a whole, don't focus on analyzing it part by part.* Puede preguntar si hay algún contexto en que ya hayan escuchado la expresión y que les haya llamado la atención (puede ser en una canción, película o serie de televisión): *Have you ever heard this expression? Maybe in a song, movie or TV series. What does it express?*

Reading Task A Flyer



DISCOVER THE BEST MUSIC, NATURE AND CULTURE IN USA

Seattle Music

Seattle is the home of a lot of musicians who played an important role during the generation of alternative music, grunge being the most popular.

Seattle Chihuly Garden and Glass

Do you love colors? Then this is the place for you! An amazing exhibition opened in 2012 which is an homage to art in glass. It is the perfect combination of art and nature. Enjoy the beautiful view of its gardens and galleries.

When?

Mon –Thurs 8:30 a.m. to 8:30 p.m.
Fri – Sun 8:30 a.m. to 9:30 p.m.

Museum of Pop Culture

The MoPOP includes exhibitions of the biggest musicians, filmmakers, innovators and game changers of our time. It also offers educational programs for everybody who loves pop culture.

When? Daily from 10 a.m. to 5 p.m.

How much? - US\$23-28

Source: Archivo editorial



1. Read the flyer and answer the questions below. Write the answers in your notebook.
 - a. What activities can you do in Seattle?
 - b. When can you visit the Museum of Pop Culture?
 - c. How much is the entry to the Mo POP?
 - d. What's Chihuly Garden and Glass?
2. Share your answers with the class.
3. In pairs, create a similar flyer using information about your city or town.

Lesson 6 • Getting Around | 85

Propósito y recomendaciones

El propósito de las actividades de esta página es trabajar la comprensión de lectura de manera contextualizada, a través de un volante. Para comenzar las actividades, puede profundizar en los contenidos del volante preguntando a sus estudiantes:

- *What cultural activities do you like? Why?*
- *Do you go to museums? Do you go to art exhibitions?*
- *Are there enough cultural activities in your city?*

Preguntas de profundización

Puede fomentar la reflexión sobre el aprendizaje de vocabulario en el texto, preguntando:

- *Did you know all the words in the text?*
- *What do you do when you find a word you don't know?*
- *Have you ever heard these words before? Is it useful to learn them? Why?*

Errores frecuentes

Algunos errores frecuentes ocurren con la pronunciación de los nombres de los días de la semana, las horas, y los números, por ejemplo los que particularmente utilizan el sonido /θ/, como en la primera sílaba de *Thursday*. La dificultad al producir este sonido radica en que este sonido no se utiliza en el español de Chile. Para reforzar la pronunciación, explique: *The sound /θ/, as in Thursday and third is pronounced making a hissing sound, with your tongue between your upper and lower front teeth.*

Solucionario

Reading Task A Flyer

1. a. You can visit the Seattle Chihuly garden and Glass or the Museum of Pop Culture.
b. Every day from 10 am to 5 pm.
c. US\$23-28.
d. it is an exhibition that pays homage to art in glass.
2. Respuesta variable.
3. Respuesta variable.

Unidad 3 • Lección 6

Ideas previas

Antes de comenzar con la actividad de escritura, pida a los estudiantes que reflexionen sobre la manera en que se enfrentan a ellas:

- Which abilities that you have can help you with these tasks?
- What part of the task is new to you?
- What motivates you the most to learn? Why?
- In which context could you use this new knowledge?

Ambientes de aprendizaje

Para asegurarse de que sus estudiantes tengan las mejores condiciones para el aprendizaje, invítelos a ser conscientes de las estrategias que les son más cómodas de manera individual o grupal. Algunas personas necesitan un espacio silencioso para concentrarse en este tipo de tareas, mientras otras personas se concentran más al escuchar música o moverse. Considere permitir a sus estudiantes usar audífonos para escuchar música, o que usen una pelota para mover con los pies mientras escriben. Diríjase a cada estudiante que pueda necesitar alguna de estas medidas e indíquele: *If you feel a bit distracted, while you work, you can listen to music or move a ball with your feet while you are sitting down.*

Solucionario

Writing Task A Letter

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

Learning

Writing Task A Letter

You and your friends want to improve some areas in your city. Write a letter to the mayor of the city explaining the aspects you are planning to improve.

1. In groups, choose a place in the city, for example: a park, a theatre, a library, an old house, a bike lane, etc.
2. Organize your ideas in your notebook. Make notes about your plans.
3. Look at the letter template and its components below to help you write your letter.

Sender's name and address — Colegio Pumas Andinos
123 San Martin Avenue
Derrit Town

Date — March 26, 2019

Receiver's name, designation, address — Mr. Ricardo González
Mayor of Derry Town
444 Cedars Street
Derrit Town

Greeting — Dear Mr. González

Body — We are writing to you because we are planning an activity...

Closing — Cordially,

Sender's name and contact — Cristóbal Henriquez
Class President 8th grade
56 9 1234 5678
c.henriquez@pumasandinos.cl

4. In groups, write the letter and choose one member to represent you as the sender.
5. Present the letter to the class.

Propósito y recomendaciones

Es importante que fomente que los estudiantes identifiquen un problema real de su ciudad como una manera de formar individuos conscientes de su entorno y de las acciones que se pueden llevar a cabo para mejorar algún aspecto de la vida cotidiana. Puede considerar que los estudiantes realicen esta tarea de manera individual también, o que luego de completar la escritura del texto puedan realizar una actividad de corrección de pares con algún compañero: *Once you finish your text, exchange it with a partner and provide feedback, focusing on the organization and structure of the text, delivery of the message, and use of language.*

Cross Curricular Language and Literature

Book Review: Around the World in Eighty Days

When you step into the world of Jules Verne, you step into a world of possibilities and endless adventures. You also meet unforgettable characters.

Phileas Fogg, a rich Englishman, accepts a bet from his friends at the Reform Club to travel around the world in eighty days. Of course, none of his companions believe he can do it. Although that sounds like no big deal to us now, back then, it was a big achievement. The bet was set at a remarkable 20,000 pounds.

Phileas Fogg had just employed a loveable Frenchman named Passepartout to be his servant. To me, he was the most interesting and emotional character Verne created. He's a humble, dedicated servant who truly would do anything for Phileas Fogg.

Along their journey, Passepartout meets a man named Fix, who just happens to be a detective on board the train searching for a bank robber. They quickly become friends, but Fix has an ulterior motive.

While in India—they ride an elephant to Allahabad—they see a lovely woman named Aouda, who is about to sacrifice herself by suttee. Thanks to Passepartout's quick thinking, he takes the place of Aouda's dead husband in the practice of a widow throwing herself onto her dead husband's funeral pyre. He then rises from the pyre and scares off the Brahmins and rescues Aouda.

No matter what delays occur on the journey, every single problem is solved by money. Need a ride? Buy an elephant. Need a steamboat? Buy it from the captain. Need to get there fast? Bribe the engineers. Even in the late 1870s, money could still solve all your problems. It is interesting to note that today's society still has the same ideology. Will Phileas Fogg make it in time? What happens to Aouda? And Fix? Find out when you go around the world in eighty days.

Source: Shayla Raquel, "Book Review: Around the World in Eighty Days." Published September 4, 2014 on ShaylaRaquel.com/blog/JulesVerne

- 1 Read the book review and answer the questions below. Write the answers in your notebook.
 - a. What are the means of transportation mentioned in the text?
 - b. Who are the characters of the story?
 - c. What's a way of describing the characters in Jules Verne's stories?
- 2 In pairs, draw a timeline in your notebook and put the main events of the text above in order.
- 3 Compare your answers with the class.

Preguntas de profundización

Al iniciar la actividad, invite a sus estudiantes a revisar las instrucciones y a preguntarse lo siguiente:

- *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 Language and Literature

1. a. train, elephant, steamboat.
b. Phileas Fogg, his servant Passepartout, the detective Fix, Aouda, a woman they rescue.
c. They are full of adventures.
2. Respuesta variable.
3. Respuesta variable.

Ideas previas

Antes de comenzar con la lectura, puede preguntar a los estudiantes cuáles son las características de un *book review*, según lo que hayan aprendido en clases de lenguaje. *What are the characteristics of a book review?*

Con las características expuestas, puede pedirles que identifiquen esas partes en esta lectura, determinen qué elementos podrían agregar y/o qué elementos de la lectura se pueden eliminar: *Have in mind the characteristics mentioned. Read the text and identify such characteristics in it. What would you add or eliminate?* Al realizar esto está permitiendo que los estudiantes evalúen su aprendizaje sobre *book reviews* al aplicarlo en esta tarea.

Errores frecuentes

Recuerde a sus estudiantes que algunos nombres de lugares no tienen traducción literal del español al inglés (por ejemplo, La Moneda), en cuyo caso deben dejar el nombre en español con una breve explicación de qué tipo de lugar se trata: Para esto, explique lo siguiente: *Names of places in Spanish usually don't have a literal translation to English. In such cases, you should say the name of the place in Spanish and then provide a brief explanation about what kind of place it is. For example, La Moneda Palace, workplace of the President of Chile.*

Profundización y variaciones

Si sus estudiantes no pueden acceder a información real sobre una ciudad, puede pedirles que inventen su propia ciudad para poder llevar a cabo esta actividad: *As you can't access to information about cities in the world, you can make up your own city, and imagine its characteristics.*

Si prefiere, puede pedir a sus estudiantes que hagan un mapa en versión digital, que pueda ser mostrado usando un proyector, para fomentar las habilidades de uso de tecnologías de la información: *You can create your map digitally, using a computer software.*

Final Task

A City Map

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

1 Names of Places

- In groups think about the most important places in your city or town. These places can be tourist attractions, public service offices, hospitals, schools, etc.



2 Finding Information

- Use the internet to search the locations of those places and provide accurate information about them.



3 Making Notes

- Make notes in your notebooks about the selected places and their locations.



4 Means of Transportation

- How does someone get to those places? Check the means of transportation you can use in order to every place. Remember that it can be more than one possibility.



Propósito y recomendaciones

Para el desarrollo de este proyecto, puede ir 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. También puede fomentar un espacio agradable de trabajo usando música suave, siempre y cuando sus estudiantes estén de acuerdo y sientan que les ayuda a concentrarse en la actividad. Para monitorear el trabajo, haga las siguientes preguntas:

- Do you have any questions?
- Did you understand the instructions?
- What have you done so far?

5 Description

- Write a short description of the places you are going to include in the map. Think about the most important characteristics only.



The Museum of Modern Art has a collection of the most popular artists of the town. It was opened in 2010.

6 Be Creative!

- Use your creativity to make the icons of the places of your map. Get some help from the internet, but make them clear and easy to understand.



Government



School



Hospital



Theater



Church



Hotel



Restaurant



Police



Bank

7 Present Your Work

- When your map is ready, present it to the class!



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.

Errores frecuentes

Algunos de los mayores problemas se presentan en el uso de preposiciones de tiempo y lugar (*in/on/at*). Este error se debe a que en español, todas estas preposiciones se traducirían como “en”.

Si nota que muchos estudiantes tienen problemas con ellas, se le sugiere revisar el uso de estas preposiciones con todo el curso: *In general terms we use “at” with the most specific information (a landmark, or specific time); we use “on” with surfaces, means of transportation (except cars or taxis) and days of the week; and we use “in” with three-dimensional spaces, like buildings and rooms, and with months, decades, years, etc.*

Propósito y recomendaciones

El propósito del proyecto final es que los estudiantes pongan en práctica todo lo aprendido a lo largo de la unidad de una manera más creativa. Teniendo en cuenta la importancia de esta actividad, es recomendable que fomente un espacio de respeto cuando los grupos presenten su trabajo al curso, no permita que algunas personas sigan trabajando mientras hay un grupo presentando ni que interrumpen las presentaciones de sus compañeros. Para esto, dé una cantidad limitada de tiempo para cada paso de la actividad: *You have limited time to finish each part of the project, so use your time wisely. When a group shares their map with the class, listen respectfully to their presentation.*

Unidad 3

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 apoyen a sus compañeros a quienes les cuesta un poco más. Así, los estudiantes mentores pueden aportar en la discusión de ideas, vocabulario adecuado, y presentación de ideas. Este formato es muy beneficioso para ambos estudiantes, ya que pueden aprender el uno del otro, generando un ambiente de apoyo y respeto.

Preguntas de profundización

Para la actividad 1, añade las siguientes preguntas para que los estudiantes continúen con la discusión y puedan desarrollar su pensamiento crítico:

- *What's the mean of transportation you and your family use the most? Why?*
- *Does everyone in your city or town have access to public transportation?*
- *What aspects would you change about the public transportation?*

Solucionario

Synthesize

1. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
2. Respuesta variable.
3. 1 – D
2 – E
3 – B
4 – A
5 – F
6 – C

Synthesize

1. In pairs, discuss the following questions.
 - a. Do you travel around your city or town?
 - b. How often do you use public transportation?
 - c. Are you traveling around your city / town this weekend?
2. Sightseeing can be very fun. However, some cities are huge and you need to use different means of transportation. In your notebook, write sentences using the expressions from page 72.
3. Vocabulary. Match the words with their definition. Write the answers in your notebook.

1 A shop where books are sold.

2 An area of sand near the sea.

3 A building, room, or outside structure where people can watch a performance or other activity.

4 A building where objects of historical, scientific, or artistic interest are kept.

5 A raised part of the earth's surface, much larger than a hill. The top is usually covered with snow.

6 A place where simple and usually cheap meals are served.

A Museum

B Theater

C Café

D Bookshop

E Beach

F Mountains

Propósito y recomendaciones

El propósito de esta sección consiste en permitir a los estudiantes revisar el contenido aprendido en la unidad a través de actividades auténticas (es decir, discusión y producción en vez de ejercicios de completación o selección múltiple). Algunos de los contenidos revisados en esta sección serán las habilidades para hacer predicciones futuras.

Check point

1. In pairs, look at the pictures and discuss the questions that follow.



Lake Chungará and Parinacota Volcano



Valparaíso



Aerial view of Santiago



The Marble Caves of Patagonia

- Would you invite a foreign friend sightseeing in Chile?
 - Why? / Why not?
 - What places would you recommend him/her to visit?
 - Why?
2. Your foreign friend decides to come to Chile because he was impressed by the pictures of the different landscapes from the north to the south. Choose one of the places above and create a travel itinerary for him/her.
3. After your friend has visited one of the destinations above, you'll receive a postcard. Work in pairs and one member plays the role of the visitor and the other one plays the role of the local. The visitor will write the postcard about his/her trip and the local will reply with a postcard from his/her own city/town.

Foreign friend (visitor)	Chilean student (local)
Postcard of the trip	Postcard reply

Ambientes de aprendizaje

Recuerde que después de hacer actividades grupales o en pareja 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.

Solucionario

Check point

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

Propósito y recomendaciones

El propósito de esta sección consiste en revisar a través de actividades integrales el avance y comprensión de los alumnos sobre lo visto en esta unidad. Esta sección hará que los estudiantes desarrollen sus habilidades de *reading* y *speaking* a través de actividades de comprensión lectora y discusión.

Durante el desarrollo de las actividades, puede preguntar a los estudiantes si hay contenidos que no están claros aún: *Do you have any doubts about the unit's contents? Now it is the time to review everything that might be unclear or confusing for you.*

Unidad 3

Ambientes de aprendizaje

Las actividades de esta página se trabajan en pareja, lo que puede generar problemas dentro de la sala. Para llevarlas a cabo se sugieren dos opciones: puede designar las parejas, teniendo en cuenta las habilidades de los estudiantes, cosa de que puedan complementarse y usarlas a su favor. Otra opción es que trabajen con su compañero de banco, para que el tiempo se utilice eficientemente y no se genere movimiento excesivo en el aula. Para esto, dé la siguiente instrucción:

- *For the activities on page 92 work with your seat partner or with a partner near you.*

Preguntas de profundización

Para profundizar, haga preguntas para que los estudiantes organicen el proceso de escritura en la actividad 6 a través de las siguientes preguntas:

- *What information do you want to include in your blog entry?*
- *How will you organize the information?*
- *What's the intention of your blog entry?*

Solucionario

Check point

4. Respuesta variable.
5. Respuesta variable.
6. Respuesta variable.

Check point

4. Asking and giving directions. Role play.
Work in pairs. Read the table and take turns playing the tourist and the local. Remember to exchange roles!

Student 1	Student 2
You are a tourist who just arrived in your city / town. You need to get to some places like: supermarket, theater, the beach, the nearest café, etc. Ask your partner for directions to get to one or some of those places and the means of transportation you have to use.	You are a local person who gives the directions to the tourist. Help him/ her to get to his/her destination and the transport he/she must use.

5. Making plans for the weekend. Work in pairs and think about what you are going to do this weekend. Remember to use the vocabulary about the places in the city and the structures learned in class. Write the ideas in your notebook and have a conversation.
6. A Traveler's Blog. On a separate sheet of paper write about the first time you went on a trip. Don't write your name on it. Just tell the reader the things you enjoyed, the places you saw, etc. Use your imagination! When you finish writing your blog, leave it on your teacher's desk. When everybody finishes writing their blogs, the teacher will read them aloud and you will have to guess who is the mysterious blogger.

Propósito y recomendaciones

El propósito de las actividades de esta página es que los estudiantes continúen con una revisión final de los contenidos vistos en esta unidad a través de distintas actividades de discusión y escritura. Esto particularmente con la actividad 6, en la que los estudiantes deben escribir una entrada de blog. Para que esta actividad funcione eficientemente, dé un mínimo y máximo de palabras, para que al momento de leer en voz alta cada texto se ocupe una cantidad de tiempo similar en cada uno: *In activity 6 you have to write a blog entry. While doing it, have in mind that your text has to be at least 150 words long and 200 words max.*

Before you go on

- Go back to page 4 and check your predictions about the unit. In groups, discuss if there are any mistakes and correct them.
- Go back to page 64 and read the strategies you chose to apply in the unit. In groups, give examples of activities where you used them:

Listening strategies

Speaking strategies

Reading strategies

Writing strategies

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

Check Point | 93

Preguntas de profundización

Para que los estudiantes profundicen en el proceso de autoevaluación y puedan reflexionar más en entender su propio aprendizaje, se sugieren las siguientes preguntas como complemento a las actividades de esta página:

- *What content of the unit do you think you still need to practice a bit more? Why?*
- *What content of the unit was easy to learn for you? Why?*
- *How would you keep practicing the hardest contents for you?*
- *How would you put the easiest contents for you to use?*

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 of this page are meant for you to think about your learning process, 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 5 Sightseeing

Listening

The Grand Canyon Beyond Words

- 1. Listen to the recording and answer the questions.
- a. What words do writers use to describe the Grand Canyon?
- b. Why is the weather different at the top and from the bottom of the canyon?
- c. Why was the Grand Canyon named a Globally Important Bird Area?
- d. Who were the first people that occupied the Grand Canyon?
- e. Why do tourists like visiting the Grand Canyon a lot?

- 2. What do these numbers refer to? Listen again and match the numbers with the corresponding information.

A	2500	The year the Grand Canyon was named a Globally Important Bird Area.
B	2000	The years ago the first people occupied the Grand Canyon.
C	2014	The measurement of the Grand Canyon from the floor to the top.
D	3000	The year the Skywalk was opened.
E	2007	The number of plant species.

Speaking Task

- 1. Imagine you just got back from visiting another country. Tell your class about your trip. Use the words from the box below in order to connect the different parts of the story.

First - Next - Then - Finally

Writing

- 1. Search on the internet about the Seven Wonders of the World and write, in the box below, which country each belongs to.

- 1.
- 2.
- 3.
- 4.
- 5.

- 2. Now, write about one of the Seven Wonders you would like to visit, and explain why.

Reading and Vocabulary

- Complete the sentences below using the words in the box.

city council person
masterpiece
fortress
Basilica

- We should go to the museum because there is a painting that is a _____.
- I would like to go to Rome and visit the _____.
- The _____ was reelected last year, because he legislates well.
- Don't worry, this _____ is protected from any attack.

Language Focus

- Phrasal verbs are verbs that are formed by a verb and an adverb or a preposition. Get off and get on are examples of phrasal verbs. Below, write three phrasal verbs along with their meaning. You can use a dictionary to help you.

- _____
- _____
- _____

Speaking

- In pairs, imagine that one student is the tourist and the other one is a travel agent. Create a dialogue inventing an itinerary for the tourist.

Reading Task

- Read the article below and, in pairs, discuss the main idea of the text.

Tips for Using Web Mapping Service When You Travel

Travelling somewhere new can bring exciting adventures. But it can also bring unwelcome surprises. With the right technology, you can make the most of your time on the road. Web mapping service has many tech tools that help make traveling easier. It offers many other kinds of travel tools here are 5 top tips for using this useful app:

1. Plan a road trip route

Search for all of the parts of the trip in order to plan your route more efficiently.

2. Share your route with friends

You can let people know about your travel plans easily using the web mapping service. After you have planned your route, click Share or open the menu and click "Share or embed map" to share your route with others.

3. Save your maps for offline use

When you are traveling, you may not always have access to the Internet, but you can still use the web mapping service even without the Internet. Just download a map from this app to your phone, open it and search for the area you want to save. Click on the address at the bottom of the screen, then choose Download. The app will show you the

area of the map you will be saving and how much space the saved map will use on your phone.

4. Skip the lines at popular places

Another useful tool shows you how busy a place is during the week. A bar graph will show you the normal busy and quiet times during the week for places like restaurants, stores, tourist attractions and more. By using this tool, you can plan your trip to avoid the busiest times of the places you want to visit.

5. Find the best places in town

Want to know the best local places? You can ask this useful app for recommendations. After you search for a city, click Nearby to find the top-rated restaurants, hotels, pubs, coffee shops, and more.

Source: Text adapted from learningenglish.voanews.com

- Write a concluding paragraph for the article on the lines below.

Language Focus

1. Match the following phrasal verbs with their meaning below.

- | | |
|-------------|--|
| 1 Calm down | a. — Continue. |
| 2 Carry on | b. — Stop doing something that has been a habit. |
| 3 Give up | c. — Check in at a hotel. |
| 4 Hold on | d. — Stop being angry or emotionally excited. |
| 5 Book in | e. — Wait. |

2. Create five sentences using the phrasal verbs from the previous task.

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

Cross-Curricular Mathematics

1 In groups, read and solve the following math problems.

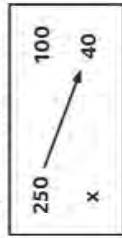
Example:

I traveled to Argentina and bought a pair of shoes there. I paid \$250 for them. Then, I realized that here in Chile they were 40% cheaper. How much do the shoes cost in Chile?

How could I solve it?

\$250 is the total, or 100% of the cost of the shoes. I have to subtract 40% of the total to get the result, so I must do the following:

I multiply 250 by 40; then, I divide the result of this by 100, in order to get the value of "x".



I then subtract that result from 250, and come up with the answer:

$$250 \times 40 = 10.000$$

$$10.000 \div 100 = 100 \rightarrow 250 - 100 = 150 \rightarrow \text{The shoes in Chile cost \$150}$$

Now it's your turn!

a. I went to a café with my best friend. We wanted to have a cappuccino and a sandwich. In total, the bill cost \$32. I thought that it was too expensive, but my friend told me that in another café a cappuccino with a sandwich cost 65% more, so we stayed there.

How much do the cappuccino and the sandwich cost in the other café?

b. Today, the president announced that the price of a subway ticket is going to increase 32% next week. Currently, the subway ticket price is \$16.

How much is the subway ticket going to cost next week?

Final Task

- 1 Organize the information for your blog in the following chart.

Tourist attractions	
Weather	
Currency	
Customs	
Traditional food and restaurants that serve	
Tips	
Means of transportation	

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

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Class work		Explanation to the audience	
Clear solutions		Feedback among classmates		Use of images/ drawings	
Organization of the blog		Behavior		Volume, tone and eye contact	

- 3** Agree or disagree with the following statement. Use examples to strengthen your argument.

Doing an individual presentation benefits me more than doing it in a group.

[illegible]

Listening

Colorful Mandarin Duck Excites New Yorkers

- Listen to the recording and choose the correct alternative.
 - Actors and other famous people move to New York because...
 - They can go to Central Park.
 - They can live quieter lives and escape from the paparazzi.
 - They think New York is exciting.
- Who is the new star in New York?
 - A bird.
 - An actor.
 - A photographer.
- Why is this new celebrity very famous?
 - Because it lives in Central Park.
 - Because it is from Hollywood.
 - Because it is extremely colorful.
- A bird is...
 - A traditional duck watcher.
 - A photographer of birds.
 - A traditional bird watcher.

2. Listen again and answer the questions.

- What's the name of the celebrity?
- What's the meaning of "quackarazzi"?
- Why do many people like this celebrity?
- What's Paul Sweet's opinion about the famous star?

Speaking

- Describe a place to a partner without saying what the place is, so your partner has to guess it. Describe the place, thinking about the following questions:
 - How many of these places are in your city?
 - What activities can you do in this place?
 - Where is it located?

Writing

- Choose a subway station in your city and write about an attraction that tourists might find there.

Name of the station: _____

Tourist attraction: _____

- In groups, think about an unusual tourist attraction in the city that might be interesting for a tourist. Explain why.

Reading and Vocabulary

- Complete the following sentences using the words from the box below.

cosmopolitan - skyscraper - panoramic - station

- If you take the subway you should know in which _____ you have to get off.
- Costanera Center is the only _____ in South America.
- Santiago is a big, crowded, _____ city.
- If you are on the 62nd floor, at 300 meters, you will get a great _____ view.

Language Focus

- Choose a partner and ask **him/her** Where **he/she** is going. Write the complete answer below.

a. After school:

b. This weekend:

c. Next week:

d. On holidays:

Speaking

- Discuss, with the class, which places you are planning to visit soon using *be going to*. For the places you are not planning to visit, use *be not going to*.

Reading Task

- Read the following article and highlight the part or parts that you agree with the most.

Chile Is a Great Country

Chile is unlike any other country you can visit in South America. Because of its natural beauty, high literacy rate, and fairly stable political situation, it can be best described as the Switzerland of the global south. Chile is a paradise for nature lovers and outdoor enthusiasts. Within its borders, one can find a diverse variety of landscapes including vineyards, volcanoes, deserts, beaches, lakes, glaciers and forests. Nature, culture, food and people are just a few of the reasons to visit Chile.

1. Unexplored Destination - Chile has been relatively cut off from the rest of the world due to its remote location. Therefore, the number of foreign tourists is not as

overwhelming as in many other places, and there are areas in the country where you can find yourself the only visitors. People are friendly and it is not a dangerous country. It is easy to move around this long country by air or road. Adventurers may rent a car (with or without a guide).

2. Santiago - Most visitors arrive in the nation's capital, a city bustling with boutique hotels, restaurants, shops, art and nightlife. Santiago compares to other South American metropolises in terms of traffic, but the city itself has a European feel.

Text adapted from: www.tulipoint.com/en/10-reasons-to-visit-chile-on-top-of-your-travel-plans/

- While Chile has lots of advantages, point out, in groups, a weakness you consider important about your country.

- Define the concept of *metropolis* in your own words and explain why Santiago is considered to be one.

Language Focus

1. Match the sentences below with their corresponding responses.

- 1

I need to buy a new pair of shoes.
- 2

I would like to have a cappuccino. And you?
- 3

She told me about an exhibition.
- 4

My brother bought a flight ticket for tomorrow.
- 5

My best friend wants to eat pizza with her family.
- a.

She is going to see a lot of paintings.
- b.

What time is he going to the airport?
- c.

Are you going to buy them in the department store?
- d.

They are going to eat in a restaurant called Napolitano.
- e.

I am going to take you to the best café.

2. Create sentences below with the words in the box.

subway - commuter - scheme

a.

b.

c.

Cross-Curricular

1 Create an acronym describing your country or any city in it. Use the example in the box to get an idea.

Country full of

History.

Ideal for

Living your life happily. Come and visit and

Enjoy your stay.



Final Task

- 1** Complete the following table with an example from your city, writing the importance of each one.

Place	Name	Importance
Museum		
Hospital		
Theater		
Restaurant		
Market		
Subway station		
Natural attraction		

- 2** After presenting your city map, from pages 88 and 89 of the Student's Book, use the table below to assess your performance. Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Cooperation with your group		Performance	
Refer to at least three places		Division of tasks		Use of images/ drawings	
Organization of the information		Group feedback contact		Volume, tone and eye contact	

- 3 Discuss with your group and complete the following table.

Día Mes Año

Nombre:

1. Read the text and underline the correct connector.

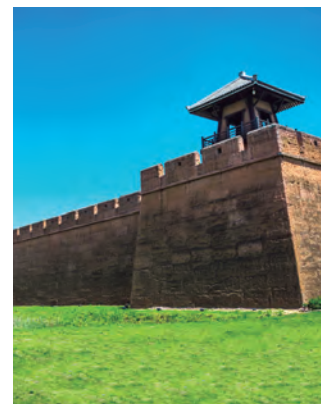
Welcome to our first tour around Santiago!

Finally/First we will visit the Costanera Center, which is the tallest building in South America!

Next/First we will drive down Alameda avenue towards La Moneda, the building where the president works. *Then/Finally* we are going

to visit Plaza de Armas, the main square in Santiago. There you can get off the bus and take some nice pictures. *First/Finally* we will have a typical Chilean lunch on a restaurant downtown. Hope you have a nice trip!

2. Match the words below to the pictures.



Fortress

Basilica

Skyscraper

Masterpiece

3. Think about the country, city or town where you live. Write an example for each of the following words.

Basilica

Skyscraper

Masterpiece

Fortress

City council

- _____
- _____
- _____
- _____
- _____

4. Read the sentences below and draw the situation described in each one.

- a.** Hurry up! We have to catch the bus to Villa Alemana soon.
- b.** Our plane leaves at 3:00 pm, but we have to get on it half an hour before.
- c.** Be careful when you get off the train or you might fall.
- d.** In January my family and I are going on holidays to Villarrica.

a. catch the bus

b. get on a plane

c. get off a train

d. go on holidays

5. Work in pairs. Look at the text and answer the questions.

- a.** What type of text is it?
- b.** What do you know about voodoo?

6. Read the text and answer the questions.

Do you believe in ghosts? St. Louis Cemetery No.1 is the place to enjoy the historic ghost stories of New Orleans.

A walk around the tombs is a fascinating experience.

Tours start at 10a.m. and take two hours.

The cemetery closes at 3 p.m. out of respect for the dead.

Don't go to the cemetery at night –the spirits are alive!

A special feature of the tour is a stop at the tomb of Marie Leveau –the Vodoo Queen of New Orleans.

Learn about the myths, mysteries, and realities of voodoo.

One tradition is to knock three times on her crypt before asking her for help.

Don't miss this fun and informative walk!

Voodoo Cemetery Tour



a. What is the name of the cemetery?

b. Why does the cemetery closes at 3 p.m.?

c. What do you do if you want to ask Marie Leveau for help?

d. What time do people meet for the tour?

e. Why do you think people take these tours?

Nombre:

1. Complete the text with the connector in the box.

then first finally next

Welcome to our first tour around Santiago! _____ will visit the Costanera center, which is the tallest building in South America! _____ we will drive down Alameda avenue towards La Moneda, the building where the president works. _____ we are going to visit Plaza de Armas, the main square in Santiago. There you can get off the bus and take some nice pictures. _____ we will have a typical Chilean lunch on a restaurant downtown. Hope you have a nice trip!

2. Write a tour guide that you would do around your city or town. Use the connectors from activity 1.

3. Discover the word for each definition. Then write a sentence for each of them giving an example of your country, city or town. Use a dictionary if necessary.

a. A very tall and modern building, usually in a city.

b. A work of art such as painting, architecture, film, etc. that is made with great skill.

c. The legislature of a city.

d. A church building that has been accorded special privileges by the people.

e. A military building designed to be defended from attack.

4. Read the text and put the images in the correct order. Then write sentences with the expressions in **bold**.

Plans for today:

- 1 **Get on** a bus and go to my last day of school.
- 2 Dad goes to work and **catches** the train to get there.
- 3 I **get off** the bus and get home after school.
- 4 Have lunch and make our bags.
- 5 Take the plane and **go** on holidays!



- a. Get: _____
- b. Catch: _____
- c. Get off: _____
- d. Go on: _____

5. Think about your last vacations. Describe the itinerary you followed and how you got to that place.

6. Share your answers with a classmate.

Día Mes Año

Nombre:

1. Number the conversation in the correct order.

- _____ A: Excuse me, how can I get to the subway station from here?
- _____ B: No problem.
- _____ B: You need to take the bus down Parkway.
- _____ A: What number is it?
- _____ B: Yes, it's next to the bank.
- _____ A: Great. Thanks.
- _____ B: It's bus number 9. You need to get off in front of the bank.
- _____ A: Ok got it! Is the subway station right there?

2. Write the name of the means of transportation under each picture.









3. Write a sentence for each mean of transportation.

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

4. Look at the table and write sentences according to each person's plan.

	Go to the movies	See an art exhibition	Rent a bike
Nelson	YES	NO	YES
Patricia	NO	YES	NO

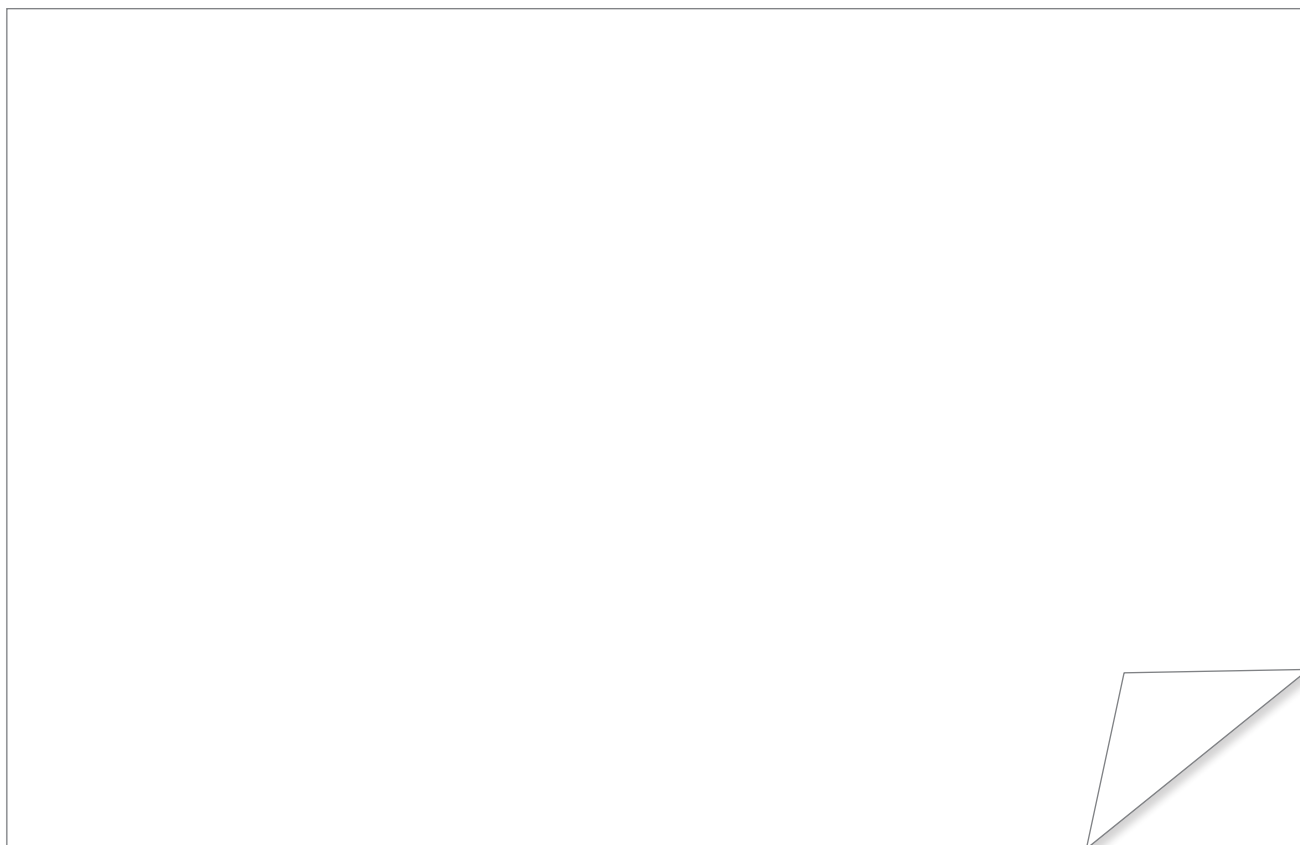
Nelson:

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

Patricia:

- d. _____
- e. _____
- f. _____

5. Writing a letter. Situation: the vehicles pass very fast in front of your school. You and all the school community are very worried because it is dangerous. Write a letter to the mayor of your city requesting a speed bump in order to keep vehicles speed down.



Día Mes Año

Nombre:

1. Expressing plans for the future. Complete the sentences using the correct form of the verb.

- a. I _____ (buy) a book about science fiction at the bookstore this weekend.
- b. My best friend _____ (not do the shopping) at the supermarket tomorrow.
- c. My classmates and I _____ (eat) in a Thai restaurant next Friday.
- d. My dad _____ (take) me to the airport for my next vacation.
- e. My grandma _____ (see) an art exhibition today.
- f. My neighbors _____ (not climb the mountains) next winter vacations.

2. Write the words and phrases in the correct place in the chart.

Go straight – Where is the supermarket – Is there a theater around here? – The café is on the left – Where can I buy a soda? – Yes, Queens Station is one block from here.

ASK FOR DIRECTIONS	GIVE DIRECTIONS

3. Match the words on the left with their definition on the right.

A	Museum		A building for plays or motion – picture shows.
B	Department store		A place that has facilities for the landing, takeoff, supply, and repair of aircraft.
C	Theater		A large store that sells a variety of goods organized by departments.
D	Airport		A large service retail store that sells food and other household goods.
E	Station		A building where works of art or other objects of value are kept and displayed.
F	Supermarket		A stopping place for trains, buses, etc. that carry people or things.

4. Reading Comprehension. Read the text and answer the questions.

Atlanta Airport Announces Flights to Black Panther's Wakanda

Hartsfield-Jackson Atlanta International Airport is the busiest airport in the world. With more than 2,500 flights coming and going each day, it serves over 100 million passengers a year. So what is the latest offering? A nonstop flight to Wakanda. If you have not heard of Wakanda, you probably have not seen Black Panther, the new superhero movie from a very famous comics publisher. The film tells the story of an imaginary African nation called Wakanda. It is the home of the Black Panther himself, Prince T'Challa. Black Panther has connections to Atlanta, Georgia; part of it was filmed in the city.

Earlier this week, the Atlanta Airport decided to have some fun. It tweeted a photograph of a departure gate sign that read: "Wakanda. 7:30 p.m." It also wrote, "The bags are packed! #WakandaForever." In the film, Wakanda is a developed, technologically advanced country. It is both extremely modern and deeply

traditional. It has never belonged to a foreign power. Many Twitter users seemed extremely excited to book a one-way flight to Wakanda. Some people had questions about the trip, including the food and entertainment available. The Atlanta Airport responded to many of their requests. Even actor Lupita Nyong'o, who stars in Black Panther, wanted to know what films would be shown en route to Wakanda. Her movie suggestions were a play on real movie titles, but changed to include Black Panther names and characters. The airport's idea to announce a fictional flight from Atlanta to Wakanda reportedly came from Atlanta-area chef Darius Williams. A video on a popular social network shows Williams asking an airline employee to help him book a flight from Atlanta to Wakanda. The employee treated him with respect...but was understandably confused!

a. Why is Hartsfield-Jackson Atlanta International Airport the busiest airport in the world?

b. What is Wakanda?

c. How did twitter users feel after the announcement about flights to Wakanda?

d. Who had the idea of announcing a flight to Wakanda?

Actividad complementaria 1 –
Unidad 3 – Lección 5

- 1. First, Next, Then, Finally.
- 2. Basilica, Skyscraper, Masterpiece, Fortress.
- 3. Respuesta variable. Utilizan vocabulario indicado.
- 4. Respuesta variable.
 - a. Dibujo de persona yendo a tomar bus.
 - b. Dibujo de persona subiendo a avión.
 - c. Dibujo de persona bajando de tren.
 - d. Dibujo de persona yéndose de vacaciones.
- 5. Respuesta variable
 - a. Flyer. Leaflet. Tour guide.
 - b. Respuesta variable.
- 6.
 - a. St Louis Cemetery No.1
 - b. To respect the dead.
 - c. Knock three times on her crypt.
 - d. 10:00 a.m.
 - e. Respuesta variable.

Actividad complementaria 2 –
Unidad 3 – Lección 5

- 1. First. Then/Next. Then/Next. Finally.
- 2. Respuesta variable.
- 3. Skyscraper, masterpiece, city council, basilica, fortress.
- 4. 5, 1, 2, 3.
 - a. Respuesta variable.
 - b. Respuesta variable.
 - c. Respuesta variable.
 - d. Respuesta variable.
- 5. Respuesta variable. Utilizan correctamente expresiones catch, get on, get off, go on.
- 6. Respuesta variable.

Actividad complementaria 1 –
Unidad 3 – Lección 6

- 1. 1 – 8 – 2 – 3 – 6 – 7 – 4 – 5
- 2. Subway – cable car
Bus – bike for rent
- 3. Respuesta variable
- 4.
 - a. Nelson is going to go to the movies.
 - b. Nelson is not going to see an art exhibition.
 - c. Nelson is going to rent a bike.
 - d. Patricia is not going to go to the movies.
 - e. Patricia is going to see an art exhibition.
 - f. Patricia is not going to rent a bike.
- 5. Respuesta variable

Actividad complementaria 2 –
Unidad 3 – Lección 6

- 1.
 - a. am going to buy
 - b. is not going to do the shopping
 - c. are going to eat
 - d. is going to take
 - e. is going to see
 - f. are not going to climb the mountains
- 2.

ASK FOR DIRECTIONS	GIVE DIRECTIONS
Where is the supermarket?	Go straight
Is there a theater around here?	The café is on the left
Where can I buy a soda?	Yes, Queens Station is one block from here.

3.

A	Museum	C	A building for plays or motion – picture shows.
B	Department store	D	A place that has facilities for the landing, takeoff, supply, and repair of aircraft.
C	Theater	B	A large store that sells a variety of goods organized by departments.
D	Airport	F	A large service retail store that sells food and other household goods.
E	Station	A	A building where works of art or other objects of value are kept and displayed.
F	Supermarket	E	A stopping place for trains, buses, etc. that carry people or things.

4. a. Because it has more than 2,500 flights coming and going each day, it serves over 100 million passengers a year.
- b. Wakanda is an imaginary African nation. It is the home of the Black Panther himself, Prince T'Challa.
- c. They felt very excited.
- d. Atlanta-area chef Darius Williams.

Nombre:

1. Unit 3 is called **Going places**. Write ideas on what you think it is going to be about.

2. Write a list with the means of transportation you know or use the most. Use the dictionary if necessary.

3. Read the sentences below and rewrite them in the correct order to create a paragraph about a daily routine.

- a. Next I brush my teeth and say goodbye to my family.
- b. Finally I go out and wait for the bus to get to school.
- c. Every day I wake up at 7 a.m. First I take a shower and get dressed.
- d. Then I have breakfast while I watch the weather forecast.

4. On what words did you focus to arrange the sentences?

5. Read the sentences and write the name of the images below. Focus on the words in **bold**.
- a. I go to the **market** when I need to buy fruit and vegetables.
 - b. My family likes to go to the **beach** during the summer.
 - c. Carla went to the **airport** to say goodbye to her French cousin.
 - d. Felipe goes to the **theater** every weekend to watch his favorite plays.
 - e. The mall has a lot of **department stores** where you can buy clothes, furniture and even toys.

I



II



III



IV



V



6. Classify the words under the correct headings.

plane bookshop supermarket beach river mountain subway museum bus station

Places	Natural features	Transportation

7. Think about your town or city. Write a list of the streets and transportation you use.

Nombre:

1. Complete the sentences using the correct connector.

- a. In my vacations, _____ we went to the beach. We stayed for a week and _____ we went to the countryside to visit my grandparents.
- b. In the mornings, I wake up, _____ I take a shower and _____ I have breakfast.
- c. Every day I wake up and go to school. _____ I get home and go to sleep.
- d. When I do my homework, _____ I take my notebook and pencils, _____ I sit in a quiet place and finally I start studying.

2. Think about an imaginary city you would like to live in. Describe its attractions and buildings. Use the words below.

city council skyscraper fortress basilica masterpiece

3. Read the sentences and choose the correct alternative to complete them.

I. Every year I _____ on holidays during February.

- a) get on
- b) catch
- c) go

II. Hurry up! We have to _____ the bus in a few minutes!

- a) catch
- b) go
- c) get off

III. Ask the driver to stop. We have to _____ on the next stop.

- a) go
- b) get off
- c) get on

IV. _____ the bus quickly before it leaves.

- a) catch
- b) go
- c) get on.

4. Read the text and choose the answers to the questions.

The Statue of Zeus at Olympia was created in 430 BCE. It was the most famous artistic work in all Greece and one of the Seven Wonders of the Ancient World. To the Greeks, it was important to see the statue at least once in their life.

In Greek mythology, Zeus was the leader of the gods and ruled from Mount Olympus. He controlled the weather and caused terrible storms. He was also the protector of cities, homes, and strangers.

The most famous temple dedicated to the god was called the Temple of Zeus. It was built in 460 BCE in Olympia. In the temple, the Statue of Zeus sat on a large wooden throne that was decorated with the images of other gods and heroes. In his right hand, Zeus had a statue of Nike, the goddess of victory. Under his feet, there were two gold lions. The statue was more than 12 meters tall.

I. What would be the best title for this text?

- a) The Life of Zeus.
- b) The Famous Statue of Zeus.
- c) The Seven Wonders of the Ancient World.

III. Where can you find this type of article?

- a) In a newspaper.
- b) In an encyclopedia.
- c) In a novel.

V. What is the final paragraph mostly about?

- a) The Sanctuary of Olympia.
- b) Who built the statue.
- c) What the statue looked like.

II. What type of article is this?

- a) Historical.
- b) News.
- c) Opinion.

IV. What is the second paragraph mostly about?

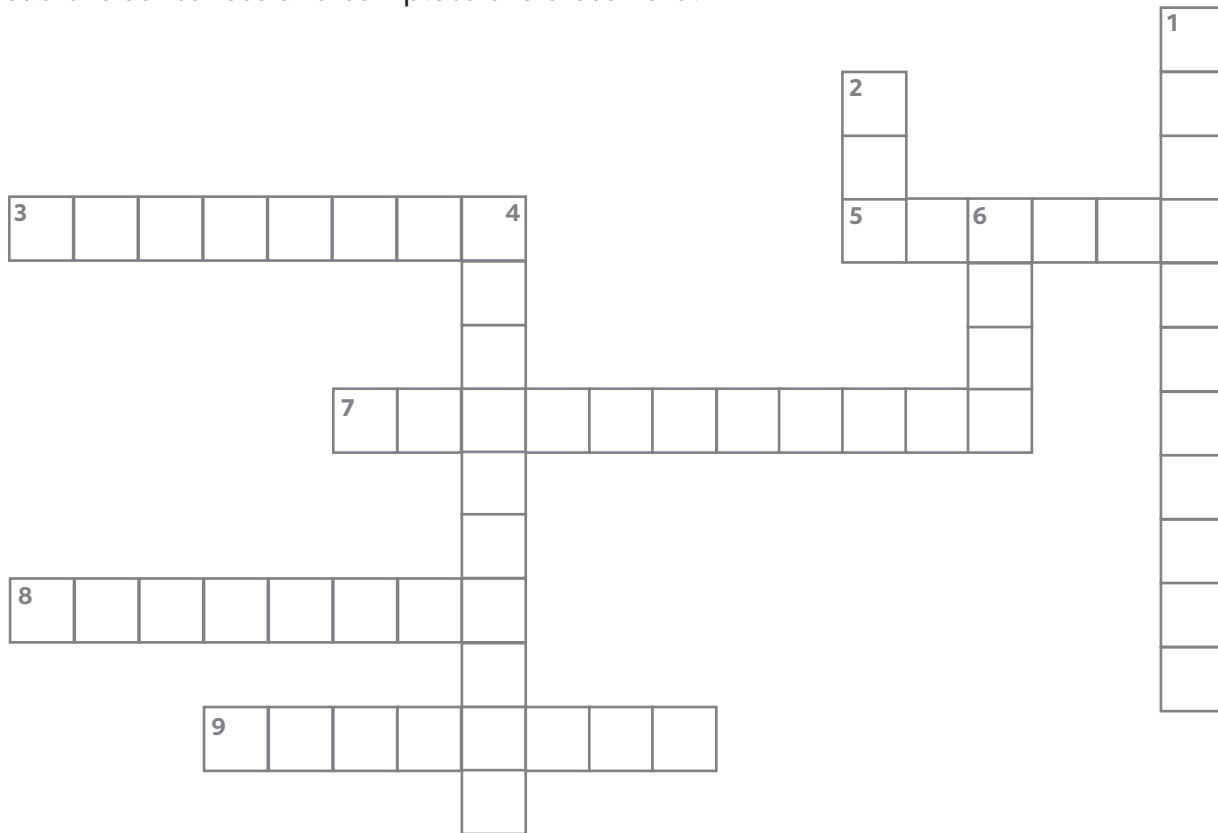
- a) The Statue of Zeus.
- b) The god Zeus.
- c) The Temple of Zeus.

VI. What does the word 'throne' mean in the final paragraph?

- a) A table.
- b) A platform.
- c) A large chair.

Nombre:

1. Read the sentences and complete the crossword.



ACROSS

3. In ancient times, people used to build _____ to defend their cities from attacks.
5. Let's take the _____. It's much faster than the bus because it goes underground.
7. The Mona Lisa is a _____. It is my favourite painting.
8. La Sagrada Familia is a _____ that is still under construction.
9. Let's go to Valparaíso, there they use _____ to move around the city and it's really fun!

DOWN

1. The _____ is the building where people who administrates the city works.
2. I take the _____ to get to school because there is a stop right in front of my house.
4. Costanera Center is a _____. It is the tallest building in South America.
6. In Santiago you can rent a _____ to move around the city. It is a fun way to get to know it better.

2. Write sentences using five words from activity 1.

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

3. Match the announcements to the places.

- | | |
|---|------------|
| a. Flight CL738 is has a 45 minutes delay. | Bookstore |
| b. No tickets for tonight's performance. | Theater |
| c. Books with a 30% discount for today. | Airport |
| d. No flash photography allowed. | Restaurant |
| e. Menu includes: starter, main course and dessert. | Museum |

4. Use the verbs with the correct form of be going to to complete the sentences.

make study buy clean wash have watch

- a. My hands are dirty. I _____ them.
- b. Bill's phone is broken. He _____ a new one.
- c. There's a good movie on TV tonight. _____ you _____ it?
- d. I'm really hungry. I _____ a cheese sandwich.
- e. What _____ Frank _____ when he goes to college?
- f. This weekend I _____ my bedroom because it is too messy.
- g. Lucy _____ lunch when she finishes her homework.

Evaluación diagnóstica

1. Respuesta variable.
2. Respuesta variable.
1. c. Every day I wake at 7 a.m. First I take a shower and get dressed.
d. Then I have breakfast while I watch the weather forecast.
a. Next I brush my teeth and say goodbye to my family.
b. Finally I go out and wait for the bus to get to school.
2. Respuesta variable.
3. I. C II. B III. E IV. A V. D
4. Places: bookshop, supermarket, museum, station.
Natural features: mountain, beach, river.
Transportation: plane, subway, bus.
5. Respuesta variable

Evaluación formativa

1. a. first, then/next.
b. then/next, then/next.
c. finally.
d. first, then/next, then/next.
2. Respuesta variable.
3. I. C, II. A, III. B, IV. C
4. I. B, II. A, III. B, IV. B, V. C, VI. C

Evaluación sumativa

1. ACROSS
3 Fortress
5 Subway
7 Masterpiece
8 Basilica
9 Cable car
DOWN
1 City council
2 Bus
4 Skyscraper
6 Bike
2. Respuesta variable.
3. a. Airport
b. Theater
c. Bookshop
d. Museum
e. Restaurant
4. a. am going to wash them
b. is going to buy
c. are/going to watch
d. am going to make
e. is/going to study
f. am going to clean
g. is going to have

Student's book. 13. Page 66. Activities 2 and 4. I've been around the world.

I've been around the world, I'm not a timid girl.

What do you think of that? I've learned some languages,
bought stuff in Selfridges,
and a fancy hat!

(Chorus)

What can I tell you that you don't know about the places
I've been?

Got lots of photos and some videos to show,
of the things I've seen.

Last year I went to Rome,

I left my mountain home.

Danced in a Spanish park.

I saw a coral reef,

I snorkeled, swam and skied,

I even met a shark!

(Chorus)

Next time you'll come with me,

In England we'll drink tea.

I can show you around

In Chile and Peru,

I'll introduce you to

all of the friends I've found.

(Chorus)

Of the places I've been,

of the things I've seen.

Student's book. Track 14. Page 78. Activities 2 and 3. What are you going to do this weekend?

Boy: Hey, what's up?

Girl: Hey! Cool and you?

Boy: Fine! Do you have any plans for this weekend?

Girl: Mmm, I'm going to stay home. Nothing special.
What about you?

Boy: My parents are going to the theatre to see an opera
and my sister is going to the mountains with some friends.

Girl: Cool!

Boy: Yes, so I was thinking about... there is an Egyptian
exhibition at the local museum. It sounds interesting.
Mummies, the masks, the hieroglyphics...

Girl: That sounds cool! Are you going alone or with so-
meone else?

Boy: I'm going alone ... unless you want to go with me.

Girl: Sure! Where is the museum?

Boy: It's not very far. It's 30 minutes from here if we go
by bus.

Girl: Is it near the bookshop?

Boy: No, that one is the Museum of Fine Arts. That is far-
ther. It's better to take the subway to get there.

Girl: Oh I see. I thought there was only one museum in
this city.

Boy: What about going to the Egyptian exhibition and
then we can go for a cappuccino at the café near the
museum?

Girl: That sounds great! But first I need to go to the de-
partment store. I'm going to buy a new cell phone.

Boy: Ok, no problem. So, first we are going to the de-
partment store to buy your new cell phone, second we
are going to the museum, and then we are going for a
cappuccino.

Girl: And if we have more time, we can go to the
bookshop.

Boy: Sure!

Activity book. Track 15. Page 36. Activities 1 and 2. The Grand Canyon: Beyond Words.

The Grand Canyon is one of the seven natural wonders of the world, and one of the largest canyons on Earth. Many writers have tried to describe the wonder of the Grand Canyon. They use words like mysterious, overpowering, and strange. But it is not possible to put human meaning to such a place. The Grand Canyon truly is beyond words.

The canyons are among the oldest rocks on earth, with many levels of granite, schist, limestone and sandstone.

The Grand Canyon measures 2,500 meters from the canyon floor to its highest point.

Because of its size, the weather at the top of the canyon is often much different from the bottom.

On some winter days, for example, you may find cold winds and snow at the top. But at the bottom of the canyon, you may find warm winds and flowers.

The Grand Canyon is home to 2,000 plant species. Some of these species can only be found in the park.

The Grand Canyon was named a Globally Important Bird Area in 2014 because of the role it plays in protecting many species of birds.

Native American occupied the Grand Canyon 3,000 years ago. Bones, hair, feathers and the remains of plants have been found in deep, dry caves high in the rock walls.

The Hopi, the Paiute, the Navajo and other Native American tribes have all been in the area for at least 700 years.

Five million people visit the Grand Canyon National Park every year. Depending on the time of day, the sun lights up the rock walls in red, orange, and golden colors. The bright colors are the result of minerals in the rock. Their appearance changes endlessly -- with the light, the time of year, and the weather.

At sunset, the canyon walls take on softer colors of blue, purple, and green.

Most visitors walk along paths partway down the canyon. Hundreds of thousands of people see the canyon by air each year. They pay a helicopter or an airplane pilot to fly them above and around the canyon.

Visitors can also see the Grand Canyon from a huge glass walkway called the Skywalk. The Skywalk is on the Hualapai Indian Reservation in the western part of the canyon.

The Hualapai Indians built it to increase tourism at the reservation. It opened in 2007.

The only place to see the entire canyon at once is from outer space.

Activity book. Track 16. Page 44. Activities 1 and 2. Colorful Mandarin Duck Excites New Yorkers.

It is not easy to excite New Yorkers. This is one reason why actors and other famous people move to the city. They can live quieter lives and escape the paparazzi photographers who would follow them in Hollywood.

But New York has a new media star. And this star is not living so quietly.

The star is a colorful Mandarin duck. The bird first appeared this month in a small body of water in Manhattan's Central Park.

Large crowds have gathered to see the duck. Reporters have been following its every move. The media attention on the duck has earned the name "quackarazzi" -- a word combination of paparazzi and the sound a duck makes!

The duck has chosen to live in a costly part of New York -- just off Fifth Avenue, near the historic Plaza Hotel. There, hundreds of people turn up every day, hoping to see the bird show off its extremely colorful feathers.

Many people like the duck because its colors are like "sunsets," says New Yorker Joe Amato. He comes to the park nearly every day with his camera equipment.

Bird lovers have been keeping record of the bird's daily life through social media postings and videos. This week, New York's newest celebrity seemed to enjoy its fame, showing off its wings while members of the "quackarazzi" pushed each other to get a closer look.

Bird expert Paul Sweet heads a large collection of bird species at the New York-based American Museum of Natural History. He says there is nothing special about a Mandarin duck in Central Park. Central Park Zoo has its own Mandarin duck, he says. These ducks are often imported to the United States from Asia for use on private property.

Sometimes they escape, he said. Sweet said he believes this duck is an escapee. If it were wild, he added, traditional bird watchers - often called birders - would be "very excited." And they are not.

"A lot of non-birders tend to see colorful birds as more beautiful," Sweet said. "But to me, it's no more beautiful than, say, a sparrow."

In this case, though, common New Yorkers get to decide what is beautiful. And they have clearly chosen this Mandarin duck.

A BLOG

It is very common nowadays that people write and post about their trips or vacations on a blog, but what is a blog? Basically, a blog is a kind of online journal or informational website. It is a platform where a writer (called a blogger) or writers share information, tips, or simply their view of a specific topic.

1. Create a blog. Choose a topic of your interest and use the organizer below to take notes on what you want to include on it.
2. Show your blog to the class and explain to them what is it about and its different sections.

Topic:

Title:

Header: this is the menu or navigation bar that includes your blog’s sections.

Blog entry 1:

Side bar: Extra content you would like to include.

Blog entry 2:

Blog entry 3:

Footer: Relevant links.

A CITY MAP

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.

City:

Places and locations:

Means of transportation:



Description of places:

TOUR GUIDE

Imagine you are a tour guide of your city or town. Plan your route and research about the history, tourist attractions and other information you find interesting.
 Take your classmates into an imaginary tour and tell them all the facts you found out. Organize your findings and speech below.

City/town:

History:

Tourist attractions:

Other facts:

Route:

ASKING AND GIVING DIRECTIONS

Asking and giving directions is useful in any English context, mostly when you are traveling or when a foreigner needs help in your country.

Imagine that a new student is in your classroom and he asks you for directions to get from school to the nearest park.

1. Draw a map that includes your school and the nearest park.
2. Plan what are the directions that you are going to give. Use the organizer below to take notes on your ideas.

Directions:

- 1.
- 2.
- 3.
- 4.

Unidad 3: Going Places

Actitudes:

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

Habilidades:

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

	OA	Temas/ Objetivos específicos	Nº de clases (45min c/u)
L5: Sightseeing (15 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Identificar información general en los textos escuchados, relacionada con los viajes y las vacaciones.	1
	OA5 Comunicación Oral: Presentar información en forma oral, usando recursos multimodales que refuercen el mensaje en forma creativa acerca de temas variados demostrando conocimiento del contenido y coherencia en la organización de ideas.	Conectar ideas en una conversación usando los conectores de orden.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículos de revista) e identificar: Propósito o finalidad del texto; ideas generales, información específica; palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer un artículo sobre Barcelona y sus atracciones turísticas.	2
	OA14 Expresión Escrita: Escribir una variedad de textos breves, como folletos, correos electrónicos, etc., utilizando los pasos del proceso de escritura.	Escribir una postal acerca de una experiencia de viaje.	2
	Proyecto	Diseñar un blog.	2
L6: Getting around (15 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar y comprender una conversación sobre planes para el fin de semana.	5
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones por medio de la función de solicitar y dar instrucciones.	Unir preguntas y respuestas y poner en práctica los diálogos.	1
	OA 10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (artículos de revista) identificar: Propósito del texto; ideas generales, información específica; palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer un artículo sobre cómo moverse por la ciudad.	3
	OA14 Expresión Escrita: Escribir una variedad de textos breves, como folletos, correos electrónicos, etc., utilizando los pasos del proceso de escritura.	Escribir una carta formal.	3
	Proyecto	Crear un mapa de la ciudad	2

Unidad 4: Future Matters

Actitudes:

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

Habilidades:

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

	OA	Temas/ Objetivos específicos	Nº de clases (45min c/u)
L7: Teens and technology (15 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos simples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar y comprender una entrevista acerca de la tecnología del futuro.	2
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones por medio de la siguiente función: expresar opinión.	Expresar opinión acerca de la tecnología del futuro.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (informes) e identificar: Propósito o finalidad del texto; ideas generales, información específica; palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender un informe sobre los adolescentes y la tecnología.	2
	OA14 Expresión Escrita: Escribir una variedad de textos breves, como ensayos, utilizando los pasos del proceso de escritura.	Escribir un ensayo acerca de las ventajas y desventajas de la tecnología.	3
	Proyecto	Construir un plan de trabajo basado en predicciones futuras.	5
L8: Taking Care of Planet Earth (15 h)	OA1 Comunicación Oral: Demostrar comprensión de ideas generales e información explícita en textos orales adaptados y auténticos imples, literarios y no literarios, en diversos formatos audiovisuales.	Escuchar un reporte sobre el cuidado del medio ambiente usando las 3 R.	2
	OA8 Comunicación Oral: Demostrar conocimiento y uso del lenguaje en conversaciones por medio de la siguiente función: expresar tiempo.	Expresar tiempo a través de diálogos.	3
	OA10 Comprensión de Lectura: Demostrar comprensión de textos no literarios (informes) e identificar: Propósito o finalidad del texto; ideas generales, información específica; palabras y frases clave, expresiones de uso frecuente y vocabulario temático.	Leer y comprender un informe acerca de la contaminación marina y uso de energías renovables.	2
	OA14 Expresión Escrita: Escribir una variedad de textos breves, como infografías, utilizando los pasos del proceso de escritura.	Elaborar una infografía usando el concepto de las 3 R.	2
	Proyecto	Elaborar un panfleto sobre el cuidado del medio ambiente.	4

Orientaciones y estrategias

Unidad 4 • Inicio

Ideas previas

Introduzca el tema de la unidad (el futuro) haciendo que los estudiantes hagan predicciones sobre el futuro. Puede preguntar:

- *What will school be like in ten years?*
- *What new technological inventions will we have in the next 20 years?*
- *What will life in the future be like if we don't care for the environment?*

Recuerde hacer *follow up* questions, por ejemplo, si un estudiante responde que en el futuro las clases se harán virtualmente, pregunte *How will this affect students?* Esto permitirá que puedan desarrollar sus ideas en profundidad.

Ritmos y estilos de aprendizaje

En todas las salas de clases, sucede que hay unos alumnos que suelen dominar 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.

4 Future Matters

UNIT

Lesson 7

Oral Communication

- Listen and understand an interview about technology in the future.

Reading

- Read and understand a report about young people and technology.

Writing

- Write an essay.

Attitudes

- Use information and communication technologies to do research.

In this unit I will learn to...

Integrate skills to communicate orally and in writing, ideas about the future and about taking care of planet Earth, making predictions and expressing condition.

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Propósito y recomendaciones

El propósito en estas dos páginas es informar al alumno de los temas a tratar en la unidad. Recuerde hacer saber a los alumnos que en esta unidad se tratarán las *future forms* para hacer predicciones, expresiones *to show agreement or disagreement*, *questions of frequency*, y *how to express conditions*. En términos de vocabulario se estudiarán conceptos sobre tecnología y cuidado del medio ambiente.



Before you start

1. Read the title of the unit and look at the picture. Discuss what you think the topic of the unit will be about.
2. What do you think teenagers use technology for?
3. What will life in the future be like if we don't care for the environment?
4. What do you think you will learn in this unit about the future and about taking care of our planet?

Lesson 8

Oral Communication

- Listen to and understand a video about taking care of the environment through the concept of "The Three Rs".
- Use time expressions in the future.

Reading

- Read and understand informative texts related to pollution and renewable energy.
- Read an infographic about "The Three Rs".

Writing

- Write a "Think Green" leaflet.

Attitudes

- Show a positive attitude towards my ability to learn and use the language with respect to my achievements and others' achievements.

Errores frecuentes

Aproveche la instancia de discusión entre alumnos para averiguar cuáles son los errores más frecuentes. Para evitar interrumpir la discusión y para no señalar a algún alumno en específico, se sugiere tomar nota de los errores frecuentes y corregirlos como clase al finalizar la discusión. Algunos de los errores frecuentes que pueden ocurrir al hacer predicciones son:

1. Al usar "going to", no usar el verbo "to be", por ejemplo: *In the future, we going to have virtual clases instead of school.*
2. Al usar "going to", no usar "to", por ejemplo: *In the future, we are going have virtual clases instead of school.*
3. Al usar "will", usar verbos terminados en -ing, por ejemplo: *In the future, we will having virtual classes instead of school.*
4. Para evitar estos errores, explique: *when making predictions using "going to" the verb to be is always needed before. Also, remember the expression is "going to", so don't forget to use the preposition "to". When making predictions using "will" the following verb is used in its base form.*

Ambientes de aprendizaje

Recuerde que si se opta por la alternativa 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 misma.

Preguntas de profundización

Para continuar con la discusión propuesta en las páginas iniciales, puede hacer las siguientes preguntas:

- *Have you seen futuristic movies? What do they portray?*
- *How do you think everyday life will be in the year 3000?*

Unidad 4 • Lección 7

Propósito y recomendaciones

Se espera que en esta sección los estudiantes sean capaces de escuchar con propósito, puedan dar su opinión sobre lo que alguien más dijo y puedan hacer predicciones sobre el futuro. Esto ayudará a que refuercen sus habilidades de extracción e inferencia de información.

Preguntas de profundización

En las actividades de la página 96 del Texto del Estudiante se puede profundizar en el tema de las predicciones haciendo preguntas a los estudiantes con el objetivo de desarrollar pensamiento crítico. Por ejemplo, algunas preguntas que se pueden hacer después de la siguiente predicción: *In the future, we will use fingerprints instead of keys in our home*, podrían ser:

- *Is this change positive? Why/why not?*
- *What are the advantages and disadvantages of this change?*
- *Who benefits from this change?*
- *How will this affect our lives?*

Solucionario

Before Listening

A Radio Interview

1. Respuesta Variable

While Listening

2. a. Jack
b. Jack
c. Ellen
3. a. keys
b. agrees
c. will

After Listening

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

Lesson 7 Teens and Technology

In this lesson you will listen, speak, read and write about teens and modern technology through interviews and a report.

Do you like technological devices? Which one do you use the most?
What do you use it for?

Before Listening A Radio Interview

1. In pairs, look at the words in the box and predict for a partner how technology will change things in the future.

home - shopping - museums - cell phones - transportation

While Listening

2. Listen to the radio interview and tell a partner if the opinions belong to Jack or Ellen. 17
- a. You won't need a key for your home.
b. We will visit museums using virtual reality.
c. Cell phones will be so small we will attach them to our eyes.
3. Listen again and then read the sentences to a partner. Say the correct option.
- a. Jack believes fingerprints will replace keys / eyeballs.
b. Ellen agrees / disagrees with Jack about homes.
c. Jack believes street markets will / won't exist.

After Listening

4. Listen and repeat the sentences. Notice the difference in the pronunciation of the underlined words. 18
- a. I don't think so.
b. That is something that technology can't help you with.
5. Listen to the sentences and clap if you hear the word on the left or stand up if you hear the word on the right. 19
- a. bang bank
b. sing sink
c. wink win

Ideas previas

Entregue a cada pareja un papel. Para indicar que trabajen en parejas, diga: *Work in pairs*. Luego solicíteles que escriban en el papel su dispositivo tecnológico favorito y su razón: *Today we will discuss the relationship between teens and technology. On a piece of paper, write your favorite technological device and give a reason why that device is your favorite. Then put the piece of paper in the jar*. Lea las respuestas y pegue cada una en una cartulina alrededor del concepto *modern technological devices* escrito en la pizarra. Si se repiten las ideas, pegue los papelitos juntos. Deje esto pegado en la pizarra durante toda la clase para que los alumnos puedan verlo. Durante la clase o al final, complete con los alumnos las nuevas ideas que vayan descubriendo sobre el tema.

Speaking Task Giving Opinions

- Read the sentences and tell a partner which phrases introduce opinions.
 - I'm sure there will be lots of new inventions.
 - I don't think you will need a key to your home.
 - In my opinion, the Internet will become more and more popular.
 - I'm sure we won't have to visit museums.
 - I believe that cell phones will become so small that they will be attached to an eyepiece.
 - I suppose that is something that technology can't help you with!
- In your notebook, write your opinion in response to the statements below. Use the expressions from the box.

I agree - I disagree - I'm not sure... -
That's right - Certainly - That's not correct

- Robots will be common in homes and schools.
 - People will live on Mars by the year 2050.
 - Next century, we will eat all of our food in the form of vitamin tablets.
 - Doctors will find a cure for cancer in the next ten years.
- In pairs, take turns reading out your opinions from activity 2. Have your partner agree or disagree.
 - Do you agree or disagree with your partner's opinion? Continue the conversation.

Example:

Student A: I think people will live on Mars by the year 2050.

Student B: I disagree.

Student A: Why do you disagree? What do you think?

Student B: I think it will take much more time than that.

Ritmos y estilos de aprendizaje

Una de las cosas a las que se debe prestar atención es a las fortalezas y debilidades de los estudiantes en el desarrollo de las cuatro competencias lingüísticas dentro de la clase. Una manera de sobrellevar esta diferencia es organizar parejas de estudiantes, considerando sus habilidades, de manera que puedan complementarlas y trabajar mejor. Por ejemplo, en las actividades 3 y 4 de la página 97 del Texto del Estudiante se pueden organizar a las parejas de forma tal que los estudiantes con más fortalezas en la expresión oral que trabajen con estudiantes cuyas habilidades son más bien escritas y pueden desarrollar ideas. Si se opta por hacer debates como actividad de profundización, una opción es designar como moderadores a los estudiantes con más fortalezas en comprensión auditiva. Se les puede pedir a los estudiantes en rol de moderadores que hagan preguntas de seguimiento a sus compañeros: *While you moderate the debate, motivate the discussion with more questions to the participants.*

Solucionario

Speaking Task
Giving Opinions

- I'm sure
 - I don't think
 - In my opinion
 - I'm sure
 - I believe
 - I suppose
- Respuesta variable
 - Respuesta variable
 - Respuesta variable
 - Respuesta variable
- Respuesta variable
- Respuesta variable

Profundización y variaciones

Como actividad de profundización, puede realizar un debate entre los estudiantes, con temáticas como las siguientes:

- Use of cellphone in the classroom.*
- Technology always has positive consequences.*

Puede usar otro tema relacionado a la tecnología y aparatos tecnológicos.

Para organizar el debate, se sugiere que los grupos sean designados, teniendo en cuenta las habilidades de los estudiantes, de manera que cada grupo sea heterogéneo. Explique la actividad diciendo lo siguiente: *A debate is a serious discussion in which two groups have different views on a topic and discuss about it. There is a moderator, who organizes the debate and motivates the dialogue.*

Ideas previas

Para activar ideas previas sobre el tema de la lección, invite a los estudiantes a compartir entre todos cuáles son los objetos tecnológicos que usan a diario: *What technological devices do you use daily?* Esto le permitirá saber qué vocabulario dominan los estudiantes con respecto a objetos tecnológicos. Si el tiempo lo permite, puede preguntar a los alumnos para qué ocupan los diferentes dispositivos: *What do you use these devices for?* Modele la actividad con un ejemplo, como *I use my smartphone to surf the web*, o *I use my computer to play games*. Esto le permitirá chequear qué expresiones conocen los estudiantes para hablar de tecnología.

Ambientes de aprendizaje

Al momento de leer se sugiere hacerlo como clase, en voz alta, seleccionando a algunos alumnos para leer. Esto permite revisar pronunciación en conjunto con todos los estudiantes. Al finalizar la lectura se puede preguntar a los alumnos si hay alguna palabra que desconozcan el significado y/o seleccionar a algunos estudiantes para que resuman las ideas principales del texto.

Solucionario

Before Reading A Report

1. a. Smartphone/cell phone, gaming device, iPod/ mp3 player.
b. Respuesta variable.
c. Respuesta variable.
2. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.
d. Respuesta variable.
e. Respuesta variable.

Before Reading A Report

1. Look at the pictures and make predictions. Answer orally.
 - a. What technological devices can you see in the picture?
 - b. What functions can they perform?
 - c. How is technology changing?
2. Tell a partner which phrases match the pictures from the text.
 - a. Texting
 - b. Talking
 - c. Listening to music
 - d. Playing games
 - e. Taking pictures

NO. 01
January 2015

E-Teens

digital edition

How do you listen to music? Where do you watch movies? Many kids today use electronic devices for many of their daily activities; doing homework, playing games, and chatting with friends.

Some years ago, most young people used computers to surf the Internet. Some of them talked to their friends using cell phones, and almost everybody watched TV on television sets. Today, a lot of kids make phone calls on their computers. Others watch TV on their

Young People and Technology

smartphones. For modern kids, it is important that one piece of technology can do many things.

In 2016, 79% of 12-to-17-year-olds in the US had a cell phone. So, why are cell phones so important to young people? Because some cell phones, called smart phones, can do many different things.

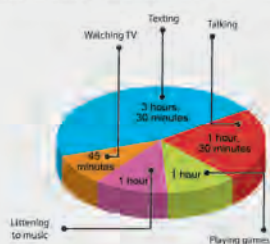
Source: Archivo editorial



While Reading

3. Read the sentences and say whether they are true or false. Correct the false ones in your notebook.
- Modern kids use a lot of technology.
 - In the past, more young people had cell phones than now.
 - Young people spend 36 minutes a day texting on their cell phones.
 - Young people spend the least amount of time playing games on their phones.
4. Read the clues and complete the words in your notebook.
- T... You can watch movies on it.
 - S... a... You can use this to listen to music.
 - C... p... These are used to communicate on the move.
 - L... You use this to find information.

A recent report was based upon a survey asking 2,000 young people about their cell phones. The report showed that around half of them use their phones for non-talking activities. These activities included listening to music, playing games, and watching TV.



What will kids use their cell phones for in the future? Some people think that more and more kids will use their cell phones to make videos. Video cameras might become obsolete. The way we listen to music is also going to change. Most young people listen to music on streaming apps. Not many young people use CD players anymore.

A recent article reported what teenagers think about music technology in the future. Twenty-five percent believed that there will not be any CDs in five years' time. Kids are very social. They use electronic devices to communicate or to play with their friends. Research results show that kids spend an average of 7-8 hours a day online. Much of this time is spent texting with friends or playing games over the Internet.

In this technological world, kids are getting better at multitasking. For example, many young people listen to music while they do their homework. In fact, a lot of people think it is good for children to use the computer. They believe that computer games can help children think, study, and learn better.

Portable electronic devices will become cheaper, more accessible and with more functions. This means that kids in the future will be able to do their homework, read books, and send e-mails while traveling to school.

Source: Archivo editorial

Herramientas digitales

Para continuar el tema de adolescentes y tecnología, puede usar el siguiente link: <http://learnenglishteens.british-council.org/study-break/video-zone/technology-addiction>. Aquí verá un video corto sobre adicción al teléfono en adolescentes. Puede realizar las actividades sugeridas en el mismo sitio web con la clase o dirigir una discusión sobre la adicción a la tecnología. En caso de elegir la segunda opción, puede hacer las siguientes preguntas para motivar la discusión:

- Are you addicted to technology? Why or why not?
- Are there positive aspects about technology development?
- What is the most addictive aspect about technology?
- How could technology addiction affect society in the future?

Solucionario

While Reading

3. a. T
- F/Young people have more cellphones now.
 - F/They spend 7-8 hours texting, or playing games.
 - F/ They spend most of the time texting and playing games.
4. a. Television/ T.V.
- Streaming apps
 - Cell phone
 - Internet

Profundización y variaciones

Como manera de profundizar en la actividad 4, se puede preguntar qué otros dispositivos o apps pueden realizar las actividades descritas: *Are there other devices you can use to do some of these activities?* Los estudiantes podrían dar las siguientes respuestas:

Watch movies: *smartphone, laptop, Netflix*. Listen to music: *mp3 player, smartphone, Spotify, Youtube*. Communicate on the move: *text message, Whatsapp, videocalls*. Find information: *Google*.

También le puede preguntar a los estudiantes: *Which of these activities can you do with a smartphone? What other activities can you do with it?*

Unidad 4 • Lección 7

Ideas previas

Puede empezar la actividad con preguntas a los estudiantes respecto del uso de aparatos tecnológicos:

- *How much do you use your phone?*
- *What do you use it for?*
- *How much time do you dedicate to each activity?*

Las respuestas pueden servir para hacer un mapa conceptual para uso de la clase y generar o también para comparar con la información presentada en el libro.

Profundización y variaciones

Como manera de profundizar en la encuesta a realizar en la actividad 7, puede pedir a los estudiantes 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: *Share the results of your survey with the class. Think of a clear and creative way to present your findings, such as graphs, charts, or images.*

Solucionario

5. Respuesta variable.

6. a. Do homework.
b. Play videogames.
c. Chat with friends.
d. Make phone calls.
e. Surf the internet.
f. Listen to music.

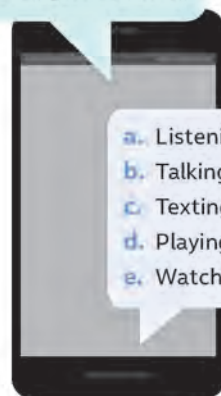
After Reading

7. a. Respuesta variable.
b. Respuesta variable.

Lesson 7

5. Ask your partner about his/her daily cellphone use. Write the answers in your notebook.

Daily cell phone use for teenagers in the US



6. Say the following complete phrases to a partner using the words in the box. Then, write the phrases in your notebooks.

surf - chat - play - listen to - do - make

- a. ... homework
b. ... video games
c. ... with friends
d. ... phone calls
e. ... the Internet
f. ... music



After Reading

7. Speaking • Conduct a Survey.
- a. In groups, discuss the questions.
- How often do you do the activities in activity 6?
 - Which activities do you prefer doing? Why?
- b. Conduct a class survey. Find out the most popular activity.

Propósito y recomendaciones

A través de la realización de una encuesta, los estudiantes serán capaces de investigar un tema utilizando el idioma y luego presentar los resultados obtenidos de manera precisa. 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 Technology

- Look at pages 100 and 101 and discuss with a partner how most young people use computers, cell phones, and watch TV. Then share your answers with the class.

A few years ago

Nowadays

- Look at pages 100 and 101 again and, in your notebooks, write what the numbers below refer to.

- 69%
- 45 minutes
- 2,000
- 25%
- 7-8 hours

- Read the clues and find the words in the puzzle from page 54 of your Activity Book.

- sending messages on the Internet
- connected to the Internet
- to do two or more things at the same time
- to send a message on your cell phone

- Discuss the following questions.

- How can technology help you learn?
- Which technological devices do you think you will stop using in the next ten years?
- Which technological devices do you use now?



Lesson 7 • Teens and Technology | 101

Contexto

Para contextualizar las actividades de la página, puede informar a los estudiantes que nuestra vida hoy es muy distinta que hace 10 años. Muchas de las aplicaciones y dispositivos que usamos hoy en día no existían o estaban recién empezando a ser usados.

Explique lo siguiente: *Our life today is very different from the life we had 10 years ago. Many of the apps and devices we use today didn't exist or were just starting to be used, for example tablets (2009), streaming apps, (2008) GPS integrated in cellphones (2009) and chat apps (2009).*

Solucionario

Reading and Vocabulary Technology

- Respuesta variable.
- 12-to-17- year-olds in the US had a cell phone.
 - Watching T.V.
 - Young people that participated in the survey.
 - Teenagers that believe there won't be any CDs in 5 years.
 - Hours that kids spend online.
- Email
 - Online
 - Multitasking
 - Texting
- Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.

Preguntas de profundización

Al iniciar la actividad, invite a los estudiantes a revisar las instrucciones y a reflexionar sobre su proceso de aprendizaje: *What do I have to do? Explain with your own words. Then compare your answer with the heading of the activity to make sure you fully understand it.* Otras preguntas que pueden plantearse son:

- What do verbs and nouns on the headings state?
- What should I do to carry out the activity successfully?
- What could I do at the end of the activity to make sure I did it right?

Ideas previas

Para activar conocimientos previos y complementar con el resto de la lección, los estudiantes pueden hablar acerca de sus predicciones del futuro respecto del uso de las tecnologías en el hogar o en su lugar de estudios:

- *How do you think technologic devices used at home will change in the future?*
- *How do you think classrooms will be in the future?*

Se puede trabajar también con actividades previas de predicciones que se hayan hecho.

Solucionario

Language Focus Making Predictions

- Future
 - We use will, going to and won't (will not).
 - Yes. We can use won't.
- because everyone will watch movies on their phones.
 - if I have enough money
 - it has lots of applications
 - When are you going to buy a new one?
 - I'll text you the address later.
 - I'm sure he won't like this new cell phone.
- Respuesta variable.
 - Respuesta variable.
 - Respuesta variable.

Language Focus Making Predictions

- In pairs, read the predictions and answer the questions that follow. Answer orally and discuss your answers as a class.

Video cameras will become obsolete.

The way we listen to music is also going to change.

There won't be any CDs in ten years time.

Portable electronic devices will become cheaper.

- Do the sentences refer to the past, present, or future?
 - What words do we use to make predictions?
 - Can we make predictions using a negative structure?
- In pairs, take turns to read the first and second halves of the sentences so they match. Answer orally and discuss your answers as a class.

- There won't be televisions in the future... - I will buy a tablet... - I'm sure you'll like that cell phone... - Your computer is old. - It's great you're coming to the party. - Mike's a technophobe.	- I'll text you the address later. - if I have enough money - I'm sure he won't like this new cell phone. - because everyone will watch movies on their phones. - it has lots of applications - When are you going to buy a new one?
--	---
 - Discuss the questions with a partner.
 - What do you think we will use cell phones for in the future?
 - How is technology going to change the world?
 - Can you think of a technological device that has not been invented yet?



Ambientes de aprendizaje

En la actividad 3c recuerde a los alumnos que al hablar sobre el nuevo invento deben usar las estructuras vistas para hablar del futuro (*will* y *going to*): *In activity 3, when you talk about a new invention, remember to use future structures, since you are talking about something that hasn't happened yet.* Modele la actividad, con un ejemplo como:

- *In the future, we will have flying cars. The flying car is going to have wings. It will fly higher than the buildings of my city.*
- *In the future, we are going to have chef robots. The chef robots will make breakfast, lunch and dinner. They are going to cook different kinds of food.*

Reading Task

Predictions That Came True

Is it really possible to predict the future? Some people say that they can foresee future events, but do we believe them?

- In the past, there were people who made predictions based on their own observations and intuition. Then, many years later, those predictions came true...
- In 1987, the movie critic Roger Ebert said, "We will have high definition, wide-screen televisions... Videocassette tapes will be obsolete." How many of you now have widescreen TVs at home?
- In 1968, Arthur C. Clarke and Stanley Kubrick collaborated on the novel and movie 2001: A Space Odyssey. In one scene in the movie, we see two astronauts reading the news on something that looks like a tablet! Even more surprising, Clarke named the device the "Newspad." Does that name sound familiar?
- John Elfreth Watkins Jr. was curator of the Smithsonian Institute. In 1900, he wrote an article called "What May Happen in the Next Hundred Years." He said, "Man will see around the world. Persons and things of all kinds will be brought within focus of cameras... thousands of miles at a span." That's right, Mr. Watkins predicted the existence of something similar to a famous photo-sharing social network-over one hundred years ago!

Source: Archivo editorial

1. Read the article and match the people below to their predictions. Write the answers in your notebook.

- | | |
|-----------------------------|--|
| a. Roger Ebert | a very famous photo-sharing social network |
| b. Arthur C. Clarke | widescreen televisions |
| c. John Elfreth Watkins Jr. | electronic tablets |

2. Make predictions about the following sentences and talk to your partners about them:

- a. In one year.
- b. In ten years.
- c. In one hundred years.

3. Share your ideas with the class. Vote for the following:

- the most realistic prediction
- the most optimistic prediction

Lesson 7 • Teens and Technology | 103

Contexto

Antes de leer el texto puede discutir con los estudiantes casos en los que alguien haya predicho la invención de un objeto o avance tecnológico que usamos hoy en día: *Are there predictions regarding technology that have become true? There are cases such as Julio Verne, who wrote about man's landing on the moon almost 100 years before it actually happened. Also, Nikola Tesla, who predicted the invention of Wi-Fi 90 years earlier it was invented (1909 vs. 1999). And the writer Ray Bradbury described something very similar to headphones in 1968.*

Preguntas de profundización

Con el propósito de guiar a sus estudiantes en la organización de ideas, formule preguntas como:

- What's the main idea of what you just heard/read?
- How would you organize what you wrote/said so it can be easily understood? What would you put first? How would you continue? What would you put at the end?
- Are there any ideas you didn't consider?
- Did you repeat some ideas?
- Are there any ideas you would eliminate?

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 classroom.*

Discuta lo siguiente con sus estudiantes:

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

Solucionario

Reading Task

1. a. Roger Ebert - widescreen televisions
b. Arthur C. Clarke - electronic tablets
c. John Elfreth Watkins Jr. - photo sharing social network
2. Respuesta variable.
3. Respuesta variable.

Ideas previas

Antes de presentarles la actividad a los estudiantes respecto de la lectura y posterior elección de un título para ella, se les puede preguntar acerca del tipo de información que podrían encontrar bajo dichos títulos:

- *What kind of information would we find in title a?*
- *What kind of information would we find in title b?*

Preguntas de profundización

En la actividad 4 los estudiantes deben escribir un ensayo. Para esto, es útil que tengan las herramientas que les permitirán entender sus procesos de escritura a través de la reflexión y organización de ideas. Para esto, proponga las siguientes preguntas para que los estudiantes puedan planear la escritura de su ensayo:

- *What's your essay going to be about?*
- *What's the main idea of your essay?*
- *What arguments will you provide? In what order?*

Solucionario

Writing Task An Essay

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

Writing Task An Essay

1. Read the essay and choose the best title. Answer orally.
 - a. Technology: Good or Bad?
 - b. The Best Things About Technology

Young people today are using more and more technology. We even meet people online or on the phone. Technology has many positive advantages, but I believe there are also some disadvantages.

In my opinion, technology is a good way to get both information and entertainment. It is much faster to do research for projects, and many games and videos are available. We can also learn about what is happening around the world and understand different cultures.

On the other hand, technology makes it hard to develop genuine relationships. I think that people spend too long on their phones and computers, and find it difficult to communicate with each other face to face. People can do so many things on their computers that soon they will never have to leave their homes.

I am sure that technology will continue to develop and will play an important role in the lives of young people around the world. However, we must be careful that it doesn't take over our lives completely.

Source: Archivo editorial

2. In your notebook, write notes under the following headings.

- | | |
|---------------------|------------------------------|
| • Topic | • Negative opinions |
| • Positive opinions | • Predictions for the future |

Writing Tip

Don't
Use a period (.) to end a sentence.

3. In your notebook, make similar notes about one of the following topics.

- a. Do you think the Internet is the best invention to date?
- b. Is technology making us lazy? Can you think of a technological device that has not been invented yet?

4. Write an essay on your chosen topic. Consider the following tips.

- Give opinions for and against the proposed question.
- Make predictions in your conclusion.
- Write four simple paragraphs based on your notes.

5. In pairs, exchange and check your essays.



Propósito y recomendaciones

El objetivo de estas actividades consiste en analizar la estructura e ideas principales de un ensayo para que los estudiantes puedan desarrollar herramientas para escribir un ensayo con ideas coherentes y una estructura clara. Al momento de escribir el ensayo, se podrá evaluar la fluidez y uso de conectores de los alumnos en inglés escrito. El objetivo es que los estudiantes sean capaces de entregar un texto con ideas claras y relevantes, siguiendo la estructura vista en el ejemplo. Finalmente, al revisar entre ellos mismos los textos producidos se espera que sean capaces de revisar de acuerdo a un criterio con ayuda de sus compañeros. Recuerde a los alumnos que al revisar los ensayos, estos deben cumplir con las siguientes condiciones:

Cross-Curricular Math

A Math Trick!

Predictions without a basis in math are little more than guesses. People who predict the weather, the economy, or results of elections rely on statistical data. That is why they are usually fairly accurate.

However, you too can amaze your friends and family by predicting the answer to a mathematical puzzle. Just follow these simple steps.

1 Write the number **1089** on a piece of paper and fold it up. This is the answer to the math problem!

2 Choose your victim (OK, friend!). Tell them to think of a three-digit number, where the first and last numbers differ by at least two.

For example:

108 (There are more than two numbers between **1** and **8**).

Tell your friend to reverse the number...**801**
Then subtract the first number from the original number (your friend can use a calculator if he or she wants):

$$801 - 108 = 693$$

4 Now, have them reverse this number: **396**

5 Finally, tell them to add the two last three-digit numbers together:

$$693 + 396 = 1089$$

Before they give you the answer, present the folded piece of paper. (Do it like a magician, with a flourish!) Watch your friend's face as he or she realizes that you already have the correct answer!

This will work with any three-digit number—as long as the first and last digits differ by at least two. Try it and see!

Source: Archivo editorial

- 1** In pairs, discuss how math is useful when making predictions in everyday life.
- 2** Read the opening paragraph and check your answers.
- 3** Read the rest of the article and follow the instructions.
- 4** In pairs, practice with different numbers.
- 5** In groups, discuss any other math tricks you know. Create a math trick for the other groups to solve.

Preguntas de profundización

Con respecto al uso de estadísticas para hacer predicciones, se puede pedir a los estudiantes que reflexionen sobre lo siguiente: *Why do you think basing predictions on statistics works? Does it always work? Why/why not?*

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 matemáticas. Esto les permitirá a los estudiantes practicar el idioma de manera más natural, enfocándose en la actividad matemática 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?*

Solucionario

Cross Curricular Math

- 1.** Math is useful for predictions because it allows us to make more accurate predictions.
- 2.** Respuesta variable.
- 3.** Respuesta variable.
- 4.** Respuesta variable.
- 5.** Respuesta variable.

Siguen la estructura propuesta por el ejemplo: *The text follows the structure given by the example.*

La idea principal está desarrollada de manera clara: *The main idea is clear.*

Da opiniones a favor y en contra del tema: *It gives opinions for and against the proposed question.*

La conclusión tiene predicciones sobre el futuro: *The conclusion has predictions about the future.*

Ideas previas

Puede iniciar la clase pidiendo a los estudiantes que corrijan los errores en las siguientes predicciones:

- *In the future we going to have flying cars. El error en este caso es que falta el verbo to be, (missing the verb to be).*
- *We will having cleaning robots in our homes. El error está en el uso de will junto a un verbo en gerundio (use of ing).*

We are going learn in virtual classes instead of school. El error se encuentra en la falta de la preposición luego de *going* (missing *to*). Para evitar que estos errores continúen ocurriendo, explique la estructura de “going to”: *When making predictions using “going to” the verb to be is always needed before. Also, remember the expression is “going to”, so don’t forget to use the preposition “to”. When making predictions using “will”, the following verb is used in its base form.*

Ritmos y estilos de aprendizaje

Para clases con estudiantes con habilidades más desarrolladas, se puede pedir que, además de preparar las predicciones y el *spider plan*, preparen una “entrevista” donde un alumno del grupo sea el entrevistador y otro alumno un científico hablando sobre el futuro del mundo. De esta forma, los alumnos deben preparar no sólo las predicciones sino también preguntas sobre el futuro. Para esta actividad, dé la siguiente instrucción: *With a partner, write and role play an interview. One student will be the interviewer and the other will be a scientist talking about the world’s future. The interviewer has to ask questions about how the future of the world will be and the scientist has to make predictions about it.*

Final Task

A Future Predictions Spider Plan

1 Ideas Session

- In groups, make predictions about the future. Write notes in the table on page 58 of your Activity Book.

Future Time	Transportation	Environment	Technology	Houses	Other
10 years	Only electric cars	Quit meat			
20 years					
50 years					

2 Write Predictions

- In your groups, write predictions using your notes. Use full sentences.
- Categorize your sentences, according to the topics in the chart in Step 1.

Example:

Only electric cars - People will only have electric cars because they are cheaper and less polluting.

Quit meat - Humanity will stop eating meat because the industry contributes to the destruction of the Amazon rainforest.

Example:

Transportation
People will only have electric cars because they are cheaper and less polluting.

Environment
Humanity will stop eating meat because the industry contributes to the destruction of the Amazon rainforest.

Propósito y recomendaciones

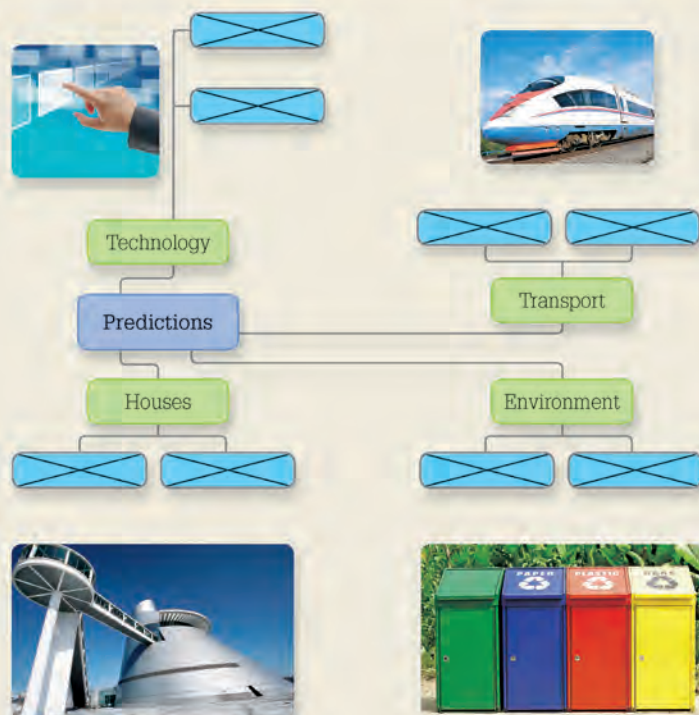
En esta sección se espera que los alumnos sean capaces de aplicar lo aprendido en la lección, usando vocabulario sobre tecnología y las estructuras vistas para hacer predicciones. Se espera que sean capaces de aplicar este conocimiento para crear y luego clasificar a través de un mapa conceptual distintas 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.

3 Write Predictions

- In your groups, create a visual representation of your predictions. Create a spider plan with your categories. Use poster paper.
- Copy your predictions around the categories.
- Illustrate your predictions.

4 Make a Spider Plan

- Present your ideas to the class and display your spider chart on the classroom wall.



Self-evaluation

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

Preguntas de profundización

Algunas de las preguntas que puede hacer para que los estudiantes evalúen su trabajo en grupo son las siguientes:

- What strategy did we use to come up with the predictions?
- How did we work as a group? - Did everyone participate?
- Why/why not?
- What could we have improved as a group?

Errores frecuentes

Una forma de corregir los errores que se presenten durante esta actividad es revisar las tablas de los grupos una vez que estén listas, marcar las frases con errores y pedir a los grupos que encuentren y arreglen el error: *After checking the spider plans, find the mistakes and correct them.* De esta forma, al ser ellos mismos quienes realicen la corrección, serán capaces de integrar mejor las estructuras para realizar predicciones. Para ver algunos errores comunes con esta estructura, dirijase a la sección de errores comunes en las páginas iniciales de la unidad.

Profundización y variaciones

Una actividad que se puede realizar para que los estudiantes tengan más posibilidades de practicar las estructuras para hacer predicciones, es pedir a los estudiantes que ilustren sus predicciones pero no le digan a la clase cuáles son. De esta forma, cuando presenten sus dibujos el resto de la clase tendrá que adivinar cuáles son las predicciones: *Draw your predictions and show them to the class. Your classmates will have to guess what our predictions are.* Se puede hacer un juego de esto e ir dando puntos a los grupos de acuerdo a cuántas predicciones adivinen correctamente.

Unidad 4 • Lección 8

Ideas previas

Para activar conocimientos previos, escriba lo siguiente en la pizarra: *What was the most recent thing you did to help the environment? Tell us about it.* A través de esta actividad, podrá revisar el vocabulario que manejan con respecto al cuidado del medio ambiente y qué tan bien manejan la estructura de *past simple*.

Solucionario

Before Listening A Report

1. recycling, reusing, reducing.

While Listening

2. reuse, reduce, recycle.

3. a. reduce

b. recycle

c. reuse

4. Respuesta variable.

Profundización y variaciones

Como actividad de profundización sobre las 3 Rs puede llenar dos bolsas con imágenes de cosas que usualmente van a la basura (*apple core, plastic bottle, plastic straws, cardboard box, etc.*). Organice a la clase en dos equipos y entregue una bolsa a cada uno. Pida a los estudiantes que por cada elemento decidan cómo se puede reducir, reutilizar o reciclar: *Divide the class into two groups. Each group will receive images of things that usually go to the trash can. For each element, decide how it can be reduced, reused or recycled. For the "reduce" section, you have to offer alternative solutions to the element's use, for example: use a canvas bag instead of a plastic bag.*

Dé cinco minutos para asignar alguna de las 3 Rs a cada objeto. Cuando se cumpla el tiempo asigne 3 puntos por por cada objeto que reduzcan su consumo, 2 por cada objeto que reutilicen y 1 por cada objeto que reciclen. El equipo que junte más *eco-points* gana.

Lesson 8 Taking Care of Planet Earth

In this lesson you will listen, speak, read and write about taking care of our planet through a video, informative texts and an infographic.

What do you do to take care of the environment?

Before Listening A Report

1. Look at the words and phrases in the box and tell the class which ones are related to taking care of the environment.

global warming - recycling - using plastic bags - littering - reusing - reducing

While Listening

2. Listen to the following report and discuss with a partner what the three "Rs" stand for.

3. Listen to the report again and read the sentences below to a partner. Say which "R" option goes with each sentence. 20

- a. When you go to the supermarket you can take your own canvas bag, instead of using disposable ones. R

- b. Take things you don't use anymore to these places. There are containers of different colors to make it easier for you. R

- c. With a little imagination you can come up with new uses for many things. R



After Listening

4. Listen and repeat the sentences below. Notice the difference in the pronunciation of the underlined words. 21

- a. Yesterday I went to the supermarket and I used my canvas bag instead of a plastic one.

- b. I listened on the radio that supermarkets will not give out plastic bags anymore.

- c. If you printed only one side of the paper, you can reuse it on the other side.

5. Listen to the verbs below and determine if they belong to the first, second or third group. Yesterday I went to the supermarket and I used my canvas bag instead of a plastic one. 22

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Propósito y recomendaciones

En esta actividad se espera que los estudiantes sean capaces de identificar en los textos escuchados el propósito e ideas generales del audio, información específica con respecto a las 3 Rs y que sean capaces de diferenciar entre las distintas pronunciaciones de -ed en verbos regulares en pasado. Asimismo se espera que los estudiantes logren discernir cuándo usar estas pronunciaciones y que sean capaces de realizarlas cuando corresponda.

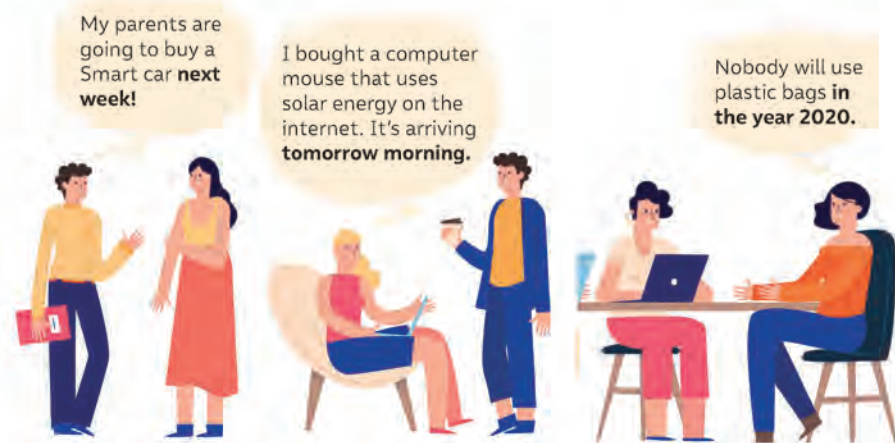
/t/	/d/	/ɪd/
used	listened	printed

- a. contaminated
c. cleaned
e. annoyed

- b. stopped
d. washed
f. needed

Speaking Task Time Expressions

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



6. In pairs, discuss the use of the time expressions in each conversation.
7. In pairs, create similar conversations using time expressions and the following ideas in the box.

clean energy - wind energy - fuel efficiency -
renewable energy - gas energy

8. Take turns reading out your conversations from activity 2.

Preguntas de profundización

Pregunte lo siguiente a los estudiantes: *How do we know when to use /t/, /d/ or /ɪd/?* Si es que lo desea, puede pedirle a los estudiantes que presten atención a los últimos sonidos de los verbos en infinitivo o que pongan sus dedos sobre su garganta y sientan cuando sus cuerdas vocales vibran. La idea es que ellos mismos lleguen a la conclusión de que usamos /t/ cuando el último sonido del infinitivo no vibra, /d/ cuando vibra y /ɪd/ cuando el último sonido es /d/ o /t/.

Ritmos y estilos de aprendizaje

Para clases con niveles más básicos que necesiten reforzar la estructura de *past simple* y no sólo la pronunciación, se puede utilizar la siguiente actividad del British Council: <https://learnenglishteens.britishcouncil.org/grammar/beginner-grammar/past-simple-regular-verbs>. En esta actividad también se puede practicar reconociendo la pronunciación de los distintos verbos usados en el video.

Solucionario

5. /t/: stopped, washed
/d/: annoyed, cleaned
/ɪd/: needed, contaminated

Speaking Task Time Expressions

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

Errores frecuentes

Un error común en los estudiantes es usar expresiones de tiempo futuro (*next week, tomorrow morning, in the year 2020*) con presente simple. Esto debido a que aun no han incorporado el verbo auxiliar *will* como indicador de futuro. Por ejemplo: *We buy a new car next week* (correct. *We're going to buy a new car next week*). Recuerde a los estudiantes que al usar expresiones de tiempo futuro la conjugación del verbo debe ser acorde: *Remember that when we talk about the future, it is necessary to use the auxiliary verb "will" because otherwise the sentence would be written in present simple.*

Unidad 4 • Lección 8

Preguntas de profundización

Para profundizar en la discusión de la actividad 1, proponga a los estudiantes que se concentren nuevamente en las imágenes expuestas. Para que conecten a un nivel más emocional, invítelos a discutir las siguientes preguntas:

- *How do you feel when you look at these images? Why?*
- *What do you do in your everyday life to take care of the environment?*
- *What could you do to avoid these situations?*
- *How do you think these situation will affect your life and your loved ones in the future?*

Errores frecuentes

- Un error frecuente que puede corregir en esta sección es la diferencia entre *currently* y *actually*. Como hablantes nativos de español, el instinto de la mayoría de los estudiantes es decir *actualmente* cuando quieren decir “actualmente”, ya que suenan similares, por lo tanto es un falso cognado. Indique a los estudiantes que *actually* en inglés significa “en realidad” y que si quieren decir actualmente deben usar *currently*, así como en el último párrafo del texto: *In English, the word “actually” sounds similar to a word in Spanish, but they don’t mean the same. The correct word to talk about something that is happening nowadays is “currently”.*

Solucionario

Before Reading

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

Before Reading

1. Look at the pictures and make predictions. Discuss your answers as a class.



- a. What do you see in the pictures?
- b. Who do you think is the responsible for these scenarios?
- c. What do you think will happen in 30 years?

Propósito y recomendaciones

En esta sección, el propósito es que a través de la lectura de un texto sobre el daño presente y futuro que causará el plástico en nuestros océanos, 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 problema. Como actividad extra, pida a los estudiantes que antes de leer el texto, dibujen una imagen similar a las presentadas en la página, que muestre otra consecuencia del daño al medio ambiente: *After discussing the questions, draw another consequence of the damage we are causing to the environment. Share it with the class.*

More plastic than fish in the ocean by 2050

30 years from now our seas will contain more plastic than fish. According to a report released by the World Economic Forum, plastic production around the world is expected to double within the next 20 years. Today, one garbage truck full of plastic gets into the ocean every minute; by 2050, it will be four.

About 8 million tons of plastic are dumped into the sea every year. There, it can last for hundreds of years. Environmentalists estimate that there are about 160 million tons of plastic in the world's oceans today. By 2050 there will be more plastic in the oceans than fish.

Plastic that turns up in the seas endangers the fish population and other marine animals. In addition, it produces a gigantic

garbage patch that floats on the surface. But the plastic that floats in the water is only a fraction of the whole amount.

Plastic is becoming more and more popular in our world. It has many uses and is cheap to produce. However, it is endangering our environment more than any other material.

The World Economic Forum calls for more recycling and a better use of plastic. 95% of all plastic that is produced is only used once, and then it is thrown away. Oil is the raw material that plastic is made of. Currently, 5% of the world's oil production is turned into plastic. By 2050 it will rise to a fifth.

Source: <https://www.english-online.at/news-articles/environment/more-plastic-than-fish-in-oceans-by-2050.htm>

While Reading

2. Read the sentences and determine whether they are true or false. Correct the false ones in your notebook.
 - a. Plastic production around the world is expected to double within the next 10 years.
 - b. Plastic in the ocean can last for hundreds of years.
 - c. Plastic that floats on the sea is only the visible part of the tons of plastic under the surface.
 - d. Plastic is not the most dangerous material for the environment.
3. What do the following numbers refer to? Write the answers in your notebook.

a. 2050	b. 8 million	c. 95	d. 5
---------	--------------	-------	------

After Reading

4. In groups, discuss the questions.
 - a. What can we do as young people to change this situation?
 - b. What alternative materials can we use to avoid using plastic?

Contexto

Posterior a la lectura, invite a los estudiantes a responder las siguientes preguntas, que los ayudarán a comprender el texto más en profundidad:

- *What do you think about what you just read?*
- *Why is this a problem?*
- Durante la discusión en las actividades de *After Reading*, pida a los estudiantes responder lo siguiente sobre las soluciones que den:
- *Why does this solution make sense to you?*
- *Why didn't you consider a different solution?*
- *Are there any disadvantages to your solutions?*

Herramientas digitales

Una vez que los estudiantes hayan discutido soluciones al problema del plástico en el océano, puede mostrarles el siguiente video: <http://learnenglishteens.britishcouncil.org/study-break/video-zone/can-massive-invention-save-our-oceans>

Después de ver el video, puede discutir con los estudiantes el impacto que la gente joven, como ellos, tiene sobre este problema y profundizar en las soluciones que propusieron:

- *What do you think is the impact you, as young people, have in this situation?*
- *What role do you have in giving solutions?*

Solucionario

While Reading

2. a. F/ It's expected to double within the next 20 years.
b. T
c. T
d. F/ It is the most dangerous material for the environment.
3. a. Year in which the oceans will have more plastic than fish.
b. tons of plastic that are dumped into the ocean every year.
c. Percentage of plastic that is only used once.
d. Percentage of oil production that gets turned into plastic.

After Reading

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

Contexto

Como contexto a la lectura, puede comentar con los estudiantes lo siguiente: *Currently, approximately a 10% of the energy we consume comes from renewable sources. In 2018, Chile led a worldwide ranking (Climatescope) about investment in renewable energies.*

La fuente de este dato es: http://www.ren21.net/wp-content/uploads/2018/06/GSR_2018_Highlights_final.pdf <http://global-climatescope.org/assets/data/reports/climatescope-2018-report-en.pdf>

Errores frecuentes

Un error frecuente al momento de hacer actividades orales o de escritura, 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”.*

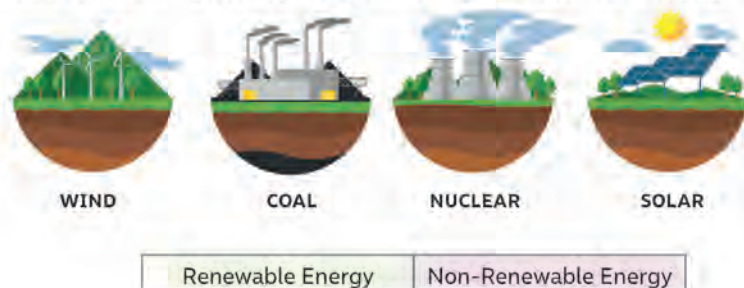
Solucionario

Reading and Vocabulary Renewable Energy

1. Renewable: wind, solar
Non-renewable: nuclear, coal

Reading and Vocabulary Renewable Energy

1. Look at the pictures of energy sources below. Then, copy the table in your notebook and complete it, putting the sources in the correct category.



What is renewable energy?

Renewable energies are obtained through natural sources that nature itself will replace, like wind, water and sunshine. Renewable energy produce low amounts of pollution and are friendly with the environment. So where can you get this type of energy, free and forever? Just look up above you when you're outside on a sunny day... Yes, the sun gives our planet far more energy than people make from fossil fuels, such as oil and coal. The Sun's heat drives the mightiest engine of all: the Earth's climate. It makes you hot when it shines but it also makes winds, waves and rain. And people can use all these things to make electricity or heat energy for homes. And most important, unlike fossil fuels, this sort of energy doesn't damage the Earth and will last forever!

The Sun Power: It can make electricity by using things called photovoltaic cells (often just called PV) which fit on the roofs or walls of your houses or apartment blocks. Some special cars can run on PV electricity and there's even a race across Australia in which the cars run only on solar power.

Sun power can also heat water in solar panels (like radiators but instead of giving out heat, they grab it from the Sun). This is then stored in a big tank so you can have hot showers and so on. Solar collectors can pick up the Sun's heat even on cloudy days.

The Wind Power: It can drive a turbine with a propeller (like some airplanes have) and make electricity. Wind power is getting really important in some countries. Wave power can also drive generators but this is still a very new idea. Just a few experimental machines are in use today.

The Geothermal Power: This type of energy is tapped from inside the Earth. It's the only renewable energy source which has nothing to do with the Sun. Deep down, it's very hot. Sometimes these hot rocks break through the surface to form volcanoes. By drilling holes down into areas where hot rocks are close to the surface, people can generate electricity and heat buildings.

Text adapted from: <https://www.alliantenergykids.com/RenewableEnergy/RenewableEnergyHome>

Propósito y recomendaciones

En esta sección los estudiantes aprenderán sobre energías renovables y no renovables, además de conocer con mayor detalle sobre la energía eólica y la energía solar. Los estudiantes ampliarán su vocabulario sobre energías renovables y no renovables y discutirán una serie de preguntas donde deberán hablar sobre sus conocimientos previos al tema, dar su opinión sobre el uso de buses eléctricos y hacer predicciones sobre el futuro de las energías renovables.

Se recomienda que realicen lectura individual primero, haciendo un breve escaneo del texto. Luego que lean como clase, pida a los estudiantes que lean un párrafo: *first, read the text, scan it to get some general ideas about it. Then we are going to read it as a class.*

2. Skimming. Read the text and find the following concepts. Write the answers in your notebook.

- 2 examples of non-renewable energy.
- 2 names for renewable energy.
- 2 sources of renewable energy.
- 2 ways to use the solar power.

3. Read the text again and find the words that match the following definitions. Use the words in the box to help you. Write the answers in your notebook.

source - coal - pollution - power

- a. A mineral that is made of carbon and used as a fuel.
 - b. Mechanical or electrical energy as distinguished from manual labor.
 - c. Any thing or place from which something comes or is obtained.
 - d. The introduction of harmful substances or products into the environment.
4. Discuss the questions.
- a. Do you think it's possible we can use solely renewable energy someday?
 - b. What do you think about the use of electric buses in public transport?
 - c. What sources of renewable energy did you know before reading this text?

Useful Vocabulary: Renewable Energy Resources



windmills



solar panels

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Preguntas de profundización

Discuta las siguientes preguntas con sus estudiantes:

- *What are the problems of using non-renewable energy?*
- *Are there any disadvantages of using renewable energy?*
- *What could happen if we don't start using more renewable energy?*

La idea es que los alumnos practiquen analizar de manera crítica la información que han leído, viendo no sólo los beneficios de las energías renovables, sino que también siendo capaces de analizar sus desventajas y que pasaría si no comenzamos a usarlas.

Solucionario

2. – natural gas and coal
– clean energy, green power
– wind, sunlight
– heat source, energy source
3. a. coal
b. power
c. source
d. pollute
4. a. Respuesta variable.
b. Respuesta variable.
c. Respuesta variable.

Profundización y variaciones

Una actividad alternativa, si desea que sus estudiantes practiquen sus habilidades de presentación en vez de sus habilidades de discusión, es organizar presentaciones sobre tipos de energía. Organice a los estudiantes en grupos pequeños (3-4 personas) y asigne a cada grupo un tipo de energía. Las presentaciones deben durar aproximadamente 2-4 minutos y deben responder las siguientes preguntas: *What is the source of this energy? What type of energy is it? (renewable/ non-renewable) How does it work? Does it cause pollution? What's your opinion about this energy?*

Dé la siguiente instrucción para la actividad: *After reading the text, search about a renewable energy and share your findings with the class. Your presentation must be short, from 2 to 4 minutes.*

Ideas previas

Pregunte a los estudiantes:

- *What will happen if...*
- *We don't reduce the amount of plastic we use?*
- *We continue to use non-renewable energies?*

Estas preguntas ayudarán a que los estudiantes se familiaricen con la estructura a revisar en las actividades, además relacionándola a sus conocimientos previos sobre el cuidado medioambiental.

Dé tiempo a los estudiantes para discutir estas preguntas en parejas y luego pídale que compartan sus opiniones con la clase.

Ambientes de aprendizaje

Si tiene una clase con muchos alumnos intermedios o principiantes, recuerde analizar el texto y buscar posibles palabras que puedan ser vocabulario difícil: *Find the words that you can't understand*. Una vez que haya identificado vocabulario que pueda generar dificultades, haga una guía con ese vocabulario para que los alumnos se familiaricen con éste previo a la lectura.

Solucionario

Language Focus

Expressing Condition

1. a. we will have climate change
b. you will reduce the amount of papers being used.
c. you will reduce energy and avoid contamination
d. it will be easier for you to identify the kind of wastes and recycle in the correct bin.
e. marine animals will die.
2. Respuesta variable.
3. Respuesta variable.

Language Focus Expressing Condition

1. Work in pairs. One reads the first part of the sentence and the other one reads the second part. You can take turns to read each part.
 - a. If we don't plant trees,...
 - b. If you don't print out so many documents,...
 - c. If you turn off the light, television or computer when you are not using them,...
 - d. If you separate the garbage,...
 - e. If we continue contaminating the ocean,...

1. you will reduce the amount of papers being used.
2. we will have climate change.
3. marine animals will die.
4. you will reduce energy and avoid contamination.
5. it will be easier for you to identify the kind of wastes and recycle in the correct bin.

2. In your notebook, write four sentences that express condition. Use the words in the box to help you get some ideas.

Verbs: reduce - recycle - reuse - contaminate - save

Nouns: ocean - nature - trees - wastes - planet - environment - energy

Useful Vocabulary: Activity 2



waste



trees

3. In pairs, take turns reading your sentences from activity 2.

Propósito y recomendaciones

El objetivo de esta sección consiste en enseñar a los alumnos como usar el *first conditional* para hablar de un futuro probable o posible. Además, se espera que los estudiantes logren hablar de las medidas que ellos toman para cuidar el medio ambiente y que puedan hablar sobre lo que creen que pasará en el futuro si estas medidas se toman en cuenta (o por el contrario que pasará si es que no son tomadas en cuenta).

Reading Task An Infographic

REDUCE, REUSE, RECYCLE

You can be part of the solution to save our planet!



 REDUCE Reduce your energy use. Cut your household emissions by up to 10% by using energy saving lightbulbs and up to 50% reduction by choosing energy-efficient whitegoods. Good for the planet, good for your electricity bill.	 REUSE Refill your own drink bottle: disposable plastic bottles generate an enormous amount of waste that is ending up in oceans and damaging the environment. Refill your own glass or BPA – free bottle and save money too!	 RECYCLE Always recycle paper and cardboard. Recycling paper and cardboard containers reduces landfill waste by up to 27% and saves trees! Take old notebooks, newspapers, magazines, etc. to the nearest recycling bin.
 REDUCE Make the move to clean energy. Use renewable energy sources like solar and wind energy!	 REUSE Don't throw it away! Upcycle it! Did you know that over 90% of plastics and metals in cellphones and batteries can be reused in new products?	 RECYCLE Avoid non-recyclables. Avoid plastic and styrofoam packaging that won't go in a recycling bin.

Text adapted from: <https://www.wwf.org.au/get-involved/change-the-way-you-live/reduce-reuse-recycle#gs.FPyWDE4P>

1. Read the infographic and say the actions you do and which ones you don't. Use examples like *I turn off the light when I leave my bedroom.*
2. Share your answers with a partner.
3. Discuss with your partner how you can change the "bad habits".

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Ambientes de aprendizaje

Algunos alumnos aprenden imitando y siguiendo su instinto. Otros aprenden viendo las fórmulas y estructuras usadas para las distintas conjugaciones vistas en clase. Es por esto que siempre es buena idea mostrar la estructura gramatical. Así que recuerde enseñar la estructura del *first conditional* en esta sección. Explique lo siguiente: *First conditional is used to talk about future events and their likely events. It's composed of two clauses: The "if" clause, which is a cause and it is constructed in present simple, and a future clause, using the auxiliary verb "will" and a verb in infinitive.*

Preguntas de profundización

Para que los estudiantes internalicen mejor la estructura del *first conditional*, puede pedir a los alumnos que identifiquen la estructura usada, preguntando: *How do we form sentences to express condition?*

La respuesta debería ser la siguiente: *If clause: If + subject + verb (present simple). Main part: subject + will + verb.*

Errores frecuentes

Algunos errores frecuentes en el uso de la estructura del *first conditional* es usar *will* en las *if clauses*, por ejemplo: *If we will recycle we will stop global warming.*

La forma correcta sería: *If we recycle we will stop global warming.*

Este error se debe a que puede ser difícil identificar una *clause* de otra. Para evitarlo, explique a los estudiantes que las *clauses* suelen separarse a través de una coma y que la que contiene la palabra *if*, no puede llevar el auxiliar *will*: *Clauses are usually separated by a comma, so the clause that uses the word "if" is a cause, and the clause using the word "will" is a consequence in the future.*

Solucionario

Reading Task An Infographic

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

Herramientas digitales

A forma de guía, puede mostrar a los alumnos el siguiente ejemplo de lo que es una infografía. <https://visual.ly/community/infographic/environment/grass-always-greener-mythbusting-some-common-ecofriendly-facts>

Recuerde señalar de manera clara las distintas partes de un iconográfico, como está presentado en la página 116. Pregunte y aclare conceptos que podrían ser sujeto de confusión: *Are there any words you don't know?*

Contexto

Como contexto para la actividad puede preguntar a los estudiantes qué conocen sobre infografías: *Are you familiar with infographics?*

Explique lo siguiente: *This method of information sharing has become popular in social networks. There are some pages that share infographics making this format popular. According to Marcus Taylor, some ways to make sure an infographic is effective are: it tells a story, evokes strong emotions (anger, sadness), it is about relevant and current topics or about things that are always interesting.*

Fuente: <https://www.ventureharbour.com/the-anatomy-of-creating-a-great-infographic/>

Solucionario

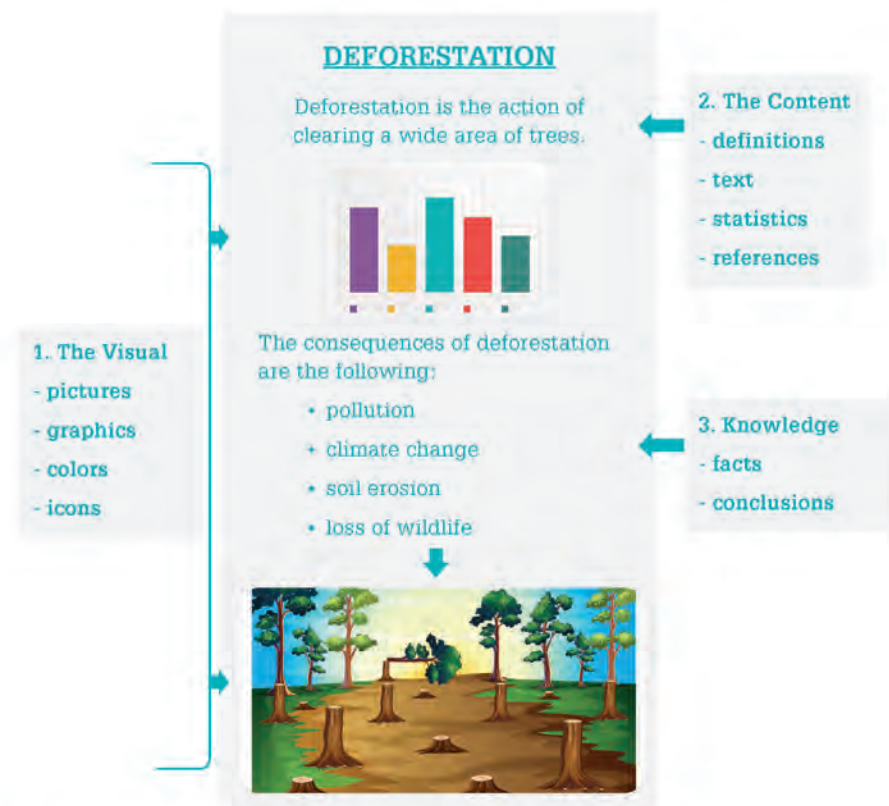
Writing Task An Infographic

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

Writing Task > An Infographic

According to Oxford Dictionary, an Infographic is "A visual representation of information or data, e.g. as a chart or diagram."

An infographic contains three elements:



1. Read the elements that an infographic includes.
2. In pairs, decide what are the most contaminating actions that are destroying planet Earth.
3. In pairs, create an infographic.

Propósito y recomendaciones

El objetivo de esta sección es que los alumnos desarrollen habilidades de escritura en el idioma a través del diseño de una infografía. 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 la infografía creada frente a la clase. Fomente un ambiente de respeto durante las presentaciones, dando la siguiente instrucción: *When you finish your infographic, share it with the class, explaining its parts. While your classmates are presenting, listen carefully and respectfully to learn about a new topic.*

Cross-Curricular Natural Science

Consumption of Electricity and Its Effect on the Environment

Our consumption of electricity has a... major effect on our environment. Most electricity is produced by burning coal – a LOT of coal. Burning of coal is highly polluting and releases CO₂ into the atmosphere.

Top 6 Facts About Consumption of Electricity

Electricity use is in rapid growth: The world's demand for electricity will grow by eighty-five percent between 2010 and 2040 – this increase is more than today's total use of electricity in the USA, the European Union, China, Russia, Japan, Australia and India.

It does not come from windmills: The burning of coal is the world's largest source of electricity. If nothing changes, most of the increased production of electricity will come from burning more coal. A LOT more!

Do you put your stereo on standby?: Here is something that might surprise you: over the next 10 years, the power used by products in "standby" could be as high as 10 percent of total electricity use. Powering these will require 400 medium-sized power plants. It's a good thing that we have a lot of coal to burn...

Coal plants are ineffective: Only thirty-five percent of coal's energy (and some say at the most) is made into electricity in coal-fired power plants. The rest is lost as heat waste.

Coal burning uses up water, too: A typical coal-fired power plant uses massive amounts of water to create steam in order to move its turbines. Enough water to support a city of approximately 250,000 people.

and pollutes the air: Burning coal is a leading cause of smog, acid rain, global warming, and air toxins.

Source: http://www.theworldcounts.com/counts/interesting_facts_on_energy/consumption_of_electricity/

- 1 In pairs, discuss the following questions.
 - a. What electronic sources do you use the most?
 - b. Do you think you could live without them today? Why? Why not?
- 2 In pairs, search on the Internet alternative sources of energy that work as electricity sources. For example, the bike washing machine.
- 3 In your notebook, write the benefits of these alternative sources.
- 4 Present your work to the class.

Contexto

Para dar a entender la relevancia de la lectura, explique lo siguiente a los estudiantes: *according to the EPA, a 40% of energy consumption in USA comes from electricity. That means that a big part of an individual's footprint comes from electricity use. That's why clean energies have several advantages, such as reducing emission of greenhouse gases and air pollution.*

Preguntas de profundización

Si se desea, después de que los estudiantes busquen soluciones alternativas al uso de artefactos electrónicos y sus ventajas, se pueden plantear las siguientes preguntas para fomentar la discusión y pensamiento crítico:

- What are some possible negative aspects of these alternatives?
- Can you think of different alternatives to replace these electronic devices?

Solucionario

Cross Curricular Natural Science

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

Propósito y recomendaciones

El propósito de esta sección es fomentar el pensamiento crítico de los alumnos a través de la discusión interdisciplinaria (ciencias naturales) y además que pongan en práctica su conocimiento del idioma de manera contextualizada. Los alumnos desarrollarán habilidades de comprensión lectora y discutirán sobre alternativas al uso de dispositivos y artefactos electrónicos.

Como actividad complementaria, puede pedir a los estudiantes que elaboren una tabla comparativa sobre los pros y contras de algún tipo de energía. Para esto, dé la siguiente instrucción: *As a final activity, draw a comparative chart of some type of renewable energy. On one side of the chart place the pros of such energy source and on the other write the cons. Then, with a partner, discuss your charts.*

Errores frecuentes

Recuerde que uno de los objetivos de la corrección de errores es dar a los estudiantes las herramientas para ser capaces de autocorregirlos 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?*

Profundización y variaciones

Una opción para clases en que los alumnos quieran o necesiten más oportunidades para hablar en inglés, es pedirles que, en vez de crear panfletos, organicen charlas. En estas charlas también hablarán de problemas de contaminación y como solucionarlos con las 3 Rs, pero a través de un formato de presentación oral. Para darles más oportunidades de hablar se sugiere que esta actividad sea en parejas en vez de en grupos. De esta forma, los alumnos tendrán más posibilidades de practicar sus habilidades orales. Para esta actividad, dé la siguiente instrucción: *An alternative to the leaflet activity is to give a lecture. For this, you will need to gather information about environmental problems and solutions considering the 3 Rs. You can work in pairs and take turns to expose your findings.*

Final Task

Think Green Leaflet

A leaflet is a printed sheet of paper containing information or advertising and usually distributed free.

HOW TO MAKE A LEAFLET



- 1 **Know your topic.**
- 2 **Pick a title.** The title should be brief and informative, but also catch the reader's attention and encourage them to read more.
- 3 **Give an overview.** An overview is a brief but clear opening that clearly states the objective of the leaflet. Create an introduction that is concise and creative.
- 4 **Make the text easily readable.** Headings should stand out from the rest of the text. Avoid crazy use of colors.
- 5 **Keep it simple.** Leaflets should be organized and kept simple.
- 6 **Group relevant information together.** When creating your leaflet, keep relevant information flowing steady and logically. If possible, avoid repeating information.
- 7 **Proofread and edit.** Once you have all your information typed up, proofread and check for grammar, spelling and formatting errors.



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 ideas sobre las tres Rs, además de acciones que estén contaminando el planeta. Para esto deben proponer soluciones a estas últimas, lo que los incita a poner su creatividad en práctica y además a desarrollar su pensamiento crítico. Posterior a esto se espera que los alumnos sean capaces de organizar la información y crear un panfleto llamativo que exponga las ideas que discutieron, promoviendo aún más el pensamiento creativo.

1 Ideas Session

- In groups, make a list of actions that can pollute the environment.
- Make a list of "The three Rs".
- Individually, think about solutions to avoid pollution (consider "The 3 Rs").

2 Make Notes

- Make notes about "The 3 Rs".

Reuse
Reduce
Recycle

3 Write your description

- Write a page for a leaflet describing "The 3 Rs".
- Include all the information from your notes and illustrate your description with a representative picture
- Exchange descriptions in your group and correct each other's work.

**4 Create and Display Your Leaflet**

- In your groups, put together your information to form a leaflet.
- Display your leaflets around the classroom.
- Read the leaflets from other groups and ask and answer questions.

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Preguntas de profundización

Para las actividades como ésta, 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 sus respuestas.

Herramientas digitales

Para que los estudiantes puedan recolectar información para sus panfletos, sugiérales el siguiente artículo: <http://learnenglishteens.britishcouncil.org/magazine/science-and-technology/why-should-we-recycle>

En él podrán encontrar información útil para crear sus panfletos 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 panfletos, entonces vale la pena que deje un tiempo para asesorar a los alumnos con su presentación. Durante la clase, mientras todos preparan sus panfletos, vaya llamando a los grupos y evalúe cómo está su presentación. Asesore a los alumnos, señale oraciones con errores y permítales corregir los propios: *Before presenting your leaflet, 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.*

Unidad 4

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 con otro estudiante que aún 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. 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.

Preguntas de profundización

Para profundizar los contenidos de la unidad, puede promover una discusión en la que utilicen variadas estructuras aprendidas:

- *You predicted how the world will be in 20 years. How would it be in 100 years?*
- *What will happen with the environment if we don't take action?*

Solucionario

Synthesize

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

Synthesize

1. What do you think robots will do in 20 years? In groups, look at the robot below and make predictions.

In 20 years robots...



2. What will education be like in the future? Draw a graphic organizer in your notebook which includes the different ideas you have.
3. After you've clarified your ideas write, on a separate sheet of paper, an essay about education in the future. Then, share it with a partner. Use a dictionary to help you!
4. Work in groups giving opinions about the following ideas related to the future. Remember to use the phrases that introduce opinions.
 - Robots will replace doctors in some surgical procedures.
 - You won't attend classes anymore. All your classes will be online.
 - People will pay for everything using only their cellphones.
 - Printed books won't exist anymore.
5. Are you a techie? What do you use the following devices for? Discuss your answers with a partner.



smartphone



laptop computer



virtual reality glasses

Propósito y recomendaciones

El propósito de esta sección consiste en permitir a los estudiantes revisar el contenido aprendido en la unidad a través de actividades auténticas (es decir, discusión y producción en vez de ejercicios como completar o selección múltiple). Algunos de los contenidos revisados en esta sección serán las habilidades para hacer predicciones futuras.

Check point

Before Reading A Report

1. Look at the pictures and answer the questions that follow.



- Which countries do you think use technology the most?
- In what countries do you think technology has yet to arrive?
- How is technology changing people's lives?

While Reading

Smartphones Are Changing Peoples' Lives in Africa

Smartphones, more than any other previous invention, have been changing the lives of Africans all over the continent. There are more people using mobile phones in Africa than in Europe and America combined. In fact, **smartphone** use is growing fast on the entire continent, especially in regions south of the Sahara desert. In 2016 the number increased to close to a billion. Today, there are 600 million smartphone users in Africa.

Smartphones provide a wide variety of services that citizens, especially in rural areas, wouldn't otherwise have. In education, they are a **learning tool** for students who live in places where it is hard to get to schools. Smartphones are used for farming projects, where farmers can get

information on crop prices using **app**. Health **websites** tell villagers what to do in case of emergencies when no doctor is available or far away. People even use smartphones for entertainment in areas where there is no TV. More people in Africa have access to the **internet** than to clean water or sanitation.

In the last ten years, the number of smartphone users in Africa has increased greatly. Kenya, especially, is strongly connected. The country is also called Silicon Savanna because 92 % of all Kenyans go online through smartphones.

Text adapted from: <https://www.english-online.at/news-articles/technology/mobile-phones-change-peoples-lives-in-africa.htm>

2. Read the text and answer the questions below. Write the answers in your notebook.
- How many smartphone users are there today in Africa?
 - What specific problem do students have in Africa?
 - Why are health websites helpful for villagers?
 - What is Kenya called today? Why?

Check Point 121

Propósito y recomendaciones

El propósito de esta sección consiste en revisar a través de actividades integrales el avance y comprensión de los alumnos sobre lo visto en esta unidad. Esta sección hará que los estudiantes desarrollen sus habilidades de *reading* y *speaking* a través de actividades de comprensión lectora y discusión.

Durante el desarrollo de las actividades, puede preguntar a los estudiantes si hay contenidos que no están claros aún: *Do you have any doubts about the unit's contents? Now it is the moment to review everything that might be unclear or confusing for you.*

Contexto

Probablemente los alumnos no entiendan por qué Kenia es llamada Silicon Savanna. Para esto, explique lo siguiente: *In North California, USA, there is a valley called Silicon Valley. It is considered the center of technology innovation and social media. There you can find the biggest companies in this field.*

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 carefully all together.*

Solucionario

Check point

Before Reading A Report

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

While Reading

- There are 600 million smartphone users in Africa.
 - Some students live in places where it's hard to get to school.
 - They're helpful because they give villagers information on what to do when there is no doctor available.
 - Kenya is called Silicon Savanna because 92 % of all Kenyans go online through smartphones.

Ambientes de aprendizaje

Después de hacer actividades grupales o en parejas se sugiere que tengan una discusión como clase en que los estudiantes compartan lo discutido en sus grupos. Esto permite que practiquen su pensamiento crítico al opinar sobre lo discutido en otros grupos y le permite a usted como docente tener una oportunidad de identificar y corregir los errores frecuentes en conjunto con la clase. Para realizar esta actividad indique: *Choose a representative of your group to share with the class the conclusions you reached during your discussion.*

Errores frecuentes

En esta sección puede aplicar la técnica de TTT (*test, teach, test*) para corregir estructuras o vocabulario con los que los estudiantes estén teniendo dificultades. La estrategia consiste en usar las actividades propuestas a modo de prueba. Si los alumnos tienen dificultades con una actividad, enseñe la estructura gramatical o el vocabulario con el que estén teniendo dificultades, luego haga una actividad para revisar si el contenido quedó claro y luego continúe con las siguientes actividades. Para preguntar si hay dudas respecto a la actividad, formule: *Do you have any questions regarding this activity?*

Solucionario

3. a. website
b. application
c. Smartphone
d. the internet
e. learning tool
4. Respuesta variable.

After Reading

5. Respuesta variable.

Think Green:

1. If you litter the streets, you will contaminate the city.

Check point

3. Read the text again and match the words in bold with their corresponding definition below.
- a. A place on the Internet with one or more pages of information about a subject.
 - b. A computer program that is designed for a particular purpose.
 - c. A mobile telephone with computer features that may enable it to interact with computerized systems, send e-mails, and access the web.
 - d. The large system of connected computers around the world that allows people to share information and communicate with each other.
 - e. Something a student uses to work through big ideas, concepts or processes while demonstrating his or her thinking, planning and/or decision-making on the way to creating, performing or responding to art.
4. Write a sentence using each of the new words above. Then, in your notebook, compare with a partner.

After Reading

5. Speaking

In groups, discuss the following questions.

- In which countries do you think technology hasn't arrived yet?
- Is this an advantage or disadvantage? Why?

THINK GREEN!

1. Match the two parts of the sentences. Write the answers in your notebook.

Condition	Result
If you litter the streets,	you will reduce the use of plastic.
If you recycle paper,	wild life will disappear and you will suffer.
If you use reusable bags,	you will contaminate the city.
If you contaminate the ocean,	you will save energy and avoid pollution.
If you don't care about the environment,	many marine animals will die.
If you turn off the electronic devices when you are not using them,	you will save trees and avoid deforestation.

Propósito y recomendaciones

En esta sección los estudiantes harán una revisión final de los contenidos vistos en esta unidad a través de distintas actividades de discusión y comprensión lectora. Los estudiantes practicarán el uso de *conditionals* y serán capaces de aplicar pensamiento crítico para hablar de las ventajas y desventajas de la tecnología.

2. In pairs, choose one of the following situations and have a conversation.

	Student A	Student B
Situation 1	You explain to student B that the three Rs are not necessary.	You disagree with Student A and tell him/her about the consequences of having that attitude.
Situation 2	You tell student B that you need to print everything you have to read or study.	You explain the consequences of doing that using time expressions and future tense.

Before you go on

- Go back to page 94 and check your predictions about the unit. In groups, discuss whether there are any mistakes and correct them.
- Go back to page 95 and read the strategies you chose to apply in the unit. In groups, give examples of activities where you used them.

Listening strategies

Speaking strategies

Reading strategies

Writing strategies

Did you use any other strategy that was not on the list? Discuss with your partners, make notes in your notebook and remember it for further work.

What was your favorite part of the unit? What was your least favorite part of the unit? Why? Discuss with the class.

Check Point 123

If you recycle paper, you will save trees and avoid deforestation.

If you use reusable bags, you will reduce the use of plastic.

If you contaminate the ocean, many marine animals will die.

If you don't care about the environment, wild life will disappear and you will suffer.

If you turn off the electronic devices when you are not using them, you will save energy and avoid pollution.

Preguntas de profundización

Algunas preguntas que puede hacer a sus estudiantes a modo de finalizar la unidad son:

- What did I learn during this unit?
- What was the most difficult thing to learn?
- How can I study the things I had most difficulties with?
- How is what I learned in this unit relevant to my daily life?

Profundización y variaciones

Si se desea y el tiempo lo permite, puede pedirle a los estudiantes que practiquen más situaciones como las propuestas en la actividad 2. Algunas situaciones adicionales pueden ser:

- Student A: You want to buy balloons for your birthday party.
Student B: You explain the damage plastic is doing to marine fauna and propose an ecofriendly alternative.
- Student A: You always forget to bring your reusable bag to the supermarket, so you always use plastic ones.
Student B: You propose a way for Student A to remember to bring their reusable bag.

Lesson 7

Teens and Technology

Listening

Samsung Shows Off New Foldable Phone

1. Listen to the recording and complete the sentences with the words from the box.

experience – mobile – device – revolutionary – designed – tablet – flexible

- a. The phone is _____ to fold open to make the _____ the size of a small tablet.
- b. "Ladies and gentlemen, I give you the future of _____ display.
- c. "...When it's open, it's a _____, offering a big screen _____."
- d. He said one of the biggest difficulties was finding a material that _____ was _____.
- e. Technology experts see the new foldable design as a way to get _____ users to buy a new device seen as _____.
2. Listen again and answer the questions.
- a. What's the name of the new product? _____
- b. What's special about this new device? _____
- c. What word do experts use to describe this new product? _____
- d. What will be an advantage for users when they use apps? _____

Speaking Task

1. Work in pairs. Take turns asking and answering the following questions. Then, share your answers with the class.

- a. What do you use your cell phone for?
b. How much time do you use it a day?

Writing

1. How much time do you spend on your cell phone? Fill in the blanks and share your answers with your classmates.



- a. Listening to music: _____
b. Talking: _____
c. Texting: _____
d. Playing games: _____
e. Watching TV: _____

2. Match the bars from the graph with the activities in your Student's Book (page 102).

Daily cell phone use for teenagers in the US



Reading and Vocabulary

1. Read the clues and find the words in the puzzle.

- A system of sending messages from one computer to another or others.
- Connected to the Internet.
- Doing two or more things at the same time.
- Sending a message on your cell phone.

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

Language Focus

- a. Food: _____
- b. Medicine: _____
- c. Work: _____
- d. Space vacations: _____

1. Imagine it's the year 2050. Read the topics and make predictions about what will happen in these areas. Write sentences using **will** or **won't**:

Speaking

1. Share your predictions with the class. How similar or different are your answers?

Reading Task

1. Read the article. In pairs, paraphrase the main idea of the text.



visionary writer described three devices used by NASA: one of them is the **solar sail** which is a method of spacecraft propulsion. Another device imagined by Verne is the **lunar module**, or rocket, that takes astronauts to the moon. Finally, he predicted what we call now a **splashdown**, which is a method of landing a spacecraft in the ocean by parachute. His legacy has had a big influence on literature and science. The most curious thing is that Jules Verne lived between 1828 and 1905, and he was able to foresee the future through his unique creations.

Source: Archivo Editorial

Did you know that apart from Roger Ebert and Stanley Kubrick there was another man who predicted the future through stories? That man was the French writer Jules Verne. His famous stories like *Twenty Thousand Leagues Under the Sea* and *From the Earth to the Moon* showed different devices that exist today. In *Twenty Thousand Leagues Under the Sea*, Verne described an electric submarine. In his famous science fiction classic novel *From the Earth to the Moon*, the

2. Read again. Write the names of the items that Jules Verne imagined under the corresponding pictures.



3. Answer the questions about the article.

- a. Who was Jules Verne? _____
- b. What are the two novels mentioned in the text? _____
- c. What is a splashdown? _____
- d. When did Verne live? _____
- e. What is special about Verne? _____

Language Focus

- Match the predictions with the corresponding consequence.

The world is changing so fast! By the year 2050:

- Self-driving cars will make driving safer, ...
- Half of current occupations in the world won't exist...
- Drones will access areas that humans can't reach...
- Cell phones will be charged with the power of plants...

- _____ because they will use laser technology to create 3D maps of remote areas.
- _____ so the number of accidents will decrease.
- _____ because forests will be the energy stations of the future.
- _____ because artificial intelligence will take care of these occupations.

- In 1989, the movie *Back to the Future* made some predictions about the year 2015. Write the name of them under the pictures.

alternative fuel – video glasses – video chat – thumbprints as keys



B



C



D



Cross-Curricular

Elephants in Denmark

You already learned that you can make predictions through math tricks. Now, it's time to learn another one! But this time we are going to add animals. Are you ready? Will you be able to predict the following math trick? Let's go!



Text adapted from: www.thisproposals.com/mental-prediction-magic-trick-2286965

- Write "You will say Elephants in Denmark" on a piece of paper. Fold this up and keep it with you.
- Pick a number between two and nine. It can be two or it can be nine, or any number in between.
- Take the number that you've chosen and multiply it by nine.
- This should give you a two digit number. Take the two digits of the number and add them together. For example, if your number is 16, take the one and six and add them to make seven.
- Take the resulting number and subtract five from it.
- Take that number and match it with a corresponding letter of the alphabet. A=1, B=2, C=3, etc.
- Take your letter, and think of a country that begins with that letter. For example, "B" might make you think of Brazil, "D" could be Denmark or "F" could be France.
- Take the second letter in the name of that country and think of an animal. For example, "p" may make you think of a Penguin and "Z" may make you think of Zebra.
- Do you now have a country and animal?
- Hold that thought in your mind while I concentrate. Pause here for a moment.
- Say, "I didn't know that there were elephants in Denmark. Was my prediction right?"
- Bring out your folded prediction and show that you were right.

Idea Sessions

- 1** Use these spaces to take notes about each topic. In that way, you will have your ideas clear when making your spider plan.

TECHNOLOGY

HOUSES

ENVIRONMENT

TRANSPORTATION

- 2** After presenting your predictions, 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
Notes about the future		Division of tasks		Volume and tone	
Organization of predictions		Cooperation with team		Use visual aids	
Design of presentation		Group feedback		Connection with the audience	

- 3** Discuss your results with your group. What do you need to improve on?

Listening

Electric Cars Get Creative Sounds to Replace Engine Noise

1. Listen to the recording and answer the questions.

a. What do electric cars run on?

b. What problem can electric cars cause?

c. What actions are the governments in the USA and Europe taking to solve this problem?

2. Write the name of the company next to its description.

- a. _____ : Electric cars will have special speakers designed to get attention.
- b. _____ : The company has developed a noise for its new EQC model.
- c. _____ : Created in 2017 in an attempt to make one of its future electric models "sing".
- d. _____ : Currently working with the American rock band Linkin Park to find exactly the right artificial sound.
- e. _____ : A new sound that will greatly shape their new electric car's identity.



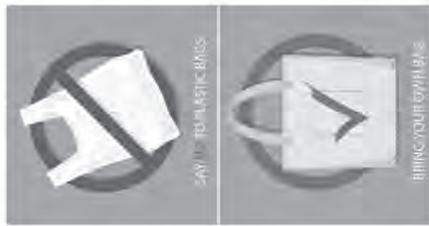
Speaking Task

1. Work in pairs. Ask your partner what his/her plans are for:

- a. Next week.
b. Tomorrow night.
c. The year 2025.

Writing

1. Write solutions to reduce the use of plastic, in the box below.



2. In groups, predict another renewable energy source that can be used in the future, and explain how we will take advantage of it.

Reading and Vocabulary

- Complete the sentences below using the words in the box.

Renewable energy – Solar energy – Non-renewable energy – Wind

- Gas and coal are examples of _____.
- It is more expensive to make electricity from sun or _____.
- _____ is taken from nature.
- We can use _____ as a heat source.

Language Focus

- Write future sentences below using one verb and one noun from the box on the left.

Verb: reduce - recycle - reuse - contaminate - save

Noun: ocean - nature - trees - waste - planet - environment - energy

- _____
- _____
- _____

Speaking

- Share with the class! One classmate names a natural resource out loud for the class. In groups, figure out how that natural resource could be used. Then, share with the rest of the class. Use your imagination!



Reading Task

- Read the article. In pairs, discuss the most interesting idea from the text.

Recycling Saves Resources

When we recycle, used materials are converted into new products, reducing the need to consume natural resources.

It used materials are not recycled, new products are made by extracting fresh, raw materials from the earth, through mining and forestry. Recycling helps conserve important raw materials and protects natural habitats for the future.

Recycling Saves Energy

Using recycled materials in the manufacturing process uses considerably less energy than that required for producing new products from raw materials – even when comparing all associated costs, including transport, etc.

There are also extra energy savings because more energy is required to extract, refine, transport and process raw materials ready for industry, compared with providing industry-ready materials.

Recycling Helps Protect the Environment

Recycling reduces the need for extracting (mining, quarrying and logging), refining and processing raw materials. All of these create substantial air and water pollution.

As recycling saves energy it also reduces greenhouse gas emissions, which helps to tackle climate change.

Source: www.gov.ie/environment/why-recycle/Pages/Recycling.aspx

- Read again. Based on the text, explain, in your own words, the following concepts.

a. Raw material

b. Manufacturing process

- Create a conclusion for the text in the box below.

Language Focus

1. Complete the sentences below according to what you think is going to happen with our planet in the future.

a. In the year 2050 plastic is going to be a big problem because...

b. If I throw trash on the ground tomorrow, this can have consequences like...

c. To help save the planet next week I am going to...

2. Look at the pictures and write the correct word or phrase from the box underneath them.

global warming – using plastic bags – littering – reusing



Cross-Curricular



Coal = The Black Gold!

1 In groups, discuss and write why do you think coal is called black gold, explaining it in your own words. Share with the class.

2 Discuss the following questions:

a. Did you know that coal is quite important?

b. What do you think about the importance of coal?

3 Make predictions! Do you know that coal is beginning to run out? Predict, using the chart below, what you think is going to happen if coal runs out completely.

5 more years	10 more years	20 more years

Final Task

1 Do some research! In groups look for information regarding good ideas about saving our planet that have been proposed. Use them to create your leaflet. Utilize the spaces, to organize your information.

NEIGHBORHOOD	CITY
COUNTRY	SOUTH AMERICA

2 After presenting your leaflet, use the following table to assess your performance.

• Check the boxes of the items you did well.

Content	Me	Team work	Me	Design	Me
Use of vocabulary		Cooperation with the team		Explanation to the audience	
Clear solutions		Division of tasks		Use of images/drawings	
Organization of the leaflet		Group feedback		Volume, tone and eye contact	

3 Discuss the result with your groups. Agree or disagree with the following statement.

My performance might influence my classmates' learning.

Día Mes Año

Nombre:

1. Read the sentences and write them in the correct column below. Discuss your answers with a partner.

I don't think all houses will run on wind energy.

I'm sure we won't have robots as pets.

I believe digital books will be more and more popular.

I'm sure we will all recycle our garbage.

AGREEING	DISAGREEING

2. Match the sentences with their meaning.

- | | |
|-----------------|--|
| a. E-kids | _____ Sending messages on the Internet. |
| b. Multitasking | _____ Connected to the Internet. |
| c. Online | _____ To do many things at the same time. |
| d. Computer | _____ Young people who use technology. |
| e. Texting | _____ A device with a screen and a keyboard. |
| f. E-mail | _____ To send a message by cell phone. |

3. Choose three words from the previous activity and write a sentence for each.

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

4. Reading. Skim the text and mark the means of communication mentioned on it.

a. blog

c. social networks

e. e-mail

b. letter

d. video chat

IS THE WORLD GETTING SMALLER?

Not really. Planet Earth is still the same size, but sometimes it feels very small. This is because meeting and talking to people around the world has become easy to do.

One way to make friends from mother countries is through a school exchange program. You can share information and learn new things about students from around the world. You can talk to other students on line, with e-mails, classroom blogs and video chats.

Another way to talk to someone from another country is to write a letter about yourself. Tell all the things that you like doing and the things you do not like. Remember to start getting in a friendly way.

Another way to share information is to write a class blog. A blog is a journal that is split on to the Internet. It's a description of the activities you do each day. Get each of your classmates to write a blog for a different day of

the week. Keep it short. Then ask your teacher to post it on the school's website. So, students from around the world can read all about your activities.

You may write to just one student from another school. The best way to do this is through e-mail. Sending an e-mail is quick, easy and saves paper. All you need is an e-mail address. Choose an address that's easy to remember.

Many Internet programs allow you to chat with your friends on line. A chat is an instant conversation that takes place over the Internet. You type your message and your friend receives it instantly. Then he types back.

You can also talk to your new friends using video chat. All you need is a webcam. This is a small video camera on your computer. It records you when you talk. It's a great way to practice your English speaking skills

5. Read the text and express your own opinion to the following statements.

a. I think that the only way to meet people is through parties. Do you agree or disagree?

b. Is it a good idea to improve your English speaking skills by using a video camera? Why or why not?

c. Do you think spelling and punctuation are important when writing e-mails?

Actividad complementaria

Unidad 4 • Lección 7

Día Mes Año

Nombre:

1. Look at the photos from the future and complete the sentences with your own ideas.



a. Many people _____ (recycle) in 2025.



b. Transportation _____ (be) faster and cleaner.



c. Our houses _____ (only/use) renewable energy.



d. Global warming _____ (affect) glaciers.

2. Match the words on the left with their corresponding definition on the right.

A	Website	A computer program that is designed for a particular purpose.
B	Application	A mobile telephone with computer features that may enable it to interact with computerized systems, send e-mails, and access the web.
C	Internet	A place on the internet with one or more pages of information about a subject.
D	Smartphone	The large system of connected computers around the world that allows people to share information and communicate with each other.

- 3.** Choose a topic from the box and write an essay about it.

Young people spend a lot of time online – Use of technological devices in the classroom
– Internet is the best invention

This image shows a single sheet of white paper with horizontal blue 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.

Nombre:

1. First conditional. Complete the sentences using the verbs in parenthesis.

- If I _____ your jacket, I _____ it to you. (find/give)
- She _____ very happy if you _____ her birthday party. (not be/ miss)
- Be careful! That glass _____ if you _____ it with the ball. (break/ hit)
- If you _____ him, he _____ you. (not ask / not help)
- If you _____ the map, we _____ lost. (lose / get)

2. Match the words on the left with their meaning on the right.

A	Source		To make foul or unclean, especially with harmful chemical or waste products.
B	Coal		Mechanical or electrical energy as distinguished from hand labor.
C	Pollute		Any thing or place from which something comes or is obtained.
D	Power		A mineral that is made of carbon used as a fuel.

3. Write one advantage for each R and one action to put in practice.

	REDUCE	REUSE	RECYCLE
Advantage			
Action			

4. Classify the energy sources into renewable and non-renewable.

solar - wind - coal - nuclear - geothermal - fossil fuel

RENEWABLE	NON - RENEWABLE

5. Create an infographic of renewable energy.

Nombre:

1. Read and match the boxes. Then, write four sentences using the first conditional.

a lot of marine animals will die

If we take our reusable bag to the supermarket

If you recycle

If you separate the garbage

it will be easy to identify the wastes and recycle in the correct bin

you'll help the environment

we'll avoid using plastic

If humans continue polluting the ocean

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

2. What are your plans for the future? Write sentences using the time expressions from the box below.

Next week - tomorrow morning - in the year 2030 - next summer

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

3. Read the text and answer the questions.

Warm Waters Caused Many Sea Creatures to Move Far North

A study has found that warmer waters off North America's West Coast caused many kinds of sea life to move farther north than ever before. The study was a project of scientists from the University of California, Davis. The scientists examined waters off the coast of Northern California in the eastern Pacific Ocean. The researchers say they identified a total of 67 species between 2014 and 2016, during what

was described as a "marine heatwave." Marine heatwaves were defined in the study "as periods of extreme sea surface temperatures lasting for days to months." The 2014-2016 heatwave is thought to be the largest ever recorded. The report says this weather event began in 2013 when a "warm-water blob" formed in the Gulf of Alaska. The warm water later moved southward toward California.

El Niño conditions

El Niño often causes ocean temperatures in the area to rise between 2 to 4 degrees Celsius, the study found. The researchers reported that 37 of the 67 species they studied had never before been observed so far north as California. These creatures are native to an area hundreds of kilometers to the south, mainly around Baja California in Mexico. Some species were discovered outside a marine laboratory belonging to the University of California, Davis. A few were even found north of California, off the state of Oregon. The northward travel of so many different sea creatures was considered "unprecedented" by the researchers. Among the species identified in the study were a meat-eating sea slug that hunts other sea slugs, a

sea snail "butterfly" and a purple-lined jellyfish. Another unexpected visitor was the pelagic red crab, which researchers said had only been found in areas off the coast of Mexico. Scientists involved in the study believe the findings can provide valuable information for predicting future sea life reactions to warming oceans. A 2018 Rutgers study estimated climate change will force hundreds of fish species and other creatures to seek out cooler waters in coming years. Using climate models, researchers predicted that some species along the U.S. and Canadian Pacific coasts will move as far as 1,400 kilometers north from their current habitats.

a. What is the "marine heatwave"?

b. What phenomenon does El Niño cause?

Actividad complementaria 1 – Unidad 4 – Lección 7

- Respuesta variable.
- E-kids - Young people who use technology.
 - Multitasking - To do many things at the same time.
 - Online - Connected to the Internet.
 - Computer - A device with a screen and a keyboard.
 - Texting - Sending messages on the Internet.
 - E-mail - To send a message by cell phone.
- Respuesta variable.
- a – b – d – e
- Respuesta variable

Actividad complementaria 2 – Unidad 4 – Lección 7

- will / won't recycle
 - will / won't be
 - will / won't only use
 - will / won't affect

2.

A	Website	B	A computer program that is designed for a particular purpose.
B	Application	D	A mobile telephone with computer features that may enable it to interact with computerized systems, send e-mails, and access the web.
C	Internet	A	A place on the internet with one or more pages of information about a subject.
D	Smartphone	C	The large system of connected computers around the world that allows people to share information and communicate with each other.

- Respuesta variable.

Actividad Complementaria 1 Unidad 4 – Lección 8

- find / give
 - wasn't / miss
 - breaks / hit
 - don't ask / doesn't help
 - lose / get
- C – D – A – C
- Respuesta variable.
- Renewable: solar, wind, geothermal.
Non-renewable: coal, nuclear, fossil fuel.
- Respuesta variable.

Actividad 2 Unidad 4 – Lección 8

- If humans continue polluting the ocean, a lot of marine animals will die.
 - If we take our reusable bag to the supermarket, we'll avoid using plastic.
 - If you recycle, you'll help the environment.
 - If you separate the garbage, it will be easy to identify the wastes and recycle in the correct bin.
- Respuesta variable.
- periods of extreme sea surface temperatures lasting for days to months.
 - it rises temperatures between 2 and 4 degrees Celsius.

Nombre:

1. Unit 4 is called Future Matters. Write ideas on what you think it is going to be about.

2. Write a list of 5 electronic devices that you have used in your life.

a. _____

b. _____

c. _____

d. _____

3. Make a list with 5 predictions about what you think is going to happen with technology in the future. Use: will, going to and would.

a. _____

b. _____

c. _____

d. _____

4. What social media do you know?

5. Which social media do you use the most?

6. Give examples of the following concepts.

Renewable energy	Non-renewable energy

7. Do you know what these concepts mean?

Recycle:_____

Reuse:_____

Reduce_____

8. Write your opinion about global warming and propose a solution to cope with it.

Nombre:

1. Read and answer True or False. Correct the false statements.

Your daily Horoscope

This year will be very exciting for you. You will meet interesting people and make new friends. You won't have to worry about school because you will learn a lot and you will study very hard. Your family will support you and they won't be surprised when you accomplish all your dreams.

- a. This year won't be exciting. _____
- b. You'll meet new people. _____
- c. You won't need to study hard. _____
- d. You won't be surprised. _____

2. Complete with will or won't.

- a. In the future, people _____ use cars, they'll teleport to different places.
- b. Climate change _____ have an important effect in our daily lives.
- c. Computer games _____ be downloaded into our heads.
- d. People _____ age in the future.

3. Complete the statements with predictions about the future.

- a. Cell phones will _____.
- b. Climate change will _____.
- c. Diseases won't _____.
- d. Space vacations won't _____.

4. Circle the correct word.

Pablo: I think in the future there'll be robots everywhere.

Claudia: *I agree / I disagree.* Robots are too expensive; I don't think they'll be a lot of them.

Pablo: Yes, but in the future they'll be made of cheaper materials, so they *will / won't* be expensive.

Claudia: I still believe they *certainly will / won't* be popular.

5. Complete the paragraph with words from the box.

text - multitasking - email - device - online - social networks - cell

People consider (1) _____ a very important skill. Modern life is fast and demanding, so we need to be able to do more than one thing at a time.

One (2) _____ that has made our life easier is the (3) _____ phone. We can send an (4) _____, write a (5) _____, and check our (6) _____ at the same time!

Although, some people think we spend too much time (7) _____ and we forget about real life.

Nombre:

1. Choose the correct words from the box to complete the paragraph below.

tablet – computer – smartphones – experience – device – social networks – mobile

It is said the (1) _____ revolution started in 2007 with Steve Jobs. When the first iPhone was released. A touch screen phone that navigated the web just as a (2) _____. Nowadays, (3) _____ phones are essential in our lives. We do everything with this technological devices. Our life (4) _____ has dramatically changed since we can get online everywhere using our phones.

2. Circle the correct word.

Teresa: I want to go to the space for holidays.

Iván: Me too. I read an article about space in a space fans magazine.

Teresa: Tell me about it.

Iván: It says that in the future, traveling to space will / won't be as expensive as it is now.

Teresa: Oh, I agree / disagree. I think it will / won't be more accessible but not necessarily less expensive.

Iván: You might be right. But, I think that scientists will/ won't create spaceships with cheaper materials. In 30 years, I think I will also/but be able to travel to Mars.

Teresa: Take me with you!

- ### 3. Create predictions based on the following topics.

climate change – future of smartphones – plastic bags – recycling

-
-
-

- 4.** Discuss the following statement with a classmate.

In a not so far away future, technology will ruin our lives. It will have unexpected consequences on the way we relate to people. The future might be dark and terrible.

- a. Do you agree or disagree with the text? Why or why not?
- b. What do you think about technology and the future?
- c. What would you do to protect yourself from misusing technology?

- 5.** In your notebook, write a short essay about the future of planet Earth.

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 or other markings on the paper.

Solucionario Evaluación diagnóstica

1. Respuesta variable
2. Respuesta variable.
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.
6. Respuesta variable.
7. Respuesta variable.
8. Respuesta variable.

Solucionario Evaluación formativa

1. a. False. This year will be exciting.
b. True.
c. False. You will study hard.
d. False. Your family won't be surprised.
2. a. won't
b. will
c. will d. won't
3. Respuesta variable.
4. disagree, won't, won't.
5. (1) Multitasking (2) device (3) cell (4) email (5) text
(6) social networks (7) online

Solucionario Evaluación sumativa

1. Smartphone, computer, mobile, experience
2. Won't, disagree, won't, also
3. Respuesta variable.
4. Respuesta variable.
5. Respuesta variable.

Student's book. Track 17. Page 96. Activities 2 and 3. A Radio Interview.

Interviewer: Hello! Today we are interviewing people about the future. What do people think will happen in the rest of the twenty first century?

Can I ask you about your predictions for the future?

Teenagers: sure!

Interviewer: So how will technology evolve in the future? You first. What's your name?

Jack: Jack. I'm sure there will be lots of inventions. For example, I don't think you will need a key to your home. There will be a machine to check your fingerprints or eyeballs.

Interviewer: Do you agree...?

Ellen: Ellen. Yes, I do. Also in my opinion the internet will become more and more popular until eventually everybody will do their shopping online.

Jack: Mmm, I don't think so. Markets will still probably exist, but I'm certain we won't have to visit museums. We will have access to museums around the world by virtual reality.

Ellen: And I believe that cellphones will become so small that they will be attached to an eyepiece. You will be able to see visual messages while doing other things.

Jack: I also think it will help scientists how they're going to be able to predict earthquakes and natural disasters in advance. It might save lives.

Interviewer: Well you certainly have lots of positive ideas. Where are you going now?

Ellen: We are going to eat.

Interviewer: I suppose that is something that technology can't help you with.

Student's book. Track 18. Page 96. Activity 4.

Pronunciation

- a. I don't think so.
- b. That is something that technology can't help you with.

Student's book. Track 19. Page 96. Activity 5.

Pronunciation

- a. bang bank
- b. sing sink
- c. wink wing

Student's book. Track 20. Page one 108. Activities 2 and 3. Reduce, reuse, recycle, for a better life.

Tons of garbage are thrown out around the world every day. How can this be possible? How does our planet hold on? The Earth needs our help and together we can do something to change this situation. Fortunately, there are three magical words that can help us: Reduce, Recycle, and Reuse. Would you like to know what this is about? The first R is for reduce which means using fewer resources. Think about it: there are many things you don't need, and so, when you shop, do it differently. Look for things that will last and take your own canvas bag instead of using the plastic disposable ones that stores provide. In that way you are reducing the amount of unnecessary waste and plastic. The second R is for recycle, which is the process of converting waste materials into new materials and items. Recycling has benefits like reducing the amount of waste created, saving energy, conserving natural resources, and creating jobs, among others. The 3rd R is for reuse which means using something again instead of throwing it away. There are many items you can reuse. For example: clothes, glass jars, paper, plastic bags, and even food! Food scraps can become compost. With just a bit of imagination you can reduce pollution and help the Earth become a cleaner planet!

Student's book. Track 21. Page 108. Activity 4. Pronunciation.

- a. Yesterday I went to the supermarket and I used my canvas bag instead of a plastic one.
- b. I listened on the radio that supermarkets will not give plastic bags anymore.
- c. If you printed only one side of the paper, you can reuse it on the other side.

Student's book. Track 22. Page one 108. Activity 5. Pronunciation.

- used
- listened
- printed
- a. contaminated
- b. stopped
- c. cleaned
- d. washed
- e. annoyed
- f. needed

Activity book. Track 23. Page 52. Activities 1 and 2. Samsung shows off new foldable phone.

Samsung has provided the public a first look at its new foldable smartphone.

The phone is designed to fold open to make the device the size of a small tablet. It can also perform some operations of a tablet. When folded closed, the device looks and works like a normal smartphone.

Justin Denison is Samsung's senior vice president of mobile product marketing. He introduced the device to people at the conference.

"Ladies and gentlemen, I give you the future of mobile display technology – the Infinity Flex Display." "It's finally here. When it's open, it's a tablet, offering a big screen experience. When closed, it's a phone that fits neatly inside your pocket."

Denison said the design and development of the foldable device was very complex. He said Samsung had to invent new manufacturing materials and methods and "re-imagine the display from the ground up."

He said one of the biggest difficulties was finding a material that was flexible, but also strong enough to support repeated folding and unfolding of the device.

He said the Infinity Flex Display was designed to smoothly operate continuously when opened and closed. Denison said the device will permit users to keep up to three apps open at one time. With normal size smartphones, users have to keep changing between apps.

Technology experts see the new foldable design as a way to get users to buy a new device seen as revolutionary. More people are deciding to hold onto smartphones longer because newly launched models do not offer major improvements and can be very costly.

It remains to be seen whether foldable phones will become popular quickly. The devices are expected to cost more than \$1,000.

Activity book. Track 24. Page 60. Activities 1 and 2. Electric Cars Get Creative Sounds to Replace Engine Noise.

The world's top automakers are increasingly offering more electric vehicle models. This growth is expected to continue, with more people choosing to hit the road with clean-running electric-powered cars.

But electric vehicles are also known for not producing another kind of pollution – noise. They run on batteries instead of fuel, and can operate in silence.

While many people might consider this a good thing, quiet cars can also cause problems. The main danger is that people walking in areas around electric vehicles face a greater risk of being hit if they cannot hear the cars coming.

Governments in the United States and Europe have recognized this problem. So, they have set requirements for manufacturers to add warning sounds to vehicles operating on electricity.

Of course, one of the easiest solutions would be for car-makers to simply reproduce the sound a car would make if it actually did run on fuel.

Frank Welsch is head of technical development at Germany's Volkswagen and said that finding the perfect sound mix is not an easy process.

"The electric vehicle sound is its identity," he said. "It cannot be too intrusive or annoying. It has to be futuristic and it cannot sound like anything we had in the past."

Welsch said Volkswagen's electric cars will have special speakers designed to get attention. The company is developing different sounds to correctly fit the size, make and overall image of each model, he added.

An official from German competitor Mercedes-Benz said the company had developed a noise for its new EQC model.

Nissan created in 2017 in an attempt to make one of its future electric models "sing."

Mercedes-AMG offers its buyers high-performance vehicles that combine modern design with speed and power. The head of Mercedes-AMG, Tobias Moers said AMG is currently working with the American rock band Linkin Park to find exactly the right artificial sound.

A representative from BMW Group said the sound is being developed for one of its vehicles, a new electric Mini. Esther Bahne, Vice President of Strategy and Innovation at BMW's Mini, said sound is something that will greatly shape the car's identity.

Michael Pfadenhauer is head of sound development for German sports carmaker Porsche. He told the company's official magazine that finding the right sound for a sports car is be very tricky. "There is no e-sound. It has to be invented," he said.

Writing short email requests

1. Read the following emails and answer the questions.

Dear Sir/Madam,

Unfortunately, I can't access my social network account. I type my e-mail and password but a message informs me that my account is not registered. I don't understand what's wrong. Could you please help with this?

Your sincerely,

Francisco P.

Dear Francisco,

Thank you for writing us. Your account has been blocked, because you typed the wrong password more than three times. I have unblocked it, so you should be able to access your account with the following password: XD345GF. Please remember to reset your password afterwards. If you need any help, please let me know.

- a. What was the problem?

- b. How was it solved?

2. Look at the following problem and write a short email requesting help.

You can't remember your password for your favorite social media account. You need to contact the technical support team and ask them for help.

3. Exchange emails with a classmate, and write a reply.

Writing about cause and effect

1. Match the questions to the answers about climate change.

- a. What is climate change?
- b. What is the 'greenhouse effect'?
- c. What is the evidence of global warming?
- d. How will the weather change?



The glaciers in the north and south pole are melting. Because of this, sea levels have risen by 10 – 20 cm. This is due to the expansion of warming oceans.



The planet's climate is constantly changing but now scientists believe that the extreme changes taking place today are a result of human activity.



The term refers to the role played by a layer of gases that trap the heat from the sun in the earth's atmosphere. But now the concentration of gases is increasing and retaining more heat.



It is difficult to predict, but we can expect more extreme weather conditions like floods, storms and heat waves. Due to this, scientists believe there will be more rain but also a higher risk of drought in inland.

2. Read the answers from activity 1, and complete the sentences.

- a. What is climate change? _____
- b. The extreme changes taking place today are _____
- c. Due to extreme weather conditions _____

3. In pairs, write an essay about the causes and consequences of climate change.

Asking for and offering technical help

1. In pairs, discuss these questions.

- a. Do you have computer skills?
- b. Can you use search engines, word processing programs, and photo editing software?
- c. When was the last time you needed technical support for your devices?
- d. Where do you look for help and technical support? Do you ask friends or search online for solutions?

2. Read the dialogue.

A: Can you help me, please? I'm having trouble with Word.

B: Of course. What are you trying to do?

A: I'm trying to paste a picture into a Word document to send it to my friend. But it won't allow me to copy it. What do you suggest?

B: You could just email the picture.

A: What does that involve?

B: First select the email icon and then select write. Then you need to attach the picture and send the email.

A: Ok, I think I did it.

B: Did you attach the picture?

B: Yes, I did. Thanks a lot!

3. Read these sentences and classify them:

b. What do you suggest?

d. What does that involve?

a. It won't allow me to copy it

c. First select the icon...

f. What are you trying to do?

g. Did you attach the document?

Asking for help

Offering help

Asking for and offering technical help

1. Read the following statements and answer the questions.

Luis: I believe we need to take global warming seriously. It affects us and the whole world. We need to be conscious of its effects and consequences, in order to avoid even more damage in the future.

Carolina: No one can tell me that global warming isn't happening. We've just had the hottest year on record! My sister lives in the north of Chile and she said that it is beach weather there and it's August. I mean it's not normal is it?

Kevin: When I was a boy we used to have heavy snow most years. Since the early 90s all we've had is a light dusting of snow. It must be due to global warming.

a. Who believes in global warming?

b. Who doesn't believe in global warming?

2. In pairs, debate in favor or against global warming and climate change. Each one of you has to choose one argument from different columns and defend your position. Add two more reasons to support your argument.

In favor:

All countries should be forced to apply serious regulations to reduce carbon emissions.

Everybody should do whatever they can to save energy.

Against:

Normal people can't do much to stop global warming.

Climate change isn't as serious as people say. People like to worry about something!

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://learnenglishteens.britishcouncil.org/grammar-vocabulary/phrasal-verb-videos>
- Nettle, M. (2003). *Developing Grammar in Context*. Cambridge, Cambridge University Press.

Other resources:

- <http://web.stanford.edu/dept/CTL/Newsletter/cooperative.pdf>
- Rhoades, G. (2013, October 1). *Minimizing the Chaos through Cooperative Classroom Management*. Forum, 28-34
- Diamond, Harriet and Phyllis Dutwin, *English the Easy Way*, Barron's Educational Series, 2003
- Francis, Edward J., *A Year in the Life of an ESL (English Second Language) Student: Idioms and Vocabulary You Can't Live Without*, Trafford Publishing, 2006.

- Grinker, Roy, and Christopher Steiner, *Perspectives on Africa: A Reader in Culture, History, and Representation (Global Perspectives)*, Wiley-Blackwell, 1997.
- 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 3: Going places

Information about transportation, pollution and how to reduce it:

- <http://science.howstuffworks.com/environmental/green-science/10-transportationpollution-solutions.htm#page=0>
- Trailer of the movie "Around the world in 80 days":
<https://www.youtube.com/watch?v=OU8Uig-1NEo>
- Information about Jules Verne:
<http://www.biography.com/people/jules-verne-9517579#verne-hits-his-stride>

Information about similarities and differences among the US and Australia:

- http://journals.worldnomads.com/lauren_watson/story/67893/australia/australia-vsamerica-the-little-differences

Information about advantages of using songs in the classroom:

<http://www.hltmag.co.uk/apr09/less01.htm>

Information about Barcelona:

- https://www.barcelona.com/barcelona_city_guide
- <https://www.barcelonayellow.com/bcn-photos/204-top-10-attractions-barcelona>

Páginas para crear blogs:

- <https://www.wix.com/>
- <https://www.joomla.org/>
- <https://hubpages.com/>
- <https://wordpress.com/>
- https://www.blogger.com/about/?r=1-null_user

Unit 4: Future matters

Information about technology in the future:

- <http://www.futuretimeline.net/>
- <http://www.futureforall.org/future-technology-predictions.html>
- <http://www.futuretechnology500.com/>

Information about transportation, pollution and how to reduce it:

- <http://science.howstuffworks.com/environmental/green-science/10-transportationpollution-solutions.htm#page=0>

Free software to make spider plans:

- <http://www.edrawsoft.com/spiderdiagram.php>
- <http://www.gliffy.com/>

Información sobre cuidado ambiental:

- <https://www.treehugger.com/>
- <https://grist.org/>
- <https://www.nationalgeographic.com/environment/>
- <https://www.huffpost.com/impact/green>
- <https://www.greenpeace.org/international/>

Information about Learning Styles:

- *Do we care about learning styles?*
- <http://www.wanderingeducators.com/language/learning/do-we-care-about-learningstyles.html>
- *Two Learning Styles: Auditory and Visual*
- <http://www.betterlanguageteaching.com/esl-articles/75-auditory-visual-learning-styles>

Visual, Auditory, Kinesthetic Learners

- <http://school.familyeducation.com/intelligence/teaching-methods/38519.html>

Teacher-Created Worksheets: all about English grammar:

- http://www.azargrammar.com/materials/uueg/UUEG_TchrCreated.html

Como complemento a los recursos presentes en la Guía didáctica del docente, puede utilizar los recursos existentes en su biblioteca escolar (CRA y digital). Para esto, se le sugiere pedir asesoría al encargado CRA de su colegio.

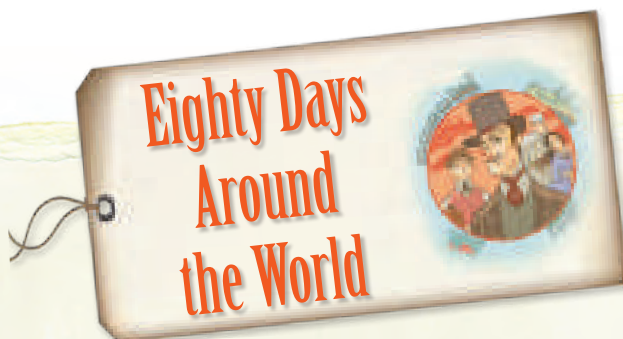
Before reading

1. Look at the pictures and make predictions about the text.
 - a. What forms of transportation can you see?
 - b. When do you think this story took place?
 - c. Which places do you think the main character visits?

While reading



- 1 On October 2nd, 1872 Phileas Fogg made a bet: he was going to travel around the world in 80 days. His friends bet a lot of money, £20,000.



- 2 Phileas had only a few pennies in his pocket. He started his trip with his servant Jean. They planned to go to Suez, Bombay, Calcutta, Hong Kong, Yokohama, San Francisco, New York and then go back to London.



- 5 Jean and Phileas did not have any more money, so they decided to work in a circus in Hong Kong and Yokohama. When they had plenty of money, they left for San Francisco on a boat.



- 6 Unfortunately, on the way to New York, some bandits attacked the train, but Jean very bravely detached the carriages and they all reached New York safely. Here, they found a small boat to take them across the Atlantic.

2. Read the story "Eighty Days Around the World" and write whether the following statements are T (true) or F (false). Correct the false ones in your notebook.

- a. ____ The main character's name is Aouda.
- b. ____ Phileas and Jean rented an elephant for £20,000.
- c. ____ Phileas and Jean were a couple of famous bandits.
- d. ____ Phileas and Jean worked in a circus to learn tricks.
- e. ____ After a very difficult trip, Phileas came back to London and won the bet.



3 First, they went to Suez. In Bombay, the railroad was not finished so Phileas hired an elephant for a few rupees.



4 On the way to Calcutta, he saw a beautiful woman with several people who were going to sacrifice her. Phileas saved her. Aouda was her name and continued the trip with Phileas and Jean.



7 During the trip, there was a terrible storm, the boat ran out of fuel and the crew had to burn the wooden parts of the boat to make the engine work.



8 Finally, they got off the boat and headed to London. Phileas ran to the Club where his friends were and said: "Good morning, gentlemen" as he opened the door. His friends were shocked.

3. Match the problems on the left to their solutions on the right.

- | | |
|---|--|
| a. Phileas needed money. | _____ They hired an elephant. |
| b. The railroad was not finished. | _____ They joined a circus. |
| c. Some people were going to sacrifice Auoda. | _____ The crew burned parts of the boat. |
| d. They had no money. | _____ He made a bet with his friends. |
| e. The bandits attacked them. | _____ Phileas decided to save her. |
| f. The boat ran out of fuel. | _____ Jean detached the locomotive from the carriages. |

4. Write the character's names in the corresponding description boxes below.

- a. I like traveling and adventure. I'm always happy. _____
- b. We have to burn the wooden parts of the boat. _____
- c. We joined a circus. _____
- d. I'm so happy I met Phileas. He saved me. _____

5. Match the words in bold to their definitions.

- | | |
|--|---|
| a. The boat ran out of fuel. | _____ to return. |
| b. The group got on a steamer to Hong Kong. | _____ to exhaust a quantity of something. |
| c. When they got off the boat, they went to London. | _____ to enter a plane, boat, etc. |
| d. They got back to London in eighty days. | _____ to leave a plane, boat, etc. |

After reading

6. In groups, discuss the following questions.

- a. Did you like the story? Why or why not?
- b. What means of transportation would you use to travel around the world today?

Before Reading

1. Look at the title and vocabulary to predict what the text will be about.

While Reading

In The Garden.

By Emily Elizabeth Dickinson

A bird came down the walk:
He did not know I saw;
He bit an angle-worm in halves
And ate the fellow, raw.

And then he drank a dew
From a convenient grass,
And then hopped sidewise to the wall
To let a beetle pass.

He glanced with rapid eyes
That hurried all abroad, —
They looked like frightened beads, I thought;
He stirred his velvet head

Like one in danger; cautious,
I offered him a crumb,
And he unrolled his feathers
And rowed him softer home

Than oars divide the ocean,
Too silver for a seam,
Or butterflies, off banks of noon,
Leap, plashless, as they swim.

Retrieved from: <http://www.public-domain-poetry.com/emily-elizabeth-dickinson/in-the-garden-13716>

Vocabulary Tip

Raw: not cooked.

Dew: drops of water that fall on surfaces outside, during the night.

Hop: to jump on one foot and move around in this way.

Sidewise: from the side.

Glance: to look at for a short time.

Beads: a small, round ball of glass or other material used for making jewellery.

Velvet: type of fabric that is thick and has a soft surface on one side.

Crumb: a very small piece of bread, cake, etc.

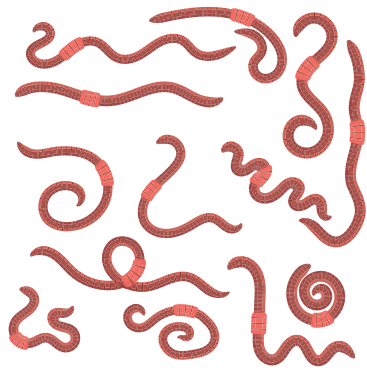
Row: to use an oar.

2. Read the text and complete the exercises below.

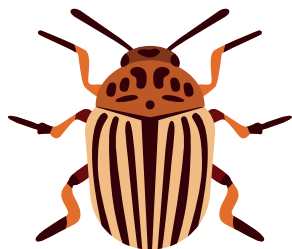
3. Write all the pairs of words that rhyme. Create new rhymes using similar words.

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

4. Look at the pictures below and write the name of the object or animal in the space provided. Use the internet or a dictionary, if necessary.









After Reading

- 5.** What do you think is the main idea of the poem?

- 6.** Use the poem as an inspiration to create a drawing.

