

Get ready with English 6



Student's Book 6th grade

Brendan Dunne - Robin Newton



Ministerio de Educación

Gobierno de Chile

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



Richmond

Get Ready with English 6



Student's Book

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Get Ready with English 6 Student's Book 6th Grade has been adapted from
the course *Beep* by Richmond Publishing Department of Education,
under the direction of **RODOLFO HIDALGO CAPRILE**

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Original Texts References: *In Beep 6*. Authors: Brendan Dunne, Robin Newton. Printed in Spain 2010; *Target B1*. Authors: Michael Downie, David Gray, Juan Manuel Jiménez. Printed in Spain 2011; *English In motion*. Authors: Robert Campbell, Gill Holley, Rob Metcalf. Printed in Spain 2009.

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Avda. Andrés Bello 2299, piso 10, Providencia, Santiago (Chile).

PRINTED IN CHILE. Impreso en Chile por A Impresores S.A.

ISBN: 978-956-15-3687-6 – Inscripción n° 2020-A-10227

Se terminó de imprimir esta 4ª edición de 188.471 ejemplares, en el mes de septiembre del año 2023.

www.richmondelt.com

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Presentation

At the beginning of each unit you are going to see pictures with new vocabulary and activities related to the content.

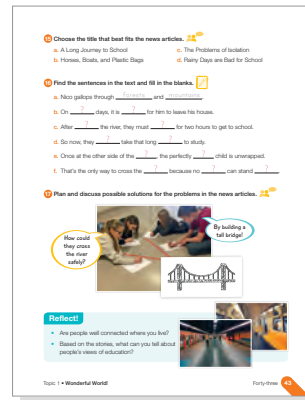


Unit goals

On the right side you will see the goals of the unit. See which ones you want to learn first!

Stop and Think!

This section helps you to evaluate your understanding of the activities and reflect on your learning.

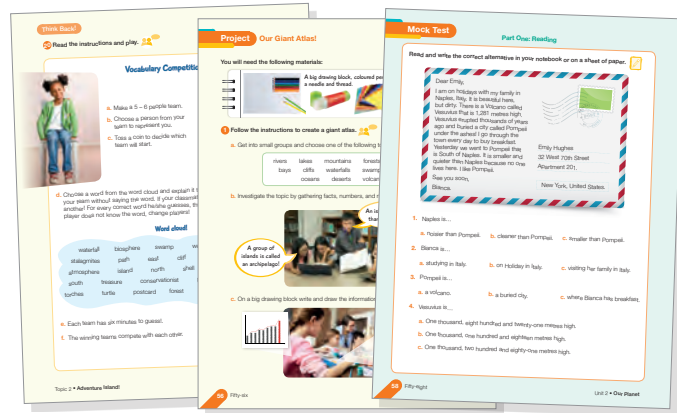


Reflect!

This section will help you to think about some situations in your everyday life.

Project, Think Back, and Final Review!

At the end of each unit, you will find a fun project, activities, and games that will help you assess what you learnt.



Icons



This icon shows that you need to do the activity in your personal notebook.



This icon shows that you will have fun and role-play some activities.



This icon shows that you need to do the activity with your classmates.



This icon shows that you will listen to an audio to complete an activity, or sing and chant!

Hello! 6

What Do I Know?..... 7

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- Topic 2: What's on TV? 20
- Project: Our TV Channel! 30
- Mock Test 32



Unit 2 Our Planet

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1 Read and role-play. 2


 Hello, I want to join the IT club.

 OK, what's your address?


 It's 42, Green Street.


 And what's your phone number?

 99 722 4715

 Thank you, and what's your email address?


It's ben78@schoolnet.com. That's B-e-n-seven-eight, at, s-c-h-o-o-l-n-e-t, dot com.

 Great! And what class are you in, Ben?

 I'm in Class 6B.



 Fantastic! IT club is on Thursday at half past four. You can start now!

 Brilliant! Thank you!

2 Listen and answer. 3

School starts!

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

- David's birthday (1st)
- cinema trip (10th)
- museum trip (22nd)
- Emma's birthday (23rd)
- swimming competition (28th)
- concert (12th)
- football match (25th)
- Claudia's birthday (5th)

3 Look at the calendar and ask a friend.

When's the cinema trip?

It's on the tenth of September.

Does school start on the first of September?

No, it starts on the fifth.

What Do I Know?

4 Find and say.



three jobs

four flags

four foods

five shops

three ocean animals



Unit 1

What's New?

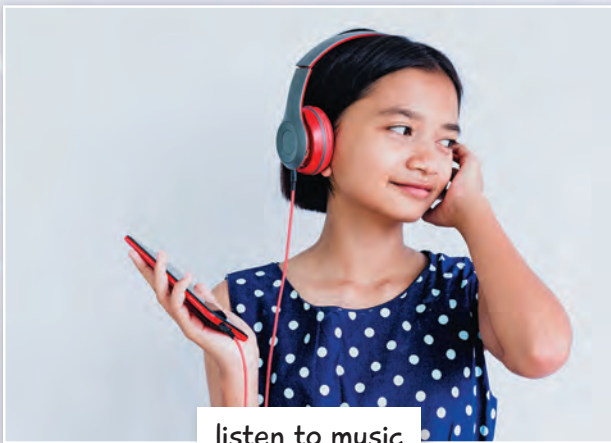
1. Listen and say.  6

2. Look and answer. 

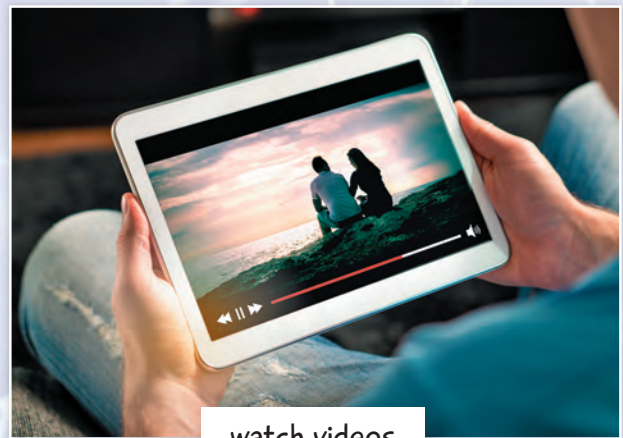
- Which of these activities do you do?
- What do you prefer, watching TV or being online?



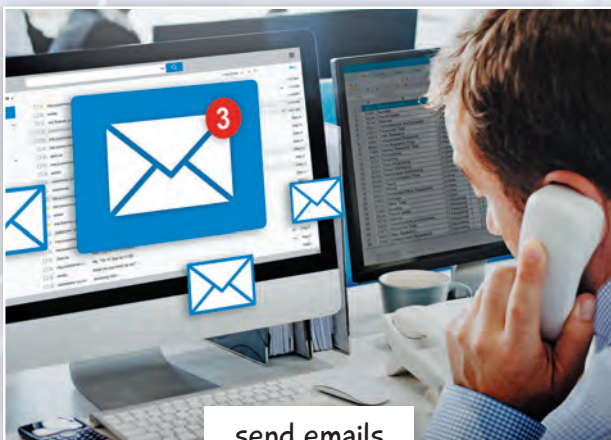
chat with friends



listen to music



watch videos



send emails



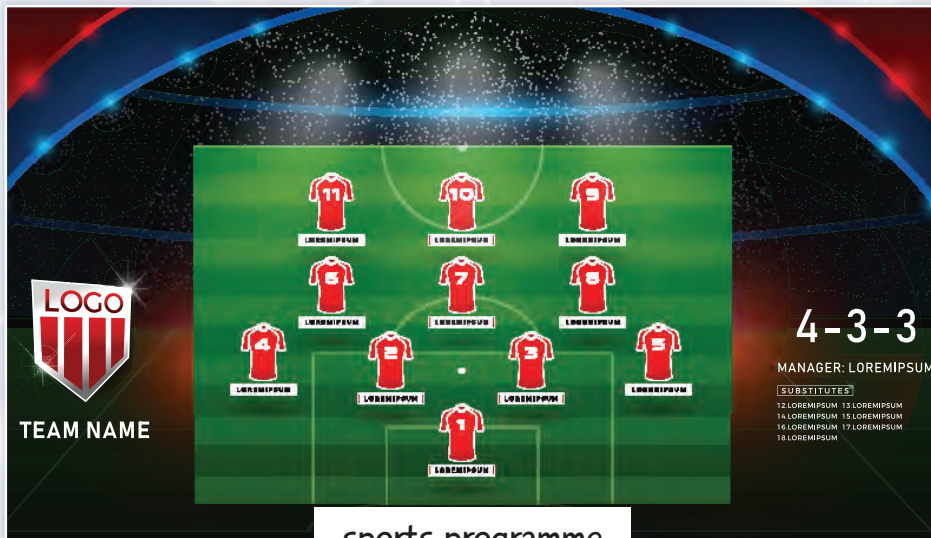
search the internet



documentary



film




sports programme



the news

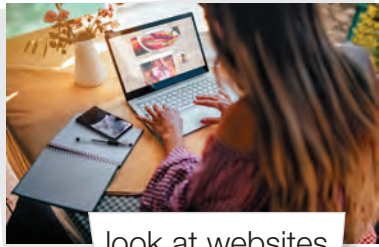
Unit goals

- Identify and talk about activities using computers.
- Talk about TV programmes.
- Act out small scenes using the unit's vocabulary.

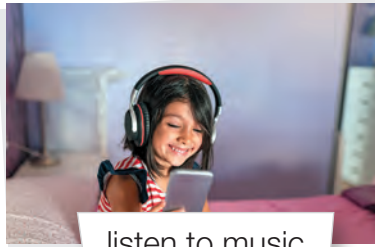
Activity Book  8
Page

Presentation

1 Look and ask a friend.

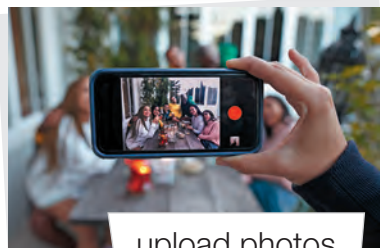


look at websites



listen to music

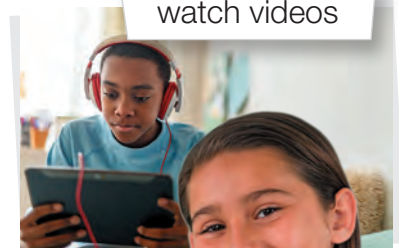
How often do you write an email?



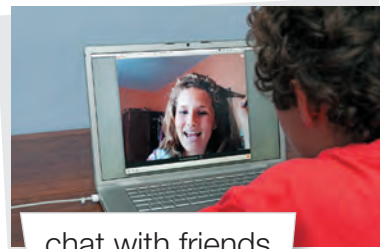
upload photos



send emails



watch videos



chat with friends



search the internet



I sometimes write emails.

2 Read and write about your favourite computer activities.

Computers and Me

My favourite computer activity is playing computer games. I like to play in the evenings three times a week. I also like searching the internet. I look at websites about music every day and I find the lyrics. I really like listening to music on the computer too.

By Jerome.



3 Listen, read, and role-play. 🎧 😊 😞

Ben's at the after-school IT club. He's chatting online with other students. But who is Friend 17?

Friend 17 : Hello Ben.

Ben12 : Hi! Who are you?

Friend 17 : I'm Friend 17. I'm your invisible friend.

Ben12 : My invisible friend? But who are you? Are you Mark?

Friend 17 : No, I'm not. Look at Mark, what's he doing?

Ben12 : He's searching the internet. Are you Kim and Tori?

Friend 17 : No, they're uploading photos.

Ben12 : Are you Alan? He's laughing a lot.



Friend 17 : No, Alan isn't chatting online, he's watching a funny video.

Ben12 : Friend 17, please tell me who you are.

Friend 17 : Here's a clue. I'm sitting behind you and I'm wearing a cap.

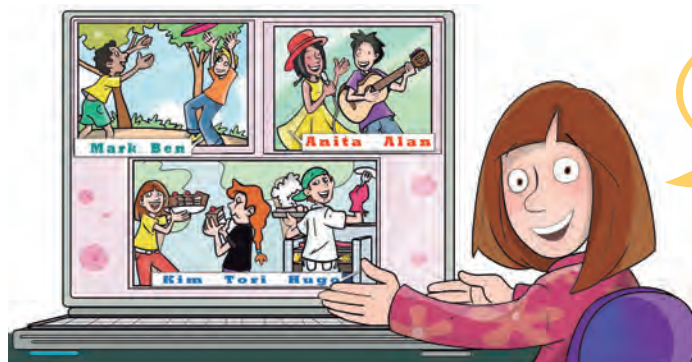
Ben12 : Anita, it's you!

Friend 17 : That's right, I'm not invisible now!

4 Look at the table and read. Which sentence is in the dialogue?

Present continuous			
What	is	he she	doing?
	are	you we they	
			I'm / I'm not He's / He isn't She's / She isn't We're / We aren't They are / They aren't
			listening to music. uploading photos. sending an email.

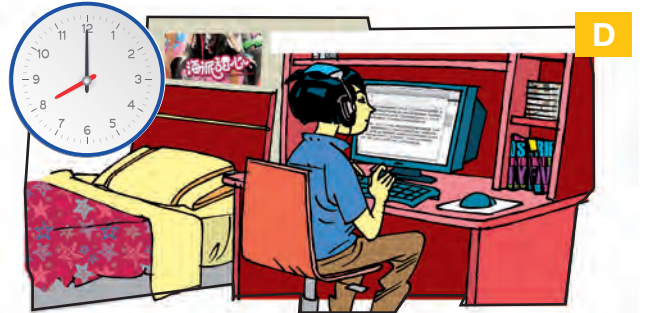
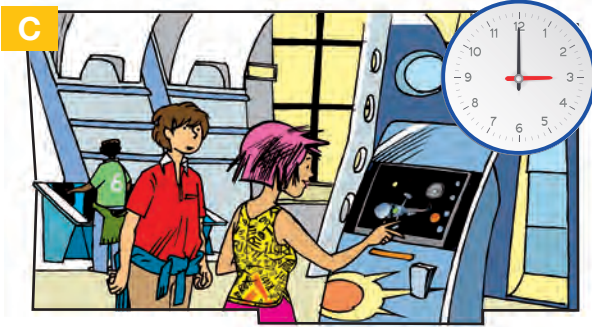
5 Look at Kim's birthday photos and ask a friend. 👤



It was my birthday yesterday. I'm uploading my birthday photos now.

What are Mark and Ben doing?

6 Read and match the pictures with the text. Correct the mistakes in each text.



Pam



She's from New York, USA. She's in her IT class and it's 10 o'clock in the morning there. Her class is doing a project about insects. She's searching the internet for information about butterflies.

Shen



He's from Beijing, China. It's 10 o'clock at night and he's in his bedroom. He's listening to music and sending an email to his cousin. It's her birthday tomorrow.

Anton



He's in the living room in his home in Moscow, Russia. It's 5 o'clock in the afternoon there. He likes cooking and he wants to find a recipe for chocolate cake on the internet.

Rosa



She's at the Science museum in Valencia, Spain. It's 3 o'clock in the afternoon there. She's watching a video about dinosaurs. It's fascinating!

Letter B is Pam!



7 Read and role-play.



Richard

Me and **R**ose **a**re **s**earching the internet for **r**ap **h**istory and **l**yrics.

Do you need **h**elp? I **h**ave **h**undreds of music **h**istory sites.

We will **h**appily **r**eceive your **h**elp, **H**elen. Do you **h**appen to **h**ave the *Behind the Music* show too?

Yes, I do! On my computer I **h**ave a **f**older with the show and **r**ecordings of the **r**ock **c**oncerts too.



Helen

8 Listen and repeat.



r

search

friends

cyber

internet

rock

h

help

rehearse

behind

hundred

happy

9 Write sentences using the words from the box.



Friends Richard rap write hundred help rock
rehearse cyber behind hundred internet happy
search folder article hippy lyrics rehearse

Example

Richard reads a hippy article on the internet.

Look it up!



Taj Mahal



Bindi



Curry



Henna

10 Read and listen to the story.

While Reading

Where is Chinmaya School?

Glossary, page 116

Save Our School!

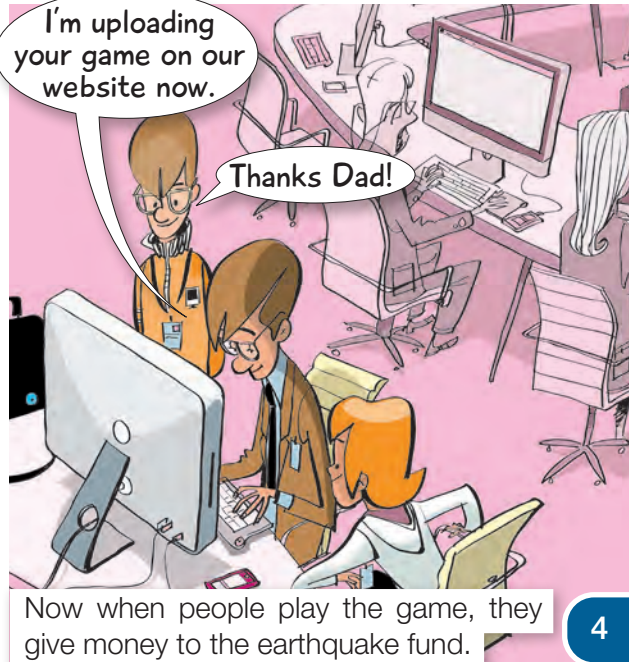
Jess and Paddy go to Riverdale School. Today they are working in the computer room. Paddy is a computer expert. He is writing a new computer game. It's called Alien Alert! Jess is searching the internet.



Paddy and Jess are reading about Chinmaya School in Uttar Pradesh in India. There was an earthquake yesterday.



Jess has got an idea. After school, they visit Paddy's dad. He works for a big computer company. He likes Jess's idea.



Now when people play the game, they give money to the earthquake fund.

Jess and Paddy are talking to the students at Chinmaya School. They tell them about the game.



Paddy and Jess's class are learning about Chinmaya School. Their school hasn't got a swimming pool, but students can swim in the river.



A reporter comes to the school. Alien Alert! is a big success. The earthquake fund now has lots of money.

One year later, Paddy and Jess are visiting Chinmaya School. Thanks to Paddy's computer game, the school now has TWO new classrooms!



11 How do Jess and Paddy help rebuild Chinmaya school?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

12 In your notebook, connect the words with their definitions.



- | | |
|------------------|---|
| a. A cyberbully. | i. Take a picture of your computer or phone's screen. |
| b. A freak. | ii. A bad dream. |
| c. Screenshot. | iii. Someone who uses computers or mobile phones to hurt. |
| d. Social media. | iv. An unkind name for someone who is strange or different. |
| e. A nightmare. | v. Websites and applications where users share content. |

13 Read the story and answer.

While Reading

How did the cyberbullying start?

Glossary, page 116

Samuel's Bullying Testimony

I like using social media and when I heard about Questions.com I created an account. People post questions for me to answer. I love having fun and I thought we could joke around sending each other funny messages.

At first, I kept laughing and joking, but after a while I started getting cruel and mean messages from an anonymous person. I received messages every day. These were saying things like, "You're rubbish at baseball," and "you are a freak." The bully kept sending these messages for three weeks, but then, the longer I ignored the cyberbully the meaner the messages got. I then decided to reply saying, "Stop sending me these messages," and "LEAVE ME ALONE," but the cyberbully kept going calling me a "coward."

I didn't want to worry my parents and I was embarrassed to tell my friends. It finally got to the point where it became a nightmare. I decided to tell my coach at my baseball club because I get on really well with him and showed him the messages. He told me to screenshot the messages and save



everything and then delete my account. Once my account was deleted, I got a text from a friend asking why I had deleted it. It turned out he was the cyberbully, but he thought it was funny. I asked him why he sent the abusive messages, and he said he "was joking." He thought I knew who was doing it and didn't realize the impact it had on me.

After talking about it, he realized how bad I had felt, and he promised nothing like that would ever happen again. He asked me to forgive him, and I did.

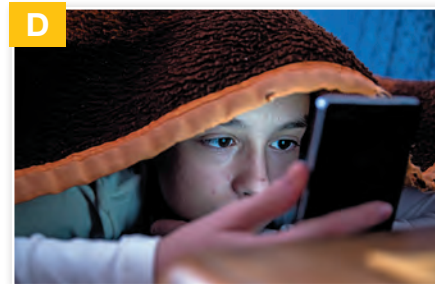
Editorial creation.

14 Order the pictures according to the text and write the part where it belongs.



Example

Samuel creates
an account.



15 Replace the words in bold using a synonym.



a. I thought we could **joke** around sending each other funny messages.

Example

I thought we could fool around sending each other funny messages.

b. I started getting **cruel** and **mean** messages from an anonymous person.

c. I was **embarrassed** to tell my friends.

d. I got a text from a friend asking why I had **deleted** it.

e. He promised nothing like that would ever **happen again**.

16 Get into groups and answer the following questions.



a. Why is it important to avoid cyberbullying?

b. What are the dangers of cyberbullying?

c. What would you do if you found yourself in a similar situation?

Reflect!

- How do you stay safe online?
- What do you think the image means?



17 Do you know Steve Jobs? Look him up!

18 Read about design thinking in technology.

Glossary, page 116

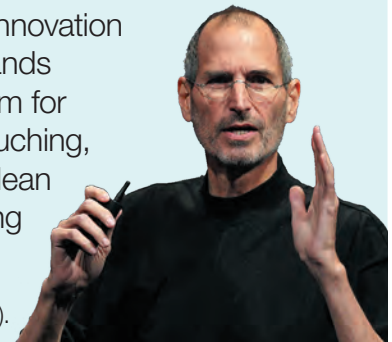
“Design is a really loaded word. I don’t know what it means. So, we don’t talk a lot about design around here, we just talk about how things work. Most people think it’s about how they look, but it’s about how they work” – Steve Jobs.

Steve Jobs was an innovator and a visionary. He transformed consumerism and accessibility into information. Jobs’s accomplishments have a large effect on the world today.

As technology evolves, consumers expect intuitive products, services, and

experiences that meet their wants and needs. So, thinking ahead is fundamental. Design thinking encourages employees to think differently, to be creative and be curious about how things work in order to solve customers’ problems.

Design thinking and innovation have modified thousands of products: the broom for example avoided crouching, so people now can clean standing up, protecting their backs!

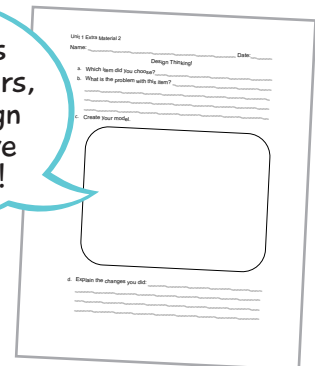


Adapted from *How Steve Jobs Changed the World*. (2020).

19 Follow the instructions to redesign a product. 

- Choose an item or product that you think needs innovation.
- Think of a problem and try to find a solution.
- Redesign the product. You can create a model or drawing.

Sharpener
hurt my fingers,
I will redesign
them to have
soft edges!



20 Answer the following questions. 


- What were the innovations made to the product? Why is this innovative?
- Were you able to model or draw your ideas?

Reflect!

- What innovations have changed lives?
- How is technology changing today?



Think Back!

21 Play with a classmate. 

Universally Connected



What is your favourite computer activity?



What are they doing?



Say three words with the **h** sound!



What's this?



What's cyberbullying?



What is he doing?



Say three words with the **r** sound!



What is she doing?



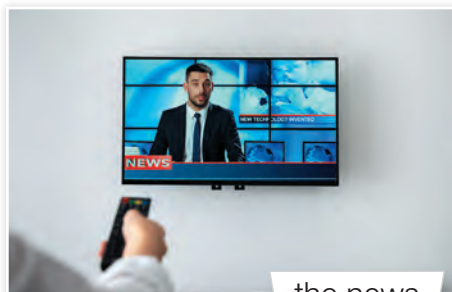
How many time zones does the Earth have?



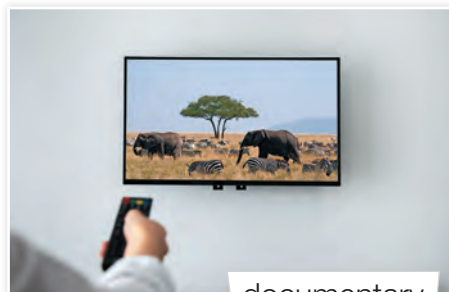
Topic 2 What's on TV?

Presentation

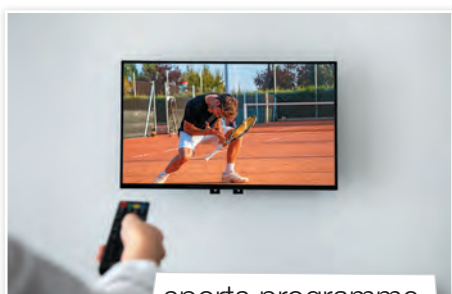
1 Listen and say the TV programme. 



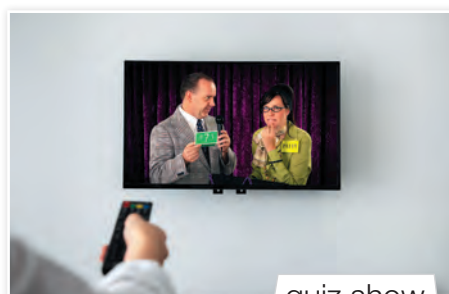
the news



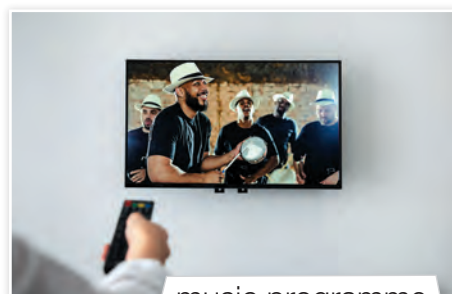
documentary



sports programme



quiz show



music programme



film

2 Talk about your favourite TV programme. 

What's your favourite TV programme?

My favourite TV programme is *Saving the Planet!* I really like Documentaries.

Practice

3 Listen, read, and role-play.

Mark and Kim are talking about their favourite TV programmes.



What's your favourite TV programme, Mark?



My favourite programme is Omega Boy.



Who's Omega Boy?



Omega Boy is an alien but he lives here on Planet Earth. He's green, but he wears a mask and he looks like a human.



Does he go to school?



Yes, he does. He lives with a human family and he goes to school every day.



Has he got any friends?



Yes, he's got lots of friends. He plays football and he goes skateboarding with them.



Does he want to go home to his planet?



Yes, he does. At night, he doesn't sleep much. He goes to the attic and makes a spaceship.



I want to watch this programme. When's it on?



It's on in five minutes!

4 Look at the table and read. Which sentence is in the dialogue?

Present simple

Do you	play football?	Yes I do. / No, I don't.
Does he		Yes he does. / No, he doesn't.
Does she		Yes she does. / No, she doesn't.


I	wear	a mask
	don't wear	
He	wears	a mask
She	doesn't wear	

5 Read again and answer.

1. What are Omega Boy's favourite activities?
2. What does Omega Boy do at night?
3. Does Omega Boy wear a mask?
4. What is your favourite character?



My favourite character is Wonder Woman.

6 Read, then fill the extra material chart with your friend's information. 

This is Toby. He's collecting information about TV programmes. He's asking his friends about the programmes they like.

Toby, do you like music programmes?

Yes, I do. I love music programmes!



Unit 1 Extra Material 3
Name: _____ Date: _____

	Tara	Jacob	Mel
Quiz shows	X	?	?
Films	✓	?	?
The news	X	?	?
Cartoons	✓	?	?
Sports programmes	?	?	?
Music programmes	?	?	?
Documentaries	?	?	?

7 Write about the programmes you watch. 

Do you watch TV with your family?

What's your favourite programme?

What programmes do you like?

I usually watch an hour of TV in the evening. I love cartoons and I really like sports programmes too. I usually watch the news with my mum and I sometimes watch films with my dad. My dad likes science fiction and adventure films. I don't like chat shows or documentaries. My favourite TV programme is The Invisible Kid. I always watch it on Friday evenings.

By Montse.



Montse



8 Listen and say the tongue twisters. 14

Paul's pet's a pretty parakeet.
 Peter's pet's a picky parrot.
 Pamela's pet's a perfect platypus.
 Please tell me, what's your pet?

Dracula's dentist, the devil's doctor,
 digging under his dental apron.
 Oh, the horror, oh how dreadful!
 He's Dracula's evil doctor.

9 Read and say.

P

perfect

pretty

people

pet

pure

pen

d

dental

disk

deer

dog

desk

dress

10 Create your own tongue twister using the words.

People

dodges

peas

from

deer

Parrot

don't have

pots

dancing

dogs

Pets

dance with

packages

to

dentist.

Example

Parrot dodges packages from dancing dogs.



Look it up! 



11 Read and listen to the story.

While Reading

What sport is Frank doing?

Frank's Trick!

Terry likes TV, but her mum thinks she watches too much.




Why don't you take Frank to the park for a walk?

The park is boring! And Crazy Clips is on next.

1

Terry thinks Crazy Clips is amazing. They show interesting video clips.



CRAZY CLIPS

If you have any funny or exciting video clips please send them to us!

2

Terry has got an idea.



OK Frank, let's go to the park!

Woof!

Frank is excited. He loves going to the park.

3

Terry has got her video camera. She wants to make a video of Frank but a rude man bumps into her.



Come on Fr- Oof!

GRR

Get out of my way!

4

Frank is a clever dog. He can do a special trick.



A week later, Terry is watching Crazy Clips.



In the video you can see Frank, but you can also see the car number plate!

Terry's video helps the police catch a bank robber.



12 What happens to the rude man?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

13 Which type of programmes would these be? 



14 Read about Paula's opinion on different TV programmes and answer. 

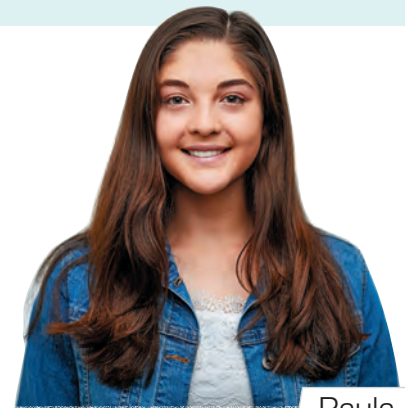
Hi! I'm Paula! My favourite programme is *Music Machine*. It's on every Saturday at eight o'clock. Lots of famous singers are on the programme. I think it's brilliant! Another show I like is *Film on Friday*. It's on every Friday at half past eight. They show different films like *Harry Potter* or *Toy Story*. Sometimes, the films are funny and sometimes they're scary, the plots vary a lot. But, there are also programmes I don't like. I don't like the sports programme *Tennis Today*. It's on every Tuesday at half past seven. My brother plays tennis and he always watches this programme. He thinks it's amazing,

but I think it's boring! Oh, and I almost forgot documentaries. I love the documentary *Dinosaur Planet*. It's on every Wednesday at six o'clock. You learn about dinosaurs and there are interviews with dinosaur experts. I think it's an interesting topic!


My mom says that I shouldn't watch too much TV or spend too much time on the internet, and I think she is right. She says that many programmes on TV and many videos on the internet are not good at all. Programmes and videos should make us think and help us to improve ourselves by teaching us new things or by telling us the things that are wrong in the world.

Editorial creation.

- Which show does Paula think is boring?
- What is Paula's favourite programme?
- What programme does Paula watch on Fridays?
- When is *Dinosaur Planet* on?
- What does Paula's mom think about TV programmes?



Paula

15 Look for the meaning of the word in bold and create a sentence with it. 

a. There are various ways to **improve** the way we eat, for example...

Example


Improve: make or become better.

I want to **improve** my football skills

b. I think the **plot** of that film is amazing. It feels so real!

c. The **setting** of the film is an abandoned bank.

d. The **topic** of today's programme is "save the planet".

16 Read the about the parts of a paragraph and then write a paragraph about your favourite movie. 

a. **Topic sentence:** Here, you present yourself and the main idea of what you are going to talk about.



"Hello! My name is Esteban. I'm going to talk about why *Inside out* is such a great movie".

b. **Supporting sentence:** Here, you give details about your main idea.



"*Inside out* is amazing because it talks about how our emotions are important and we should not ignore them. It also talks about family and why we should care for each other".

c. **Concluding sentence:** Here, you sum up the details and use your topic sentence again.



"*Inside out* teaches us that we should pay attention to our feelings and our family. That's why it is such a great movie".

Reflect!

- Watching too much TV is not good for you. Do you agree or disagree?
- Write three reasons to support your argument.

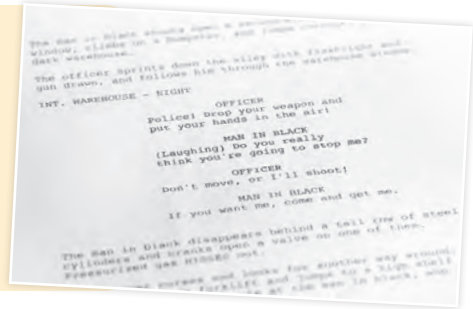




17 Write a script of one scene and act it out with your classmates! 🤗



A **script**, or screenplay, is the text that describes the **setting** and the **actions** and **words** the characters of the film or TV programme have to do and say.



First, you need to start with the place, or setting, and the time of the day.

Setting: the school's backyard. During the day.

Secondly, you need to think about your characters and about what happens to them.

Amanda is a shy girl from the sixth grade. She looks very worried.

Amanda enters the scene.

"Help! I cannot find my pencil case."

Lastly, you need to finish your scene with something interesting.

Enters Detective Girl, a schoolgirl from the sixth grade

who really likes detective films.

"This looks like a job for Detective Girl!"

END OF SCENE.




Now it's your turn.
Lights, camera,
action!

Reflect!

- What could happen if there was no script for movies?
- Why is planning important?



18 Play with a classmate. 

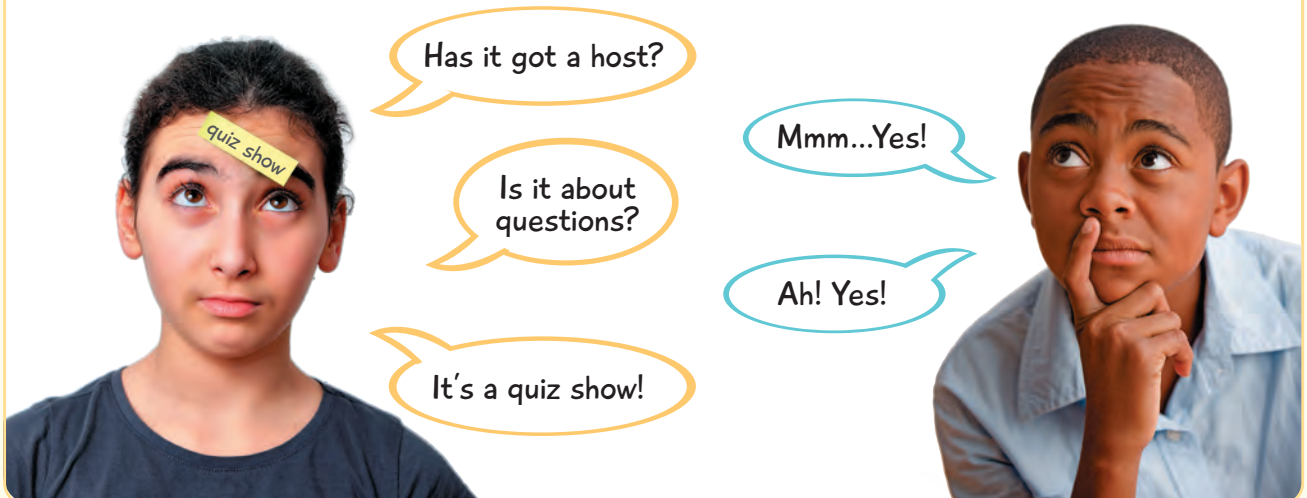
Charades!

- a. Make groups of four.
- b. Write the words from the box on a post it note.


the news documentary film music programme
cartoons sports pogramme quiz show horror film
comedy film sport film action film science fiction film



- c. Mix the notes in a pencil case and pick one without reading it.
- d. Stick it on your forehead and ask questions to guess what program you are!




Project Our TV Channel!

1 Gather into groups and decide which programme you will do. 

music programme documentary chat show the news
sports programme quiz show film online blog

2 Decide what roles you will take.



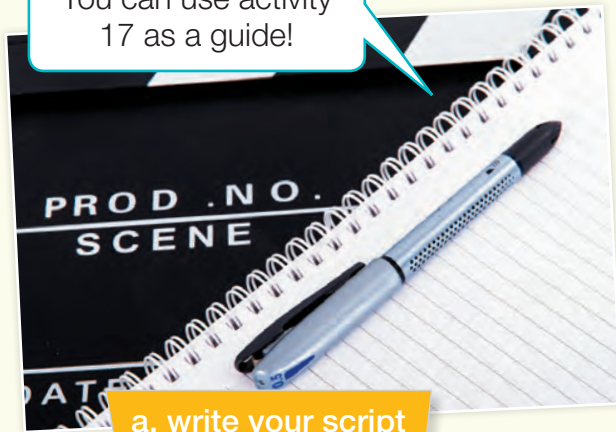
3 Before you start, plan your programme. 



- Name of your show.
- Script.
- Setting and prompts.
- Extra material (questions for the quiz show, questions for an interview, script for a movie scene, music).

4 Create your material!

You can use activity 17 as a guide!



a. write your script



c. prepare extra material

I will begin by presenting the show!



You can prepare a trivia, create questions according to each character, etc.

b. prepare the questions



d. rehearse

The, we will stand up and present ourselves.

5 Present your TV Channel!





- Decide which group will go first, and who will follow.
- Make sure you are respectful and pay attention to every group.
- Be ready for your turn.
- Be ready to ask and answer questions!














Reflect!



- What was most difficult about the project?
- Do you prefer planning or acting? Why?

1 Read and complete the text.




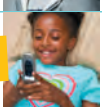
 you choose the word!

 pizza likes her aren't club music computer

This is my friend  . She likes taking photos with  camera and then uploading them to her  . She  listening to  too. She's in a computer club with  . They go to computer club every  after school. They  at the computer  today because it's Saturday. They're watching a  on TV with me!

We're eating  !

2 Look and ask.

	Our hobbies	see a quiz show	send emails	play guitar	listen to music	upload photos	play videogames
Josh		✓	✓	✗	✓	✗	✓
Carla		✗	✓	✓	✗	✓	✗
Robert		✓	✗	✓	✗	✓	✓
Jane		✓	✗	✗	✓	✓	✗



Does he send emails?

Does he play video games?

It's Robert!

No, he doesn't.

Yes, he does.



3 Complete the text with the correct form of the verb in brackets. 

Life is difficult with my brother!

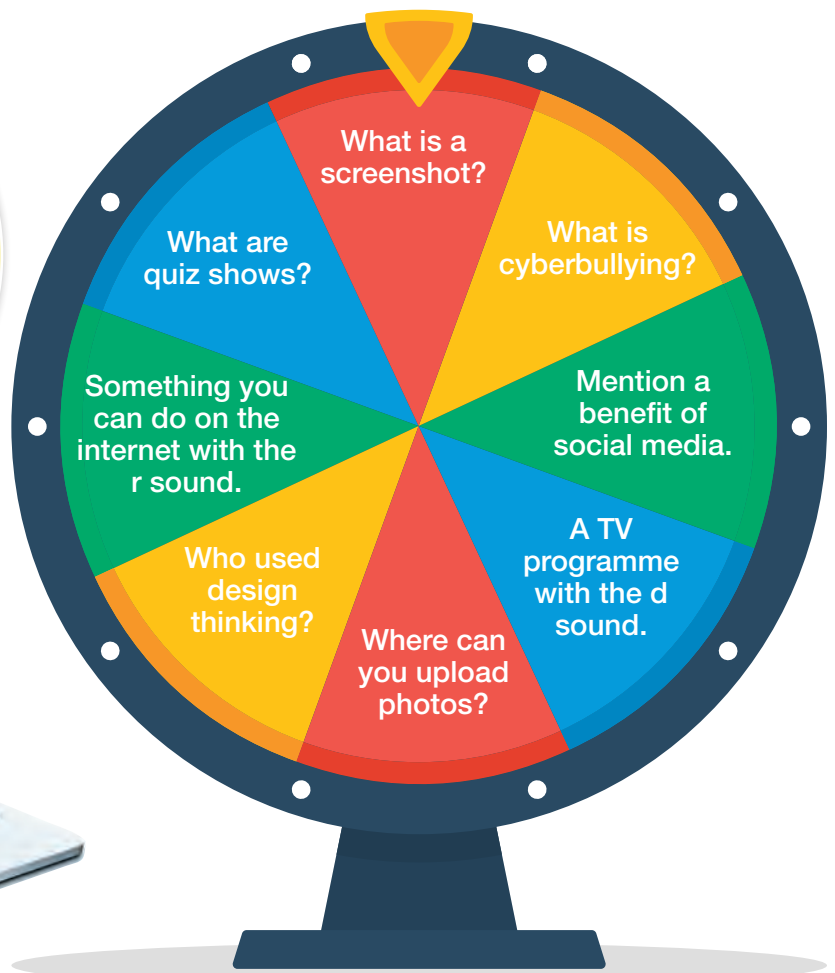
I ? (like) documentaries but he ? (not like) them. He ? (like) music programmes but I ? (not do). Last Saturday I wanted to watch a film at 4 o'clock but he wanted to watch cartoons. I ? (can not watch) Newsweek because now he ? (watch) All Sports Night.

I ? (want) to get along with my brother. ? (you like) my brother?

4 Play technology trivia. 

Instructions

- a. Spin a pencil in the centre of the wheel.
- b. The first who answers the question gets a point. There are 8 points in total.



Unit 2

Our Planet

1. Listen and sing.  19

2. Listen and say.  20

3. Look and answer. 

a. Which place do you like the most? Why?

b. Have you ever been to a place like this?



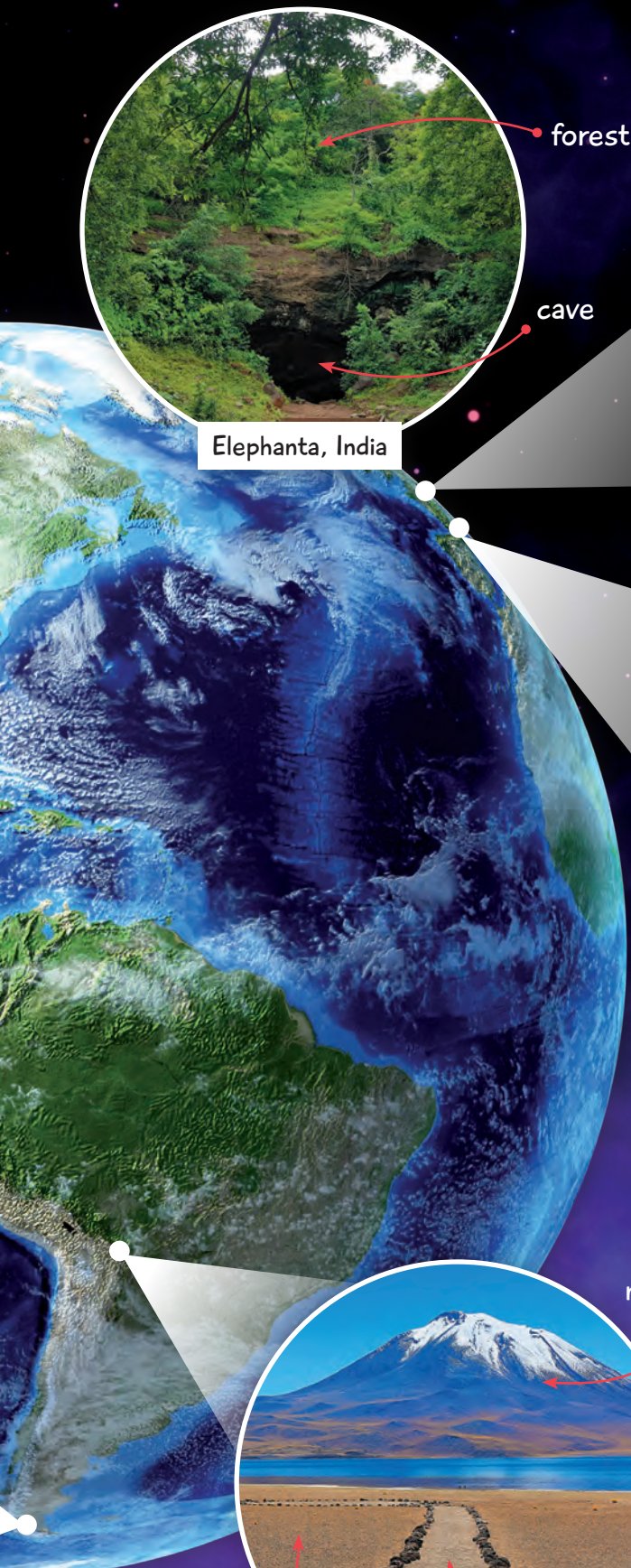
San Luis Potosí, Mexico



Petit Soeur, Seychelles



Puerto Varas, Chile



forest

cave

Elephanta, India



cliff

bay

Shkot, Russia



swamp

De Alde Feanen, Netherlands



mountain

path

desert


Altiplanic lagoon, Bolivia

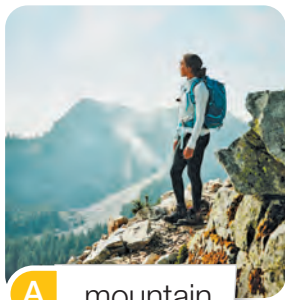
Unit goals

- Describe and compare landscapes.
- Say long numbers.
- Follow directions using prepositions.
- Express preferences and opinions.
- Learn about other places and countries.

Activity Book Page 22

Presentation

1 Look, describe, and guess. 



A mountain



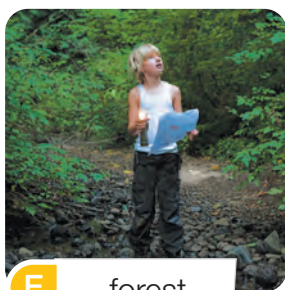
B river



C desert



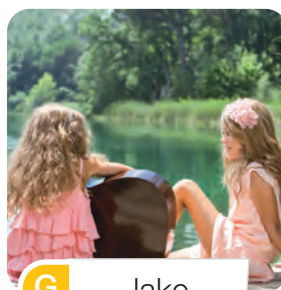
D volcano



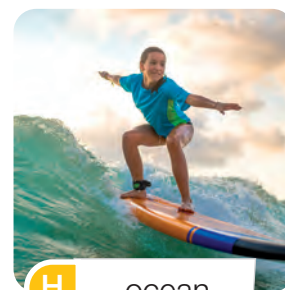
E forest



F island



G lake



H ocean

He's wearing a white t-shirt. He's reading a map.



Picture E, the forest!



2 Read and listen, then describe a place in your country.  

The Amazon is a river in South America. It is **6 400** kilometres long. A lot of animals live in the river. There are river dolphins, crabs, and **2100** different species of fish.



The Sahara Desert in Africa is **5600** kilometres wide. It's about the size of the USA. It's very hot and dry. Sometimes, there is only one millimetre of rain in a year.



Editorial creation.

3 Read, listen, and role-play. 23

Mark and Anita are doing a geography quiz. They're holding question cards and looking at a world map.

I've got a question for you Anita!
The River Nile is longer than the River Amazon. True or false?

I think it's true.

Yes, you're right. **The River Nile is 200 kilometres longer.**

Now, here's a question about oceans.
The Pacific Ocean is bigger than the Indian Ocean. True or false?

I think it's true. **The Pacific Ocean is very big. It's bigger than the Indian Ocean.**

Yes, that's right. Now, I've got a question about mountains.
Teide is higher than Mont Blanc. True or false?

It's false, **Mont Blanc is higher than Teide.** But I don't like that question! Teide isn't a mountain, it's a volcano!

Oh, Mark!
 Volcanoes are mountains!



Comparatives

Mont Blanc is	higher	than Teide.
The River Nile is	longer	than the River Amazon.
The Pacific Ocean is	bigger	than the Indian Ocean.

Remember

big → bigger

4 Predict if the statements are *True* or *False*, then go online and check.

- The volcano Teide is higher than the volcano Etna.
- South America is bigger than Africa.
- The Indian Ocean is smaller than the Atlantic Ocean.
- The Andes Mountains are higher than the Himalayan Mountains.
- The River Ebro in Spain is longer than the River Seine in France.
- The North Pole is colder than the South Pole.
- The Sahara Desert is hotter than the Gobi Desert.
- Brazil is bigger than Canada.



5 Listen and say the chant.  24

My village in the mountains,
is quieter than the town.
It's smaller and it's cleaner,
there are flowers all around.
The weather's very different too,
it's colder there at night.

It's snowier and windier,
but I can fly my kite.
It's hotter and it's sunnier,
when we go to town.
But it's bigger and it's noisier,
with people all around.

6 Use the words in the box to compare the two cities. 

sunny big hot windy quiet noisy clean cold



Remember
sunny → sunnier
noisy → noisier



7 Read and say *True* or *False*.

- a. Biei is colder than Hakodate.
- b. Hakodate is cleaner than Biei.
- c. Hakodate is noisier than Biei.
- d. Biei is quieter than Hakodate.

8 Read and say the poem. 

Eliza the lizard
Lives in the desert,
She suffers in blizzards
And cold freezing weathers.



Lizzy the bee
Likes forests and trees.
She flies, buzzing free,
Through the Amazon in Brazil.



9 Listen and repeat.  25

z

Amazon

blizzard

freezing

lizard

s

Forest

swamp

sunny

snowy

10 Create a tongue twister using the words.  

Buzzing

bees

in

snowy

trees

Freezing

lizards

in

windy

blizzards

Freezing bees in snowy blizzards.

Find and Say!



11 Read and listen to the story. 26

While Reading

How many places do the children come across to get to school?

A Long Way to School!

Glossary, page 117

Tenzin and Nima are from Tibet. They live in a small village high in the mountains. It's windy in the village and they like flying kites. In the winter it's cold and snowy and they can't go to school.



In the spring, Dad takes them to school in the town. It's a long journey. They live in the town until summer.



The village is 4,845 metres high. It's a lot higher than the town. The journey is dangerous.



The weather is hotter this year and the ice has melted earlier than usual.



Dad knows a bridge but it's very dangerous. Tenzin goes first. Dad helps the children to cross.



Tenzin falls, but Dad catches him.



Everyone crosses the river safely. Now the weather is sunnier.



The town is bigger and noisier than the village, but they love going to school.



12 How is the town different from the village? 🧑🧒


Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

13 Look at the pictures and predict what each news article is about. 

14 Read the following news articles and check your prediction.

While Reading

What landscapes do the children go through?

Glossary, page 117



Nico wakes up at seven o'clock every morning. He prepares his horse to travel ten kilometres in the open field. Ten kilometres separate his house from School 102, in Paraje Barachí, **Uruguay**. Nico gallops through forests and mountains. On rainy days,

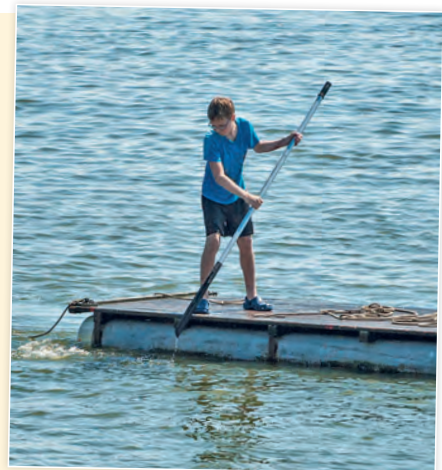
it is impossible for him to leave his house.

Nico wrote his story and participated in a contest organized by the AUF and the Book Chamber. Nico won and got tickets to see a football match with his classmates.

Costas, D (2019) La historia de Nico, *ECOS Uruguay*.

Every Friday in **Chiloé**, a group of parents go on a long journey to take their children to school. Every Friday the nearest town receives a mobile school. To get there, parents and kids built a boat to cross the wide river that isolates them.

After crossing the river, they must walk for two hours to get to school, through rain and snow. Some years ago, they had no access to education because of their isolation. So now, they happily take that long journey to study.



Soto, M (2019) El largo camino para ir a la escuela, *T13*.



Parents in a village in **Vietnam** transport their children to school inside large plastic bags to keep their uniforms dry. They carefully wrap up each child in a plastic bag before getting into the raging river. Once at the other side of the river, the perfectly dry child is unwrapped and walks to school.

Miss Minh told Vietnamese newspaper *Tuoi Tre News*: "It's normal. That's the only way to cross the stream because no bridge can stand floodwater. I've taught here since September of last year. I have to follow what local villagers do to come and teach here."


Nikolik, I (2019) Vietnamese boy crosses in plastic bag to get to school, *The Mail Online*.

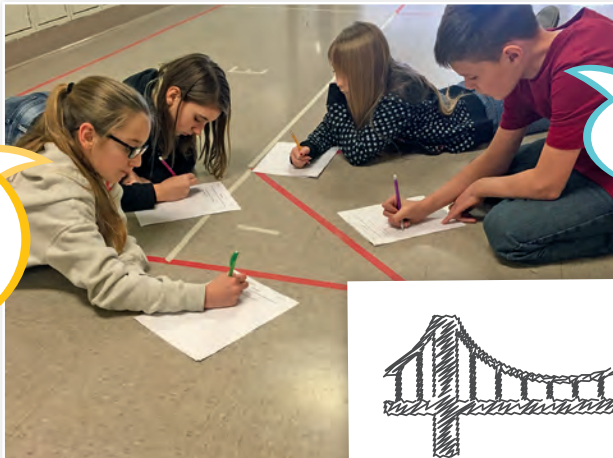
15 Choose the title that best fits the news articles. 

- a. A Long Journey to School
- b. Horses, Boats, and Plastic Bags
- c. The Problems of Isolation
- d. Rainy Days are Bad for School

16 Find the sentences in the text and fill in the blanks. 

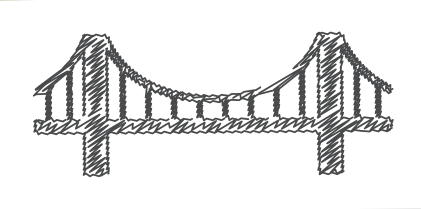
- a. Nico gallops through forests and mountains.
- b. On ? days, it is ? for him to leave his house.
- c. After ? the river, they must ? for two hours to get to school.
- d. So now, they ? take that long ? to study.
- e. Once at the other side of the ?, the perfectly ? child is unwrapped.
- f. That's the only way to cross the ? because no ? can stand ?.

17 Plan and discuss possible solutions for the problems in the news articles. 



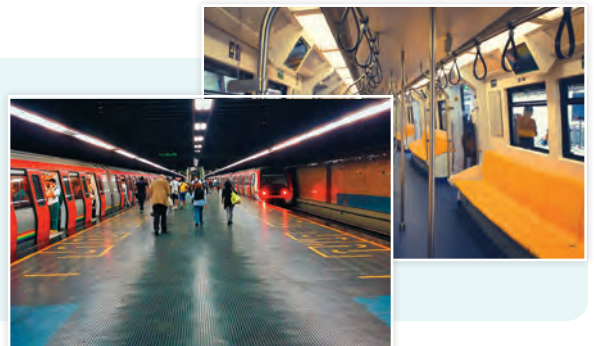
How could they cross the river safely?

By building a tall bridge!



Reflect!

- Are people well connected where you live?
- Based on the stories, what can you tell about people's views of education?



18 Read the information about Chilean weather.

In Chile, there is a wide variety of climates. This is given by the length of the country, that allows having different environments.

North

The Chilean north is desertic, it hardly ever rains. The temperatures are high during the day and drop at night. There is little vegetation, although when it rains the desert is covered in flowers.

**Center**

In central Chile, the climate is Mediterranean. It is cold and rainy in winter, and hot and dry in the summer. Vegetation has adapted to the diverse weather conditions.

**South**

Southern Chile has cool damp weather. It is rainy all year so storms and winds are frequent. There are glaciers, forests, and fjords. Vegetation is abundant.



Adapted from The Climate of Chile (2011).

19 Make a table with the information provided and compare.



	North	Center	South
Weather	?	?	?
Rain	?	?	?
Vegetation	?	?	?

Reflect!

- Have you noticed any changes in the Chilean weather lately?
- How has climate change affected the environment?



Think Back!

20 Play with a classmate.

A Compare using the word: **high**



B Spell!



C Look and describe!



D Say **7,355!**

H Look and describe!



G Compare using the word: **tall**



F Spell!



E Say a word with the **s** sound!

I Say a word with the **z** sound!

J Say **10,784!**

K Compare using the word: **small**



L Spell!



M Compare using the word: **warm**



Topic 2 Adventure Island!

Presentation

1 Listen and sing. 27

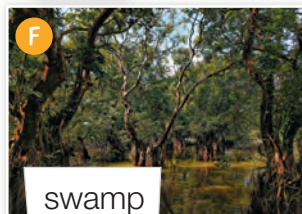
Anita, Mark, Kim and Ben,
Are on an island, once again.
They want to go to Black Beard's Bay,
But nobody can find the way.

Adventure island, lost at sea,
Is such a brilliant place to be.
Is there a treasure buried there?
Can we find it if we dare?

There's a **path** out of the **town**,
But there's danger all around!
The **Cliffs** of Death, a **waterfall**,
A scary **bridge**, look out! Don't fall! **(Chorus)**

Around the **swamp** and through the **caves**,
Then we hear the **ocean** waves.
If there's treasure buried there,
We can find it! But beware! **(Chorus)**

2 Look and ask questions in pairs.



There is a high cliff
next to the sea. It is
the afternoon.

It's picture c!

3 Read, listen, and role-play. 28

Anita, Mark, Ben and Kim are on holiday on Adventure Island. It's a beautiful place with caves, waterfalls, swamps, and a volcano. The children are having breakfast in a café. There's a man and a woman having breakfast in the café too. When they finish eating, they get up and go, but their bag is under the table!

Where are the man and woman now?

I don't know. Let's look in the bag for a name or a phone number.

I can't see a name, but there are lots of papers in here.

Look! This one says *Top Secret*.

And look at this map of the island! Who are those people?

I think they're spies... or treasure-hunters!

Mark, what do the papers say?

I think they're instructions for finding treasure!

And there are some instructions here. They say **Go through the town and over the bridge.**

Then they say **Go around the swamp, along the cliff, and under the waterfall.**



That's impossible! There isn't any treasure. That's only in stories.

Yes, there is! Come on, let's take the map and papers. We can find the treasure!

Good idea, let's go!

Wait! I'm coming too!

4 Listen and say. 29



Go **through** the forest.



Go **over** the bridge.



Go **under** the waterfall.



Go **along** the path.



Go **around** the swamp.

5 Listen and say the chant. 

North, south, east, west,
Looking for a treasure chest.

North or south – we don't know,
East or west – which way to go?

Here's the map. Can you see?
Read the clues and follow me! (Chorus)



6 Tell a friend how to find the treasure. 

Instructions

- First, choose a place where the treasure is hidden.
- Then, tell your friend where to start.
- Using the squares, give him/her instructions find it.



Start at the castle.
Go four squares south.
Go one square west.
Where's the treasure?

It's under
the waterfall!

7 Read and write a postcard to a friend using the vocabulary learnt. 


Write the date!

Write a message.
You can include
your favourite
day, something
personal, the
weather, a great
meal, etc.

15 August, 2021
Margarita Island, Venezuela

Hi Mike,
I'm on holiday with my family. I go cycling to the **north** part of the island where there is a **waterfall**. Then I go **over** a **bridge** to get to the **town**. See you soon!

Bianca.



Michael Wilson
Av. La Estrella 1277,
Pudahuel

Santiago, Chile

Place a stamp here!

Name
Address
City, Country

8 Read and say the tongue twister. 

While we were walking
we were watching
waterfalls with warm water.

The vegetarian veterinarian
went vegan
when visiting Vera living over a cave.

9 Look at the pictures and identify which of these contain the w or v sounds. 

Example

That is a shovel;
it has the v sound!



Glossary, page 117

A



B



C



D



E



10 Listen and repeat.  32

v

cave

over

volcano

vegan

w

waterfall

wind

swamp

way

Find and Say!



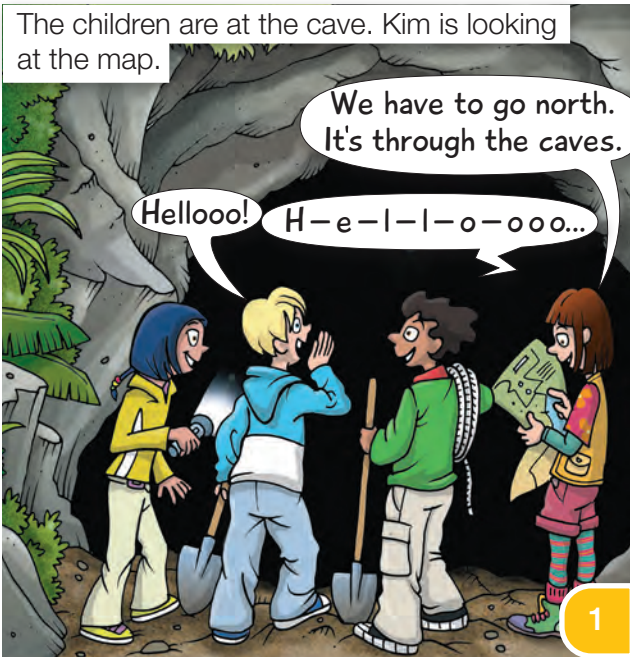
11 Read and listen to the story. 34

While Reading

Identify and name the places you can see.

The Secret of Blackbeard's Bay!

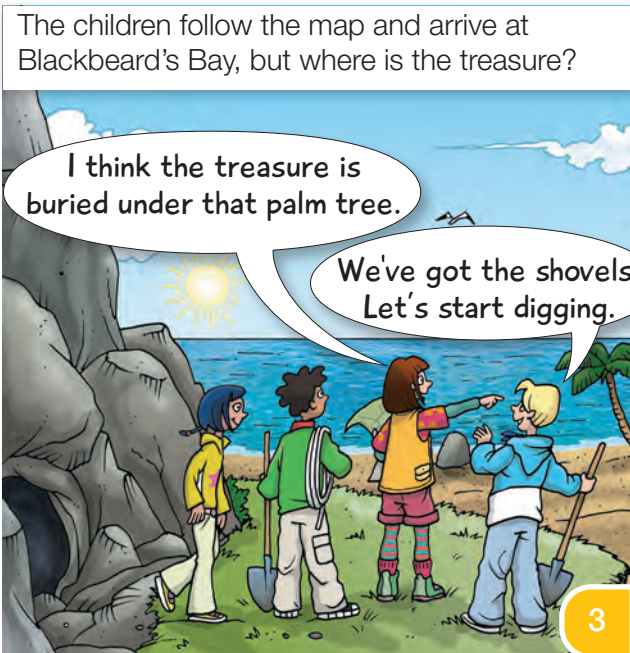
The children are at the cave. Kim is looking at the map.



The children have got torches. They can see bats sleeping in the caves.



The children follow the map and arrive at Blackbeard's Bay, but where is the treasure?



The children are digging a big hole. Anita's got the map now.





12 Why should Blackbeard's Bay be kept a secret?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

13 Look at the pictures and find the corresponding word in the text.



14 Read the story and answer.



While Reading

What has happened to the boys? Why are they on an island?

The Sound of the Shell

“Where’s the man with the **megaphone**?”

The fair boy asked. “This is an island. At least I think it’s an island. That’s a **reef** out in the sea. Maybe, there are no adults here.” The fat boy looked scared. “There was a pilot up in the front.” The boy was looking at the reef. “All the other kids” the fat boy went on: “some of them must have escaped. They must have.” The fair boy walked towards the water. He tried to be casual and not too obviously uninterested, but the fat boy insisted: “There are no adults?”

“I think so.” said the fair boy. “What’s your name?” asked the fat boy.

“Ralph.”

“Is this an island?”

“I climbed a rock,” said Ralph slowly, “and I think this is an island.”

“If it really is an island—”

“What is that?” Ralph pointed into the **lagoon**. Something creamy lay among the **weeds**. “A stone.” said Ralph. “No, a **shell**.” answered the fat boy.



“Ralph!” Ralph looked up. “We can use this to call the others. Have a meeting. They will come when they hear us—” He smiled at Ralph. “Try, Ralph! Call the others!”

Ralph understood the idea blew air into the shell with his lungs. Immediately, the shell sounded. A deep sound boomed under the **palm trees**, spread through the forest and echoed back from the mountain.

Signs of life were visible now at the beach. Many figures appeared; boys were walking toward the platform through the hot sand.

Golding, W (1954) *Lord of the Flies*, New York: Perigee.

15 Read again, identify, and write the general elements from the story.



- a. Time (when?)
- b. Place (where?)
- c. Characters (who?)
- d. Objects (what?)
- e. Beginning, middle, and end (actions)

16 Unscramble the sentences from the text.



Glossary, page 117

a. think I so.

Example

I think so.

- b. We others. to this the use call can
- c. are adults There no ?
- d. an think I is island. and this

17 Create a comic strip of the fragment you read, adding a continuation.



So here, the children meet and build a house in the island's jungle...



Reflect!

- What are the problems and the benefits of living without adults?

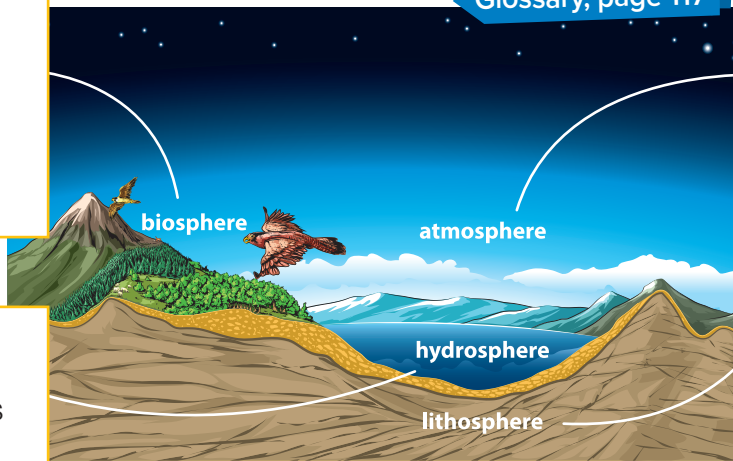


18 Read about the Earth's layers and plastic pollution.

Glossary, page 117

Biosphere: it is the place where organisms live. It provides what living organisms need to survive.

Hydrosphere: it is the part of the planet that is made of water.



Atmosphere: It is the air and gas surrounding our planet.

Lithosphere: it includes the Earth's crust and mantle. It is made of rocks that constitute the continental plates.

Every item of plastic that has ever been created is still with us on the planet today. 80% of ocean waste originates from land, where waste travels to the centre of the ocean currents and stays there. Then, these plastics mix with plankton, they are eaten by fish and become part of the food chain.

Plastic pollution also accumulates becoming landfill, polluting water reserves, and obstructing wildlife.

Adapted from *A Plastic Ocean: Educational Support* (2018).

19 Choose one of the potential solutions to plastic pollution, investigate the benefits and drawbacks. Present it to the class.

- Rethink Plastic
- Recycling
- Incineration
- Thermal Cracking - Molten Metal Incineration
- Reconfiguration
- Pyrolysis
- Re-use Via Deposit System
- Biodegradable Plastic Products



Reflect!

- How does plastic affect our biosphere?
- What do we need to do as a society to help reduce our plastic pollution?



20 Read the instructions and play.



Vocabulary Competition!



- a. Make a 5 – 6 people team.
- b. Choose a person from your team to represent you.
- c. Toss a coin to decide which team will start.



- d. Choose a word from the word cloud and explain it to the classmate representing your team without saying the word. If your classmate guesses the word, explain another! For every correct word he/she guesses, the team will get 1 point. If the player does not know the word, change players!

Word cloud!

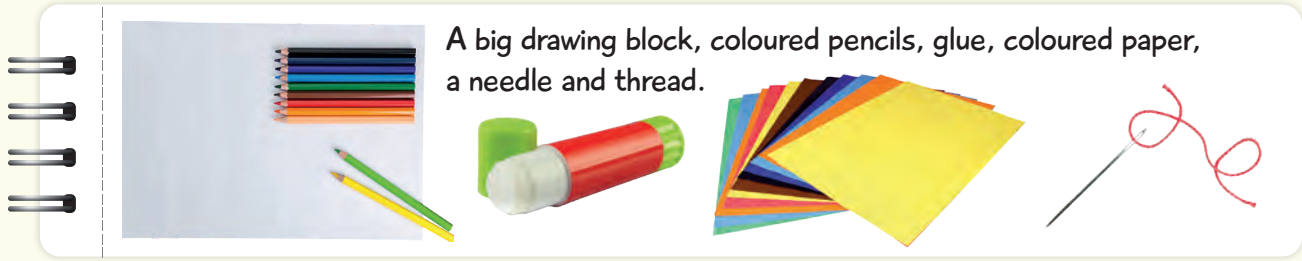
waterfall biosphere swamp west bay bridge
 stalagmites path east cliff cave town reef
 atmosphere island north shell stalactites lithosphere
 south treasure conservationist pirate shovels map
 torches turtle postcard forest sand jungle hydrosphere

- e. Each team has six minutes to guess!.
- f. The winning teams compete with each other.



Project Our Giant Atlas!

You will need the following materials:



1 Follow the instructions to create a giant atlas.

a. Get into small groups and choose one of the following topics:

- rivers
- lakes
- mountains
- forests
- islands
- bays
- cliffs
- waterfalls
- swamps
- caves
- oceans
- deserts
- volcanoes

b. Investigate the topic by gathering facts, numbers, and names.



c. On a big drawing block write and draw the information you gathered.

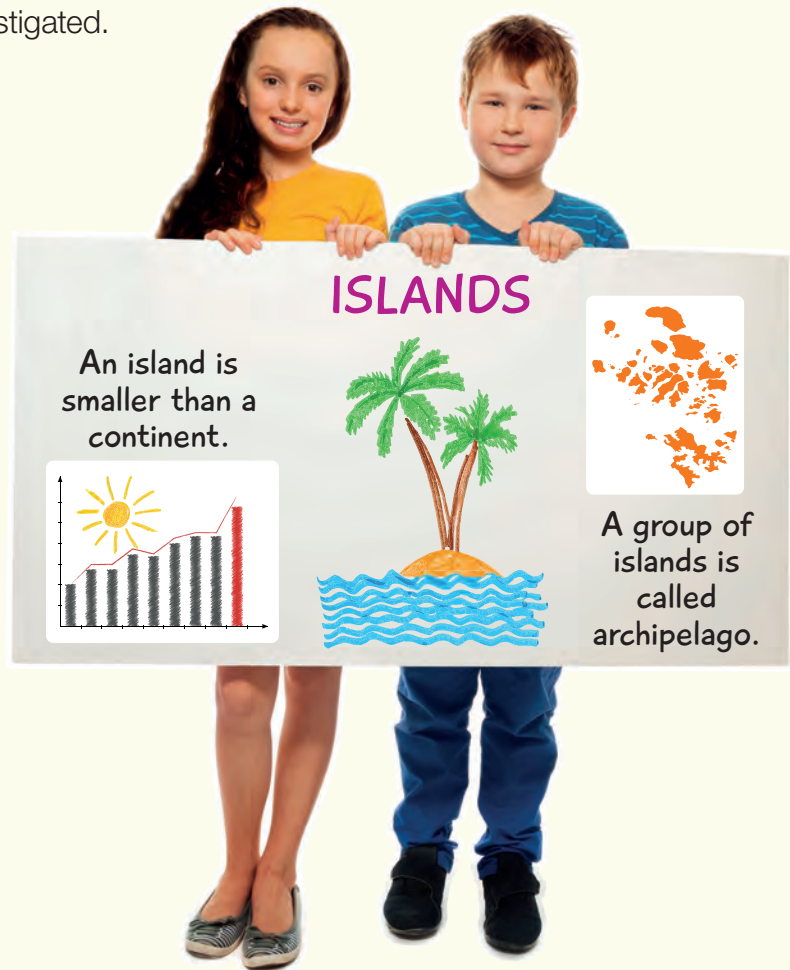


d. Show and tell what you investigated.

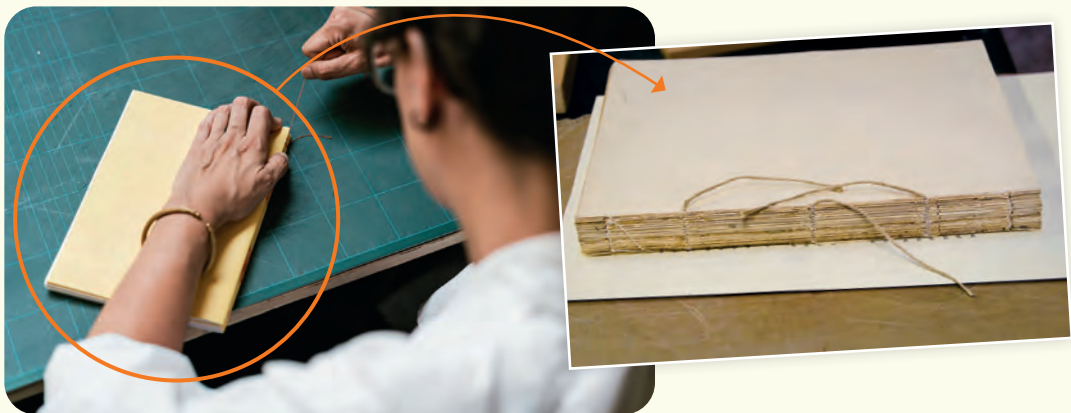
- i. Define roles.
- ii. Divide the information.
- iii. Be ready for possible questions.

Remember

You can use comparative sentences!



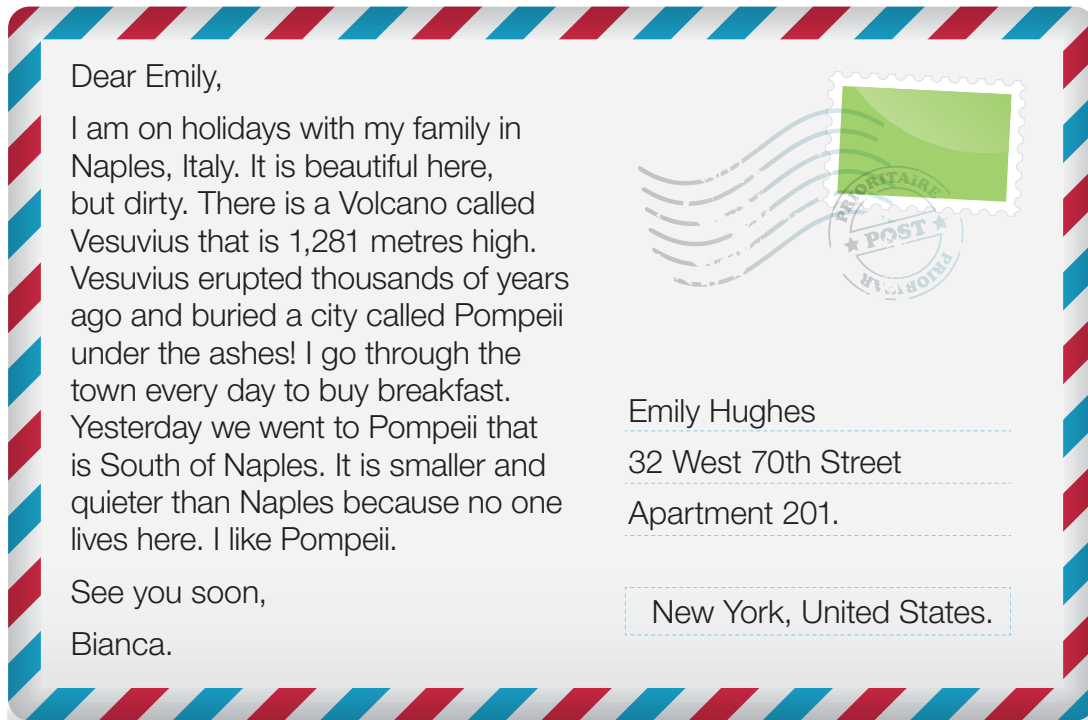
e. Bind together all the class' drawing blocks to create a giant atlas!



Reflect!

- How did this project help you fully understand the unit?
- What did you learn while doing this project?

Read and write the correct alternative in your notebook or on a sheet of paper.



1. Naples is...
 - a. noisier than Pompeii.
 - b. cleaner than Pompeii.
 - c. smaller than Pompeii.
2. Bianca is...
 - a. studying in Italy.
 - b. on Holiday in Italy.
 - c. visiting her family in Italy.
3. Pompeii is...
 - a. a volcano.
 - b. a buried city.
 - c. where Bianca has breakfast.
4. Vesuvius is...
 - a. One thousand, eight hundred and twenty-one metres high.
 - b. One thousand, one hundred and eighteen metres high.
 - c. One thousand, two hundred and eighty-one metres high.

Read the text and answer the question in your answer sheet.

Two Different Countries

Ireland is a country in Europe. It is an island. It is separated from Great Britain by the Irish Sea. The Atlantic Ocean is to the west. The capital city is Dublin. The highest mountain in Ireland is Carrauntoohil, which is 1,038 metres high. The longest river is the River Shannon. It is 386 kilometres long. Ireland has a mild climate and it rains a lot. It is a very green country.



Mexico is a country in North America. The Gulf of Mexico is to the east, and the United States is to the north. The capital is Mexico City. The highest mountain is Pico de Orizaba, which is 5,636 metres high. The longest river is Rio Grande. It is 3,058 kilometres long. Mexico has a dry climate, but some areas in the south have quite a lot of rain.

Editorial creation.

1. What is the capital city of Ireland?
2. What is the capital city of Mexico?
3. What sea is between Ireland and Great Britain?
4. Briefly compare both countries using vocabulary from the unit.
5. Use the model to write about your country.

Part Three: Listening

Look at the map. Listen, follow the directions, and answer the questions.  35

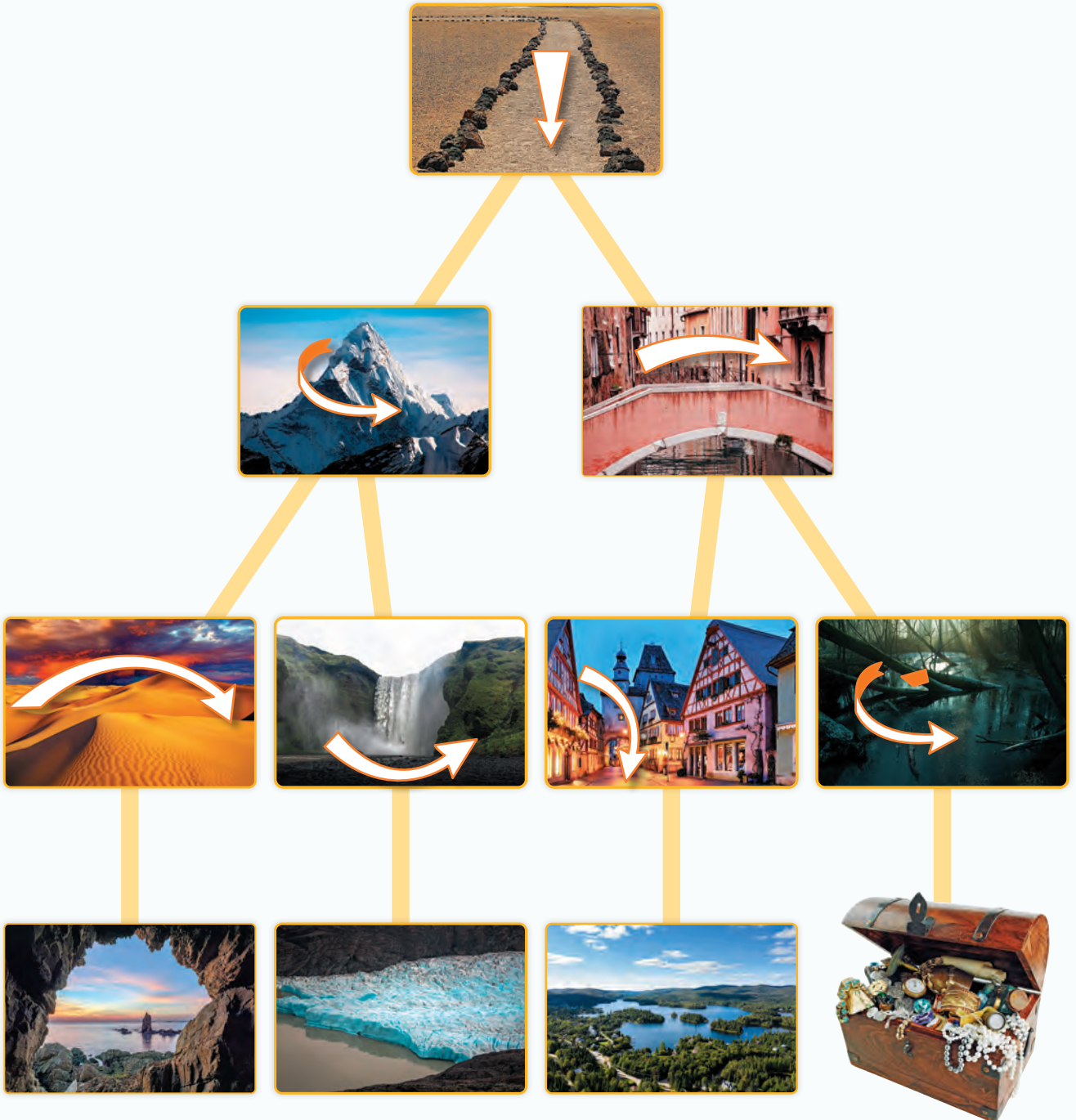
Adventure Island



1. Where are you?
 - a. By the lighthouse.
 - b. At the volcano.
 - c. Over the bridge.
2. What can you see now?
 - a. At the forest.
 - b. Under the waterfall.
 - c. The bay.
3. Where are you now?
 - a. By the lake.
 - b. By the castle.
 - c. On the cliff.

Part Four: Speaking

Look at the options and tell a friend the journey you will take. 




5 According to the pictures, what place would you like to visit? Why?

Unit 3

Changing Habits

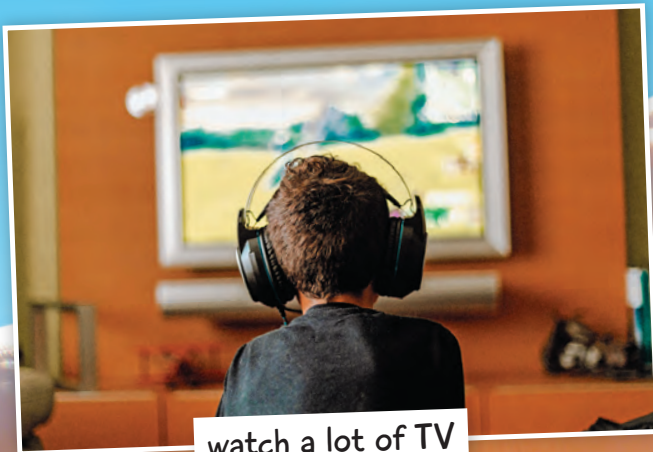
1. Listen and sing.  38

a. After listening to the song, what do you think the Unit is about?

2. Look and answer. 

b. Which habits do you need to change to keep healthy?

c. Which habits do you need to acquire to keep the planet healthy?



watch a lot of TV



eat junk food



sleep eight hours



brush your teeth



recycle



drink water



do exercise



eat healthy food



compost

Unit goals

- Learn about sustainability and the importance of caring for our environment.
- Learn vocabulary related to keeping healthy.
- Use adverbs of frequency to describe activities.
- Say tongue twisters and poems to practise sounds.

Activity Book  36
Page

Presentation

1 Listen and say the chant.  39

Glossary, page 118



The Seven R's.

Refuse, reduce,
reuse, repair,
rot, repurpose,
recycle.

Metals, and glass,
and paper and plastic,
food scraps, and
clothing.

Let's stop it from
getting to the trash!



2 Look and say what the elements are made of. Write if these can be refused, replaced, or recycled.  

A cup is made of cardboard and plastic. It cannot be recycled.

We should refuse it and replace it for a reusable cup!



Practice

3 Listen, read, and role-play. 40

Hi, Mark. Look at this poster for Green Week. I'm going to take part.

Oh, yes. I'm going to take part too.
Are you going to reuse plastic bags?

Yes, I am. It's easy to reuse plastic bags.
Are you going to recycle cans?

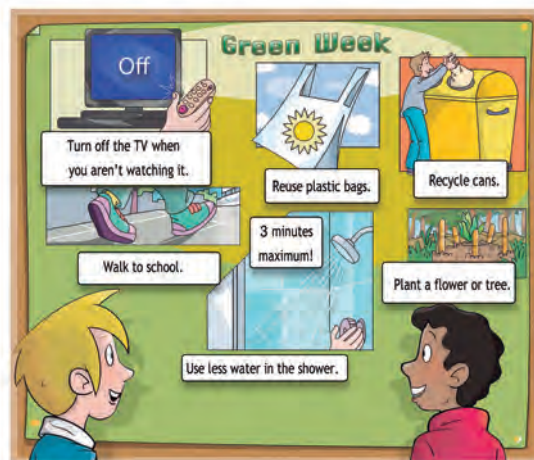
Yes, I am. There's a recycling bin in my street.

Are you going to walk to school?

No, I'm not. I live three kilometres from school and it's a long walk. I'm going to ride my bike to school.

Good idea! I'm going to ride my bike too.

Are you going to turn off the TV when you aren't watching it?



Yes, I am. It's stupid to waste electricity.

Are you going to plant a flower?

No, I'm not. But my mum's going to plant a pear tree in the garden.

4 Look at the sentences in future tense and play.

Future with going to

Are you	going to	plant a flower?	Yes, I am. / No, I'm not.
Is he		recycle paper?	Yes, he is. / No, he isn't.
Is she		turn off the TV?	Yes, she is. / No, she isn't.

Are you going to plant a tree?

Are you going to recycle cans?

It's group C!

Yes, I am.

No, I'm not.

A

Plant a tree.
Recycle cans.
Walk to school.
Reuse plastic bags.

B

Use less water.
Recycle cans.
Turn off the TV.
Walk to school.

C

Plant a tree.
Use less water.
Turn off the TV.
Reuse plastic bags.

5 Read about Martina and answer *True* or *False*. 



This is Martina. She is from the USA. It's Green Week at Martina's school. She wants to be green this week and hopefully, in the future.


Every family uses water for showers, washing clothes, cooking, and drinking. Martina wants to save water by turning off the tap when brushing her teeth, and by putting a bucket in the shower to collect water while waiting for it to get warm to reuse it.



In the USA, 40% of food is thrown away everyday. This waste has an environmental impact as it corresponds to land use, pesticides, and water irrigation wasted. Rotting food in a landfill releases methane, a greenhouse gas. Martina will start composting this week to avoid food waste.

Rescuing Leftover Cuisine (2020) Solving food waste. Retrieved from www.rescuingleftovercuisine.org/challenge

- a. In the USA, 60% of food is wasted.
- b. Water can be saved by putting a bucket in the shower.
- c. Composting releases methane gas.
- d. Martina will turn off the tap when brushing her teeth.

6 Read *My Green Resolutions* and then, write your own. What habits are you going to change this year? 

My Green Resolutions

At school, I'm going to refuse single-use plastic and change disposable materials like plastic cutlery and plastic bottles for reusable ones.

At home, I'm going to separate cans, plastic bottles, milk carton, cardboard, and newspapers. Then I will clean them and take them to a recycling facility.



7 Say the poems as fast as you can. 



Cleaning the ocean
is clearly my motion.
Recycling clean bottles,
cans, cartons, glass, paper,
to help the sea turtles.
Let's clean up pollution!

Planting big trees,
will work good for me.
Reforestation,
and making donations.
We love to go green,
to reduce Earth's degrees.



8 Listen and write the word you hear.  42 

a. glass class

c. good could

b. green clean

d. gardens cartons

9 Write your own poem using the topic's vocabulary. 

Make a
poem with 4
verses!

This poem
has 6 verses

Planting big trees,
will work good for me.
Reforestation,
and making donations.
We love to go green,
to reduce Earth's degrees.

Rhyming is important:

Look at the words
highlighted. Note that
they have the same
ending.

Look up animals in danger of extinction!



Mountain Gorilla



Java Rhinoceros



Red Tuna



Pudu

10 Read and listen to the story. 43

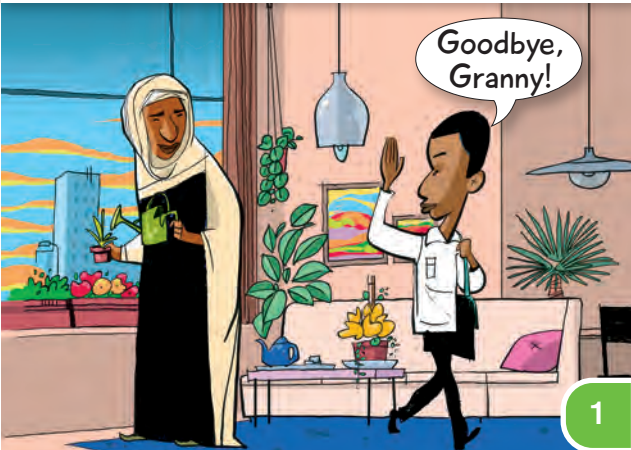
While Reading

Which disposable elements can you see? Can we replace them?

Asad's Project!

Glossary, page 118

Asad and his granny are from Somalia. Some years it doesn't rain and there are terrible droughts. Now, they live in Europe. Granny wants to have a garden, but they live in a small flat.



Asad walks to school everyday. He goes past the waste ground and sees the rubbish from the supermarket.



Asad is in assembly with his friend Daniel. It's Green Week in school. The Head Teacher tells everyone about an idea to help the environment.



After school that day, Asad and Daniel go to the waste ground and collect plastic bags. Their teacher sees them.



This is Asad's idea; people take plastic bags to reuse at the supermarket. They give money to buy seeds and plants for the waste ground.



Asad's class helps to pick up the rubbish and clean the waste ground.



Asad's granny teaches the children about gardening. They plant grass seeds and flowers.



Now Granny has got a garden and she is very happy! And Asad's teachers are very happy with him!



11 In which way is Asad helping our planet?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

12 Read the title and predict what it will be about. 

13 Read the interview and answer.

While Reading

What habits has Greta adopted?

Glossary, page 118

No One's Too Small to Make a Difference

Greta Thunberg is a Swedish environmental activist for climate change, whose campaign has gained international recognition. She began by protesting outside of the Swedish parliament every Friday. She adopted several lifestyle habits to reduce her carbon footprint, including giving up air travel, stopping eating meat and dairy products. She has also inspired the Fridays For Future movement where students across the globe take part in student strikes.

Your determination is inspiring. And it is inspiring other young people. It's started to affect all generations. The planet is the most important thing for you right?

Yes. For all of us it should be.

Why do you think young people are so focused on climate change now?

I think it is because we feel more like it is a direct threat. We know that these consequences will face us during our lifetime. It is happening now, and it will get worse. The awareness is not as much as it needs to be; people are still very unaware. We need to continue.

Why do you think people need to learn about climate change?

Everything. I mean, we know that the planet is getting warmer, we know about



Greta Thunberg

gas emissions, about glaciers melting and that there will be more extreme weather events. But people don't understand how severe this crisis is. We are at the beginning of the sixth massive extinction and people need to start acting now.

What do you think people should do, and what do you think the governments should be doing?

I think people should do everything on their hands, but if I had to choose only one thing, I would say to inform yourselves, and understand the situation to push for a political movement. A political movement that does not exist today. People in power cannot continue to ignore this.

Noah, T. (2019, September 20) The Daily Show. Retrieved from www.youtube.com/watch?v=rhQVustYV24

14 Order the sentences from the paragraph correctly. 

A She began by protesting outside of the Swedish parliament every Friday.

B She has also inspired the Fridays For Future movement where students across the globe take part in student strikes.

C She adopted several lifestyle habits to reduce her carbon footprint, including giving up air travel, stopping eating meat and dairy products.

D Greta Thunberg, is a Swedish environmental activist for climate change, whose campaign has gained international recognition.

15 Look for the meaning of the following words. 

a. Strike

c. Gas emissions

b. Carbon footprint

d. Climate change

16 Read again and answer the following questions. 

a. What is the interview about?

b. What does “No One’s Too Small to Make a Difference” mean?

c. Why is, people being informed, so important to Greta?

d. What does Greta want?

17 Prepare an interview and interview a classmate. 

a. Choose someone to interview.

b. Choose a topic.

c. Prepare 3 to 4 questions.

d. Ask your interviewee questions about the topic.

Reflect!

- Make a list of five reasons why you want to take care of our planet.
- How can you get more information about the climate crisis and possible solutions?



18 Read about composting.

Rot: an important R

Glossary, page 118

Food scraps correspond to 50% of the waste we produce daily. If it is not properly managed, it ends up in a landfill and releases methane gas. To rot is the process of allowing natural materials to decompose. We can avoid this by composting our organic waste.



Worms are incredible decomposers. The worms we use for composting in boxes are called *Eisenia foetida*. Over 7,000 species inhabit the world and they are so important to ecosystems.



Everything we eat comes from the Earth, however, not everything can be composted. Compostable materials are wood, twigs, paper, leaves, fruits, vegetables, plants, and eggshells. Other materials should never be added to a composting pile.



Editors adaptation: Seymour J. (2009) *Self-sufficient Life and How to Live it*. p.234

19 Environmental Lunch Activity.

Materials needed:

- Lunch discards from cafeteria or home lunches.
- Environmental lunch sheets.
- Four bags or buckets labelled: compost, recycle, reuse, and landfill.
- Chart paper for making a graph.

Instructions:


- Track the lunch discards on the worksheet.
- Separate the discards into the different buckets.
- Make a graph registering the amount of materials generated.
- Make predictions by multiplying the discards by the number of classes in school.



Reflect!

- Why do you think it is important to have a count of our discards?
- Think how you can have a zero-waste lunch to avoid a landfill.



20 Play with a classmate. 

From Disposable to Compostable!

Help the worm get to the compost bin.



A

Name the 7 R's!




B

What is this made of?
What can you do with it?




C

Say and answer:
Are you going to...




F

What is this made of?
What can you do with it?



E

Say and answer:
Are you going to...




D

Say two words with the **g** sound!

G

Say and answer:
Are you going to...



H

Say two words with the **c** sound!

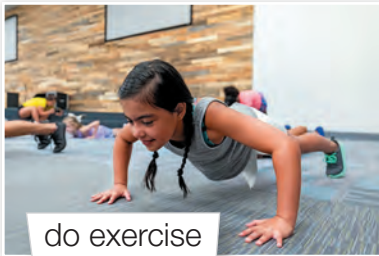
I

What is this made of?
What can you do with it?

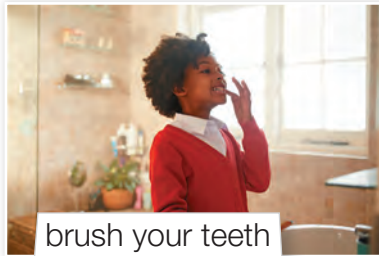



Presentation

1 Listen and sing.  45



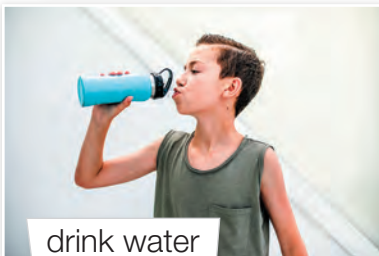
do exercise



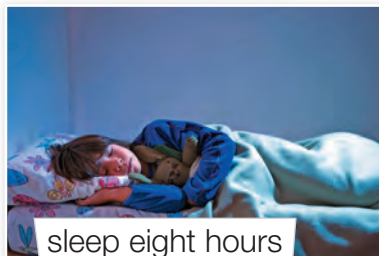
brush your teeth



eat healthy food



drink water



sleep eight hours



watch a lot of TV

eat junk food

A Healthy Song

Let's be healthy, let's be strong,
 Let's all sing a healthy song.
 Do exercise, run, and play,
 And always sleep eight hours a day.
 Don't be lazy, listen to me!
 Please don't watch too much TV. (Chorus)

Eat healthy food every day,
 drink lots of water. That's OK!
 Don't eat junk food, don't eat sweets,
 eat fruits and vegetables, fish and meat. (Chorus)
 Do exercise, run, and play.
 And always sleep eight hours a day.
 Have a shower, keep clean and bright,
 and brush your teeth twice a day. (Chorus)

2 Interview a friend about healthy habits and make a habit tracker.  

How many glasses of water do you drink a day?

I drink 6 glasses of water a day.

Pedro's habit tracker	
Glasses of water	6 a day
Hours of sleep	8 hours
Brush your teeth	twice a day



Practice

3 Listen, read, and role-play. 46

Kim and Ben are reading a magazine. There's a questionnaire about health.



How often do you do exercise?



Three times a week. I like dancing and swimming.



How often do you watch TV?



I watch TV twice a week.



How often do you eat sweets?



I eat sweets once a week.



How often do you eat fruit?



I eat fruit every day. Do you want an apple?



Yes, thanks, Kim. You're very healthy!



4 Look at the table and read. Which sentence is in the dialogue?

How often...?

How often do you	eat salad?	Never	once a week
	drink juice?	twice a week	three times a week
	do exercise?		every day

5 Read the questionnaire, answer, and count your points.

1. How often do you eat fruit?
a. every day b. three times a week c. once a week
2. How often do you brush your teeth?
a. once a week b. once a day c. twice a day
3. How often do you do exercise?
a. once a week b. three or four times a week c. every day
4. How often do you sleep for eight hours?
a. every day b. four or five times a week c. twice a week
5. How often do you eat junk food?
a. once a week b. three times a week c. every day

- 1 a) 3 b) 2 c) 1
- 2 a) 1 b) 2 c) 3
- 3 a) 1 b) 2 c) 3
- 4 a) 3 b) 2 c) 1
- 5 a) 3 b) 2 c) 1

13-15 Excellent! You are very healthy.

9-12 Good! You are healthy but you can do more!

5-8 Remember, it's important to do exercise and eat healthy.

Production

6 Read and say the answers.



This is Susan. She's from Canada and her hobby is basketball. Susan goes to basketball practice after school four times a week. She plays a basketball match with her team once a week. Her team is the Toronto Dragons. Her ambition is to play basketball in the Olympics.

Susan usually eats healthy food. She has eggs, cereal, and fruit for breakfast every day. Once a week, she eats her favourite food. It's cheesecake!



- How often does Susan have fruit for breakfast?
- How often does Susan eat cheesecake?
- How often does she go to basketball practice?
- How often does she have a basketball match?

7 Look at the text and then write about your week.

My name is Rene. I'm from Spain and my hobby is football. I go to football practice twice a week. I'm on a football team and we play football in the Children's World Cup. I like swimming too, and I go to the swimming pool once a week. I usually eat healthy food and I have fruit every day. I sometimes eat ice cream. I usually sleep for nine hours, but on Sundays I sleep for twelve hours!



Editorial creation.

8 Play with a classmate.

Tell a friend the name of...

- | | |
|---|--|
| a. ...a programme you watch once a week . | d. ... a subject you have twice a week . |
| b. ... a sport you do twice a week . | e. ... a person you see every day . |
| c. ... a drink you have every day . | f. ... a website you visit every day . |

9 Read and say the tongue twisters. 

Glossary, page 118

Changing habits,
changes your life.
Choose cherries
in your lunch box,
and run like a champion!

Join the jogging team,
jump joyfully.
Don't eat junk food,
orange juice and jam
will give you energy!

10 Listen and repeat.  48

ch

children

change

pitchfork

cherry

lunch

j

junk

juice

jog

jump

jam

jealous

11 Create your own tongue twister using the words. 

Children

jump

joyfully

cherry farm.

Witches

jog

jealously

at the

cheetah zoo.

Chickens

joke

jovially

cheese palace.

Witches

joke


joyfully

at the

cheese palace.

Say the sport!



12 Read and listen to the story. 

While Reading

What sport can Kay practise?

Kay's Big Race!

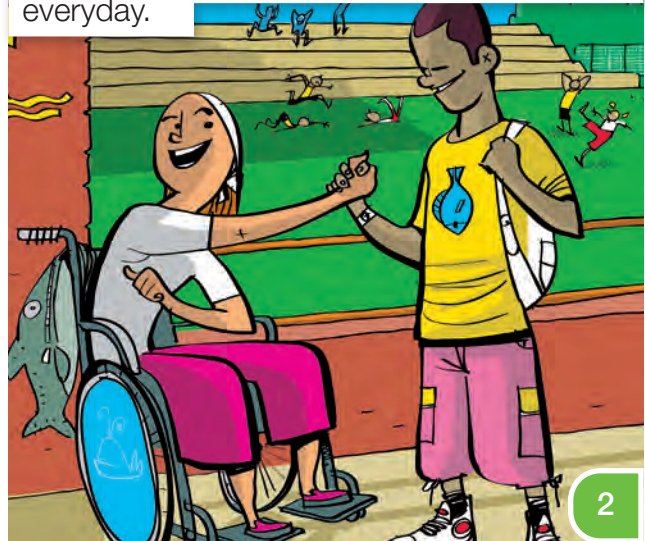
This is Kay. She loves sport. She really wants to play football...



...but she can't.

1

Kay can't walk, but she can go very fast in her wheelchair AND she can swim. She goes swimming with her friend Dave everyday.



2

Kay has got very strong arms and she can swim very fast! She's on the school swimming team.



The coach is timing her.

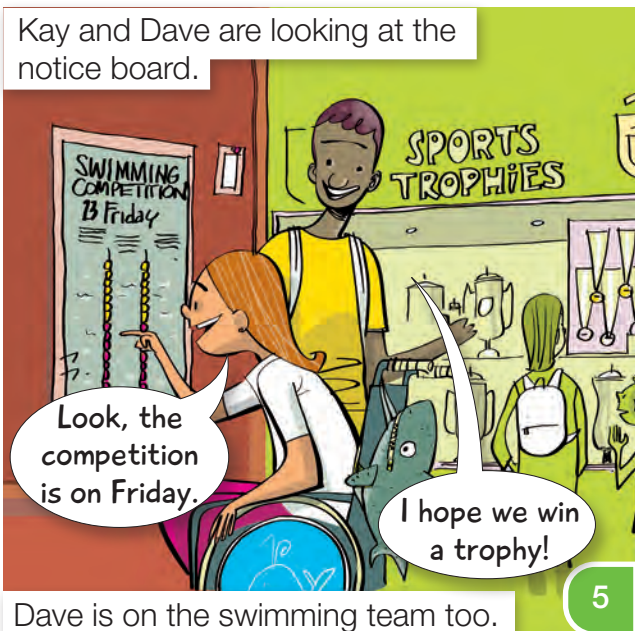
3

Kay always has healthy snacks after swimming practice.



4

Kay and Dave are looking at the notice board.

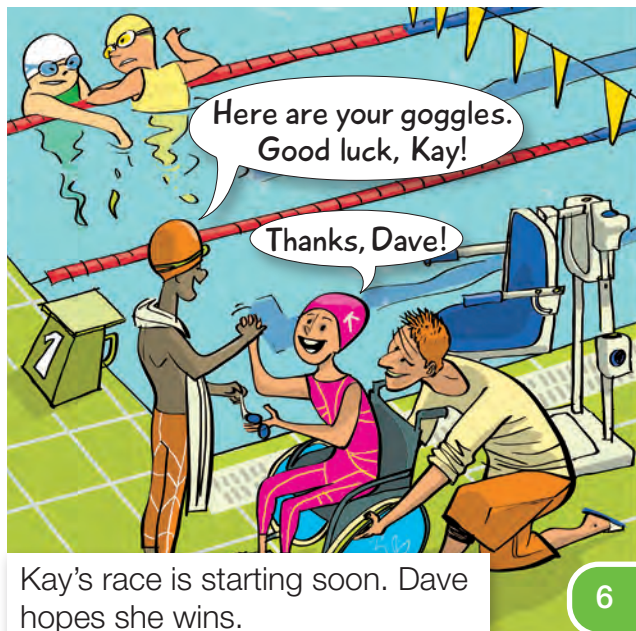


Look, the competition is on Friday.

I hope we win a trophy!

Dave is on the swimming team too.

5



Here are your goggles. Good luck, Kay!

Thanks, Dave!

Kay's race is starting soon. Dave hopes she wins.

6



Well done, Kay! You're the best!

Kay wins the race. Her friends are very happy, and so is her dad.

7



I love chocolate cake!

Sugar is good for you sometimes!

Kay has chocolate cake once a week.

8

13 What is Kay's routine?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

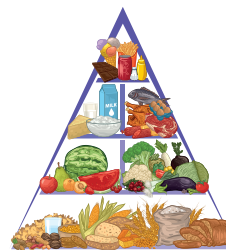
14 Do you know these diets? Do you know any others? 



Plant based diet



Paleo diet



Mediterranean diet

15 Read the guide about sustainable eating and answer:

Glossary, page 118

What are the things the author mentions that help preserve our planet?

A GUIDE TO SUSTAINABLE EATING

Did you know that what you eat affects the planet? Would you change the way you eat to protect the Earth and your health?

By Jane E. Brody

I suspect most of you already do many things to help preserve the planet we all call home. Perhaps you recycle glass, plastic, and paper and compost organic waste; shop with reusable bags; use public transportation or bicycles. Would you change the way you eat not only to protect the *terra firma* and the surrounding waters, but also your health?

In January 2019, The New York Times described a report from the *EAT-Lancet Commission on Food, Planet and Health*. 37 scientists and 16 experts established a global food economy that could combat chronic diseases in wealthy nations and provide better nutrition for poor ones, all without destroying the planet. The scientists' goal was guide a healthy sustainable diet that could feed the nearly 10 billion people expected to inhabit the world by 2050.

"We simply cannot eat the amounts of beef that we're now consuming and still have a future for our grandchildren" said Dr. Walter C. Willett. However, the report does not insist that everyone become a vegan but does set a goal that people in wealthy countries limit the consumption of red meat. It's best for your health and the planet to adopt a diet that derives most of its protein from plants — including legumes and nuts. The fact is, we don't need as much protein as we now consume. Studies in both animals and people have shown that high-protein diets limit longevity. Food that comes from animals, especially red meat, have higher environmental footprints compared to other food groups. But even if environmental issues are not high on your list of concerns, health should be.

Brody, J. (2019) The New York Times: A Guide to Sustainable Eating. Retrieved from www.nytimes.com/2019/04/08/well/eat/a-guide-to-sustainable-eating.html

16 Look for synonyms of the words in bold and replace them with the word you find. 

a. ...you already do many things to help **preserve** the planet...

Example

Preserve: conserve, defend, protect.

a. ... you already do many things to help protect the planet.

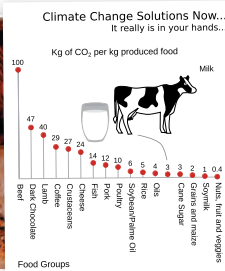
b. The scientists' **goal** was to guide a healthy sustainable diet...

c. We simply cannot eat the **amounts** of beef that we're now consuming...

d. Studies in both animals and people have shown that high-protein diets limit **longevity**.

17 Choose which group corresponds to the paragraphs in the body of the article. 

group A



group B



group C



Reflect!

- How many times during the week do you eat animal protein? How can you reduce your consumption?

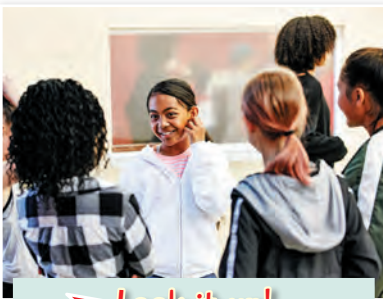
18 Read about the benefits of exercise.



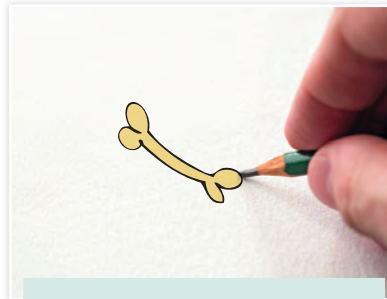
Chile has high rates of child obesity, one way to prevent it is exercise. Doing exercise every day is good for you for many reasons:

- It reduces blood pressure and widens arteries, preventing heart attacks.
- Maintains immune system functioning, so you don't get sick.
- Reduces body fat and speeds your metabolism.
- Builds muscle mass.
- Keeps your bones strong.
- Improves your breathing.
- Boosts your energy.
- Helps you sleep better.
- Lowers anxiety because your endorphins increase. Exercise makes you happier!

Editorial creation.

19 Choose one of the benefits from above and make an explanatory poster. 
 **Look it up!**

Look for more information about the benefit you chose.



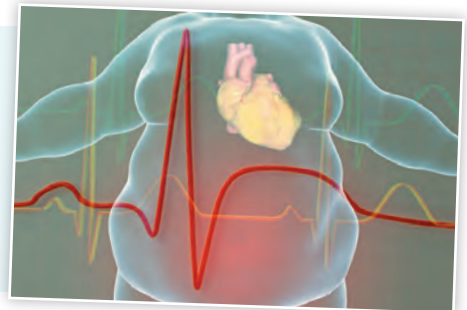
Make a poster with the information you found.





Present the information to the class!

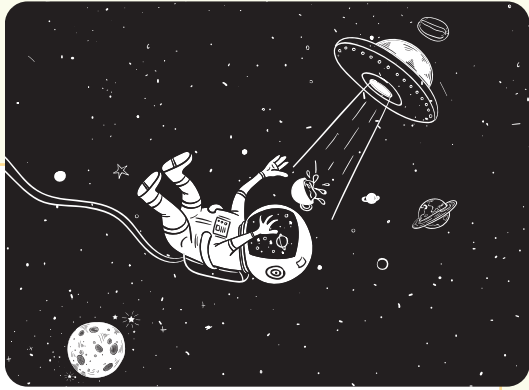
Reflect!

- What drawbacks can having an inactive lifestyle bring?
- How many times do you exercise each week?
- Make a sports schedule for your week.



Think Back!

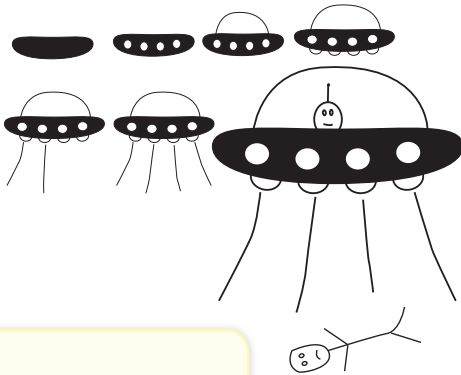
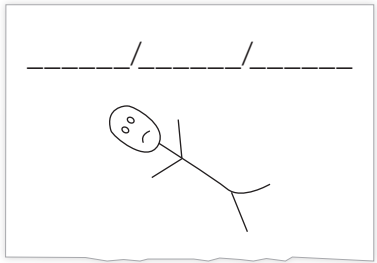
20 Play spaceman with a classmate.  



Find a mystery phrase by guessing which letters make up each word.

- a. Choose any word or phrase from the topic.
- b. Draw a human and the dashes corresponding to the word chosen.
- c. For each incorrect answer, one part of the UFO gets built, until the UFO abducts the human.

Brush your teeth, do exercise, eat junk food, drink water, sleep eight hours, watch a lot of TV, eat healthy food.



_____ / _____ / _EE_

Does it have an A?

No, it doesn't have an A! I'll draw part of the UFO.

Does it have an E?

Yes! It has two E's!



Project Our Compost Pile!

1 Read the background information and discuss.



With the help of micro-organisms and insects, we can take our organic materials and turn them into a rich, dark soil amendment called compost. In this way, valuable nutrients are returned to nature rather than shipped away to a landfill.

Composting is an excellent way to demonstrate the cycle of life: life, death, decomposition, and re-birth. “Browns” are dry and woody plant trimmings, such as wood chips, dried leaves, and straw. Browns are rich in carbon.

“Greens” are moist vegetable and fruit scraps, green leaves, and fresh manure. Greens are rich in nitrogen. In a compost pile, you want approximately half brown materials and half green materials by volume. Decomposer organisms need air and water to break down organic matter.



Adapted from “Do the Rot” (2020).

2 Materials needed:



3 Follow the instructions to build a compost pile at school!



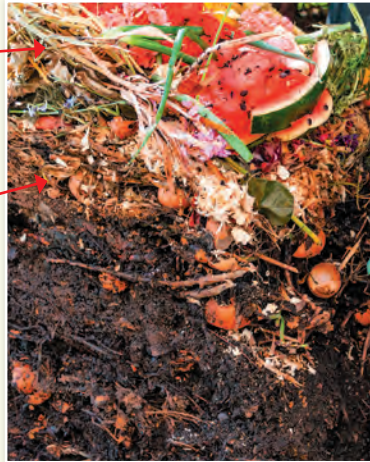
Stack the pallets creating a box.

Remember

- Chop** materials into pieces.
- Mix** bedding material with food scraps (half of each by volume).
- Maintain** moisture by keeping the pile humid.

food scraps
(greens)

bedding
material
(browns)



Build the compost pile by alternating layers of bedding material, food scraps, and water.

Stir the layers together with a pitchfork or shovel as you build the pile. Keep the pile “fluffed up” to maximize the air in the pile.



Always finish the pile with a layer of browns, finished compost, or soil. Don't put greens on top; this will help prevent flies from nesting.

4 Promote the idea of composting.



- a. Discuss the idea you want to convey.
- b. Design an attractive flier or poster.
- c. Distribute the publicity.



Reflect!

- Describe possible reasons for composting.
- What habits are you changing by making your own compost?

1 Use the words from the box to fill the blanks.

meat healthy fish do week always
pasta sometimes sleep food eat

Reporter: You are a great footballer. How do you keep **a** ___? ___?

Footballer: I almost **b** ___? ___ go to bed early and **c** ___? ___ for eight hours.

Reporter: What about the weekend?

Footballer: At the weekend, I **d** ___? ___ go to bed late if I go to a party.

Reporter: What kind of **e** ___? ___ do you eat?

Footballer: I **f** ___? ___ healthy food. Healthy food is very important if you play a lot of sport. I eat **g** ___? ___ and **h** ___? ___ twice a week, and I eat **i** ___? ___ twice a week too. I eat fruits and vegetables every day.

Reporter: Do you **j** ___? ___ a lot of exercise?

Footballer: Of course. I train 5 times a **k** ___? ___ and I have a game on Saturdays.

Reporter: Thank you for your time. Goodbye!

Footballer: Thank you and don't forget: be healthy!



2 Read and say which R corresponds to which picture, and answer.

Refuse

Reuse

Reduce

Repair

Rot

Repurpose

Recycle

Which of these actions do you do more often?

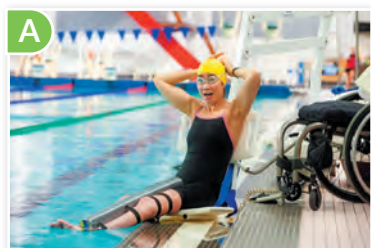


3 Read the text and look at the pictures, then write the corresponding answer.



The Paralympic Games are the Olympic games for athletes with a physical disability. They are elite sports events. About four thousand athletes from over one hundred countries compete. They are held in the same host cities as the Olympic Games: London, Sochi, and Rio for example. The emphasis is on achievement, not on the athlete's disabilities.

Editorial creation.



a. I can't ? but I can still ? .

b. I can't ? but I can still ? .

c. I can't ? but I can still ? .

4 What are your green resolutions?



- a. Are you going to refuse items you don't need?
- b. Are you going to compost?
- c. Are you going to turn the TV off when you aren't watching it?
- d. Are you going to recycle paper, bottles, and cans?
- e. Are you going to exercise and eat healthy food?
- f. Are you going to spread the word, so more people change their habits?

5- 6 **Yes** answers: Excellent! you are very green.

3- 4 **Yes** answers: Ok! You are green but you can do more.

1- 2 **Yes** answers: You should make more green resolutions; this is not enough!

Unit 4

Amazing Lives

1. Listen and say.  53

2. Answer the questions.

- a. What do you want to be when you grown up?
- b. What is your favourite animal?

elephant

inventor

antelope

ostrich



albatross



astronaut



giraffe



explorers



sailor

Unit goals

- Identify and talk about famous people in history.
- Learn the past simple using regular verbs.
- Learn superlative adjectives.
- Describe animals.

Activity Book  50
Page

Presentation

1 Listen and sing.  54

People Making History

People making history,
everywhere we look.
See them on TV,
read about them in a book.

Architects and engineers,
change the world around us.
Scientists and inventors,
amaze us and astound us. (Chorus)

Musicians and composers,
orchestras and symphonies,
artists painting pictures,
see them in the galleries. (Chorus)

Sailors and explorers,
following the stars,
astronauts in spaceships,
travelling to Mars! (Chorus)

2 Describe the pictures and say. 



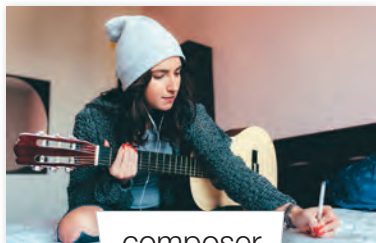
scientist



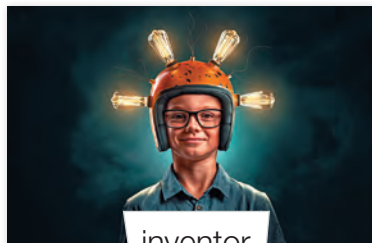
engineer



artist



composer



inventor



architect



explorer



sailor



astronaut

He's between the scientist
and the artist. Who is he?

She's over the explorer and next
to the inventor. Who is she?

3 Listen, read, and role-play.



Ben and Kim are learning about important people from history.



Who's your favourite person from history, Kim?



I really like Marco Polo.



Who was Marco Polo?



He was an explorer from Italy.



An explorer? **Did he travel to Africa?**



No, he didn't. He travelled to China 700 years ago.



Did he sail to China?



No, he didn't. He walked and he travelled by horse. He travelled across deserts and mountains.



Did Marco Polo like China?



Yes, he did. He lived in China for seventeen years. He lived in a palace and he worked for the Emperor.



That's amazing! I want to go to China one day.

4 Look and read. Which sentence is in the dialogue?

Past simple – regular verbs

I	worked	for the Emperor.	Did	you	travel to Africa?
He/She				he/she	
I	didn't live	in a palace.	Yes,	I	did.
He/She			No,	he/she	didn't.

5 Read and answer the questions.



If one man can destroy everything, why can't one girl change it?

Malala Yousafzai was on the school bus. She had a blog that spoke about being a woman under the Taliban regime, when a man shot her in the head. She recovered after four months.

Born in Pakistan, she wanted to study, but the Taliban didn't allow girls in schools. After the attack, she became an activist. She created the *Malala Fund*, to promote young girls' education. In 2015 she built her own school for girls. She fights because many women in the world still don't get an education.

Adapted from *Malala Yousafzai Biography* (2020)

- a. Did she live in Syria?
b. Did she build a school?

- c. Did she write a blog?
d. Did she visit the Taliban?



6 Read about people from history.



Nikola Tesla was an Austrian-American electrical engineer and inventor. He lived in the United States and developed electrical and mechanical devices. From the 1890s through 1906, Tesla spent his time and fortune on a series of projects trying to develop the transmission of electrical power without wires.

Adapted from *Nikola Tesla Biography* (2019).

Antoni Gaudi was an architect from Spain. He was influenced by architecture, nature, and religion. His work was original and very popular. He built the still incomplete Sagrada Familia, in Barcelona. Seven of his works were declared World Heritage Sites by the UNESCO.

Adapted from *Antoni Gaudi Biography* (2020).



Virginia Woolf was a writer from England, considered one of the most important modernists from the 20th century. Woolf began writing professionally in 1900, and wrote short stories, books, and essays. One of her most important work are *Mrs Dalloway* and *A Room of One's Own*.

Adapted from *Virginia Woolf biography* (2020).

Hypatia She was the first female mathematician, astronomer, and philosopher from Greece. She lived in 370 AC. She taught Christians, Jews, and foreigners about her knowledge. But women weren't supposed to get an education, so she was murdered.

Adapted from *Hypatia* (2020).

7 Do the quiz with a friend, answer *True* or *False*.

Glossary, page 119

- a. Nikola Tesla lived in Austria.
- b. Hypatia only taught Christians.
- c. Antonin Gaudi finished the *Sagrada Familia*.
- d. Virginia Woolf was a successful writer.

8 Research your favourite person from history and present it to the class.



My favourite person from history is Edmund Hillary. He was a mountain climber and explorer from New Zealand. When he was sixteen, he visited some mountains and decided to be a climber. In 1953, he climbed Mount Everest with his friend, Sherpa Tenzing. They were the first people to climb Everest. In 1958, he travelled to the South Pole and in 1985 he travelled to the North Pole. He is a national hero in New Zealand.



Editorial creation.



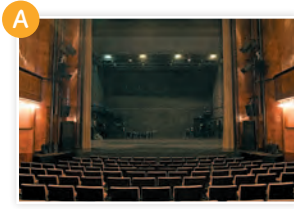
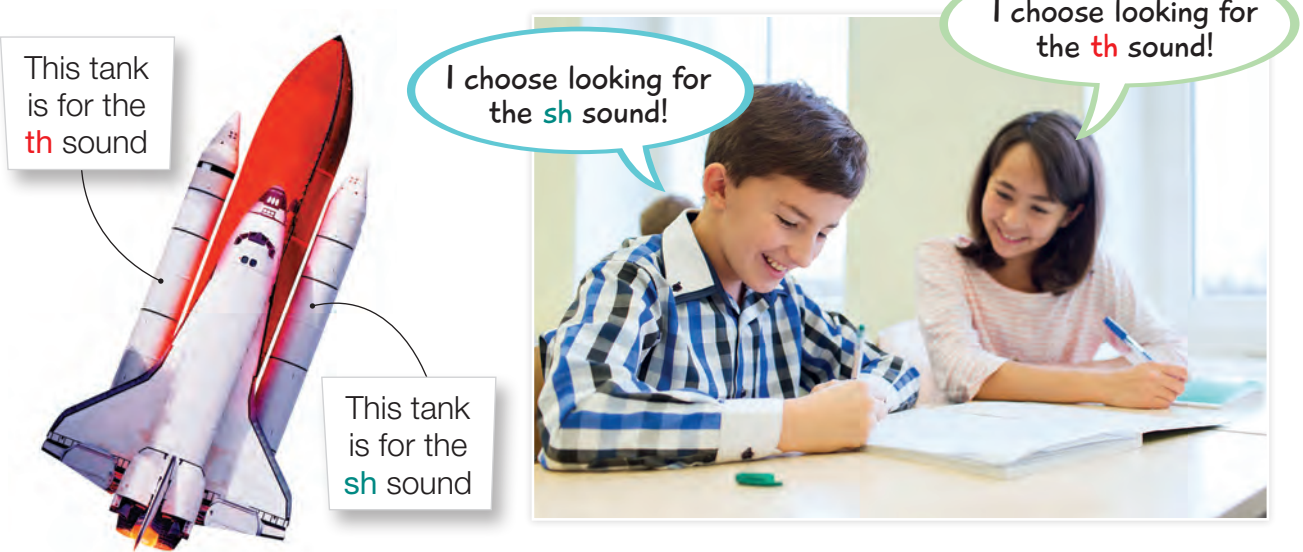
9 Read and say the tongue twisters. 

Sharon, the Spanish explorer, smashed her shiny spaceship against a Martian wishing well.

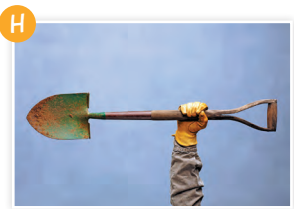
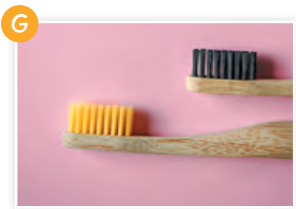
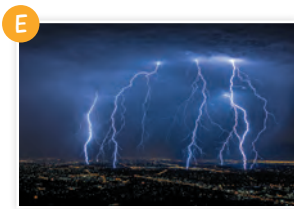
Ethan, the Ethiopian author, worked in theatres for months, thinking it was therapy.

10 Read the instructions below and play with a friend.  

- The game is called *Fuel the Spaceship!*
- The spaceship uses fuel made from words.
- In pairs, find the pictures containing the **sh** and **th** sounds and write the words down. Each tank should contain only one sound!



Example Theatre



Look them up!



O'Keefe



Dalí



Kahlo



Van Gogh

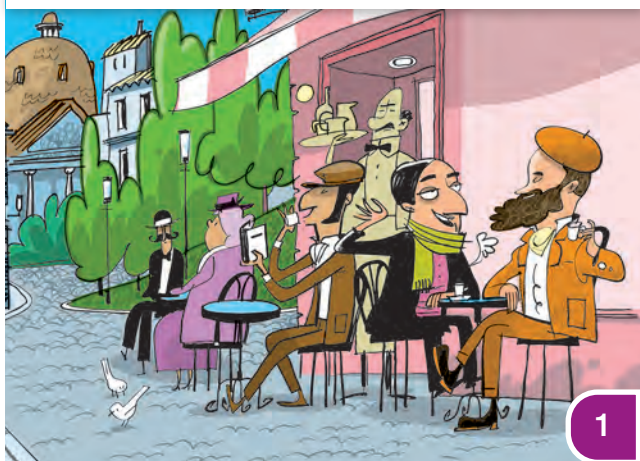
11 Read and listen to the story.

While Reading

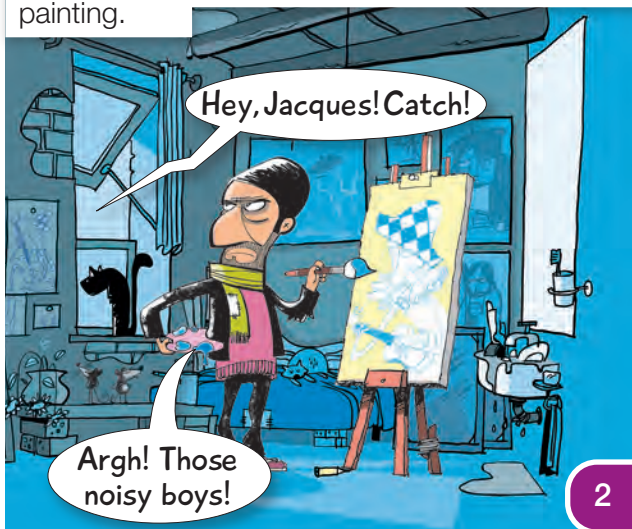
What's Pablo Picasso's profession?

Eureka!

In 1907 Pablo Picasso lived in Paris. He was very poor, but he was happy. Every day, after he finished working, he visited a local café and talked about painting with his friend, Henri Matisse.



Pablo painted every day. He didn't stop until it was dark. He wanted to invent a new style of painting.



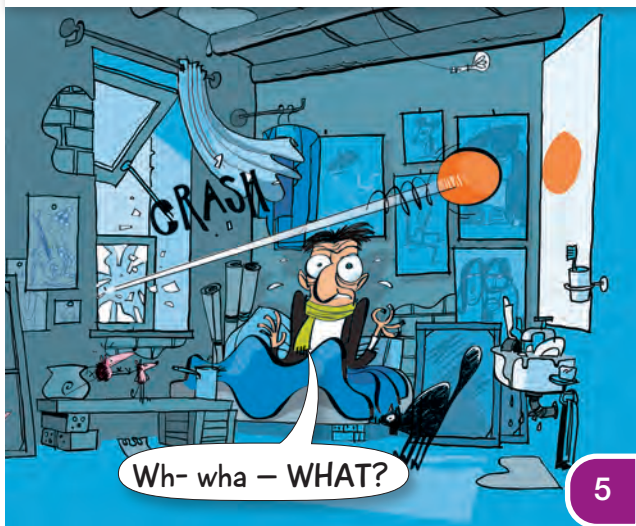
Pablo hated people making noise when he was working.



Pablo showed his painting to some rich people but they didn't like it.



The next morning when Pablo was asleep, the boys smashed the window with their ball.



Pablo was very angry. He shouted at the boys.



Pablo looked at the mirror and...



Picasso invented a new style of painting called Cubism. The rich people loved it!



12 How did Picasso invent a new style of painting?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

13 Look up for the meaning of the following words.

- a. anthropologist
- b. hominids

- c. conservationist
- d. poaching

14 Read *The Trimates* and answer:

Glossary, page 119

What characteristic do the biggest apes have in common?

The Trimates

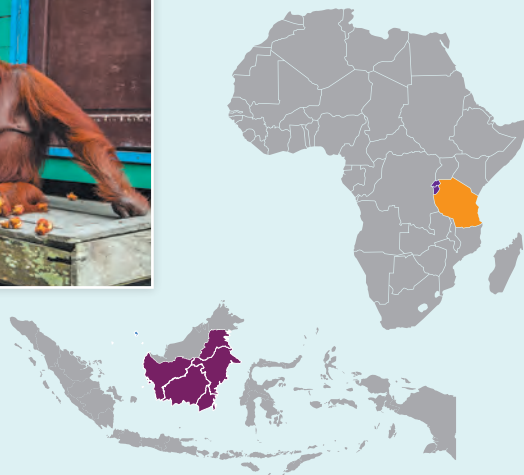
The Trimates, sometimes called *Leakey's Angels*, is the name of three women that the **anthropologist** Louis Leakey sent to study **hominids** in their natural environments: Jane Goodall, Dian Fossey, and Biruté Galdikas studied chimpanzees, gorillas, and orangutans respectively that correspond to the biggest primates in the world. They have no tail and are the closest relatives to humans.

In 1958 Jane Goodall arrived in Tanzania to study wild chimpanzees. Alone with her mother and a cook, in the middle of Gombe's jungle, she began a research project that would last her entire life. The results of her investigation shed light on a chimpanzee's behaviour and social structure, which fascinated the entire world.

Dian Fossey was a primatologist and conservationist known for studying the mountain gorilla from 1966 until 1985. She studied them in the mountain forests of Virunga, between Rwanda and the Congo. She actively supported conservation efforts, and opposed **poaching** and tourism in wildlife habitats.

Biruté Galdikas pioneered the study of the orangutan, a great ape native to Indonesia. In 1971, she and her husband arrived in Borneo. Before her research, the orangutan was the least understood of the biggest primates. She became a **conservationist**, because palm oil plantations, gold miners, and poachers are devastating these animals' environment.

Adapted from *How the Trimates Revolutionized Primatology*. (2016)



15 Complete the text using the words from the box. 

hominids anthropologist observe poaching knowledge
Trimates primates conservationists

Jane, Dian and Birute are the Trimates. This is because they are three women studying _____. Louis Leaky, an _____ sent them to _____ large apes in the wilderness.

Dian and Biruté stood against illegal _____. The three are _____, and their _____ about _____ has fascinated the entire world.

16 Replace the pictures with the corresponding words. 

a. Dian Fossey studied and protected  from poachers.

b. Jane Goodall studies wild  She began alone in the 

c. Biruté Galdikas went to  to learn about the 

17 Read the sentences from the text and remove the extra words. 

A Jane Goodall, Dian Fossey, and Biruté Galdikas studied chimpanzees, bonobos, gorillas, and orangutans.

B Alone with her mother, an explorer, and a cook, in the middle of Gombe's jungle.

C She studied them in the mountain forests jungles of Virunga.

D palm oil plantations, gold miners, and poachers are devastating these big animals' environment.

Reflect!

Watch the video and answer the questions.

www.youtube.com/watch?v=h97oeZp4h6M

- Why is it important to learn and understand animals?
- Why is it important to protect animals?



18 Read about Cubism.

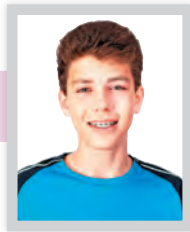
Cubism was one of the most influential styles of the twentieth century. Its biggest exponent was Pablo Picasso. It reduced everything to geometrical outlines. Cubism was the starting point for abstract painting. Cubism shows different viewpoints at the same time. It emphasizes the two-dimensional flatness of the canvas instead of creating an illusion of real space from a fixed viewpoint.

Adapted from *Cubism*, Tate Modern (2020)



19 Make your own Picasso painting.

Choose a photo of you.



Cut it into pieces.



Paste it in a different way.



Paint it!




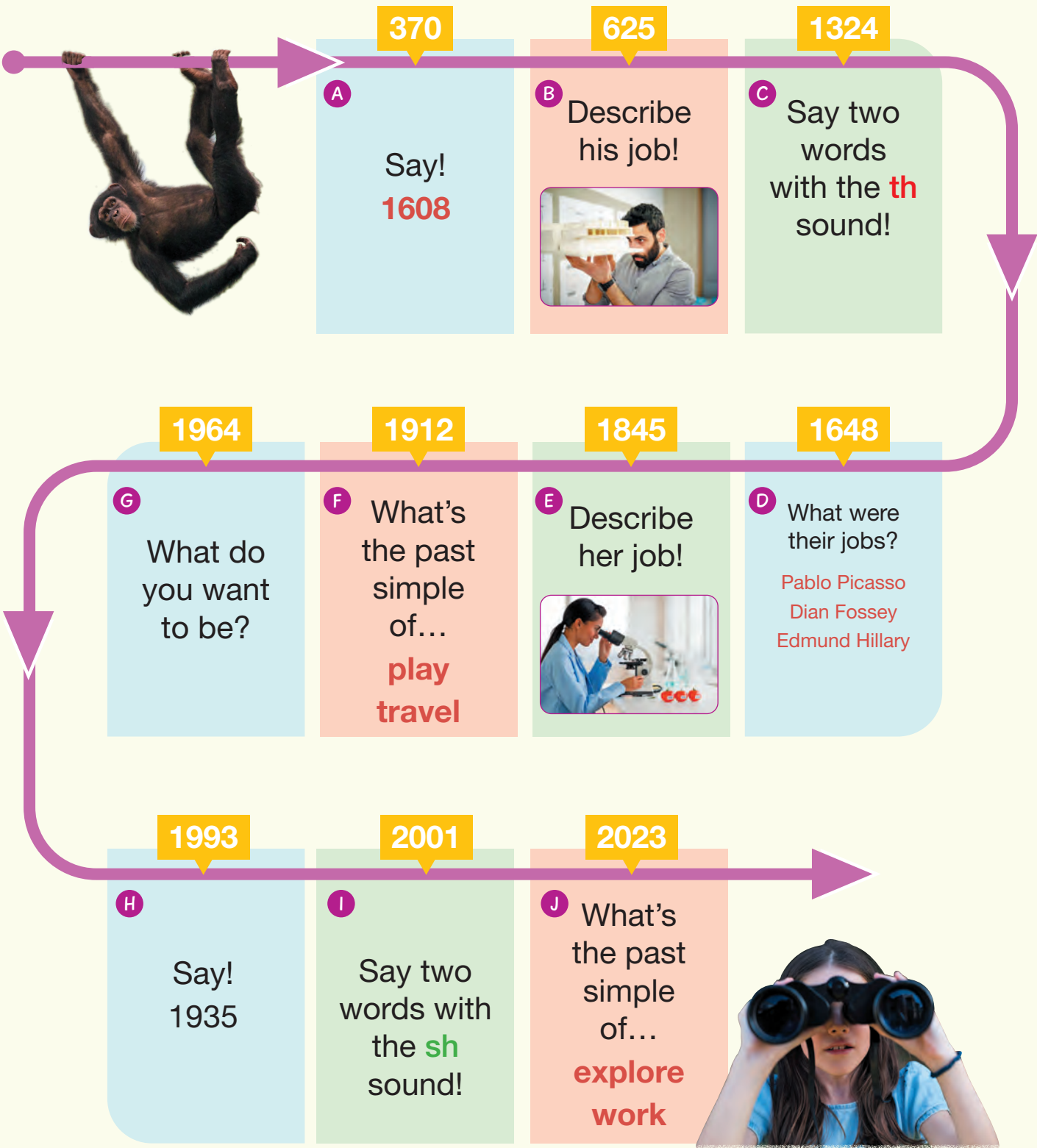
Reflect!

- Do you know other artists who changed the way of doing art?
- How is the style of art related to history?




Think Back!

20 Play with a classmate. 




370
A Say! **1608**

625
B Describe his job!


1324
C Say two words with the **th** sound!

1964
G What do you want to be?


1912
F What's the past simple of...
play
travel

1845
E Describe her job!


1648
D What were their jobs?
Pablo Picasso
Dian Fossey
Edmund Hillary

1993
H Say! **1935**

2001
I Say two words with the **sh** sound!

2023
J What's the past simple of...
explore
work


Presentation

1 Listen and sing. 58

Animal Experts

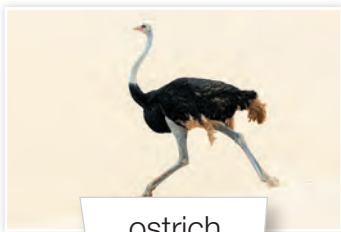
Amazing animals everywhere,
we're studying them in school.
So many fascinating facts,
Animals are cool!

The biggest and the longest,
ostriches and pythons too.
The loudest and the strongest,
What do they eat? What can they do? **(Chorus)**

The fastest and the smallest,
hummingbirds, and cheetahs too.
The oldest and the tallest,
tortoises and kangaroos. **(Chorus)**

Albatrosses and big blue whales,
in the sea and in the air.
Antelopes and tall giraffes,
amazing animals everywhere! **(Chorus)**

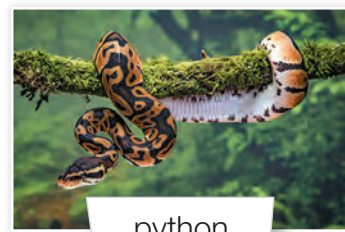
2 Play a guessing game.



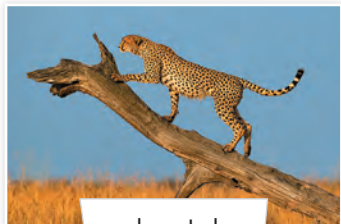
ostrich



antelope



python



cheetah



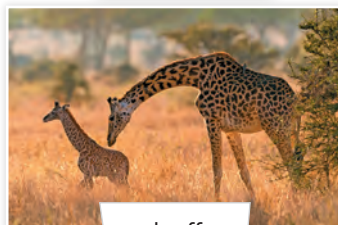
kangaroo



albatross



tortoise



giraffe



hummingbird



I spy an animal that can't fly. It can jump. It has legs and a long tail. It lives in Australia!

Practice

3 Listen, read, and role-play. 59

Glossary, page 119

Ben and Kim are doing a quiz about animals.



I've got a question for you, Kim. **What are the tallest animals in the world?**



I know the answer! **Giraffes are the tallest animals!**



Yes, that's right. Now ask me a question.



What are the biggest birds?



Let me look on the internet. Here it is! Ostriches are the biggest birds. They're taller than people.



Yes, that's right. But have ostriches got the biggest wings?



No, they haven't. Albatrosses have got the biggest wings. Their wingspan is three metres!



That's incredible! Here's another question. What are the fastest animals on land?



I know! Cheetahs are the fastest animals.



Well done! I think we're animal experts.

4 Look and read. Which sentence is in the dialogue?

Superlatives

Hummingbirds	are	the smallest birds	in the world.
Albatrosses	have got	the biggest wings	
What	are	the tallest animals	in the world?
		the biggest insects	

Remember

tall → tallest
big → biggest

5 Do the quiz. Then, listen and check your answers. 60

- What are the longest snakes in the world?
 - pythons
 - anacondas
 - cobras
- What are the fastest insects in the world?
 - bees
 - dragonflies
 - ladybirds
- What are the biggest ocean animals?
 - great white shark
 - blue whale
 - orca
- What are the fastest birds in the world?
 - eagles
 - albatrosses
 - falcons
- What are the heaviest land animals?
 - African elephants
 - rhinos
 - hippos
- They have got the longest tails for land animals. What are they?
 - crocodiles
 - zebras
 - giraffes



6 Read and answer the questions.



Blue whales

Habitat Blue whales live in oceans.

Food They eat millions of small animals called krills.

Body They are usually 25 to 30 metres long, they have got the biggest mouth of all animals. They swim at 20km per hour.

Amazing fact Blue whales are the biggest animal in the world!

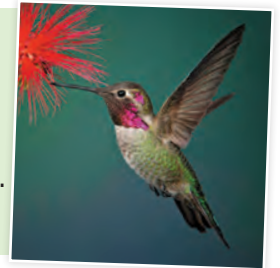
Hummingbirds

Habitat Hummingbirds live in forests in North and South America.

Food They eat insects and drink nectar from plants with their long beaks.

Body They have got small wings. They beat their wings 50-70 times a second.

Amazing fact Hummingbirds are the only birds that can fly backwards!



Red Panda

Habitat They live in the Himalayas and in southwestern China.

Food They eat bamboo, flowers, berries, and small insects.

Body They have long reddish-brown fur, a long bushy tail.

Amazing fact Red Pandas aren't pandas! They have their own family.

Editorial creation.

- a. Where do hummingbirds live?
- b. Where do red pandas live?
- c. What is the biggest animal in the world?
- d. How many times do hummingbirds beat their wings per second?
- e. What do blue whales eat?

7 Write about an animal you like.



Habitat

Food

Body

Amazing fact!

8 Read the questions and answer in pairs. Then, listen and check.



- a. How high can an antelope jump? 2, 3, or 4 metres.
- b. How fast can a cheetah run? 60, 80, or 110 kilometres an hour.
- c. How old is a giant tortoise? 100, 150, or 200 years old.
- d. How long is a python? 4, 5, or 6 metres.
- e. How big is a hummingbird's egg? 1, 2, or 3 centimetres.
- f. How far can a kangaroo jump? 5, 7, or 9 metres.

- 9 Listen and say the tongue twister.  

Looking for something, searching for hints.
 The archeologist sweeping the dirt down beneath.
 What could it be? The biggest, greatest giraffe to be seen?
 Or maybe an ancient lion! The king must be here!
 Sweeping and looking, missing a spot.
 But oh! Behold, it is just an old rock.



- 10 Read and say the words. 

ng

looking

king

hummingbird

sweeping

English

t

archeologist

dirt

greatest

tortoise

must

- 11 Create your own tongue twister using the words. 

The oldest

hummingbird

fight

The tallest

tortoise

can

hang

The fastest

albatross

can't

bite

The craziest

anglerfish

sing

Example

The oldest albatross can't fight.

Look them up!



Amelia Earhart



Jacques Cousteau



Valentina Tereshkova



Edmund Hillary

12 Read and listen to the story. 64

While Reading

Where did Mike go to study red pandas?

The Rarest Animal!

Aileen is working on a project for school. It's about rare animals. But she doesn't know what to write about.



Grandad's name is Mike. When he was young, he was a biologist. He tells Aileen about an adventure he had.

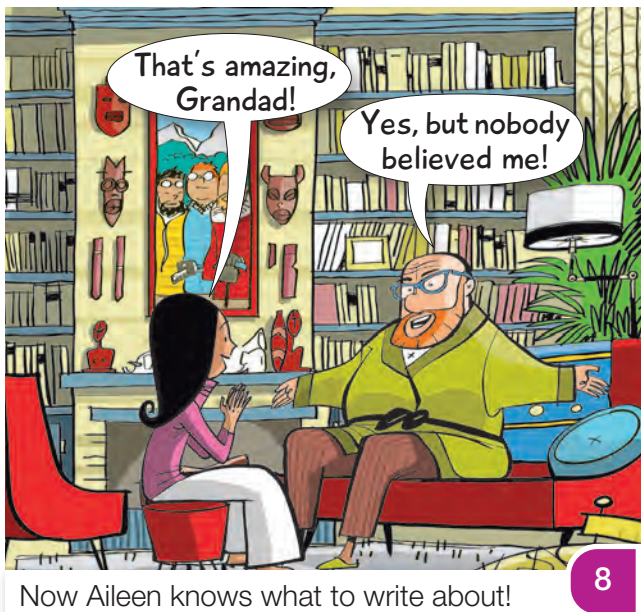


Mike was twenty. He was the youngest member of the team.



The Himalayas are the highest mountains in the world. There are lots of snow storms.





13 What can you say about the Himalayas?

Stop and think!

Think about the story and answer.

I don't understand the story because...

I understand some parts of the story, but I need help with...

I understand the story. I can help my classmates.

14 Read the words in bold and look up their meaning.



15 Read the fable and answer the questions.



While Reading

What animals live in the Lion's kingdom?

Glossary, page 119

In Congoland, every animal, big or small, lived in peace. The hippo slept in the sun. The bears danced, and the giraffe ran fast with the cheetah's **cubs** on her back. The Lion was the oldest animal in Congoland, that's why he was the King.

But one day, tranquility ended. From far away, a tiger arrived in Congoland. The tiger ate every zebra, every antelope, every rabbit, and left all the other carnivores in the jungle with no food. The cubs couldn't go out to play because they were afraid to be hunted. The animals in Congoland were living in fear. To solve the problem, King Lion called for a meeting: –My beloved animals. We cannot stand the presence of this tiger that is eating our food and scaring our children. Our dignity obliges us to have no fear, we have always loved peace. But as peace has been interrupted, we have to **expel** the tiger. –Long live the king! – The animals cheered. –Now, who volunteers to do this? – asked the King. There was a long silence. No animal wanted to talk with the tiger. The elephant, the

python, and the cheetah volunteered. They went to look for the tiger while the rest wondered if they would succeed. But they did not: they returned silently and looking scared. The cheetah said: Your majesty, that tiger is the fiercest animal I've ever

met. He attacked me as soon as he saw me—the cheetah started crying.

The King was very angry, but as he was the oldest, he couldn't go and fight the tiger himself. Then, gazelle spoke: maybe I can make him go away. All the animals laughed. –You are the **weakest!** you have no **claws**, nor poison, nor any weapon to defend yourself! Are you going to eat him after you kill him? asked the monkey. But the gazelle replied: I am a vegetarian. The gazelle walked away to find that **fierce** tiger, and every animal in the jungle worried for her. The animals followed her to make sure she was safe. The gazelle reached the tiger, but the tiger wasn't scared of a weak gazelle. She got closer, and said. – You are upsetting the entire jungle! You shouldn't wander around biting everything that moves. The animals are really scared! – The tiger didn't eat her. Instead, he replied –I don't like doing it! They attacked me. I feel lonely because I escaped poachers and hunters–. The gazelle was amazed and asked –if I invited you to live with us, would you behave? –. The tiger was thoughtful. She whispered something in his ear, and he said –ok–. They walked back, and all the animals that were spying had to run faster so the gazelle didn't notice they had followed her. When she arrived, she told the animals what had happened, but they had seen everything and asked –That's the **ONLY** thing you said to the tiger? – The gazelle looked at them and replied – well... I said please–.

Carmen Vázquez-Vigo (1986)
The Strength of the Gazelle. Editorial Translation



16 Discuss the questions and share your answers. 

- a. What was the main problem and how did they solve it?
- b. What was the story's lesson?
- c. Why did the other animals fail the mission?
- d. What was the gazelle's strength?
- e. Do you think they will live in peace now?



The main problem was that the tiger was scaring all the other animals in the jungle!



They solved it by talking with the tiger.

17 Draw a comic strip summarizing the fable. 

A Identify the main events.

First the animals lived in peace.
Then a tiger arrived....

C Draw the vignettes!



B Identify the dialogues.

"My beloved animals..."

18 Look at the image and describe the situation using the model. 

The weakest animal of Congoland turned out to be the strongest. The gazelle spoke to the tiger and convinced him to behave well.



Reflect!

- What would you have done in King Lion's place?
- How could you relate this story to real life?

19 Read about the emperor penguin.

Emperor Penguins

Antarctica is the coldest continent. Sometimes, the temperature is minus 40° Celsius. Emperor penguins live in Antarctica. They live in colonies on the ice. They cannot fly, but they can swim. They swim in the ocean and catch fish to eat. Emperor penguins are the biggest penguins. They are 1.10 metres tall and they weigh 30 kilograms. Under their feathers, they have got 3 centimetres of fat. The fat keeps penguins warm.



A

In May, the female penguin lays an egg. The male penguin puts the egg in a pouch. The egg is warm in the pouch. The female penguin goes to the ocean to hunt.



B

In June and July, the male penguins live in a big group. They look after the eggs. They do not eat for two months.


C

In August, the chick hatches. The female penguin returns and looks after the chick. The male penguin goes to the ocean to eat.

D

In December, the chick goes to the ocean to swim and eat fish. In September, October, and November, the male and female penguins look after the chicks.

Editorial creation.

20 Listen and say *True* or *False*.  6521 Make a poster about an animal you like. 

Narwhal is a whale that lives in the arctic.



- Look up information about the animal.
- Look up a picture or draw the animal on a drawing block.
- Write information on the block and share it!

Reflect!

- Are there any penguins where you live?
- What other types of penguins do you know?



22 Play with your classmates.



Last One Standing!

a. Gather in groups!

b. One person from the group needs a ball!

g. The last one standing wins!

c. Stand around the person with the ball.

f. Words can't be repeated! If a word is said more than once, the person has to sit down.

e. The person who receives the ball has to say a word related to the theme and throw the ball to another student.

d. The person in the middle has to name a category and pass the ball to any classmate. (animals, famous people, habitats, etc.)



The category is:
animals!

Project Our Virtual Encyclopaedia

1 Look at these pictures before you read.

- Do you know what's in picture A?
- What do you use it for?
- Do you know which book is in picture B?
- Have you ever used an Encyclopaedia?



2 Read about encyclopaedias and answer.

Encyclopaedia means “complete instruction” or “complete knowledge”. It is a reference book where knowledge is summarized and divided into entries alphabetically arranged.

Encyclopaedias have existed for 2000 years, and have evolved considerably since their beginning. For example, their production has changed enormously: they were once handwritten manuscripts, then they were printed, and now most encyclopaedias are online. They have reliable and valuable information, and with the 21st century technologies, accessibility, authorship, and variety have widened.

The oldest encyclopaedia to survive in modern times is the *Naturalis Historiae* which covers natural history, architecture, geography, and geology. It was written by Pliny the Eldest, but he never finished editing it as he died in the Vesuvius eruption in 79 A.C.

The *Encyclopaedia Britannica* is the oldest English language encyclopaedia in the world. It was written by Denis Diderot and published in 1768 in Edinburgh, Scotland. Encyclopaedias have evolved to CD-Roms, and lately to online sites like Wikipedia as free access sources of knowledge.

Adapted from *Encyclopædia Britannica* (2020).

- What does Encyclopaedia mean?
- How old are encyclopaedias?
- What is the oldest encyclopaedia?
- How have encyclopaedias evolved?
- How does technology help people acquire knowledge?

3 Let's create our virtual encyclopaedia!

Step 1: Investigate!

- Form groups and choose a famous person from history or an animal.
- Find information about the subject you chose. Consider:

Let's write our entry about Helen Keller!



She was a deaf-blind American author, political activist, and lecturer.

She was the first deaf-blind person to earn a Bachelor of Arts degree.

She wrote her autobiography that was later adapted as a film!



Step 2: Create!

- Gather the information about the subject you chose.
- Gather or create pictures. Cut pictures from old magazines, look on the internet or draw your own.
- Complete the entry. Create a page that will be the section of your entry; copy the information gathered and paste the pictures.

Step 3: Present!

- Present your entry to the class.
- Include videos or pictures to enrich your presentation.



Step 4: Compile the material!

- Put your group's work together with the others in a big file.
- Arrange it in alphabetical order.

Reflect!

- What did you learn by doing this project?
- What person from history or animal caught your attention?





Read and write the correct alternative in your notebook or on a sheet of paper.

Inventions

Everywhere you look there are objects that make your life easier: phones, cars, even this book you are reading now! All these things were invented by people called inventors.

Inventions can be very simple, like the zip on your coat or very big and important, like the printing press.

Gideon Sundback invented the zip in Canada, in 1913. They used first zips for boots. By 1930 they were put onto clothes too. Imagine your life without zips!

Johannes Gutenberg, from Mainz, in Germany invented the printing press in 1436. This invention changed the world. Before the printing press all books were copied by hand. Gutenberg produced the world's first printed book: the Gutenberg Bible, in 1454. After this invention, people could find out more about the world.

1. Who invented the zip?

- a. Gideon Sundback.
- b. Gillian Soundtrack.
- c. Guinevere Sontag.

2. When was the zip invented?

- a. In 1930.
- b. In 1390.
- c. In 1913.

3. What was the first printed book?

- a. The Odyssey.
- b. The Gutenberg Bible.
- c. The Coran



Part Two: Writing

Look at the pictures and write a description in your answer sheet.



Example

(fast) The cheetah is the fastest animal.

1. (heavy)



150,000 kilograms



1,500 kilograms



1,400 kilograms

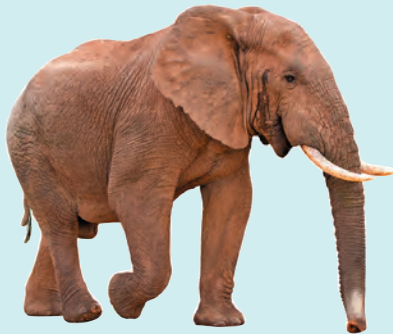
2. (old)



100 years



5 years



60 years

3. (small)



30 cm



1.2 metres



2.4 metres

4. (long)



10 centimetres



4.6 metres



6.4 metres

5. (tall)



2 metres



2.1 metres



6.1 metres

Part Three: Listening

Listen about *Pompeii* and answer the questions.



Rome



Vesuvius



ITALY



Naples



Pompeii

1. When did Vesuvius erupt?

a. August, 7

b. August, 79

c. August, 78

2. Who was Roque Joaquin?

a. An engineer from Spain

b. An engineer from Italy

c. An archaeologist from Spain

3. When did Roque Joaquin discover the ruins of Pompeii?

a. In 1874

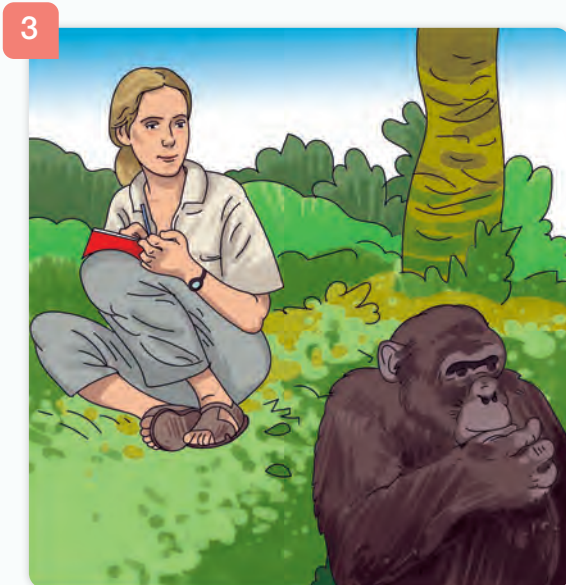
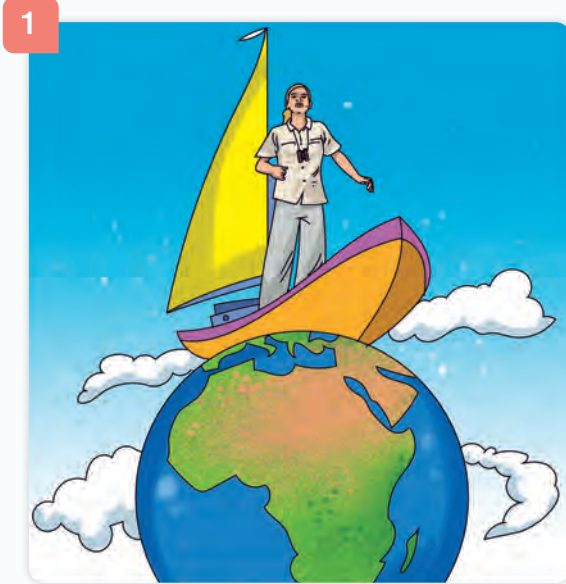
b. In 1478

c. In 1748

Part Four: Speaking

Look at the pictures and tell the story.

Jane



How did Jane Goodall contribute to the world?

1 What's New?

- 1 **Bullying** (noun): The behavior of a person who hurts or frightens someone smaller or less powerful, often forcing them to do something they don't want to do.
- 2 **Bump into** (verb): To meet someone when you haven't planned to do it.
- 3 **Consumerism** (noun): The state of a society in which a lot of goods are bought and sold.
- 4 **Crouch** (verb): To bend your knees and lower yourself so that you are close to the ground.
- 5 **Divided** (adjective): Split into two or more opposing groups.
- 6 **Earthquake** (noun): A sudden violent movement of the Earth's surface, sometimes causing great damage.
- 7 **Excited** (adjective): Feeling very happy and enthusiastic.
- 8 **Expert** (noun): A person with a high level of knowledge relating to a particular subject or activity.
- 9 **Innovator** (noun): Someone who introduces changes and new ideas.
- 10 **Intuitive** (adjective): Based on feelings rather than facts or proof.
- 11 **Promise** (verb): To tell someone that you will certainly do something.
- 12 **Upload** (verb): To copy or move programs or information to a larger computer system or to the internet.

Unit 2 Our Planet

- 1 Accumulate** (verb): To collect a large number of things over a long period of time.
- 2 Blizzard** (noun): A severe snow storm with strong winds.
- 3 Compare** (verb): To examine or look for the difference between two or more things.
- 4 Dangerous** (adjective): Something that could harm you.
- 5 Freezing** (adjective): Extremely cold.
- 6 Identify** (verb): To recognize a problem, need, fact, etc. and to show that it exists.
- 7 Isolation** (noun): The fact that something is separate and not connected to other things.
- 8 Incineration** (noun): The process of burning something completely.
- 9 Journey** (noun): The act of traveling from one place to another.
- 10 Landfill** (noun): The process of getting rid of large amounts of rubbish by burying it, or placing it where rubbish is buried.
- 11 Predict** (verb): To say that an action will happen in the future.
- 12 Raging** (adjective): Very severe, extreme, strong, or violent.
- 13 Unscramble** (verb): To discover the meaning of information given in a secret or complicated way.

3 Changing Habits

- 1 **Activist** (noun): A person who believes strongly in political or social change and takes part in activities such as public protests to try to make this happen.
- 2 **Campaign** (verb): To organize a series of activities to try to achieve something.
- 3 **Disposable** (adjective): A disposable product is intended to be thrown away after use.
- 4 **Droughts** (noun): A long period when there is little or no rain.
- 5 **Inhabit** (verb): To live in a place.
- 6 **Jealous** (adjective): Upset and angry because someone has something that you want.
- 7 **Jovial** (adjective): A person who is friendly and in a good mood.
- 8 **Longevity** (noun): Living for a long time.
- 9 **Methane** (noun): A gas with no smell or colour, often used as fuel. It is also a greenhouse gas that pollutes the planet.
- 10 **Release** (verb): To give freedom of free movement to someone or something.
- 11 **Repurpose** (verb): To find a new use for an idea, product, or building.
- 12 **Strike** (verb): To refuse to continue working or studying to demand for better conditions.
- 13 **Sustainable** (adjective): Causing little or no damage to the environment and therefore, be able to continue for a long time.
- 14 **Vegan** (noun): A person who does not eat or use any animal products.
- 15 **Wealthy** (noun): A large amount of money or valuable possessions that someone has.

Unit 4 Amazing Lives

- 1 **Ancient** (adjective): Of or from a long time ago, having lasted for a very long time.
- 2 **Blog** (noun): A regular record of thoughts, opinions, or experiences that you put on the internet for other people to read.
- 3 **Canvas** (noun): A piece of cloth used by artists for painting on, usually with oil paints, or the painting itself.
- 4 **Carnivore** (noun): An animal that eats meat.
- 5 **Discover** (verb): To find information, a place, or an object, for the first time.
- 6 **Fuel** (noun): A substance that is used to provide heat or power, usually by being burned.
- 7 **Heritage** (noun): Features belonging to the culture of a particular society, such as traditions, languages, or buildings, that were created in the past and still have historical importance.
- 8 **Promote** (verb): To encourage people to do something.
- 9 **Support** (verb): To agree with and give encouragement to someone or something because you want him, her, or it to succeed.
- 10 **Sweep** (verb): To clean especially a floor by using a brush to collect the dirt into one place from which it can be removed.
- 11 **Transmission** (noun): The process of broadcasting something by radio, television, etc.
- 12 **Volunteer** (noun): A person who does something, especially helping other people, willingly, without being forced or paid to do it.
- 13 **Wingspan** (noun): The distance between the ends of the wings of a bird, insect or aircraft.

Technology in Times of Crisis



Technology connects people, objects, and information much more than any other time in history. You can see the traffic on a smartphone, call a taxi to your exact location using an application, you can chat with friends living in other countries, and you can even do exercise by watching an online video. However, when technology has really proven to be a life saver is in times of crisis. Whether these are natural disasters, humanitarian crises, pandemics, or any other, technology has become an ally.

Natural disasters

One of technology's most meaningful benefits lies in the humanitarian sector, which reaches large numbers of people in remote and dangerous locations to provide critical resources fast and efficiently. In times of disaster, basic connectivity is a form of aid, allowing organizations to deliver life-saving information and resources.

- **Big data analytics** is useful to get crucial information on which to act. It helps build a real time picture of what is happening on the ground. Analysing water levels, shelter locations, availability of beds, road closures, among others allow humanitarian organisations to act. For example, the Red Cross responded in less than two months to more disasters than they had covered in the last four years thanks to data analytics platforms.
- **Aerial robotics** like drones help tremendously in times of crisis. Using this technology, organisations can assess damage in real time, increase situational awareness and deliver items faster, cheaper, and more effectively. In the case of earthquakes, aerial robotics allows for effective response.



Pandemics

Technology has become an essential part of our lives; it plays its part by making people's lives more feasible and productive, whether this is from a basic or professional level. Many services continue to work because technology ensures safety and reliability.

- **Medical facilities** are able to diagnose and treat infected patients with the help of healthcare technology.
- **Pharmaceuticals** use advanced technology to test and develop vaccines and drugs that can cure and provide relief for a disease.
- **Online teaching platforms** make it possible for students around the globe to stay on track with their learning processes remotely from their homes. Videos of teachers doing class, workshops on streaming, as well as readings and guides are some of the many teaching instruments that circulate in order to help students stay on track.
- **Video conferences** allow workers to continue doing their jobs, making it easier to discuss connected through the internet.
- **Social media** and the internet play a vital role in raising awareness among users. It also becomes a source of entertainment and relaxation in an extraordinary context, where users can do sports, meditation, chat with friends, among others.



What are the problems?

Some problems arise when speaking about technology. This regards fake news circulating, which challenges the reliability of information. Stress and anxiety occur due to an excess of information that can sometimes be overwhelming. Finally, having little access to internet or any technological services in some places makes it more difficult for people to benefit from technology.

Adapted from "4 Ways Technology can help us respond to disasters" (2018)
and "Role of Technology in the Times of Crisis" (2020)

The Giant's Causeway

My name is Ciara Hughes and I'm from Belfast, Northern Ireland. Northern Ireland is a small province located in the north east of the island of Ireland. I really love living here because there are beautiful places to visit and everything is so green because the weather is mild and it rains a lot.

My favourite thing to do is going on family trips, especially going to the countryside where there are many lakes and rivers.

This year my cousins from Italy are visiting us, so we are planning a special trip to the Giant's Causeway. It's a beautiful national reserve and World Heritage area filled with basalt columns formed by volcanic activity 60 million years ago. In this post, I want to tell you a little bit about this amazing place, the scientific facts, and the magical legend behind the formation of these 40,000 stones.



So, what does science say?

The Giant's Causeway is on the Antrim county coastline. The stones that are a perfect hexagonal shape are the result of molten basalt (melted rocks from a volcanic eruption) that cooled down and contracted across the Antrim Plateau. So, imagine a large pool of magma that goes down the volcano, melting the rocks that cool down, fracture, and form these perfect stones. The scientific explanation seems good to me. But what always amazes me is the hexagonal shape of the stone. It's like someone shaped them perfectly and put them there. Now, let's continue to the legend, which I think is going to be quite interesting.

What does the legend say?



Let's start by understanding the name: The Giant's Causeway. So, of course, there is a Giant. Causeway is another word for path or way; in other words: The path of the giant. That's where our story starts: Why does a Giant need a path? Well, the legend tells about a giant named Finn McCool fighting with another giant across the water, in Scotland, his name is Bennandonner. In a fight, Finn throws pieces of the Antrim coast to the sea. These pieces form a path for Finn to chase Bennandonner, who is huge! Finn regrets going to see him and runs back home. His wife dresses him up like a baby to help disguise him from the terrible Bennandonner. When Bennandonner reaches the Antrim coast, he sees the baby and becomes terrified, because he thinks: "If this baby is so big! His dad must be massive! So, he runs back home to Scotland, breaking the chunks of land and rocks from Finn's path. So

according to legend, the stones are a result of the fights between two giants.

What do you think? Which theory do you like more?

Activities to do

I'm very excited for this trip with my family because there are a lot of activities and things to see at the Giant's Causeway. Of course, there is the walk along the causeway and the cliff. There is a hike which you can take from Dunseverick Castle, along the coastline and up to the Giant's Causeway. The part I'm most excited to see is the Giant's boot. It is in Port Noffer in a small path that leads to the sea. The legend says that Finn, the giant, lost the boot in his flee from Bennandonner. The boot is approximately a size 93.5!



Also, there is a visitor centre which has interactive spaces and you can watch the story of Finn McCool on a big screen, and of course, there is a lot of information for tourists.

I can't wait to show my cousins the Giant's Causeway!

What about you? Would you like to come? Let me know in the comments below!

Adapted from "Scientists solve mystery of how Giant's Causeway was formed" (2018) and "The Giant Story" (2020)

WALL-E

Part One: Landing on Planet Earth

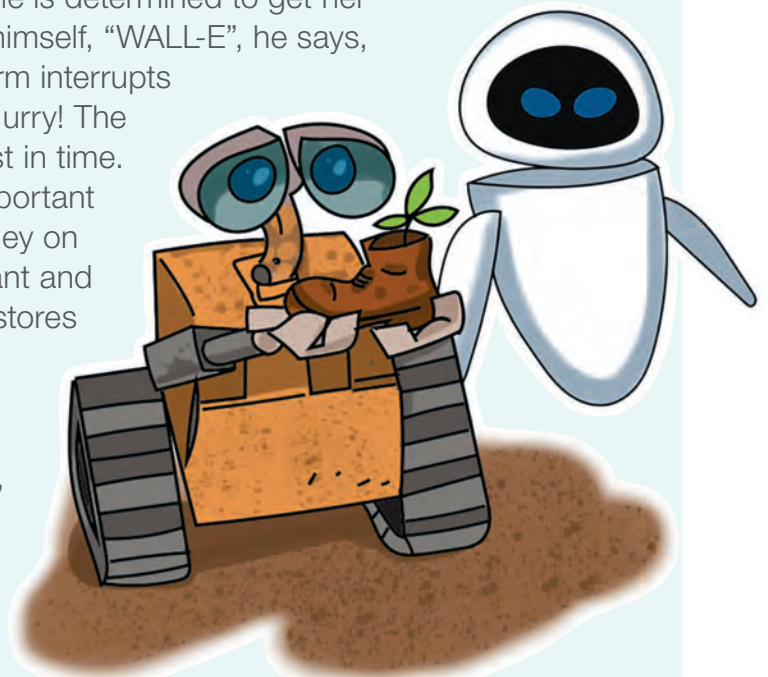


By the year 2815, a lovely and curious robot and his loyal friend, a tiny cockroach named Hal, are the only inhabitants on Planet Earth. His name is WALL-E and he collects and compacts garbage to clean the planet for people's return. Humans instead live in luxurious spacecrafts since the year 2115, after they failed to save Planet Earth from excessive pollution and desolation covered it all.

One day, WALL-E finds a seedling plant growing up inside an old boot in the middle of the trash. He picks it up and carries the plant to his refuge. Upon their return, a landing ship appears, and an amazing elegant white figure emerges. WALL-E observes from a distance. What's she doing? What is she looking for? As WALL-E continues to watch,

Hal approaches her. Hal, no! She fires her arm cannon at anything that moves! But she doesn't harm Hal at all, instead they both play together. After a while, the white figure, Eve, is interrupted by WALL-E's laugh and she doesn't hesitate to point her gun at him demanding to know his identity, but Hal defends him by crawling into his hand. She scans WALL-E and finds no harm, so she ignores him.

WALL-E immediately falls in love with her and he is determined to get her attention. He approaches her and introduces himself, "WALL-E", he says, "Eve", she answers back. Suddenly a dust storm interrupts them and WALL-E carries Eve to his refuge. "Hurry! The storm is coming!" They both get safe inside just in time. What are those? Those are WALL-E's most important treasures, pieces he has collected on his journey on Planet Earth. Among those treasures is the plant and WALL-E shows it to Eve. Eve scans the plant, stores it in her torso and suddenly shuts down. What is happening? Why is Eve inactive? WALL-E doesn't understand...anyway, he protects her motionless body from every natural event: rain, dust storms, and thunderstorms...until one day the ship returns to take Eve away...Where are they going? WALL-E doesn't hesitate and chases her.



Part Two: The Spacecraft Battle



WALL-E decides to follow Eve when the ship took her off Planet Earth. Where are they? Ooooooh! The Axiom! The spacecraft where humans live. What are they doing there? It seems the plant is the key...

As soon as they arrive, WALL-E is amazed by the way humans and robots live together in harmony. But what surprises him the most, is that humans are unable to walk. Why aren't they like the humans in Hello, Dolly!? The VHS that showed people moving and dancing. These people instead, are obese, leave all manual work to robots, are always staring at the screens in front of their faces, and move on

hoverchairs! WALL-E's astonishment is interrupted when Eve is carried to the ship's captain while WALL-E hides and observes from a distance...The captain is very surprised that a robot finally found life on Planet Earth. Going back home after 700 years? Yes! It's time to start the Recolonising Operation. The only thing they need to do is to put the plant in the holo-detector and the Axiom will fly back to Planet Earth! But, where's the plant? Eve reactivates, finds WALL-E hiding, and sees the plant is not there, she thinks WALL-E stole it... Suddenly, the captain discovers WALL-E and they both are carried to cleaning cells. However, WALL-E manages to run away with Eve...

On their escape, WALL-E and Eve discover that GO-4, the ship's second-in-command, has the plant and is about to destroy it...He activates the capsule's self-destruct sequence with the plant inside! WALL-E tries to catch it, but he gets trapped inside the capsule that is ejected into space and explodes! Eve follows the capsule with anguish... but, wait! What's that? WALL-E manages to find propulsion with a fire extinguisher and escapes at the last minute, with the plant unharmed! The Axiom immediately heads towards Planet Earth, where people can start their recolonisation and where WALL-E and Eve can live happily ever after for another 700 years.



Adapted from *WALL-E* (2008) Buena Vista Home Entertainment (Film).

Santuario Igualdad: A place where farm animals can have a new life.

Just like dogs and cats, farm animals can have their own personalities and unique traits. Santuario Igualdad is a shelter for farm animals. Its main purpose is to rescue, welcome, and protect these animals and give them a new home. Here, animals live and grow up being loved no matter the species.

Santuario Igualdad is a profit-free institution located in El Monte, an hour distance from Santiago, Chile. In this place, animals are not treated like numbers, prey, or products. Each animal has its own name and they run freely because there are no cages. The animals that live here were rescued from the meat, milk, or egg industries.

Ariel and Marisol came up with the idea for this animal shelter after spending several years filming documentaries about the cruelty of the meat industry. Getting to know the reality that animals go through in these kinds of industries definitely changed their lives. For this reason, they decided to do something about it and created Santuario Igualdad. Now, they take care of 85 animals including cows, sheep, goats, chickens, and pigs. Despite the great number of animals and all the different needs they have, they take good care of all of them. The animal shelter was created for animals to be happy and respected.

Animal Peace

Oliva the goat and Pam, Dieguito, and Alelí the sheep live peacefully here. They are very sociable and they immediately come to greet when you go in the special yard. Special yard? Yes! They all have special needs and live in this special yard that lets them play and move freely. Some of them were born with medical problems in their bones and some others had accidents when they were little. However, everyone has their special wheel chair and lives normally.

Susie is a little pig and she arrived at the shelter when she was only three months old. She was



the size of the palm of your hand! She was the smallest pig in the Shelter. Now, she has grown and become strong. She always runs to greet every visitor and then lays on the grass just to get some belly rubs. Despite the common belief, pigs are very picky when it comes to food. In fact, when they feed them, they start with the food they like the most, like cereals, and leave the fruit and vegetables for later. In general, pigs are very energetic and love the sunny hours during the day and, obviously, mud baths.



Alex and Paris are two chickens that were rescued from the egg industry. They are very little but they are getting stronger each day. They love when people pet them and feed them some corn and grains. Also, they love to snuggle and sleep together. They have a better life now!



Clear objectives

The shelter has been open for four years now and they have 800,000 followers on Facebook, 150,000 on Instagram, and their videos have been shared in different media across the world. “We want this project to be like a seed. We know that there are animals that we cannot protect, but if we protect the ones around us, at least we are doing something,” said Marisol. All the animals in the shelter are grown adults and strong now. They got here very little. It has been a huge challenge because most of them get here very weak.

“We believe that we are a big family of different species. Goats, sheep, cats, dogs, cows, pigs, and even a bull play around freely here” said Ariel. Also, there are volunteers and “Padrinos” or sponsors who work day after day to give a better life to these animals. The volunteers work directly with the animals while the sponsors support the shelter and the animals economically. In this way, they can have the food and the implements they need to take good care of every animal.

Adapted from “Santuario Igualdad: El Lugar donde los animales de granja pueden iniciar una nueva vida” (2019), El País.

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