

Activity Book

Get ready with English 7th grade

Lina Alvarado Jantus



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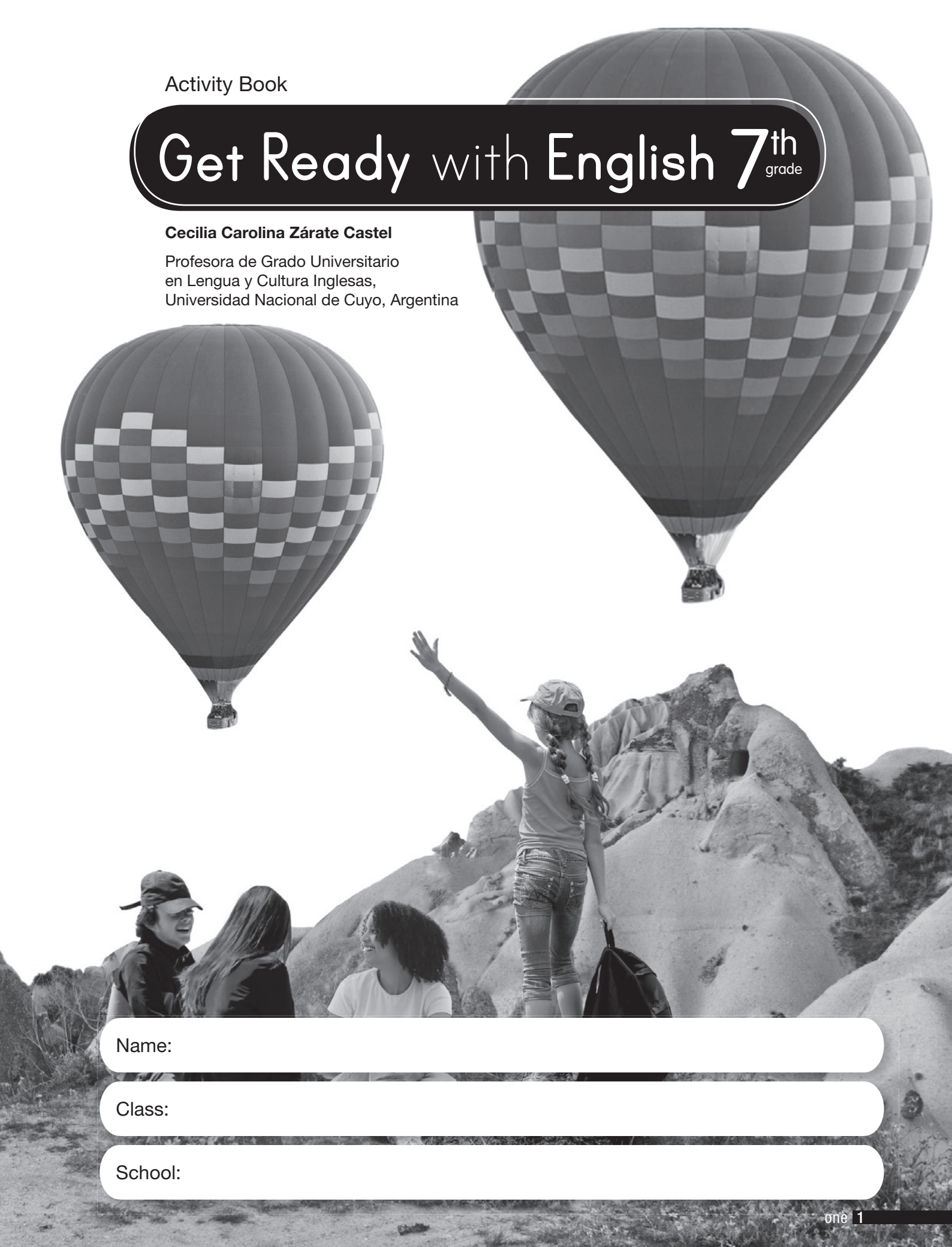


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Get Ready with English 7th grade

Cecilia Carolina Zárate Castel

Profesora de Grado Universitario
en Lengua y Cultura Inglesas,
Universidad Nacional de Cuyo, Argentina



Name:

Class:

School:

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Index



UNIT 1 MUSIC AND LEISURE

4
page

LESSON 1
Music in my life

4
page

Cultural Spot
11
page

LESSON 2
Leisure and fun

12
page

Subject Connection
19
page



UNIT 2 CLIMATE CHANGE AND NATURAL DISASTERS

20
page

LESSON 1
What are we doing?

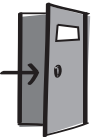
20
page

Cultural Spot
27
page

LESSON 2
Being prepared

28
page

Subject Connection
35
page



UNIT 3 TRAVELERS

36
page

LESSON 1
A diverse world

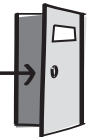
36
page

Cultural Spot
43
page

LESSON 2
Exploring my country

44
page

Subject Connection
51
page



UNIT 4 MEDIA & THE NEWS

52
page

LESSON 1
In the news!

52
page

Cultural Spot
59
page

LESSON 2
Breaking news!

60
page

Subject Connection
67
page



List of Verbs

68
page

Unit 1
68
page

Unit 2
72
page

Unit 3
76
page

Unit 4
78
page

UNIT 1

LESSON 1

Music in my life

VOCABULARY IN CONTEXT

1 👤 Look at the pictures and fill in the blanks with the words below.

upright

modern

loose

live

overused

electric



a.

The African band members wear _____ outfits.



b.

Kylie is **composing** music with her _____ piano and her laptop.



c.

The musician practices long hours with his _____ bass.



d.

I like watching _____ concerts on my smartphone.



e.

My uncle Joe is a DJ. He has a _____ home studio.



f.

These music sheets are _____.

2 👤 Why are these words in two columns? Analyze and **match** the halves. Then select two words and write sentences.

- a. acoustic
- b. easy
- c. deep
- d. hard
- e. slow

- i. soft
- ii. shallow
- iii. fast
- iv. difficult
- v. electric

To learn more vocabulary, visit: <https://bit.ly/3NDMI81>

READING

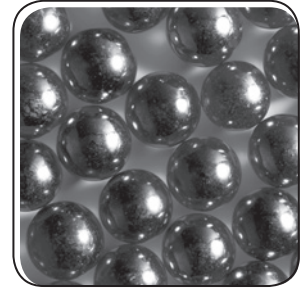
- 1 👤 Identify the objects in the pictures. Discuss how they may be connected to the text in activity 2.

kick drum

steel marbles

bass guitar

cymbal



a. _____

b. _____

c. _____

d. _____

- 2 👤 Read the text carefully and check your predictions in activity 1.

The amazing Marble Machine

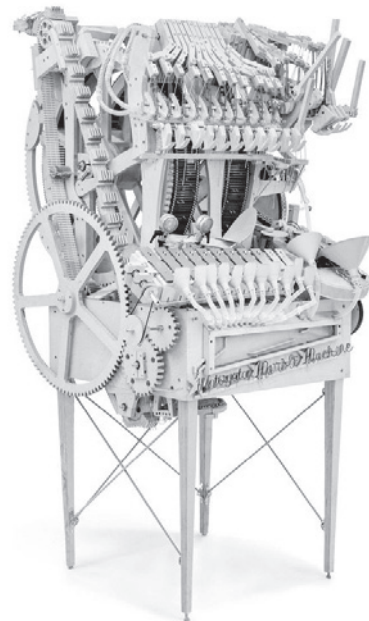
The Marble Machine is an enormous music box. It uses 2 000 cascading steel marbles to make music. A manual lever gives it power. The machine is approximately 2 meters tall and can play twenty-two different songs.

The marbles move around a circuit through the machine. They begin to roll down funnels, pulleys, and tubes into different keys on a vibraphone. But there are other musical instruments in the machine: a kick drum, a cymbal, and a bass guitar.

Between 2014 and 2015, Martin Molin invented and constructed this work of art by hand. He is the leader of the new Swedish “folktronica” rock band Wintergatan.

“Marble machines always make music. But I wanted to make a programmable marble machine to control the sounds”, Molin says.

Don't expect Molin to tour with this amazing musical instrument. It is disassembled at the moment. But he is planning to build similar machines that are easy to transport.



Adapted from: Lewis, D. (2016, March 7). This machine makes music with marbles. Retrieved from <https://bit.ly/3klg1bo>

If you want to play and learn more about music, visit: <https://bit.ly/3bhKnTk>

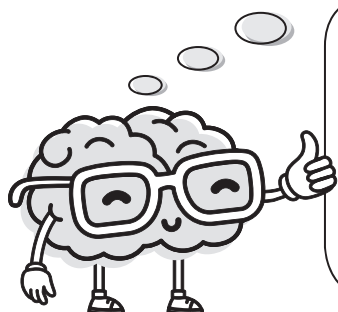
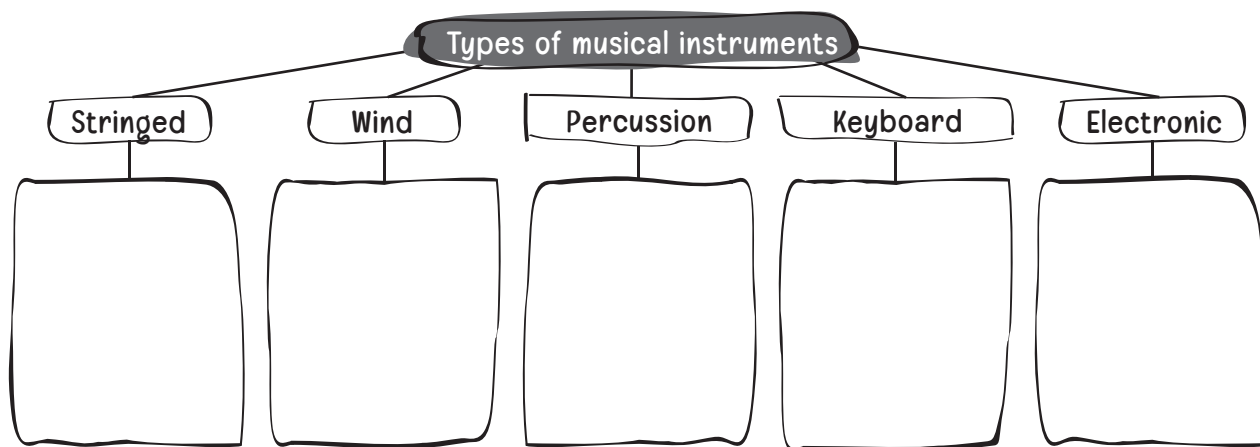
- 3 👤 Read the article again and check (✓) the incorrect information. In pairs, justify your answers.
- _____ The Marble Machine uses marbles made of glass.
 - _____ The machine can play twelve songs.
 - _____ It doesn't **contain** other musical instruments.
 - _____ Its creator is Martin Molin, the leader of a band.
 - _____ He built this musical instrument in two months.

4 Read the article once more and complete the chart.

Name of instrument	
Use	
Characteristics	
Pieces	
Creator	

5 👤 Do you like this instrument? Why? Why not? Discuss.

6 👤 **Research** various sources and complete the diagram.



LET'S REFLECT

- What **helped** you **understand** the text when you didn't **know** a word?

- Can you connect this text to your own life? Why?

LANGUAGE IN USE 12 Activity c.

☺☺☺ Circle the correct option. Then create a new sentence following the same pattern of adjectives.

a. Our music teacher has a _____ piano.

- i. modern big German ii. big modern German iii. German big modern

b. That is a/an _____ flute.

- i. wooden brown old ii. brown old wooden iii. old brown wooden

c. My brother is playing his _____ drums.

- i. new blue beautiful ii. beautiful new blue iii. blue beautiful new

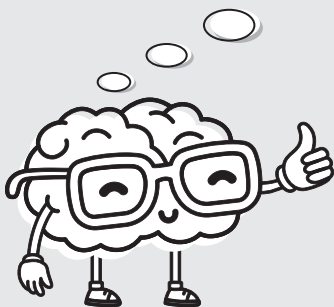
READING 12 Activity 3.

☺☺☺ Design an unusual musical instrument. Write three sentences to describe it in detail, using the correct order of adjectives.

a. _____

b. _____

c. _____



LET'S REFLECT

- Have you understood how to describe objects?

- Is there anything difficult in these tasks? What?

WRITING

Modeling

- 1 👤 You are going to write a description of your favorite instrument. Before writing it, read this description of the guitar and discuss the questions with your partner.

The guitar

The guitar is a stringed instrument. It makes music from the vibrations of strings. These vibrations happen when the hands, fingers, or a pick pull at the strings. It also has metal wires on the fingerboard. They help play the notes.

The guitar is one of the most popular instruments in the world.

- a. How many ideas are mentioned in the description? What are they about?
b. How are the objects described?

Organizing ideas

- 2 Choose your favorite musical instrument and complete the chart.

Name of instrument	
Type of instrument	
How the pieces interconnect	
Characteristics	


Drafting

- 3 Use the information in the table and the **USEFUL EXPRESSIONS** in the box to write your own description. You should write around eight sentences.






USEFUL EXPRESSIONS

- The... is a... instrument.
- It makes music from...
- Also, it has...
- For example,...
- Then...

Revising and Editing

- 4  In pairs, revise your description. You can use the following questions as a guide.
- Do our descriptions follow the same structure of the text in activity 1?
 - Have we used the expressions suggested on page 8?
 - Have we written the adjectives and nouns in the correct order (see section Language in Use on page 12 in the Student's Book)?
 - Is our spelling correct?
- 5 Go back to your first draft on page 8. Edit it using the symbols in the **EDITOR'S MARKS** box.

EDITOR'S MARKS

-  Capital letter / Lowercase
-  Punctuation  Add a word
-  Check spelling  Change place

To check vocabulary and spelling, visit: <https://bit.ly/3mxyF7i> 

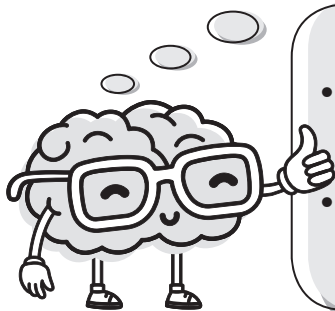
Writing

- 6 Write the final version of your description. Draw the musical instrument if possible.

- 7  **Share** your work in small groups.

Publishing

- 8 Publish your work in a class magazine or display it on a visible place in your classroom. If possible, also post it on a blog, or email it to your teacher and classmates.



LET'S REFLECT

- How have the drafting and revision tasks helped you in the writing process?

- What was challenging in this writing task?

LISTENING

- 1 Discuss these questions.
- a. What type of music do you like the most? b. Who are its iconic artists?
- 2 Listen to an interview with a music artist.
- a. Read the statements and write **T** (true) or **F** (false). Justify the false statements.
- _____ Henry Smiles is more than twenty years old and is English.
 - _____ He likes cooking and dancing.
 - _____ He doesn't like to be unpunctual.
 - _____ Megan says he is famous for his great outfits.
 - _____ He never **gets nervous** before a concert.
- b. Talk about what you **admire** and don't like in a music artist.

LISTENING 15 Activity 3.

5 Listen to the song again and identify the rhyming couplets. Write them in the space provided.

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

To learn about music composers, visit: <https://bit.ly/3AeKvgt>

LANGUAGE IN USE 16 Activity c.

Fill in the blanks to express possession.



_____ little
sister is two years
old. _____
name is Hannah.



The new elementary-
school student _____
acoustic guitar is old.



Henry Smiles lives
in London, England.
_____ house
is big and modern.





Henry _____
parents live near him.

house is big and old.

To continue practicing how to express possession, visit: <https://bit.ly/3nD7eJm>

SPEAKING

Preparing to speak

- 1   Listen and repeat the questions. Explain when you would use them.
- Where do you live?
 - What do you do when you are not touring?
 - Who do you admire in the music world?
 - What are you doing at the moment?

Modeling

- 2  Listen and read this interview. Check your answers in activity 1.

Interviewer: Where do you live?

Musician: I live in Sydney.

Interviewer: What do you do when you are not touring?

Musician: I usually **stay** at home with my family.


Interviewer: Who do you admire in the music world?

Musician: I **look up to** Tyler Shift. I like her voice and her lyrics.

Interviewer: What are you doing at the moment?

Musician: I'm writing the songs for a new album.

Practicing

- 3  Choose your favorite music artist. Follow the model in activity 2 and create an interview. Then **act it out**.

Cultural Spot

- 1  Read the text. What other important reasons can you add to the list? Discuss.

The importance of music to world cultures

People from different cultures have enjoyed music throughout history. There are a few essential facts to understand why music is important to world cultures.

1 Music helps us celebrate.

People play music in every type of celebration. It is a way to **have fun** and express joy or excitement.

2 Music is a form of expression and communication.

Through music, many people express how they are **feeling** without fear. Also, listeners can **relate** and **find** comfort in music.

3 Music is an art form and allows us to dance.

Those who are creative **put** art out into the world and share it with others. This form of art **invites** people in every culture to dance and express themselves with movement. Although most people like different types of music, each culture can **agree** that music makes it easy to **unite** and relate to others who are different.



Adapted from: Weakley, L. (2017, January 11). 7 reasons why music is important to world cultures. Retrieved from <https://bit.ly/2IL1zSK>

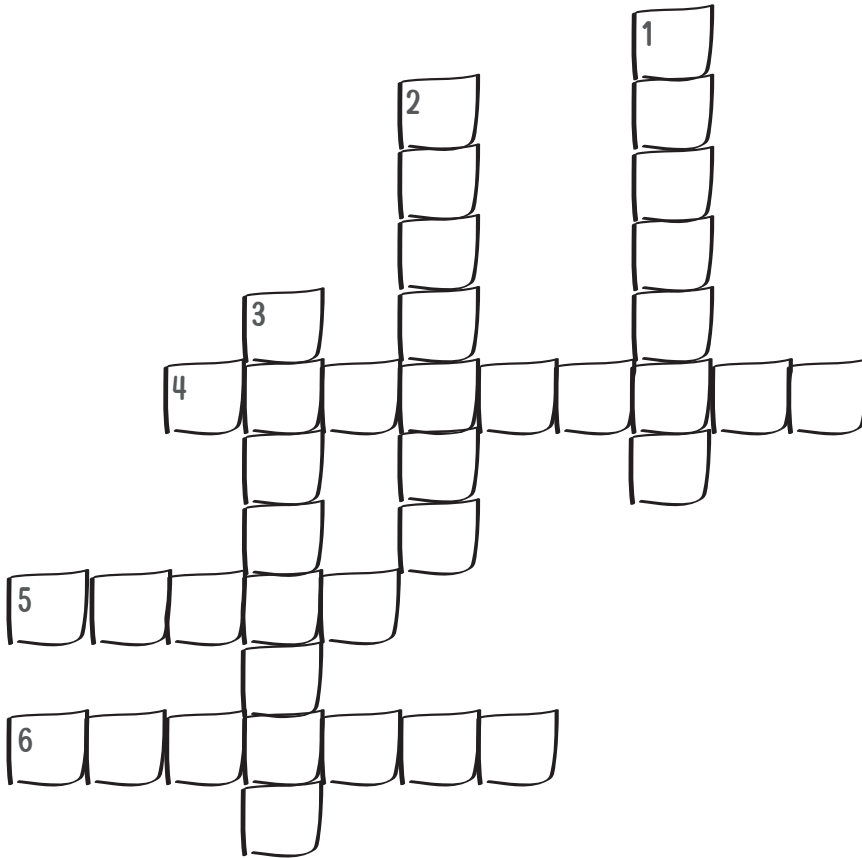
To learn more about music composers, visit: <https://bit.ly/3AeKvgt> 

LESSON 2

Leisure and fun

VOCABULARY IN CONTEXT

- 1 👤 Research various sources to solve the crossword puzzle about traditional sports. Then talk about the traditional sport of Chile.



Down

1. In Hawaii, this sport is a way of life.
2. It is the most popular sport in India.
3. It is one of the most popular team sports in Germany, France, and Spain.

Across

4. It is the national sport of South Korea.
5. In South Africa, it is a very popular team sport.
6. It originated in Scotland in the early 16th century.

To know more about national sports, visit: <https://bit.ly/3fYNYUo> 🖱️

- 2 👤 Write examples for each category. Then choose two activities and give your opinion, explaining your ideas.

- a. Four ball sports: _____, _____, _____, and _____.
- b. Two water sports: _____, and _____.
- c. Three extreme sports: _____, _____, and _____.
- d. Three activities at the park: _____, _____, and _____.
- e. Two martial arts: _____, and _____.

1 👤 Read the title of the text in activity 2. Complete the **K** and **W** columns of the chart.

K (what I know about the topic)	W (what I want to know about the topic)	L (what I learned about the topic)

2 👤 Read a blog post carefully and check your ideas in activity 1.

e-Sports

There is a new type of sport that is extremely popular



Many children and adults **enjoy** “e-Sports.” They have fun getting competitive with their computer gaming.

What are e-Sports?
It is the short name for electronic sports. Just like football players play together, e-Sports players play computer games against each other in huge tournaments worldwide.


For big tournaments with well-known players, thousands of fans from all over the world watch the action online. Competitors are professionals and **earn** a lot of money for doing it. An average player can make around U\$74,300 in one year. They also play in teams rather than on their own.

Now, the players are very skilled and popular. As a result, computer gaming is today an organized, competitive, and professional sport. However, some people think that sports should **involve** being more physically active. Others think that the skill involved **means** it can be **considered** a sport.

What does the future look like?
There is no doubt that exciting changes are happening. Technology will **improve**, and e-Sports will **keep on** growing.

Could it be bigger than football one day? Only time will tell.

Adapted from: What are e-Sports? (2017, April 6). Retrieved from <https://bbc.in/3knikjZ>

3  Complete the **L** column of the chart in activity 1. Share your ideas with your partner.

4  Reread the blog post and discuss these questions. Write the answers.

a. What does “e-Sports” mean?

_____.

b. How do e-Sports players **compete**?

_____.

c. What are they like?


_____.

d. Why do some people **disagree** with e-Sports?

_____.

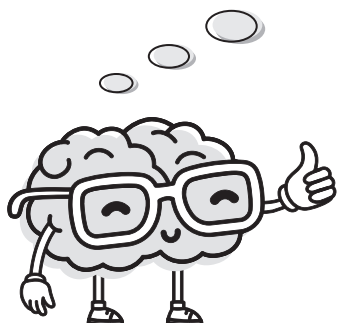
e. How will e-Sports **continue** growing?

_____.

5  Use various sources and do some research about the pros and cons of e-Sports. Then complete the T-chart.

E-SPORTS	
Pros	Cons

6  Talk about what you think of e-Sports.

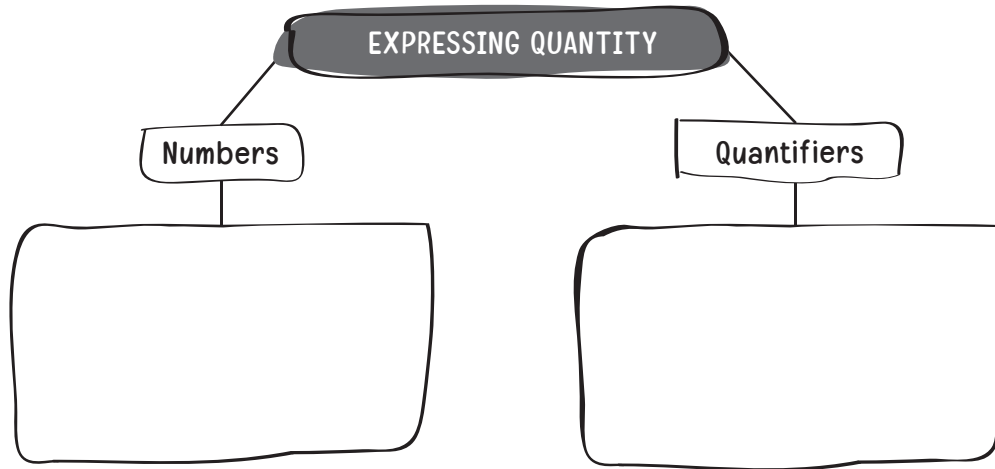


LET'S REFLECT

- How has your previous knowledge about the topic helped you understand the text?

- Do you think that what you wanted to know about the topic helped you with comprehension when reading the text?

- 7 Go over the text on page 13 again and underline the expressions of quantity. Classify them into the correct category. Then add more examples of your own.



LANGUAGE IN USE 22 Activity b.

Fill in the blanks with the correct quantifier. Use *a lot of*, *many*, *several*, *some*, and *a few* only once.

- There are _____ requirements to enter the volleyball team.
- Our coach has _____ football helmets to lend us. As a result, we have to **take** our own equipment.
- Every day, I **spend** _____ hours training for the finals. It is so much effort!
- Only _____ tennis players **become** really famous around the world.
- How _____ winter sports do you know?

- 8 Look at the pictures and write sentences expressing quantity.



To continue practicing quantifiers, visit: <https://bit.ly/2ITRraw>


WRITING

Modeling

- 1 You are going to write a short personal experience about a sporting activity. Before you do it, read this personal experience.



Playing soccer is one of the best things in my life. It makes me feel happy and healthy. I practice it twice a week at school. I sometimes play soccer at the sports center with my friends, and I usually watch soccer games on TV. My favorite team is Manchester City. I love playing as an attacking midfielder and shooting penalties. When I am in the field, I always feel free. I have a lot of fun with it!

- 2  Analyze the experience in activity 1. Use the following questions as a guide.
 - a. What ideas are mentioned in the paragraph?
 - b. How are these ideas organized?

Organizing ideas

- 3 Choose an experience in your life and complete the diagram. You may use some of the **USEFUL EXPRESSIONS** in the box.

USEFUL EXPRESSIONS


- Playing ... is one of the best things in my life.
- I practice it ...
- I sometimes ...
- I always feel ...

_____ (Catchy 1 st sentence to capture the reader's attention)		
_____ _____ _____ _____ (Detail #1)	_____ _____ _____ _____ (Detail #2)	_____ _____ _____ _____ (Detail #3)
_____ (Conclusion)		

Drafting

- 4 Use the information in the previous step to write a paragraph (around 10 sentences).

Revising and editing


- 5  Revise your paragraph with your partner and answer the questions.
- Do our paragraphs follow a similar structure as the text in activity 1?
 - Have we included all the ideas in the diagram in activity 2?

- 6 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box.

EDITOR'S MARKS

 Capital letter / Lowercase


 Punctuation

 Add a word

 Check spelling

 Change place

Writing

- 7  Write the final version of your personal experience. Then share it in small groups.

Publishing

- 8 If possible, upload your work in the school online magazine or on a class blog. If not, print it or copy it on a separate sheet of paper and share it with your class.

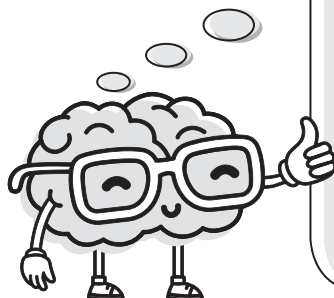
For more writing practice, visit: <https://bit.ly/2KsPmmo> 

LET'S REFLECT

- How has the diagram helped you organize your ideas?

- In what ways has your partner helped you revise your work?

- How has your final version improved?



LISTENING

1 👤 You are going to listen to Paul giving some advice. Look at the pictures and anticipate what he will say.



2 👤 Write questions you want the recording to answer.

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

3 🎧 Listen to the recording carefully.

a. Check your ideas in activity 1.

b. 👤 Number the steps in order.

- i. ____ Run short distances for a few weeks.
- ii. ____ Have a week of rest, good food, and short, slow-paced runs before the main event.
- iii. ____ Get the outfit, a lot of training, enthusiasm, and a willingness to try really hard.
- iv. ____ Keep your target in your head: the finish line.
- v. ____ **Increase** the distance over several weeks until you reach 21.1 km.

c. Answer the questions in activity 2.

4 👤 Select a sport and provide a few tips to practice it.

For more listening practice, visit: <https://bit.ly/3kXRdfH> 🖱️

LANGUAGE IN USE 28 Activity b.

👤 Fill in the blanks with the correct sequence connector. Then use them to describe what you did yesterday.

_____, I **woke up** and had breakfast. _____, I went to school by bus.
 _____, I arrived at school and studied. _____, I went back home and
 did my homework. _____, I took a shower and went to bed.

SPEAKING

Preparing to speak

- 1 Listen and pay attention to the pronunciation of the underlined letters. Then listen again and repeat the words. Is the letter “s” pronounced in the same way in your language?

steps

bikes

shorts

caps

weeks

helmets

Modeling

- 2 Listen and read the steps to start playing chess.

There are simple basic steps to play chess. First, set up the chessboard. Second, learn to move the pieces. Then discover the

special rules. Next, learn who makes the first move and how to win. After that, study the basic strategies. Finally, practice playing a lot of games and have fun!

Practicing

- 3 Choose a leisure activity and describe its basic rules. Then create a multimedia presentation and show it to the class.

Subject Connection



1. Listen and read the poem. Discuss the meaning of the title.

Taking one for the team

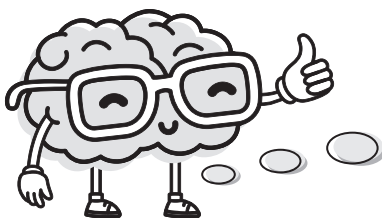
By Sara Holbrook

We practiced together,
sweat and stained.
We pummeled each other
and laughed off pain.
Teams may disagree,
may tease,
may blame.
Teams may bicker and whine,
but get down for the game.

You had my back.
We fought the fight.
And though our score
was less last night,
we're walking tall.
Our team came through
and stuck together like Crazy Glue.
I'm proud to say
I lost with you.

Taken from: Holbrook, S. (2010). Weird? (Me, Too!): Let's Be Friends. Retrieved from <https://bit.ly/2HzsL6A>

Crazy Glue (n.): the brand of an instant glue that is fast-acting.



LET'S REFLECT

- What does “I’m proud to say I lost with you” mean?

- How can you connect this text to your own life?

UNIT 2

LESSON 1

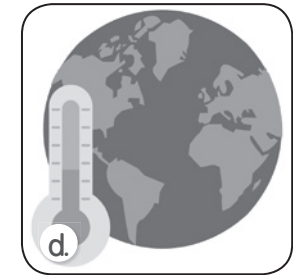
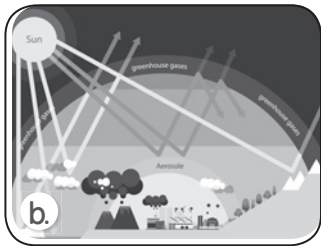
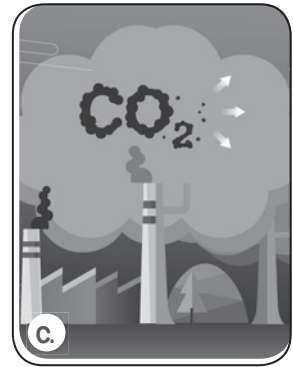
What are we doing?

VOCABULARY IN CONTEXT

1 👤 Look at the pictures and solve the word search puzzle. All the words go across from left to right or down from top to bottom.



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



2 Match the concepts in activity 1 to their definitions. Write the correct letter.

- i. _____ A transparent gas that is emitted or absorbed by all living things. It is naturally present in the earth's atmosphere.
- ii. _____ A rise in the earth's temperature caused by an increase in greenhouse gases. It can lead to climate change.
- iii. _____ Without it, life on earth wouldn't exist, but human pollution intensifies it.
- iv. _____ It is an increase in the elevation of the world's oceans. This is because of the rise in its temperature and the melting of glaciers and polar ice.

3 👤 Choose one environmental issue connected to your region and talk about it.

To learn more about climate change, visit: <https://go.nasa.gov/3o8L5To>

- 1 👤 Look at the text in activity 2 and answer these questions.
- What type of text is it? _____
 - Who is it directed to? _____
 - What is it about? _____

- 2 Read the text carefully and check your answers in activity 1.

7 ways to save the earth from

CLIMATE CHANGE

Most scientists believe that climate change is happening. It is causing rising seas, stronger storms, and shifting habitats for wildlife and people. Read on to learn how you can help.

1 Used goods are good

Reduce and reuse as much as possible. Factories emit carbon dioxide when they make new products. So instead of buying new stuff, fix your appliances and clothes.

4 Air dried

If you hang up your washed clothes, you save energy by not using the dryer.



7 Calculate your impact

Use an online carbon footprint calculator to see how much carbon dioxide your actions release. If you know how you're impacting the planet, you'll be ready to help.



2 Close the door

If you see a store with its door open in the summer, it will let 2.2 tons of carbon dioxide escape over one summer. That's about as much as a car on a 5 000-mile road trip. So, ask an adult to help you email or talk to an employee about closing that open door.

5 Eat your veggie

Livestock such as cows produce heat-trapping gas emissions. If you eat more plants, you help reduce the need for so much livestock.

3 Hot and cold

Wear a warm sweater instead of turning up the heat. Open your windows and turn on a fan instead of using the air conditioner.



6 Walk it out

Walk or bike as much as you can. If you ride your bike or walk just one mile a day for a year, you'll save 330 pounds of carbon dioxide. That's the same as planting four trees!



Adapted from: Just for kids: What's climate change? And what can I do? (2018, June 7). Retrieved from <https://bit.ly/3sCFXdv>

Visit an online carbon footprint calculator here: <https://bit.ly/3oBCbxS>

3  Reread the infographic and write **T** (true) or **F** (false). Justify the false answers.

a. ____ Factories absorb carbon dioxide when they make new products.

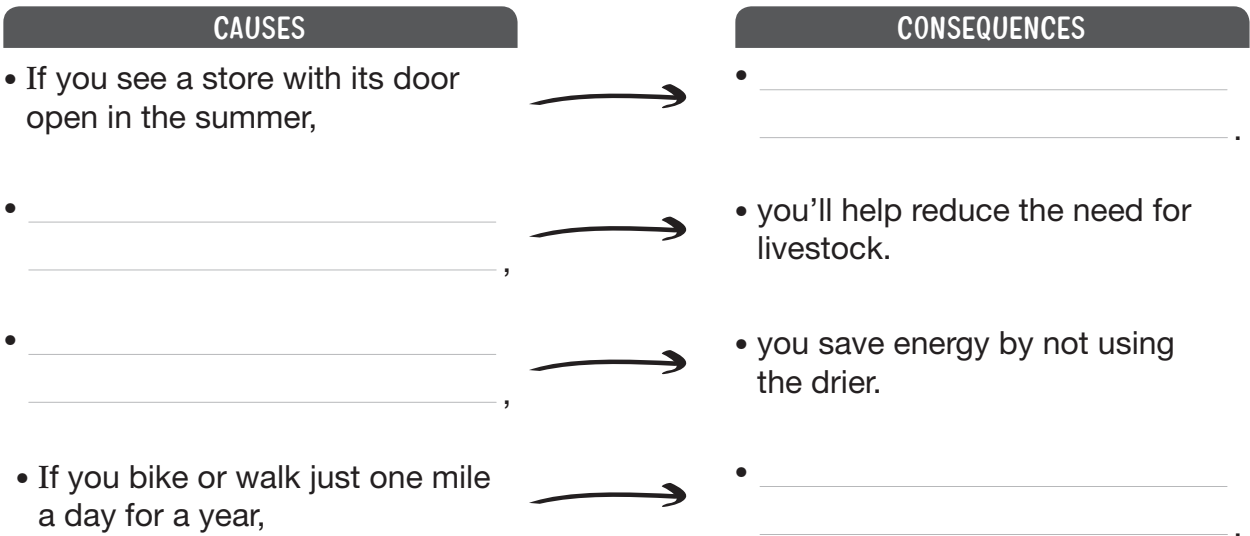
b. ____ A car produces 2.2 tons of carbon dioxide on a 5 000-mile trip.

c. ____ Cows are the cause of some of the earth's gas emissions.


d. ____ Saving 330 pounds of carbon dioxide equals planting fourteen trees.

e. ____ There is no way to see how much carbon dioxide people's actions release every day.

4 Read the text once more and complete the diagram.

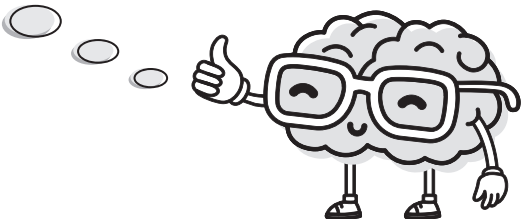


5  How do you help the earth from climate change? Discuss.

6  Research and write down more ideas to help our environment.

LET'S REFLECT

- Do you believe we can save the earth by following the advice in the infographic?



7 Match the halves.

- a. If greenhouse gases trap heat,
- b. If earth's temperature increases,
- c. If glaciers and polar ice melt,
- i. climates change.
- ii. sea levels rise and threaten coastal areas.
- iii. the planet's temperature increases.

LANGUAGE IN USE 42 Activity e.

Fill in the blanks with the correct form of the verbs between parentheses. Consider the future consequences.

- a. If we _____ (not reduce) carbon emissions, our planet _____ (become) much warmer.
- b. We _____ (help) prevent increases in global warming if we _____ (stop) cutting down trees.
- c. If people _____ (use) public transport more often, our cities _____ (not be) so polluted.
- d. Our civilization _____ (not continue) by the year 2050, if people _____ (not stop) climate change now.

8 👤 Look at the pictures and describe the situations. Write causes and consequences.



a. _____

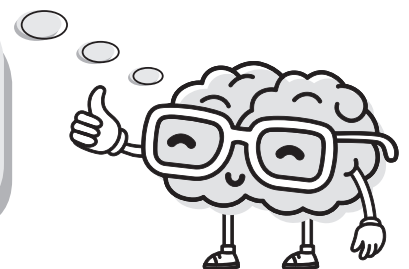


b. _____

To learn more about conditional sentences, visit: <https://bit.ly/3qtUaqM>

LET'S REFLECT

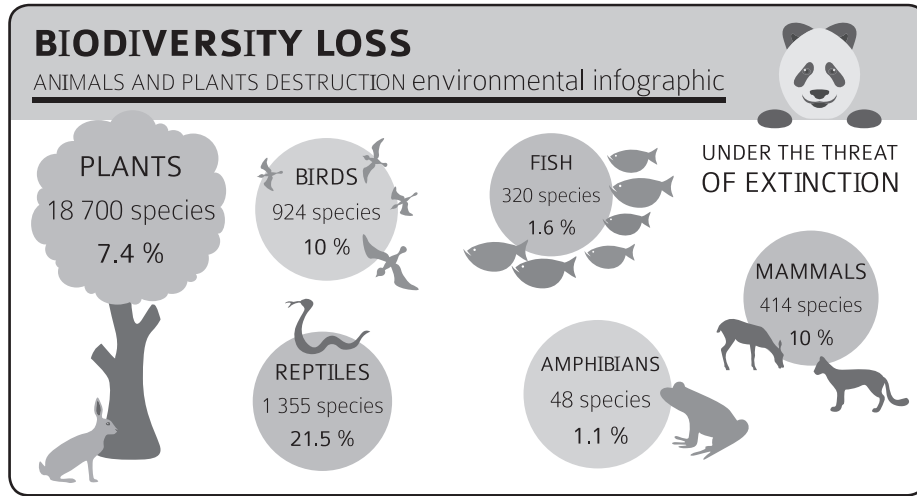
- Do you think environmental problems will be solved one day? How?



WRITING

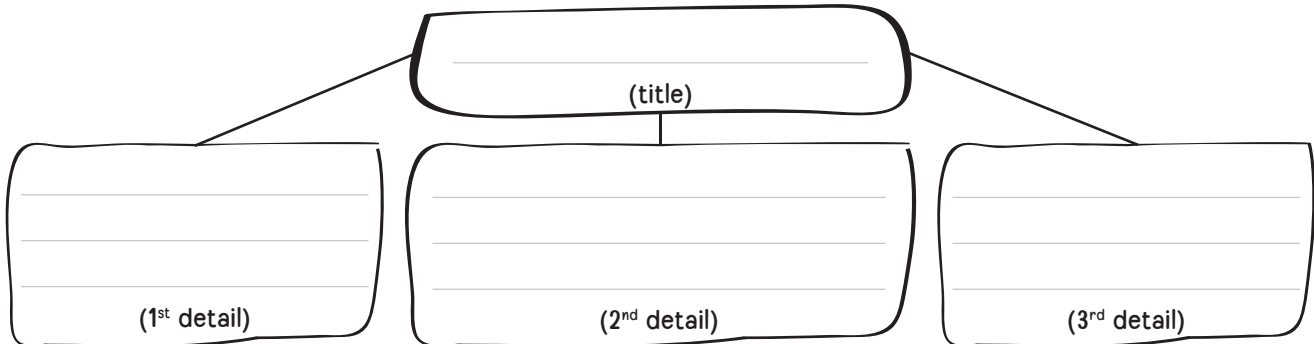
Modeling

1 👥 Read this infographic. Discuss what information it gives and how it is organized.



Organizing ideas

2 Choose an environmental issue and complete the diagram with your own ideas.



Drafting

3 Use the information in the previous step to write the first draft of your infographic.

You can create your infographic with the templates in this website: <https://bit.ly/3aragvq>

Revising and editing

- 4 👤 Revise your draft with your partner and answer the questions below.
- Do our drafts have a similar structure as the text in activity 1?
 - Have we included all the ideas in the diagram in activity 2?
- 5 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.

EDITOR'S MARKS

- ≡ Capital letter / Lowercase
- Punctuation ✓ Add a word
- ss Check spelling ↻ Change place

Writing

- 6 👤 Write the final version of your infographic. Then share it in small groups.

Publishing

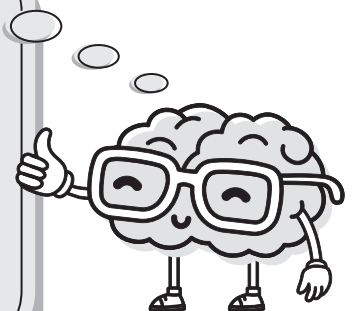
- 7 Publish your work in a class magazine or display it on a visible place in your classroom. If possible, also post it on a blog about environmental issues.

LET'S REFLECT

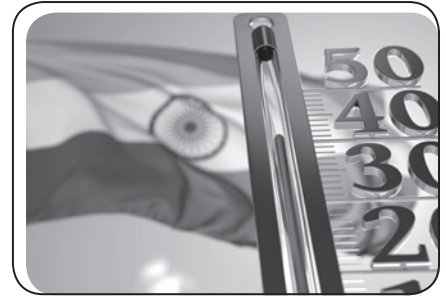
- In what way did the model text in activity 1 help you write your infographic?

- What new information did you learn?

- Is it easier for you to comprehend new information in an infographic? Why?



LISTENING



- 1 👤 Look at the picture and anticipate what the recording will be about. Then write down your predictions.

- 2 🎧 Listen to some radio news.

- a. Check your predictions in activity 1.
- b. Answer these questions.
- i. What environmental issue is described in the news?

- ii. How many people have died in India?

- iii. What problem has affected most states?

- iv. What do meteorologists predict?

Look at the progression of global warming from 1880 to 2020 here: <https://bit.ly/200YlaN>

- c. Check (✓) the words you hear.

quietly

dangerously

happily

unfortunately

quickly

beautifully

clearly

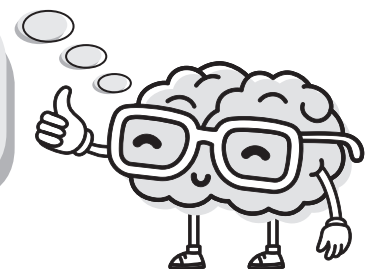
suddenly

LANGUAGE IN USE 46 Activity d.

- 👤 Select three words from the previous activity and use them to create sentences.


LET'S REFLECT

- Do you think we could have the same problem of heatwaves in Chile? Why?



SPEAKING

Preparing to speak

- 1  Listen and repeat these words. Pay attention to the final sound (plurals).

chemicals

gases

eruptions

volcanoes

storms

fires


Modeling

- 2  Listen and read the presentation. Pay attention to intonation and pronunciation.


Air pollution is the contamination of the air. Unwanted chemicals, gases, and particles **enter** the atmosphere, **harm** animals, and **damage** the earth. Some air pollution sources **come** from nature (volcanoes, dust storms, and forest fires). Others come from human activity.

Air pollution has many negative effects on the environment and can make people sick. It can **cause** lung cancer, respiratory infections, and heart disease. According to the World Health Organization, 2.4 million people die each year from air pollution.

Practicing

- 3  Select an environmental issue that **worries** you. Follow the model in activity 2 and create a short presentation. Then tell it to the class.

Cultural Spot

1.  Read the report. How is this environmental problem affecting Chile? Discuss.

Canada warming faster than the rest of the world

In many parts of the country, changes are already evident and permanent. The average temperature has increased by 1.7 °C since 1948. The North, the Prairies, and northern British Columbia are suffering this temperature increase the most. Unfortunately, they will continue to warm fast.

What are the effects?

They include more extreme weather. Hotter temperatures will cause more heatwaves and a higher risk of wildfires and droughts. Oceans will become more acidic and less oxygenated.

This could harm marine life. In a few decades, parts of the Arctic Ocean may have summers without ice. A rise in sea levels will produce coastal flooding. And more intense rainfall will cause problems in urban centers.

What are the causes?



The most important factor is the loss of snow and sea ice. Because of that, the land is absorbing more solar radiation so that the surface is getting warmer. If we reduce carbon emissions drastically to near zero, we will limit the amount of warming.

Adapted from: Canada warming twice as fast as the rest of the world, report says. (2019, April 3). Retrieved from <https://bbc.in/3sRntG6>

LESSON 2

Being prepared

VOCABULARY IN CONTEXT

- 1   Look at the pictures of natural disasters and **unscramble** the words. Then listen and check your answers.



a.

radnoto



b.

ohtudrg



c.

ddanselli



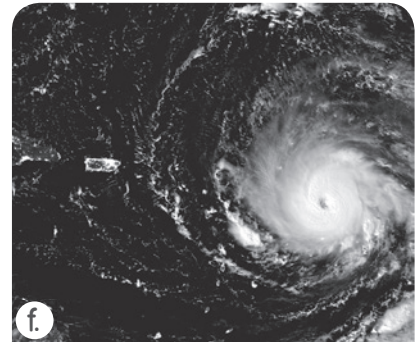
d.

masnitu




e.

liswiferd



f.

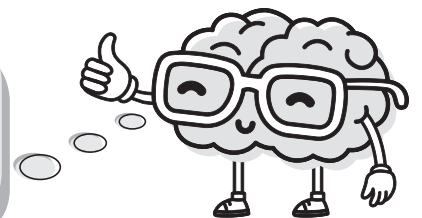
cunahreir

- 2  Talk about the natural disasters that are common in your region. Then share a personal experience you remember.

To learn more about natural disasters, visit:
<https://on.natgeo.com/3qbpQlv> 

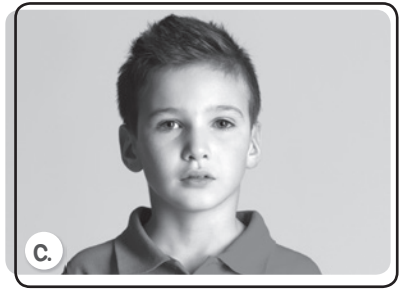
LET'S REFLECT

- Which of these natural disasters do you think is the most dangerous? Why?



READING

- 1 👤 Look at the pictures and discuss how they are connected to the text in activity 2.



- 2 Read the extract of a novel and check your ideas in activity 1.

Jacob picked up his dog. As he opened the outside door, the dog jumped out of his arms, rushed onto the street, and began to howl. Other dogs were barking in the distance.

The sky lightened from black to smoky gray, and the streetlights began to lower. The dog's movement became desperate.

The ground started to move from side to side. The street went up and down and rolled like the ocean during a storm. It was as if a giant sleeping below the cobblestones was getting up. Buildings began moving in and out, and the street ascended like an angry sea.

Jacob took a step forward and fell. He heard a wagon turned over, and boxes fell to the ground. He tried to make sense of what was happening. *This is an earthquake*, he realized. *It'll be over in a few seconds*. Jacob remembered several earthquakes and how the ground seemed to roll.

Bricks were raining all over the street, and Jacob's ears filled with a roar as loud as thunder. *I've got to get under something!*

Jacob thought. First, he rushed toward an open building with his arms over his head. Next, he stumbled but forced himself upright. After that, Jacob got the desperate dog against his legs and saw its mouth moving up and down. Finally, a great cracking noise came from behind him. He saw the front wall of the building collapse in a pile.

All along the street, buildings shook and rolled. Blocks of bricks hit the ground and broke into pieces. Window glass smashed. Carts turned over, destroying the sides of the street, and desperate horses tried to free themselves.

Jacob could feel his heart beating inside his chest. He pressed himself against the side of a heavy wagon for protection. Beside it, Jacob got tight to the dog and watched the cobblestones vibrate, and buildings collapse. The ground shook with such violence that Jacob thought the world was coming to an end.

Adapted from: Karwoski, G. (2004). *Quake! Disaster in San Francisco, 1906*.

Brick (n.): a rectangular unit of building material. **Cobblestone (n.):** a rounded stone used in paving a street. **Roar (n.):** a deep cry of a wild animal. **Smoky (adj.):** of a dull or brownish gray; cloudy. **Thunder (n.):** the sound that follows a flash of lightning. **Wagon (n.):** a vehicle drawn by horses for transporting goods.

3 👤 Read the extract again and answer these questions.

a. What is the protagonist's name?

b. Who is the protagonist with?

c. What signs of a coming earthquake does he identify?

d. How does he feel when the earthquake begins?

e. How does he feel after it finishes?

4 👤 Read the extract again and circle the correct alternative.

a. The dog was **nervous** / **terrified**.

b. The sky looked **foggy** / **clear**.

c. The streets rolled like the **waves** / **wind** in a storm.

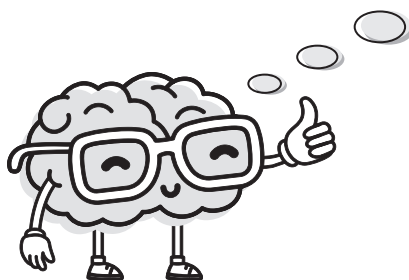
d. Jacob heard a **soothing** / **thundering** sound of bricks.

e. His heart was moving **quickly** / **quietly** in his chest.

5 Read the extract once more and focus on the description of the earthquake. Visualize it in your mind and then illustrate it below.

6 👤 How do you think the story continued? Discuss and explain your reasons.

7 👤 What do you know about the 27F earthquake? Talk about it using your family's experience and memories.



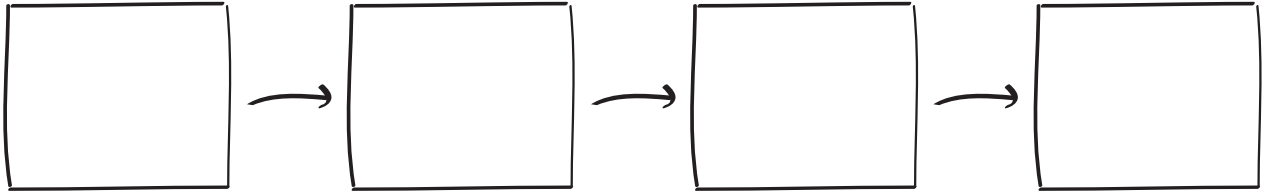
LET'S REFLECT

• What connection can you make between the text and your own life? And between the text and the world?

• How did the text make you feel?

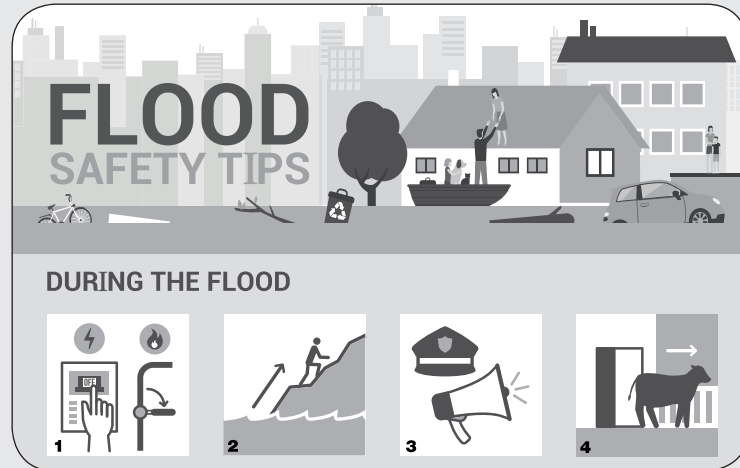
• What did you do to understand unfamiliar words?

- 8 👤👤👤 Underline all the sequence connectors in the text on page 29. Use them to summarize the events and complete the diagram below.



LANGUAGE IN USE 52 Activity d.

- 👤👤 Look at the picture of flood safety tips and complete the instructions.



- a. _____, disconnect _____.
- b. _____, _____ a higher ground.
- c. _____, follow _____.
- d. _____, _____ a safer place.

To learn more about sequence connectors, visit: <https://bit.ly/370sDqd>

- 9 👤👤👤 Identify the natural disasters. Then write some safety tips using sequence connectors.

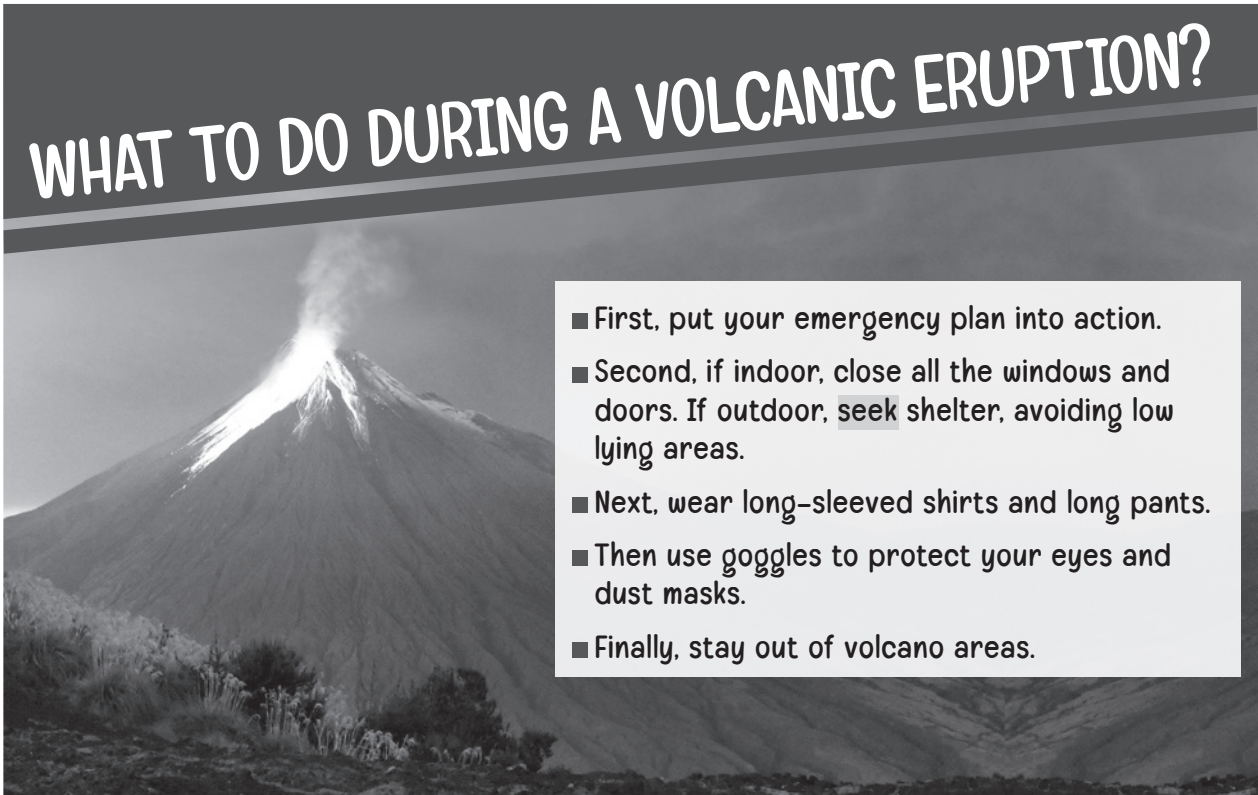






Modeling

- 1 👤 You are going to design a leaflet with safety tips about a natural disaster. Before creating it, read this one and discuss the questions with your partner.



- a. What elements does the leaflet contain?
 b. How are the tips organized?

Organizing ideas


- 2 Choose a natural disaster and complete the chart with your own ideas.

Catchy title	
Steps before	• •
Steps during	• •
Steps after	• •

Drafting

- 3 Use the information in the previous step to write your first draft.



Revising and editing

- 4  Revise your paragraph with your partner and answer the questions below.
- Does our list of tips follow a similar structure as the text in activity 1?
 - Have we included all the ideas in the diagram in activity 2?

- 5 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.


EDITOR'S MARKS

 Capital letter / Lowercase

 Punctuation  Add a word

 Check spelling  Change place

Writing

- 6  Write the final version of your leaflet and add pictures to illustrate your work. Then share it in small groups.

Publishing

- 7 Display your work in a visible place in your classroom or the schoolyard. If possible, also publish it in an online magazine.



LET'S REFLECT

- What kind of errors did your draft contain?

LISTENING

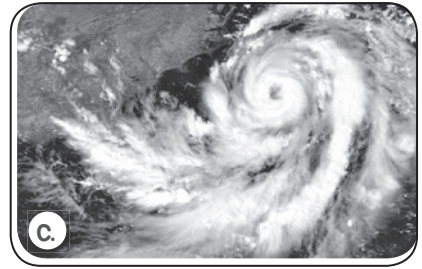
- 1 👤 Look at the pictures and write the names of the natural disasters. Write down two ideas you think you will hear about them in the recording.



a.



b.



c.

- 2 🎧 Listen to the recording.

- a. Check your predictions in activity 1.
b. Write the questions for these answers.

i. _____ ?

'Hurricanes' in the Atlantic Ocean, 'typhoons' in the Pacific Ocean, and 'tropical cyclones' in the Indian Ocean.

ii. _____ ?

They are storms with strong winds and begin over land.

iii. _____ ?

The water evaporates from the warm sea, and it condenses in the atmosphere. Then hot wet air rises.

- 3 👤 How is climate change connected to hurricanes? Discuss.

LANGUAGE IN USE 57 Activity d.

👤 Finish the sentences with your own ideas.

- a. If drought continues in my town, _____.
- b. People will lose their homes if _____.
- c. If we are caught in the middle of a wildfire, _____.

SPEAKING

Preparing to speak



- 1 🎧 Listen and repeat these expressions. Pay attention to pronunciation and intonation.

What was it like?

Well... it was absolutely scary!

Wow! What will you do if...?

Modeling

- 2   Listen and read the dialogue. Then practice saying it with your partner.

Diego: Have you ever been in a tornado?

Chloe: Yes, I have. Last year, in Texas... I was at school, in an English class. As soon as we heard the sirens, we had to go to the gym for shelter.

Diego: What was it like?

Chloe: Well... it was absolutely scary! I heard a loud sound, and there was lightning, too. After the tornado everything was in ruins.

Diego: Wow! What will you do if you are in a tornado again?


Chloe: I'll try to go to the lowest floor and be calm, of course.

Practicing

- 3  Select a natural disaster in your country and prepare a conversation. Describe an experience and express some conditions. Then act it out in front of the class.

Subject Connection

Math

-  Read the text carefully. Then answer the questions below, and share your ideas.
 - What is the average global temperature over the fourteen decades?

 - How much did the global temperature increase from 1880s to 2010s? Express it in per cent.

 - What do you think will be the average global temperature in the 2020s? Express it in °C.

Changes in the earth's temperature

How hot did the world get?

In 1880, scientists began collecting the data from weather stations around the world, on ships, and by satellites. At that time, their records showed that the first decade of the 21st century was the warmest. The average global annual temperature continued to be around 13.7 °C from the 1880s to the 1910s.

However, in 1980, the world began to get hotter, at a rate of about 0.2 °C per decade. The annual global temperature from 2000 to 2009 was 0.61 °C, higher than the average temperature from 1951 to 1980. If this rate continues, the world will **warm** by 2 °C in the next century.

Decade	1880s	1890s	1900s	1910s	1920s	1930s	1940s	1950s	1960s	1970s	1980s	1990s	2000s	2010s
°C	13,73	13,75	13,74	13,72	13,83	13,96	14,04	13,98	13,99	14	14,18	14,31	14,51	14,63

What are the consequences of higher temperatures?

If the global temperature gets to 2 °C, more than 70% of the earth's coastlines will see a sea-level rise of 2 cm. This will cause an increase in coastal flooding, beach erosion, and other impacts on humans and ecological systems. Higher temperatures will intensify most natural disasters such as storms, heatwaves, floods, and droughts.



Adapted from: Osborn, L. (n.d.). History of Changes in the Earth's Temperature. Retrieved from <https://bit.ly/3wZw62t>

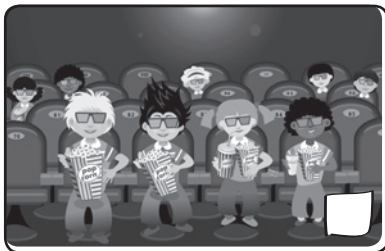
UNIT 3

LESSON 1

A diverse world

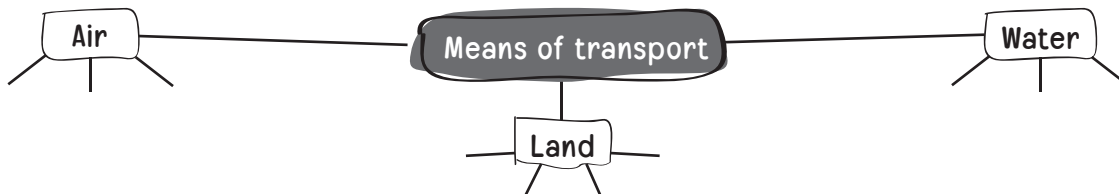
VOCABULARY IN CONTEXT

- 1 👤 Unscramble the places in town. Then match them with the pictures below.
- You can **buy** food and other items in the **TASEKUPERRM** _____.
 - In the **RKAP** _____, you can relax or practice sports with your friends.
 - People see the doctor and get cured at the **SHILAPOT** _____.
 - In the **KNAB** _____, you can deposit and **withdraw** money.
 - You **borrow** and read books in the **RAYBLIR** _____.
 - At the **EVOSIM** _____, you can watch films and have fun.



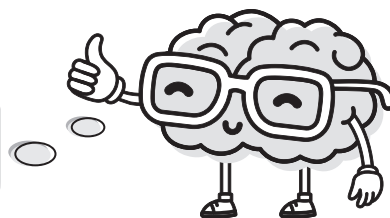
To expand your vocabulary, you can visit <https://bit.ly/3tjHaWT>

- 2 👤 Research on means of transport and complete the diagram.



LET'S REFLECT

- Think of a strategy to record and increase your vocabulary.



READING

- 1 👤 Read the title of the novel in activity 2. Complete the K and W columns of the chart.

K (what I Know about the topic)	W (what I Want to know about the topic)	L (what I Learned about the topic)

- 2 Read the excerpt from the novel *Around the World in 80 Days* and check your ideas in activity 1.

The train to Allahabad

The ship reached Bombay two days earlier than expected. The train for Calcutta was going to leave at eight o'clock.

Passepartout liked to see everything so he went for a walk in the streets of Bombay. Unfortunately for him and his master, his wish to see everything resulted in serious trouble.

On his way towards the station, Passepartout came to the great temple of Malabar Hill. The outside of it looked so fine that he decided to go and admire it from the inside. Now, there were two things that this Frenchman did not know. One of them was that foreigners are not allowed to go inside Indian temples. The other was that even the Indians themselves must take their shoes off and leave them outside the door.

This is what happened. First, Passepartout went in and did not take his shoes off. Then three priests threw themselves on him, pulled his shoes off, and bit him. Strong and active, Passepartout could get up and knock them down. Next, out of the temple he ran as fast as he could. Finally, he reached the railway station without his hat and shoes.



Adapted from: Verne, J. (2018). *Around the World in Eighty Days*.

For more information about *Around the World in 80 Days*, you can visit <https://bit.ly/3esrtsa>

3 Complete the L column of the chart in activity 1.

4 👤 Read the excerpt again and identify the cities in the map. Then mark the route of the journey.

5 👤 Read the excerpt once more and write the questions for these answers.

a. _____ ?

Two days earlier than expected.

b. _____ ?

Passepartout.

c. _____ ?

The great temple of Malabar Hill.

d. _____ ?

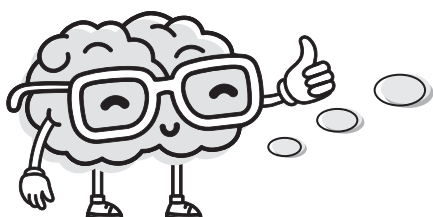
At eight o'clock.

6 👤 What Indian custom did Passepartout break? Compare and contrast it with the Chilean custom.

7 👤 Research on other aspects of Indian culture and complete the chart below. Then discuss your findings with your classmates.

Greetings	
Religion	
Languages	
Family and marriage	
Cuisine and food	
Traditional clothing	
Festivals	

8 👤 Take turns to retell the events in the temple of the story on page 37. Use sequence connectors.



LET'S REFLECT

- Think of an interesting aspect of your culture and describe it to your partner.

👤 Look at the pictures and number them in order. Then write what you think happened last weekend. Express the sequence of events with the correct connectors.

Camping holiday



9 Think about a camping/beach holiday. Write about it expressing the sequence of events.

WRITING

Modeling

- 1 👤 You are going to write a short anecdote about a trip. Before writing it, read these paragraphs and discuss the questions with your partner.

My last vacation was a five-day trip to Prague in the Czech Republic. I know Prague well because I lived there more than ten years ago.

First, I went to my old friend's house. It was so much fun, and a little bit like my old life. Then we went to the supermarket near my old house. I loved seeing all the different foods. I was really happy to find my favourite cheese and chocolate biscuits.

Later, we did some touristy things. We walked up beautiful Petrin Hill and around the castle. The views of the city are amazing up there. We walked across the historic Charles Bridge. Finally, we saw the famous baby statues climbing up the TV Tower because my friend's apartment is close to it. Those things haven't changed, of course.

Adapted from: My last holiday. (n.d.). Retrieved from <https://bit.ly/3yz7oat>

- a. What events are described?
- b. How are they connected?

Organizing ideas


- 2 Choose a memorable experience about a trip. Complete the diagram with your own ideas.

Who is in the story with you?	When/where does it take place?	How did you feel?
Beginning		
Event 1	Event 2	Event 3
Conclusion		

Drafting

- 3 Use the information in the previous step to write your first draft.



Revising and editing



- 4  Revise your draft with your partner and answer the questions below.
- Do our narrations follow a similar structure as the text in activity 1?
 - Have we included all the ideas in the diagram in activity 2?

- 5 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.

EDITOR'S MARKS

 Capital letter / Lowercase

 Punctuation  Add a word

 Check spelling  Change place

To learn more about how to revise and edit your writing, visit: <https://bit.ly/3qDJKox> 

Writing

- 6  Write the final version of your personal anecdote.

Publishing

- 7 Tell your experience to your classmates or record it in an audio device. If possible, publish your work in the school online magazine.

LISTENING

- 1 Discuss these questions.
 - a. Which are primary colors? And secondary colors?
 - b. What color makes you feel happy? Why?
 - c. Do colors mean the same in every culture?
 - d. What does red mean in your culture?
- 2 Listen to a conversation.
 - a. Check your ideas in activity 1.
 - b. Complete the chart.

Color	Place	Meaning

- 3 Besides color, what other aspects make a big difference among cultures? Discuss and provide examples.

To learn more about colors in different cultures, visit <https://bit.ly/3cns0Jd>

LANGUAGE IN USE 76 Activity d.

Fill in the blanks with these words.

unbelievable

unlucky

unfamiliar

unforgettable

unrecognized

- a. Sheila speaks no Japanese and is _____ with Japanese culture.
- b. I always seem to be _____ at cards.
- c. My school mates and I had an _____ time in New York.
- d. Please **keep** the tickets well. We will not accept an _____ ticket.
- e. A visit to the museum is a truly _____ experience.

SPEAKING

Preparing to speak

- 1 Listen and repeat these words. Pay attention to the pronunciation of the initial sound. What happens to it? **Explain**.


have

head

hill

how

Modeling

- 2  Listen and read the conversation about birthday traditions. Pay attention to intonation and pronunciation.

Sophie: Tom, what do you know about birthday traditions around the world?

Tomás: Well, birthday cakes are popular across the world, but in China, the person celebrating their birthday **needs** to **slurp** a super-long noodle. Long noodles **signify** longevity.


Sophie: How interesting! And did you know that in many countries in Europe, people often have two birthdays? One for the name of the saint they are named after and another for their own.

Tomás: Wow! I didn't know that! What I do know is that in Vietnam, everyone's birthday happens on the New Year or Tet. It is considered unlucky to celebrate the **actual** birthday. As presents, adults give children red envelopes with "Lucky Money."

Sophie: That's awesome!

Actual (adj.): real.

Practicing

- 3  Select an interesting custom or tradition from around the world. Follow the model in activity 2 and create a short conversation about it. Then act it out in front of the class.

Cultural Spot


1.  Read the article about table manners. Contrast and compare them with Chilean customs.

Table manners around the world

Here's a list of tips for different countries to keep in mind. Avoid offending your host, waiter, chef, or other diners nearby.



China

It's considered a compliment to **burp** loudly after the meal and make a mess while eating. That's a sign you are enjoying your food.



Haiti

Don't eat before the host says "Bon appetite!" **Hold** the knife in your right hand, and the fork in your left hand the entire meal. When it is over, place the utensils parallel to the right side of the plate.



France

Don't keep your hands under the table; people have to see where they are. Also, it's impolite to **suggest** splitting the bill.



Egypt

Never refill your own glass. It's a sign of respect and courtesy to refill others' glasses. If you see that someone else's glass is less than half-full, refill it immediately.

Adapted from: Longardner, T. (n.d.). Table Manners Around the World You Should Know About. Retrieved from <https://bit.ly/3s0xfED>

LESSON 2

Exploring my country

VOCABULARY IN CONTEXT

- 1 Solve the crossword puzzle about tourist activities. Then select one and tell a brief personal experience about it.

Across

- To **shop** for articles made by hand.
- To photograph something.
- To take a sunbath.

Down

- To go underwater using a device.
- To visit places and things of interest.
- To move in water using the legs and arms.

To learn more vocabulary about tourism, visit <https://bit.ly/3bCwCvL>

- 2 Match each picture with the correct adjective. Then take turns to describe the places orally using the words.

dry

peaceful

ancient

crowded



1 👤 Have a look at the text in activity 2 and answer these questions.

- a. What type of text is it? _____
- b. Who is it directed to? _____
- c. What is it about? _____

2 Read the text carefully and check your answers in activity 1.

A guide to LA SERENA

La Serena, the Coquimbo region's capital city, is one of the top destinations in Chile. The city has a lot of beautiful attractions.

When to go Summer is the best time to visit La Serena.

What to do

- Don't swim at the beaches closer to the lighthouse, but try surfing and windsurfing there.
- Relax at some quieter beaches such as Playa Tongoy and Playa Totoralillo.
- Don't miss a day trip to Elqui Valley.
- Watch the night sky at different observatories.
- Take a boat to the Humboldt Penguin National Park.
- Don't leave without scuba-diving around Damas Island.
- Tour the city and discover many bell towers.

Where to go

Avenida del Mar

A long avenue that begins at the famous lighthouse and runs throughout beautiful beaches.

Monumental Lighthouse

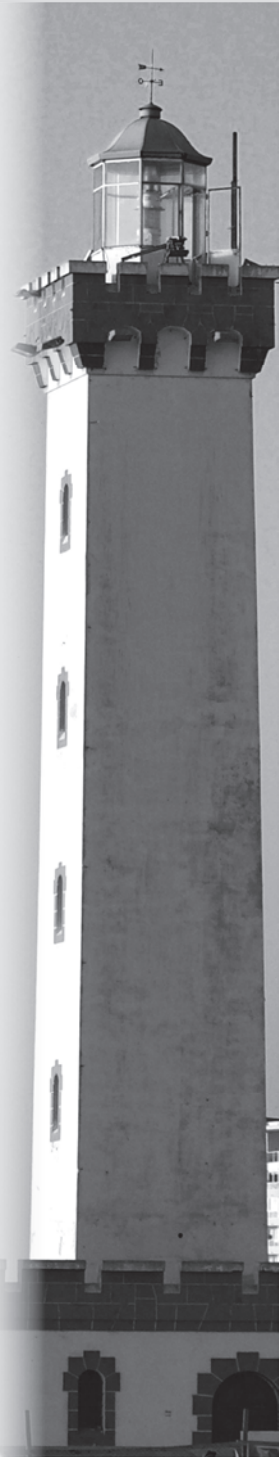
Built between 1950 and 1951 by the Chilean Navy, it is an iconic element of the city.

Elqui Valley

There are several tours to astronomic places at Elqui Valley. According to statistics, there are more than three hundred clear nights a year here.

Damas Island

It belongs to the Humboldt Penguin National Park. It has two beaches of white sand and emerald, green waters and a lot of seabirds that nest on the island's beaches.

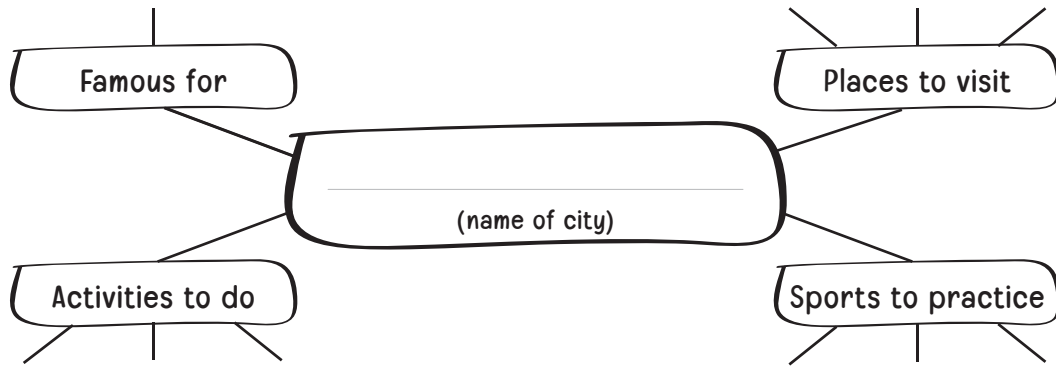


Adapted from: Silva, R. (n.d.) Tourist places in La Serena, Chile. Retrieved from <https://bit.ly/3aoV3fr>

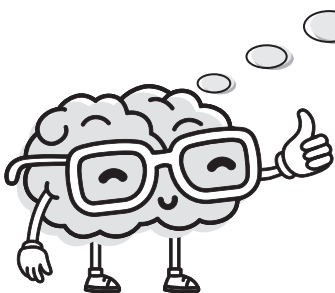
3 👤 Read the brochure again and write **T** (true) or **F** (false). Justify the false statements.

- a. _____ Coquimbo is the capital city of Coquimbo region.
- b. _____ Spring is the best time to travel to La Serena because of its weather.
- c. _____ One of the famous places to visit is the monumental lighthouse.
- d. _____ Damas island is part of the Humboldt Penguin National Reserve.
- e. _____ One of the activities to do is watching the night sky at the beach.

4 👤 Read the brochure once more and complete the diagram below.



5 👤 Choose 10–15 words from the text. Then write a new text (a story, a poem, a news report, etc.) using those words.



LET'S REFLECT

- What connection can you make between the text and another text?

- What new piece of information did you learn?

- 6 👤 Have you visited La Serena? Tell a personal anecdote related to it. If not, share the information you know about this city.
- 7 👤 What other Chilean cities do you know? What do you like the most about them? Explain your reasons.

LANGUAGE IN USE 82 Activity c.

👤 Circle the correct alternative.

- a. It's raining outside. I can see ***much / many*** people with umbrellas.
- b. We are moving to Punta Arenas next week. We have ***several / three*** suitcases to pack.
- c. Before going on vacations to Japan, I need to learn ***two / some*** things of the language and culture.
- d. What a mess! There are a ***lot of / a few*** children swimming in the pool.

- 8 👤 Look at the pictures and write sentences expressing quantity.









WRITING

Modeling

- 1 You will design a travel brochure about an unexplored place in Chile to promote it for tourism. Before creating it, read this one and discuss the questions with your partner.

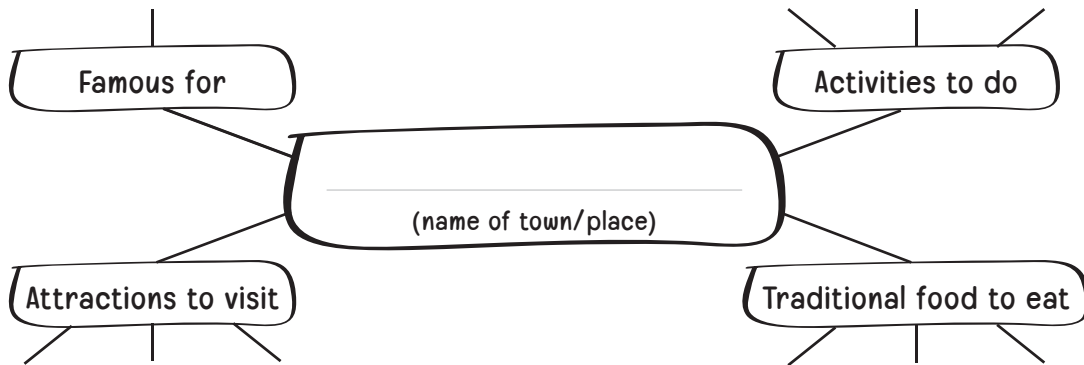
In Valparaíso region, the Incas' Lake is one of the country's natural treasures. It is unknown to most people and offers a stunning view of the Andes Mountains. The small Portillo ski-resort is located at the south end of this lake. It isn't far from Santiago, the capital city; just a two-hour drive. It is a very beautiful place.



- a. How many places are mentioned?
- b. How are they described?

Organizing ideas

- 2 Choose an unexplored place in Chile and research about it. Complete this diagram with specific information.



Drafting

- 3 Use the information in the previous step to write your first draft.

Revising and editing

- 4 👤 Revise your draft with your partner and answer the questions below.
- Do our descriptions follow a similar structure as the text in activity 1?
 - Have we included all the ideas in the chart in activity 2?
- 5 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.

EDITOR'S MARKS

≡ Capital letter / Lowercase

○ Punctuation

✓ Add a word

SS
S Check spelling

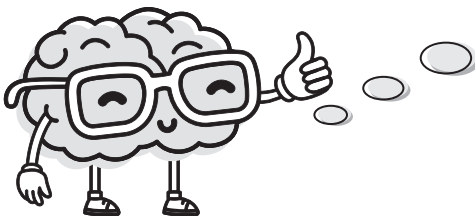
↻ Change place

Writing

- 6 👤 Write the final version of your travel brochure. Add the necessary pictures to illustrate it.

Publishing

- 7 Show your work to your classmates and display it in a visible place in your classroom. If possible, also upload it to the school website.



LET'S REFLECT

- What have you learned about unexplored places in Chile in this class?
-

LISTENING

- 1 👤 Look at the pictures and anticipate what the recording will be about.



- 2 🎧 Listen to the recording.

- a. Check your predictions in activity 1.
b. Check (✓) the places you hear.

- | | |
|-----------------------------------|-----------------------------|
| i. _____ Clocktower | iv. _____ Corbeta Esmeralda |
| ii. _____ Iquique Regional Museum | v. _____ Cerro Dragon |
| iii. _____ Baquedano Street | vi. _____ Cavanca Beach |

- 3 👤 Why do people migrate? Give your opinion about the possible reasons for migration.

LANGUAGE IN USE 87 Activity c.

Fill in the blanks with the correct word. Use *can*, *may*, *should*, and *shouldn't* only once.

- a. _____ I open the window?
b. You _____ miss going to the beach. There, you _____ relax and try the local food.
c. _____ we listen to music?

SPEAKING

Preparing to speak

- 1 🎧 Listen and repeat these questions to ask for permission. Pay attention to pronunciation and intonation.

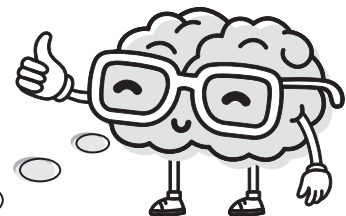
May I sit at the front, please?

Can we go there now...?



May I ask you a question?

LET'S REFLECT

- How can you describe the intonation of these questions?



Modeling

- 2   Listen and read the conversation between the tourist and the guide. Then practice saying it with your partner.

Guide: We will visit the famous Iquique Regional Museum. It is one of the most diverse and informative museums in South America. And it's free!

Tourist: Can we go there now, Javiera?

Guide: I'm afraid we can't. We will go to *Corbeta Esmeralda* first. You can take a 40-minute tour around this museum.


Tourist: How interesting! May I ask you a question?

Guide: Of course, go ahead!

Tourist: What is the most exciting activity to do in town?


Guide: Well, going to the beaches of Iquique is a good plan, but you shouldn't miss going to *Cerro Dragon*. It's a gigantic mountain of sand.

Practicing

- 3  Select a city or town in Chile and prepare a similar conversation to the one in activity 2. Then act it out in front of the class.

Subject Connection



1.  What do you know about Latin American dances? Read the text and check your predictions.

Types of Latin dances

Latin American countries were part of the Spanish and Portuguese empires in the past. Then European settlers transported African slaves to these countries. Thus, their songs and music influenced Latin American music a great deal. The use of percussion instruments shows this strong influence.

Some traditional Latin American dances are:

Merengue

It originated in the Dominican Republic. The basic movement goes to the front, back, and side. When a couple dances together, they **step** onto the inside edge of the foot, roll the foot to transfer weight, and then **drag** the other foot to meet the first foot.

Salsa

It originated in the Caribbean. The piano, the congas and cowbells are prominent. Couples typically perform this dance together. It centers on a four-beat combination of two quick steps and a slow step with a pause.


Samba

It is an energetic dance associated with the carnivals of Brazil. A large drum called a *surdo* plays the pulse on the beat. The speed of the dance **varies** according to the music.

Tango

It is a very dramatic and passionate dance from Argentina. It has always had the stylized sensual moves, *staccato* foot-steps, flexed knees, improvisation, and the highly connection between partners.

Adapted from: Crawford, B. (n.d.). Types of Latin Dances. Retrieved from <https://bit.ly/3ldFoFJ>

2.  Choose one of these dances and contrast it to another one you know.

UNIT 4
LESSON 1

In the news!

VOCABULARY IN CONTEXT

1 👤 Look at the front page of a newspaper and label its parts with these words.

headline

caption article

banner photo



To learn more vocabulary about newspaper, you can visit: <https://bit.ly/2QH2SpB>

2 🗣️ 👤 Read the newspaper headlines and write if they are real (R) or fake (F) explaining your reasons. Then listen to check the real news.

a. **NASA installing internet on the moon**

b. **Couple in California name baby with emoji**

c. **GORILLA LEARNS TO KNIT**

d. **German street covered in chocolate after leak from factory**

To learn to spot fake news, watch the video on <https://bit.ly/3eKXDzI>

1 👤 Preview the text in activity 2 and discuss these questions.

- a. What type of text do you think it is? _____
- b. What is it about? _____
- c. Who is its target reader? _____

2 📖 Read the text carefully and check your answers in activity 1.

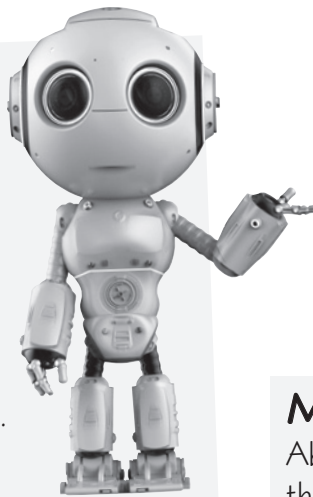
Best inventions of 2020

January 8, 2021

Our generation is facing problems that have never existed before. The issues are too serious to continue the old way. We need to innovate. We need to generate new ideas and build on them to have a meaningful impact on the future. We want a sustainable world. Young people will be crucial in getting us there. I hope the inventions on this list will inspire you to come up with solutions of your own. —By Gitanjali Rao

High-Tech Tutor

Robots have always fascinated Laura Boccanfuso, the president of a robotic company. But she felt most robots were too expensive to get one at home. They were too technical to use in real life. So she developed a robot tutor. It helps kids learn math and reading. Many students are learning from home because of the pandemic. "Schools more than ever need individualized learning help," Boccanfuso says. This robot comes with lessons created by teachers. It uses a camera to detect changes in a student's attention. Then it adjusts its approach. This helps individual learners. —By Nadia Suleman



Portable Purifier

"When people want clean water, they reach for plastic bottles," Rakesh Guduru says. But this is too unsustainable to maintain in the long run. So Guduru created a bottle cap. It uses cleansing UVC light. It sanitizes water in 60 seconds. The device has two settings. One purifies water from taps and fountains. The other purifies water from streams and ponds. The cap is rechargeable. It works with many reusable bottles. —By Simmone Shah.



More-Inclusive Gaming

About 46 million gamers in the U.S. have a disability. For some, standard controllers are too hard to use. Adaptive Controller was launched in 2018. It has ports. You can plug in aids such as a foot pedal. With the Adaptive Gaming Kit, players get ten buttons, two triggers, hooks, pads, loops, and other gear to customize their controllers. One reviewer described the kit as "honestly revolutionary." —By Matthew Gaul



Adapted from: Best Inventions of 2020. (2021, January 8). Retrieved from <https://bit.ly/30uxfRA>

3 👤 Read the news article again and check (✓) the incorrect information. Correct those statements below.

a. ____ Adults will play a significant role in getting us to a sustainable world.

b. ____ The portable purifier uses cleansing UVC light to sanitize water in 60 seconds.

c. ____ The portable purifier only purifies water from taps and fountains.

d. ____ The robot tutor uses a camera to help teachers detect changes in students.

e. ____ Less than 10 million gamers in the U.S. have a disability.

4 👤 Read the news once more and comment on the invention you like the most. Explain your reasons.

5 👤 Discuss these questions.

a. Where do you usually get the latest news?

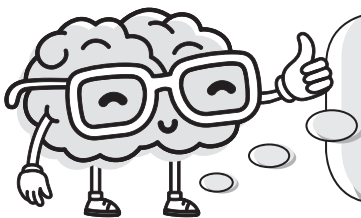
b. What piece of fake news do you remember the most? Why?

c. How much do you believe in the media?

d. Why do people read newspapers?

6 👤 Research different sources and find out the different types of newspapers in Chile. Then complete the chart.

Type of newspaper	Characteristics	Examples
1. National		
2. Local		
3. Tabloid		
4. Broadsheet		
5. Online		



LET'S REFLECT

• What is the most interesting thing you learned in this reading section?

- 7 Underline the connectors “too... to...” in the text in activity 2. Then copy each sentence, analyze its meaning, and take notes of your ideas.

LANGUAGE IN USE 102 **Activity c.**

Write three sentences of your own with the connectors “too... to...”

- a. _____
b. _____
c. _____

You can learn more about this content here: <https://bit.ly/3spqlcX>

- 8 Look at the pictures carefully. Write sentences using the connectors “too... to...” and the prompts given.



These tomatoes / green.



The child / drive.



The ice of the lake / walk upon.



Mel and Sam / weak.

Modeling

- 1 👤 You are going to write a short news report about a trending topic. Before writing it, read this piece of news and discuss the questions with your partner.

Counting T. Rexes

April 23, 2021

By Shay Maunz

Some 2.5 billion *Tyrannosaurus rexes* walked the Earth. That's according to a new study published in the journal *Science*.



The reptiles were not alive all at the same time. They **roamed** for about 1.2 million to 3.6 million years, nearly 70 million years ago. At any one time, there were probably about 20 000 adult T. rexes.

Only about 100 T. rex fossils were found.

Researchers arrived at 2.5 billion by looking at key facts about T. rex, including its average body size and energy needs.

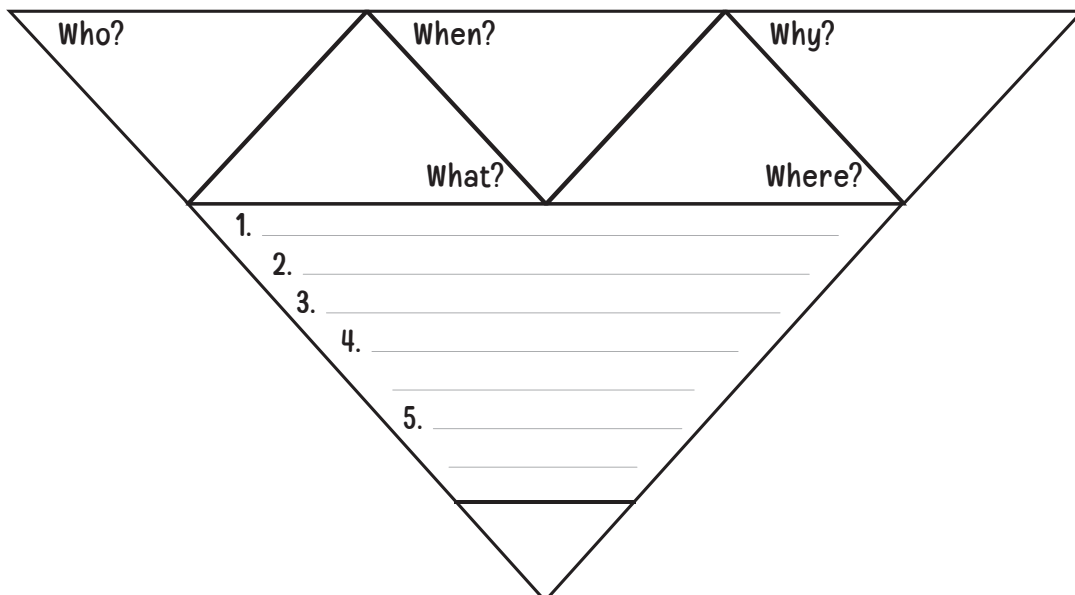
Experts were surprised by the estimate. Charles Marshall is a biology professor at the University of California, Berkeley, and the study's lead author. "That's a lot of jaws," he says. "That's a lot of teeth. That's a lot of claws."

Taken from: Time for Kids. (2021, April 23). Retrieved from <https://bit.ly/3xyOZJO>

- a. What is the main idea of the news article? How do you know?
- b. What article parts can you identify?

Organizing ideas


- 2 Choose a story to write about and complete the diagram below.



Drafting

- 3 Use the notes you took in activity 2 to write your first draft.



Revising and editing



- 4  Revise your news story with your partner and answer the questions below.
- Do our news stories follow a similar structure as the one in activity 1?
 - Have we included all the ideas in the chart in activity 2?

- 5 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.

EDITOR'S MARKS

 Capital letter / Lowercase

 Punctuation  Add a word

 Check spelling  Change place

Writing

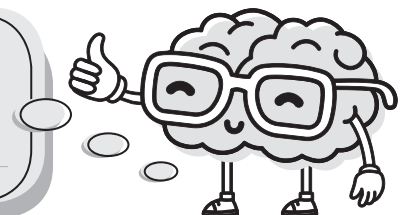
- 6  Write the final version of your news story. Then share it in small groups.

Publishing

- 7 Publish your work in an online newspaper for students or display it in a visible place in your classroom. If possible, also post it on the school webpage.

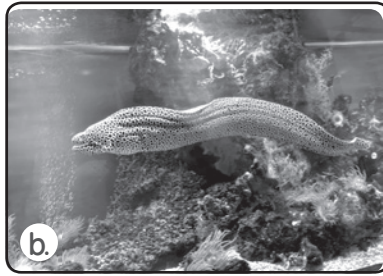
LET'S REFLECT

- What news story did you like the most? Why?



LISTENING

- 1 👤 Look at the pictures and anticipate what the recording will be about.



- 2 🎧 Listen to a piece of radio news.

- Check your predictions in activity 1.
- Circle the correct alternative.
 - The news is **charming / shocking**.
 - Eels have a **retiring / fascinating** personality.
 - Eels' conduct is **worrying / interesting** to the aquarium staff.
 - The aquarium had a **boring / challenging** idea.
 - The director posted an **encouraging / alarming** text message.

- 3 👥 How do you think the quarantine will affect other animals? Discuss.

LANGUAGE IN USE 106 Activity d.

- 👤 Finish the sentences with an adjective ending in *-ing*.

- The movie I saw last weekend was _____.
- Household chores are _____.
- The news about the vaccine is _____.
- The books for the Literature class are _____.

SPEAKING

Preparing to speak

- 1 🎧 Listen and repeat these words. Pay attention to the pronunciation of the initial sound. What happens to it? Explain.

heir

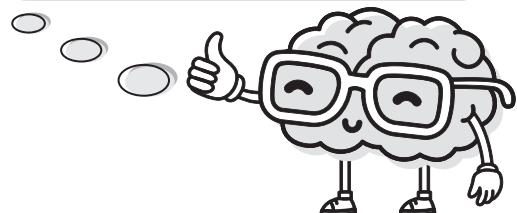
honor

honestly

hour

LET'S REFLECT

- What similarity do you find regarding the initial letter "h" in Spanish?




Modeling


- 2  Listen and read a short piece of news. Pay attention to intonation and pronunciation.

In England, three window cleaners wanted to honor sick children in a hospital and make them feel better. So they planned the visit for a few hours, then **put on** superhero costumes and went down one side of the hospital. They stopped at the sixth floor where the children sat by the window. They were excited to see the window cleaners as superheroes. One of them said that “it was important just to make one child smile.”

Practicing

- 3  Select a short piece of news that calls your attention. Follow the model in activity 2 and practice reading it. Then record it or deliver it in front of the class.

Cultural Spot

1.  Read the news report. How do you think art will change in the near future? Discuss.

Digital artwork sells for nearly U\$70 million

March 11, 2021

A piece of art that exists only on a computer, created by Beeple, sold Thursday for nearly U\$70 million.

It was May 2007. The American graphic designer Mike Winkelman (Beeple) drew his Uncle Joe’s image and shared it online. During the following 13 years, Beeple continued to post new images daily. The result: a collection of 5 000 images, called *Everydays – The First 5 000 Days*.

It is the first time an auction company sold a piece of art that nobody can touch (Non-Fungible Token art or NFT). NFT

artists use the technology *blockchain* to **prove** they are selling original work. Blockchain also allows artists to record information safely. With this technology, it is impossible to change, **hack**, or **cheat** the system.

Beeple says he will continue selling his work. He has a contract that pays him 10 percent of the selling price each time someone new becomes the owner.

The cryptocurrency lawyer in New York City, Max Dilendorf, thinks the physical art market will become digital in the next five years.

Adapted from: Digital Artwork Sells for Nearly \$70 Million. (2021, March 11). Retrieved from <https://bit.ly/3eKhQF8>

LESSON 2

Breaking news!

VOCABULARY IN CONTEXT

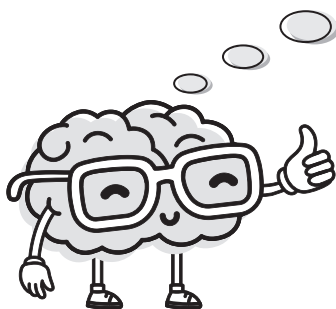
- 1 👤 Review the vocabulary on page 110 of the Student's Book and match the halves. Then select two pair of words and use them in examples of your own.

sports	news
fake	story
crime	reviews
arts	stories
news	news
politics	results

- a. _____
b. _____

- 2 What breaking news have you read or heard lately? Take notes.


- 3 👥 Share your news in activity 2 and give your opinion about them.



LET'S REFLECT

- How important is it for you to get informed of the latest news?

To read more breaking news in English, visit: <https://bit.ly/3s28Gru>

- 1  Read the title of the interview in activity 2 and look at the pictures below. Then discuss how you think they are connected to the text.



- 2 Read the news interview and check your ideas in activity 1.

December 4, 2020

Kid of the Year Gitanjali Rao

By Angelina Jolie

“Observe, brainstorm, research, build, and communicate.” That’s what the brilliant young scientist Gitanjali Rao told me while videoconferencing from her home in Colorado, USA.

Q: When did you know science was your passion?

When I was attending the third grade, I was already thinking about using science and technology for social change.

Q: One of your latest innovations helps prevent cyber-bullying. Could you tell me about that?

Kindly is a service that can detect cyber-bullying based on artificial intelligence technology.

Q: It’s so exciting to have such a young and female inventor. Does that affect you in any way?

I don’t look like your typical scientist. It’s not easy when you don’t see anyone else like you. So I really want to transmit the message that anyone can do it.

Q: That’s insanely impressive. What are you doing now?

I’m currently working on an easy way to help detect contaminants in water – things like parasites.

I’m also working on my “Innovation Sessions.” I’ve partnered with rural schools, museums all across the world, and bigger organizations to run innovation workshops.

Q: When you’re not doing all of these amazing things, what do you do that’s just a 15-year-old thing?

I bake. I was baking before this interview. My mom and I were making a carrot cake for the family.

Adapted from: Jolie, A. (2020, December 4). Kid of the Year Gitanjali Rao. Retrieved from <https://bit.ly/3bWmYV5>

3 👤 Read the interview again and **cross out** the incorrect information. Rewrite the sentences.

a. Gitanjali Rao spoke with the interviewer at the magazine premises.

_____.

b. Gitanjali knew she liked science after she completed the third year.

_____.

c. She thinks it is easy when you see you are different from the rest.

_____.

d. She is only working at her “Innovation Sessions” at the moment.

_____.

e. She likes baking cakes.

_____.

4 👤 Read the interview once more and ask the questions for these answers.

a. _____ ?

Gitanjali Rao lives in Colorado, USA.

b. _____ ?

In the third grade.

c. _____ ?

It's a service that can detect cyber-bullying.

d. _____ ?

Gitanjali really wants to put out that message that anyone can achieve their goals.

e. _____ ?

For her family.

5 👤 Develop a mental picture of Gitanjali's inventions and comment on them.

6 👤 What would you invent to solve one of the world's problems? Talk about it and explain your reasons.



LET'S REFLECT

- Think of a possible solution to the problem of bullying.

- 7 👤 Research various sources to find out kid inventors in history. Then complete this chart.

Inventor's name	Country of origin	Invention	Year of invention
1.			
2.			
3.			

To find information about kid inventors, visit: <https://bit.ly/2Q5RJhy> 

LANGUAGE IN USE 112 **Activity c.**

Express continuous actions in the past. Fill in the blanks with the correct form of the verb between parentheses.

- a. I _____ (do) homework yesterday at 6 pm.
 b. This time last year, our family _____ (move) to a new city.
 c. A month ago, we _____ (study) the Roman Empire at school.
 d. My little sister _____ (swim) for the first time in her life last Monday.

- 8 👤 Look at the pictures and write sentences. Use the Past Continuous and the phrases given.



a. Today at 7:30 am / bus to school.



b. Yesterday evening / in the park.



c. Her favorite pop band concert / a week ago.



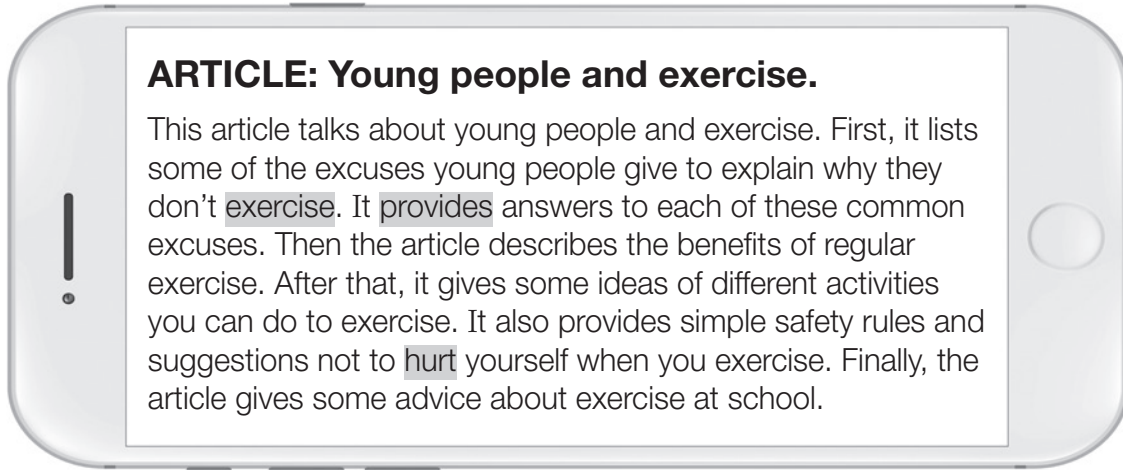
d. Last Saturday afternoon / soccer / friends.

- 9 👤 Talk about your activities during last weekend.

WRITING

Modeling

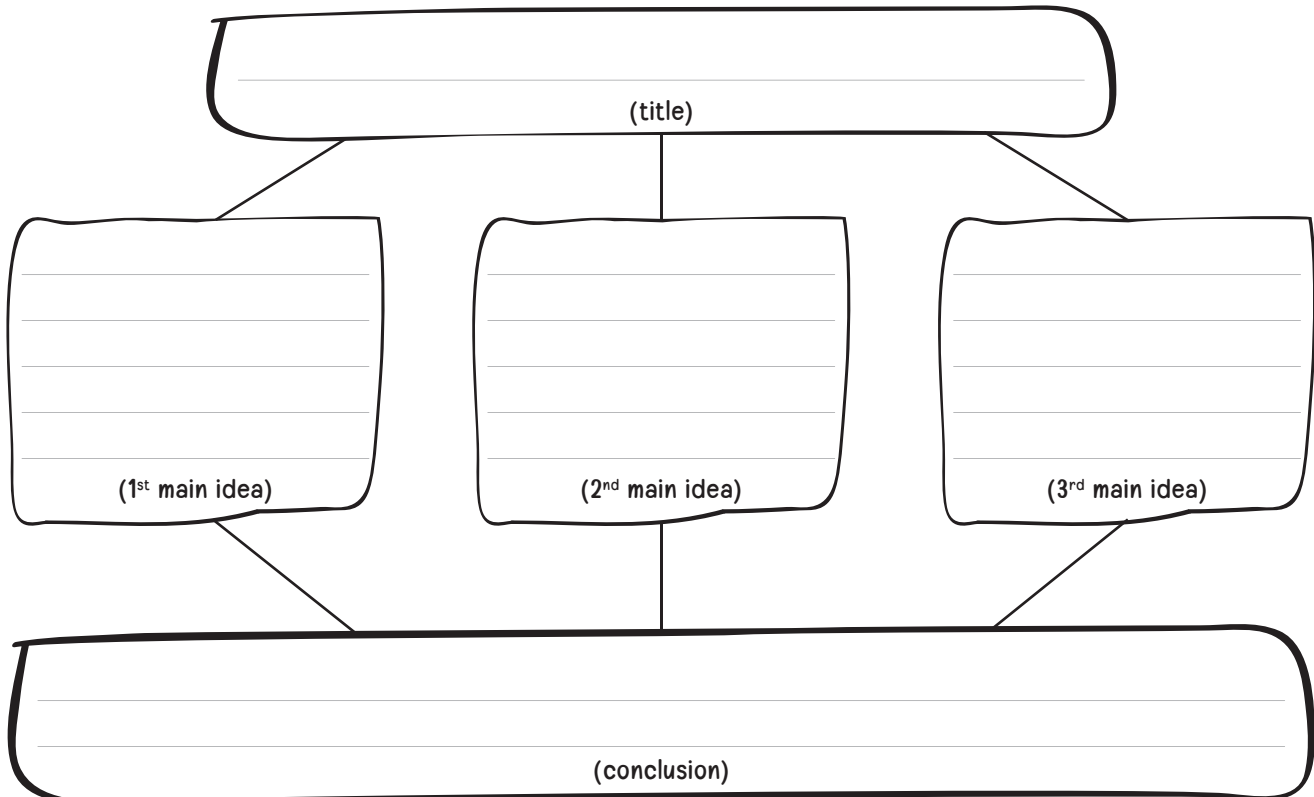
- 1 👤 You are going to write a summary of a news article. Before writing it, read this one and discuss the questions with your partner.



- a. What main ideas does the summary contain?
b. How are the ideas connected?

Organizing ideas

- 2 Choose a news article of your interest and complete this diagram.




To learn how to write a summary, watch this video: <https://bit.ly/3rPEfUA>

Drafting



- 3 Use the information in the previous step to write your first draft.



Revising and editing

- 4  Revise your draft with your partner and answer the questions below.
- Do our news article summaries follow a similar structure as the text in activity 1?
 - Have we included all the ideas in the chart in activity 2?
- 5 Use a print or online dictionary to correct vocabulary and spelling mistakes. Use the symbols in the **EDITOR'S MARKS** box to edit your writing.

EDITOR'S MARKS

 Capital letter / Lowercase

 Punctuation  Add a word

 Check spelling  Change place

Writing

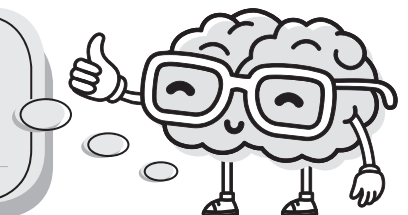
- 6  Write the final version of your news article summary. Then share it in small groups

Publishing

- 7 Display your work in a visible place in your classroom. If possible, also publish it in the school magazine.

LET'S REFLECT

- How challenging was it for you to write a summary?



LISTENING

1 Discuss these questions.

- Who is your favorite sportsperson? Why? _____.
- Have you ever listened to an interview with him/her? _____.
- What racer do you know? _____.
- What will the recording be about? _____.

2 Listen to the recording.

- Check your answers in activity 1.
- Write **T** (true), **F** (false), or **DS** (doesn't say).
 - ___ Usain Bolt and his family are Jamaican.
 - ___ He won the 2008 Olympic Games.
 - ___ He has a natural talent to win medals.
 - ___ He is not very tall, and that makes it difficult for him to jump.
 - ___ Usain played baseball in the school team.
 - ___ He is relaxed and loves fun.

3 What inspiring sportspeople do you know? Why do you admire them? Explain your reasons.

LANGUAGE IN USE Activity d.

Express continuous and specific actions in the past. Finish the sentences with your own ideas.

- My father was preparing dinner when _____.
- When the phone rang early this morning, _____.
- While I was waiting for the bus this morning, _____.

To review Past simple and Past continuous, visit: <https://bit.ly/3wwKC2R>

SPEAKING

Preparing to speak

1 Listen and repeat these questions. Pay attention to pronunciation and intonation.

Were you also good at other sports?

What do you want to be remembered for?

What makes you happy?

When did you know you had a special talent?

Modeling

- 2  Listen and read the interview. Then practice saying it with your partner.

Reporter: When did you know you had a special talent?

Usain: Well, at 15, I won the 200m at the 2002 World Junior Championships.

Reporter: How much of your speed is natural?

Usain: I'm lucky that I have a lot of natural talent, but my success is hard work.

Reporter: Did anyone ever say you weren't good enough or too tall?

Usain: Not really, but sometimes, when I was injured, people were **complaining** that it was because I was lazy. That **annoyed** me!

Reporter: Were you also good at other sports?

Usain: Yeah, I played cricket and soccer.


Reporter: What makes you happy, Usain?

Usain: When I'm at home, with my big-screen TV, my videogame console, dinner, and being around friends.

Reporter: Last question: what do you want to be remembered for?



Usain: As the man who **brought joy** to the track and field!

Practicing

- 3  Select an athlete or a famous person and create an interview. Include questions about the first years of their career. Then act it out in front of the class.

Subject Connection



1.   Listen and read the poem. Then discuss these questions.
- What is the meaning of “*What’s fake to listeners could be what’s true to someone else*”?
 - Did you like the poem? Why?
 - What recent fake news have you read or heard about?

Fake News

By Bruce Dale Wise

Fake news is rather difficult to say just what it is.

What’s fake to listeners could be what’s true to someone else.

And no news **outlet** can be free from **slanting** what they find, and crafting articles that seem to **fit** their point of **blind**.

Fake news is rather like the news that someone else describes, and doesn’t fit within the **mindset** of one’s local **tribes**; for it is very hard to write about reality; and truth is very hard to get from one’s locality.

All news is rather **odd** that way in that what one receives can only **matter** to someone if it’s what one believes.

Taken from: Wise, B. D. (2017). *Fake News and Other Poems*. Retrieved from <https://bit.ly/3IUWOrd>

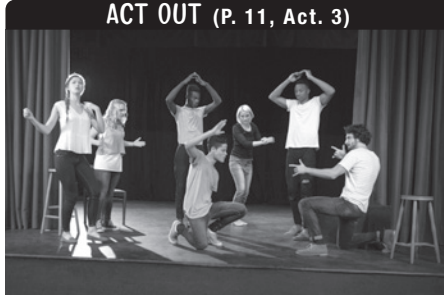
Blind (adj.): unable to see. **Mindset (n.):** mentality, disposition. **Odd (adj.):** unusual, bizarre. **Outlet (n.):** release; means of expression. **Tribes (n.):** groups of people descended from the same ancestors.



List of Verbs

UNIT 1

ACT OUT (P. 11, Act. 3)



ADMIRE (P. 10, Act. 2)



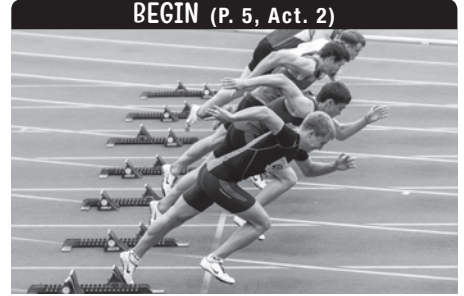
AGREE (P. 11, Act. CS)



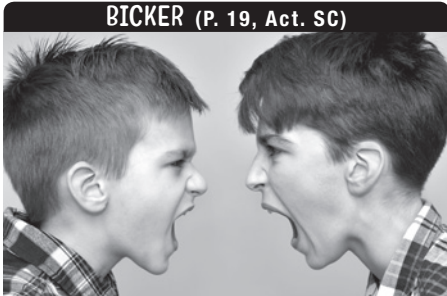
BECOME (P. 15, Act. Lang.)



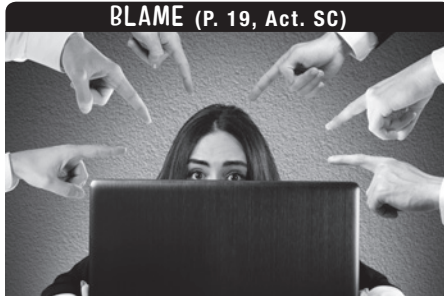
BEGIN (P. 5, Act. 2)



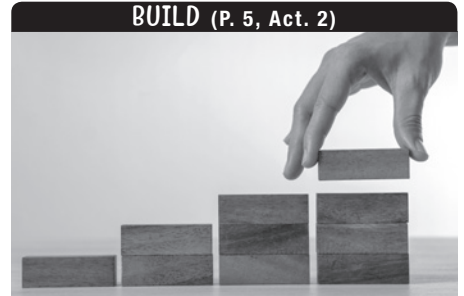
BICKER (P. 19, Act. SC)



BLAME (P. 19, Act. SC)



BUILD (P. 5, Act. 2)



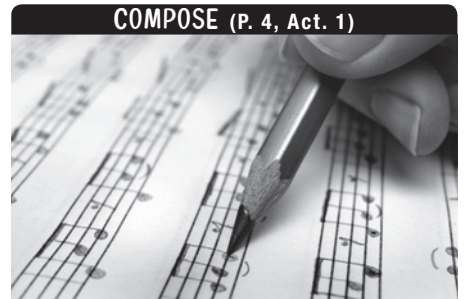
COME THROUGH (P. 19, Act. SC)



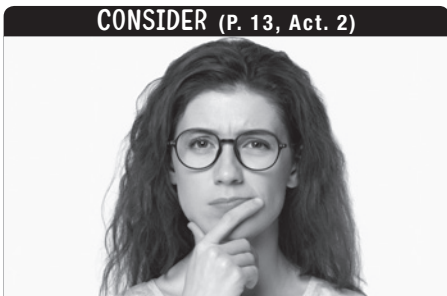
COMPETE (P. 14, Act. 4)



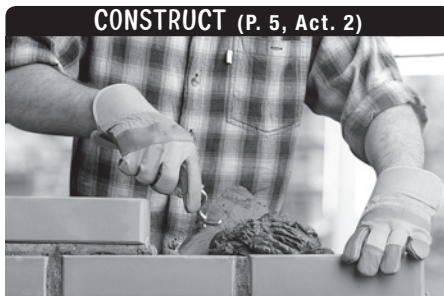
COMPOSE (P. 4, Act. 1)



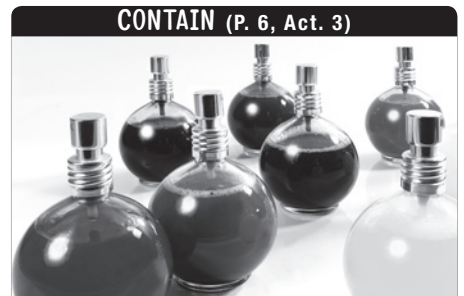
CONSIDER (P. 13, Act. 2)



CONSTRUCT (P. 5, Act. 2)



CONTAIN (P. 6, Act. 3)



CONTINUE (P. 14, Act. 4)



DISAGREE (P. 14, Act. 4)



DISCOVER (P. 19, Act. 2)



EARN (P. 13, Act. 2)



ENJOY (P. 13, Act. 2)



EXPECT (P. 5, Act. 2)



FEEL (P. 11, Act. CS)



FIGHT (P. 19, Act. SC)



FIND (P. 11, Act. CS)



GET DOWN (P. 19, Act. SC)



GET NERVOUS (P. 10, Act. 2)



GIVE (P. 5, Act. 2)



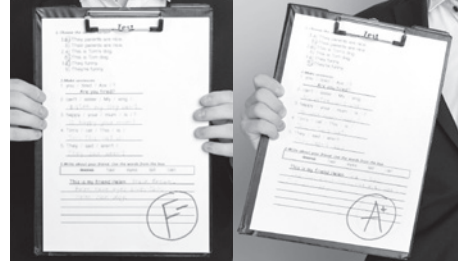
HAVE FUN (P. 11, Act. CS)



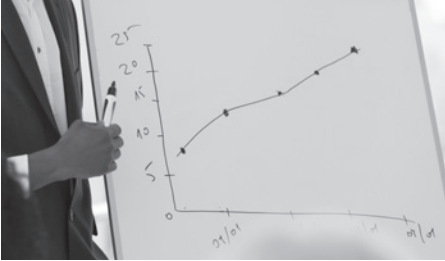
HELP (P. 6, Act. 3)



IMPROVE (P. 13, Act. 2)



INCREASE (P. 18, Act. 3)



INVENT (P. 5, Act. 2)



INVITE (P. 11, Act. CS)



INVOLVE (P. 13, Act. 2)



KEEP ON (P. 13, Act. 2)



KNOW (P. 6, Act. 3)



LAUGH OFF (P. 19, Act. SC)



LOOK (P. 13, Act. 2)



LOOK UP TO (P. 11, Act. 2)



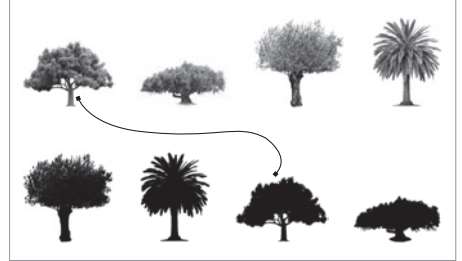
LOSE (P. 19, Act. SC)



MAKE MUSIC (P. 5, Act. 2)



MATCH (P. 4, Act. 2)



MEAN (P. 13, Act. 2)



MOVE (P. 5, Act. 2)



ORIGINATE (P. 12, Act. 1)



PLAN (P. 5, Act. 2)



PLAY SONGS, INSTRUMENTS (P. 5, Act. 2)



PULL (P. 8, Act. 1)



PUT (P. 11, Act. CS)



PUMMEL (P. 19, Act. SC)



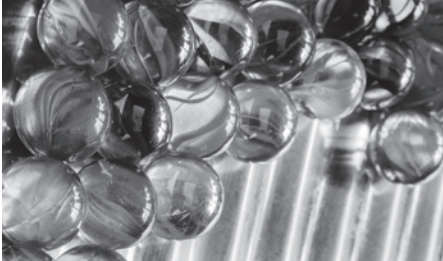
RELATE (P. 11, Act. CS)



RESEARCH (P. 6, Act. 6)



ROLL DOWN (P. 5, Act. 2)



SET UP (P. 19, Act. 2)



SHARE (P. 9, Act. 7)



SPEND (P. 15, Act. Lang.)



STAIN (P. 19, Act. SC)



STAY (P. 11, Act. 2)



STICK TOGETHER (P. 19, Act. SC)



SWEAT (P. 19, Act. SC)



TAKE (P. 15, Act. Lang.)



TEASE (P. 19, Act. SC)



TOUR (P. 5, Act. 2)



UNDERSTAND (P. 6, Act. 3)



UNITE (P. 11, Act. GS)



WAKE UP (P. 18, Act. Lang.)



WANT (P. 5, Act. 2)



WEAR (P. 5, Act. 2)



WHINE (P. 19, Act. SC)



WIN (P. 19, Act. 2)



UNIT 2

ABSORB 13 (P. 20, Act. 2)



BARK (P. 29, Act. 2)



BELIEVE (P. 21, Act. 2)



BREAK (P. 29, Act. 2)



CAUSE (P. 27, Act. 2)



CLOSE (P. 21, Act. 2)



COLLAPSE (P. 29, Act. 2)



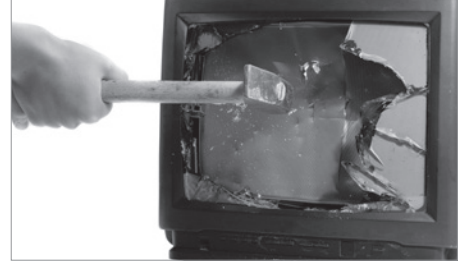
COME (P. 27, Act. 2)



DAMAGE (P. 27, Act. 2)



DESTROY (P. 29, Act. 2)



DIE (P. 26, Act. 2)



EMIT (P. 20, Act. 2)



ENTER (P. 27, Act. 2)



FALL (P. 29, Act. 2)



FILL (P. 23, Act. Lang.)



FIX (P. 21, Act. 2)



FORCE (P. 29, Act. 2)



HANG UP (P. 21, Act. 2)



HARM (P. 27, Act. 2)



HEAR (P. 26, Act. 2)



HOWL (P. 29, Act. 2)



INTENSIFY (P. 20, Act. 2)



LEAD (P. 20, Act. 2)



LEARN (P. 21, Act. 2)



LET (P. 21, Act. 2)



LIGHTEN (P. 29, Act. 2)



LOWER (P. 29, Act. 2)



MELT (P. 23, Act. 7)



PICK UP (P. 29, Act. 2)



PRESS (P. 29, Act. 2)



REALIZE (P. 29, Act. 2)



REDUCE (P. 21, Act. 2)



RELEASE (P. 21, Act. 2)



RISE (P. 23, Act. 7)



RUSH (P. 29, Act. 2)



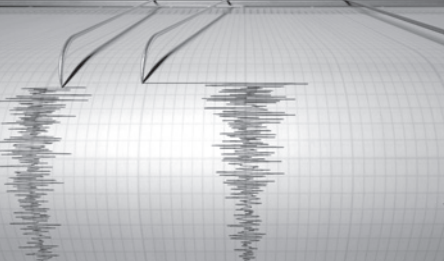
SAVE (P. 21, Act. 2)



SEEK (P. 32, Act. 1)



SHAKE (P. 29, Act. 2)



SMASH (P. 29, Act. 2)



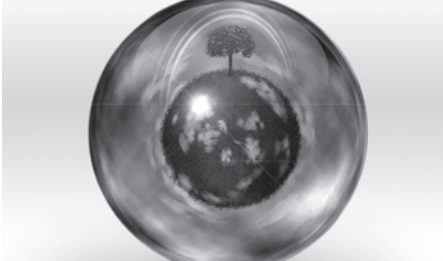
STUMBLE (P. 29, Act. 2)



THREATEN (P. 23, Act. 7)



TRAP (P. 23, Act. 7)



TURN ON (P. 21, Act. 2)



TURN OVER (P. 29, Act. 2)



UNSCRAMBLE (P. 28, Act. 1)



WARM (P. 35, SC)



WORRY (P. 27, Act. 3)



UNIT 3

BELONG (P. 45, Act. 2)



BITE (P. 37, Act. 2)



BORROW (P. 36, Act. 1)



BURP (P. 43, Act. CS)



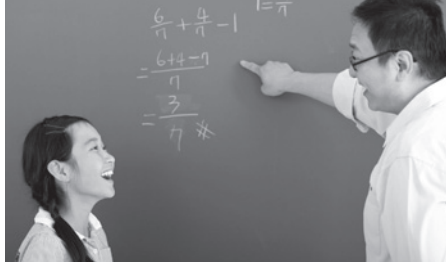
BUY (P. 36, Act. 1)



DRAG (P. 51, Act. SC)



EXPLAIN (P. 42, Act. 1)



HOLD (P. 43, Act. CS)



KEEP (P. 42, Act. Lang)



KNOCK DOWN (P. 37, Act. 2)



LEAVE (P. 37, Act. 2)



MISS (P. 45, Act. 2)



NEED (P. 43, Act. 2)



NEST (P. 45, Act. 2)



OFFER (P. 48, Act. 1)



PLACE (P. 43, Act. CS)



REACH (P. 37, Act. 2)



REFILL (P. 43, Act. CS)



SHOP (P. 44, Act. 1)



SIGNIFY (P. 43, Act. 2)



SLURP (P. 43, Act. 2)



SPLIT (P. 43, Act. CS)



STEP (P. 51, Act. SC)



SUGGEST (P. 43, Act. CS)



TAKE OFF (P. 37, Act. 2)



THROW (P. 37, Act. 2)



TRAVEL (P. 46, Act. 3)



TRY (P. 45, Act. 2)



VARY (P. 51, Act. SC)



WITHDRAW (P. 36, Act. 1)



UNIT 4

ADJUST (P. 53, Act. 2)



ANNOY (P. 67, Act. 2)



ATTEND (P. 61, Act. 2)



BAKE (P. 61, Act. 2)



BRAINSTORM (P. 61, Act. 2)



BRING JOY (P. 67, Act. 2)



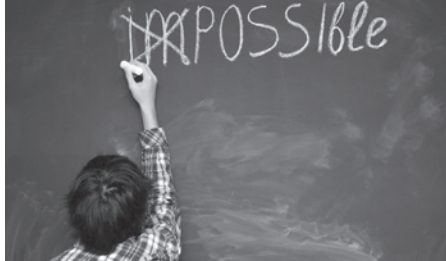
CHEAT (P. 59, Act. CS)



COMPLAIN (P. 67, Act. 2)



CROSS OUT (P. 62, Act. 3)



CUSTOMIZE (P. 53, Act. 2)



DETECT (P. 53, Act. 2)



EXERCISE (P. 64, Act. 1)



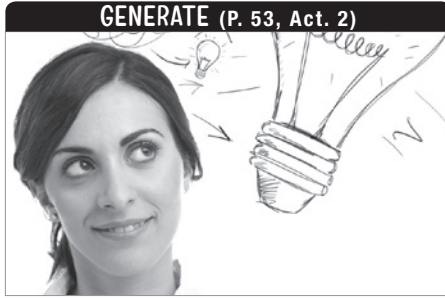
FASCINATE (P. 53, Act. 2)



FIT (P. 67, Act. SC)



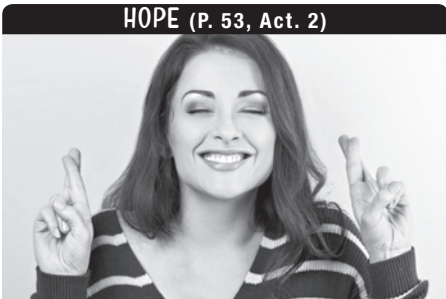
GENERATE (P. 53, Act. 2)



HACK (P. 59, Act. CS)



HOPE (P. 53, Act. 2)



HURT (P. 64, Act. 1)



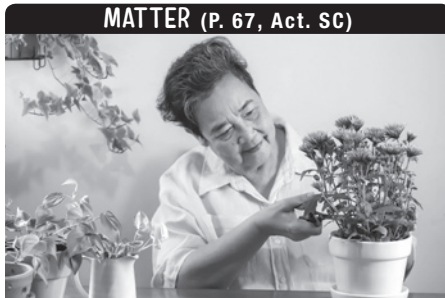
KNIT (P. 52, Act. 2)



LAUNCH (P. 53, Act. 2)



MATTER (P. 67, Act. SC)



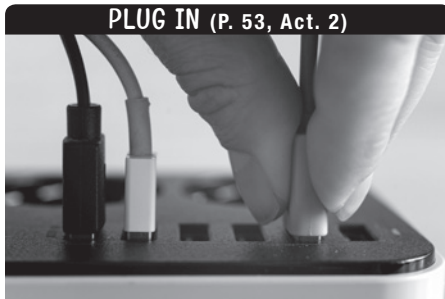
OBSERVE (P. 61, Act. 2)



PARTNER (P. 61, Act. 2)



PLUG IN (P. 53, Act. 2)



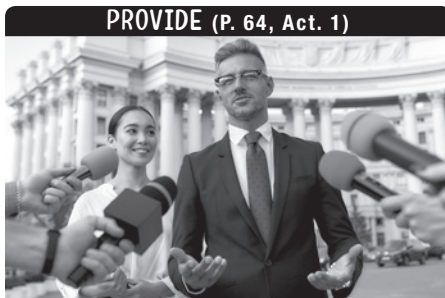
PREVENT (P. 61, Act. 2)



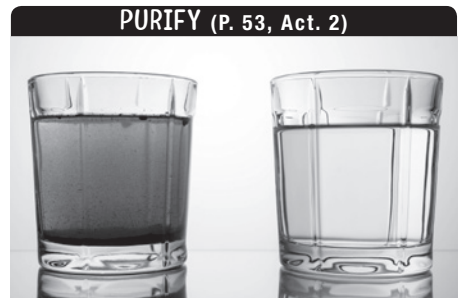
PROVE (P. 59, Act. CS)



PROVIDE (P. 64, Act. 1)



PURIFY (P. 53, Act. 2)



PUT ON (P. 59, Act. 2)



REACH FOR (P. 53, Act. 2)



ROAM (P. 56, Act. 1)



RUN A WORKSHOP (P. 61, Act. 2)

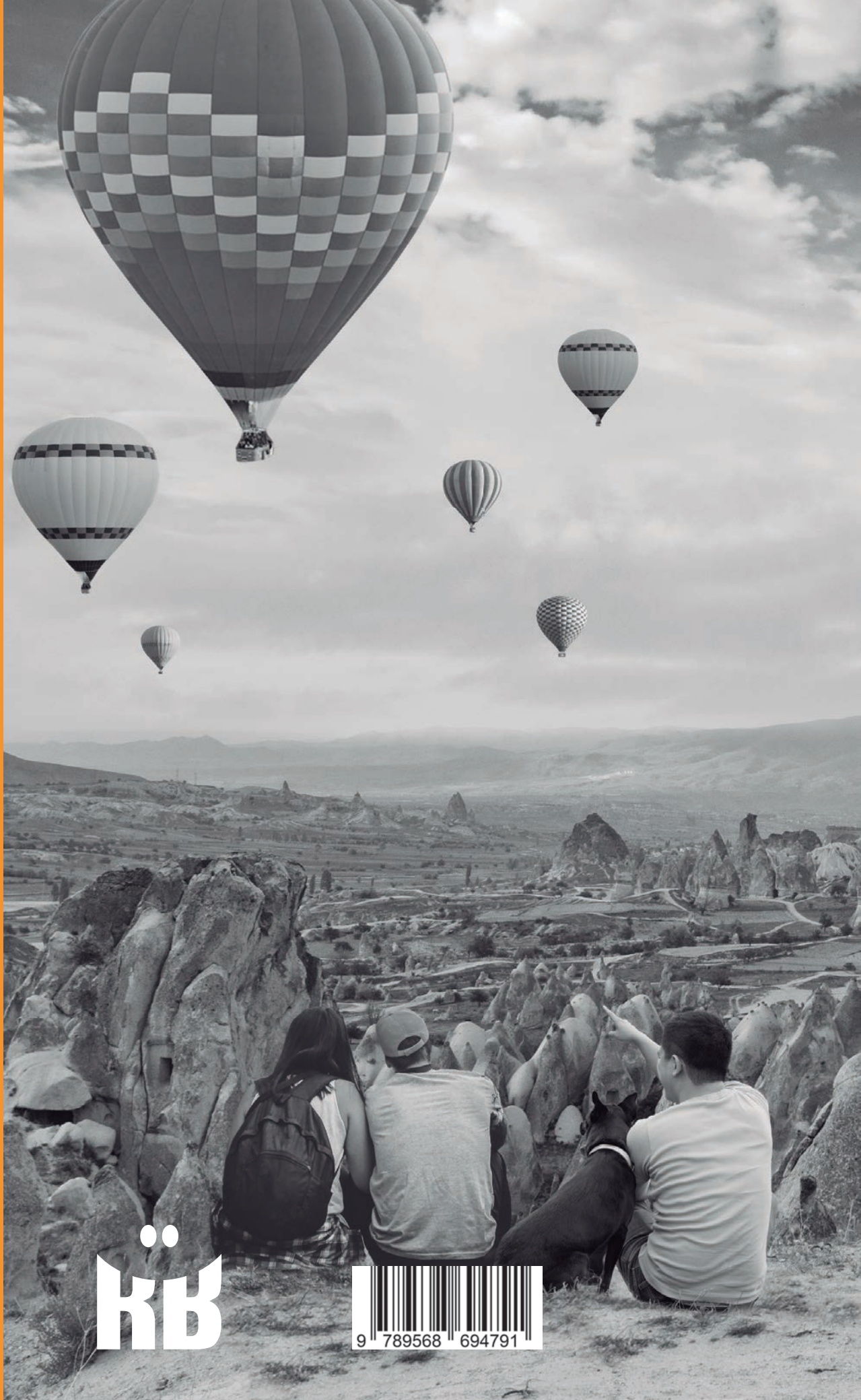


SANITIZE (P. 53, Act. 2)



SLANT (P. 67, Act. SC)





TÓMALO
CON CUIDADO



CUIDA SUS
HOJAS Y NO DOBLES
SUS ESQUINAS



ÚSALO ALEJADO
DE COMIDAS
Y BEBIDAS



GUÁRDALO
EN UN LUGAR
ADECUADO



KB

