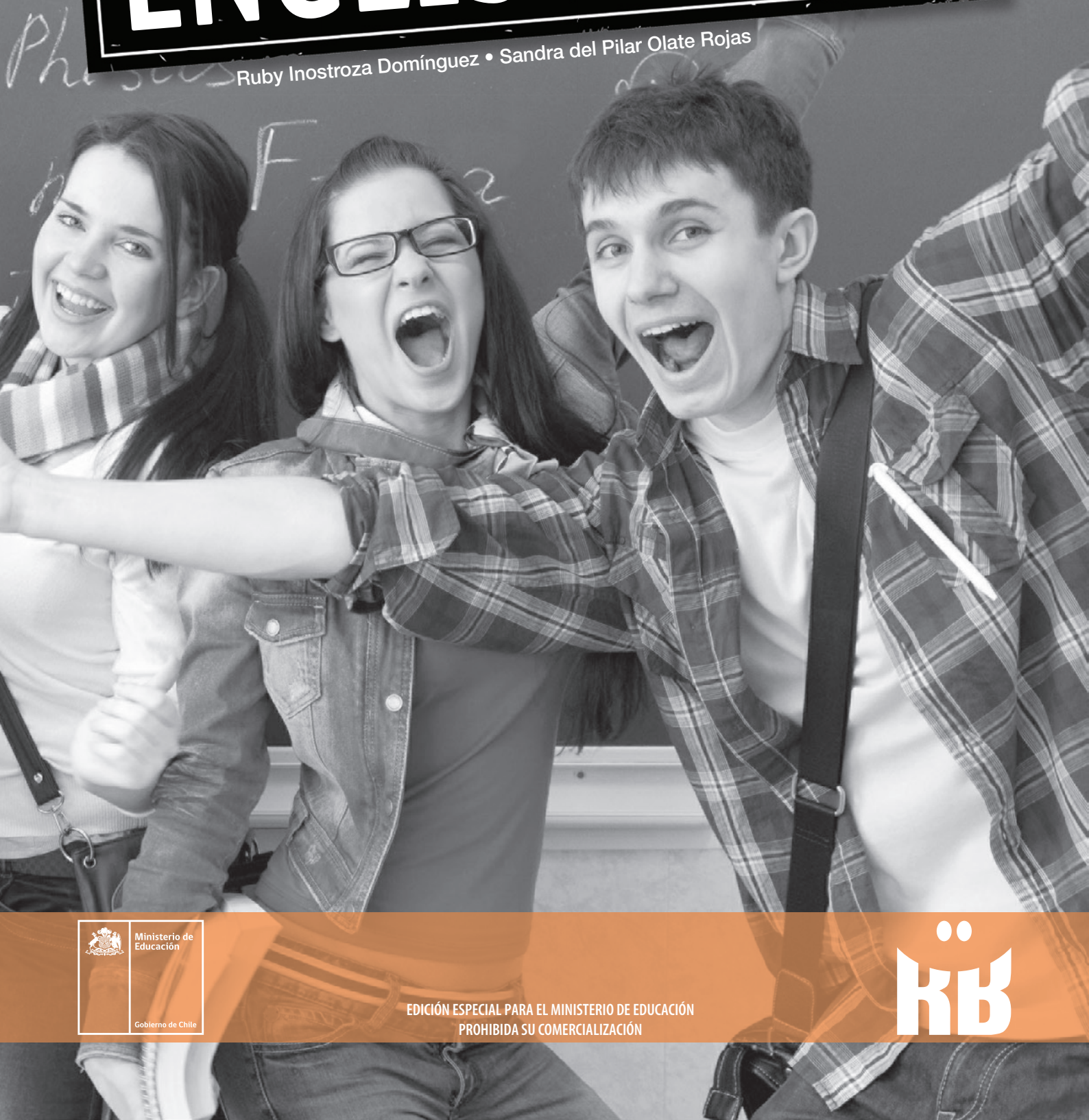


ACTIVITY BOOK

GET REAL ENGLISH 3^y4 medio

Ruby Inostroza Domínguez • Sandra del Pilar Olate Rojas



EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN
PROHIBIDA SU COMERCIALIZACIÓN



ACTIVITY BOOK

GET REAL ENGLISH 3^y4 medio

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My First Job

Activities from the Student's Book

Page 11 - Student's Book

3 Write sentences using the phrases provided.

a. hard-earned money

b. weigh priorities

c. boost confidence

d. introductory experience

Page 13 - Student's Book

2 Write an opinion essay, for or against this statement.

Part-time jobs are beneficial for students.

A large rectangular area with a spiral binding on the left side and ten horizontal orange lines for writing an opinion essay.

Page 23 - Student's Book

1 Complete the sentences.

- a. Marcela didn't get the job, although _____
- b. Although he had a great job, _____
- c. I applied for that job, although _____
- d. Although I have all the qualifications, _____
- e. Sending an effective application letter is important, although _____

Page 28 - Student's Book

1 Write the application letter from your Student's Book in the correct order.

A large rectangular area with a spiral binding at the top and horizontal lines for writing. The lines are evenly spaced and extend across the width of the page.

Activity Book

1 Decide which phrases describe the jobs in the pictures. Write at least three for each activity.

works long hours

does shift work

provides information

works indoors

is usually self-employed

works in dangerous conditions

mainly does manual work

works with lots of different people

does not receive a salary

needs people skills

needs technical skills



a. Photographer

- i. _____
- ii. _____
- iii. _____



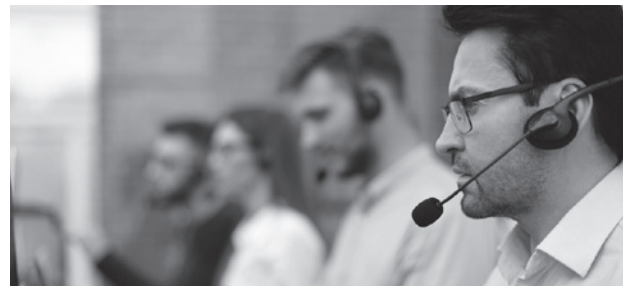
b. Firefighter

- i. _____
- ii. _____
- iii. _____



c. Doctor

- i. _____
- ii. _____
- iii. _____



d. Call center agent

- i. _____
- ii. _____
- iii. _____

2 Choose the correct option to complete the sentence.

- a. Personal **qualities / qualifications** such as motivation and reliability are really important.
- b. **Application letters / Resumes** are not necessary to include when applying for a job.
- c. Unfortunately there are no **vacancies / promotions** for that job at the moment.
- d. Mrs. Alamos **got sacked / was hired** because of her constant absenteeism.
- e. I'll **break my back / break a leg** to get a higher position in the company.
- f. My company offers **flexible / overtime** working hours for high school students.

3 Read the following statement: *Students in the last year of high school must have a part time job.* Do you agree or disagree with it? Organize your ideas in the following structure. Use the phrases provided in the chart below.

Paragraph 1: General statement about your opinion.

Paragraph 2: First and most important reason for your opinion.

Paragraph 3: One or two more reasons that support your point of view.

Paragraph 4: Sum up your opinion.

Useful phrases!

Expressing opinion:

- I think/suppose/reckon...
- Personally/For me, I ...
- In my view/opinion, ...
- From my point of view, ...
- It seems to me that ...
- What I think is that...
- It's clear to me that...
- One thing I'm sure of is...
- I might be wrong but ...
- I'm no expert but...

Giving and adding reasons:

- ... because...
- ... so it's obvious that...
- ... That means...
- Another thing is...
- Apart from that, ...
- As well as that, ...
- Just as importantly, ...
- There's also the fact that...
- And don't forget...

Expressions to come to a conclusion:

- As it can be seen...
- After all...
- To sum up...
- On the whole...
- All things considered...
- As shown above...
- Given these points...

Source: <http://smartmontgomery.com/words-expressions-to-help-you-conclude-your-essay/>

4 Write your essay using your plan from the previous activity.



Paragraph 1: General statement about your opinion.

Paragraph 2: First and most important reason for your opinion.

Paragraph 3: One or two more reasons that support your point of view.

Paragraph 4: Sum up your opinion.

Editor's Marks

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

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

5 Read the job ad and complete it with the words below.

offered

degree

required

Promotions

Salary

Working

Bonus

Flyer Distributor - Newcastle Upon Tyne

Looking for individuals to drop flyers into houses for sale.

What we offer:

- Salary
- _____
- Fuel allowance

What are you going to do?

Locate houses within the designated postcodes that are for sale, and post a flyer into the property. Drive between locations and complete as many drops as possible within the allocated time. If possible, engage with homeowners and collect details. Bonus will be paid for successful results from the drops.

Bonus also _____ for this role.

What we ask:

- No minimum education required
- Be able to drive
- Friendly & organized
- No experience _____
- No _____ required
- Personable
- Well presented

Extra information

Education Level

Other

Location

Cold Hesledon

_____ hours per week:

5 - 25

Type of Contract

Casual / Part Time Jobs, Evening Job, Weekend

_____ indication

£8.00 per hour

Responsible for

Successful Delivery

Published at

20-12-2018

Type of Job

Full UK/EU driving license preferred

Yes

Car Preferred

Yes

Must be eligible to work in the EU

No

Cover Letter Required

No

Languages

English

Source: <https://www.studentjob.co.uk/vacancies/872210-flyer-distributor-newcastle-upon-tyne-in-cold-hesledon>

6 Read the job ad on page 5 again. Are these statements true (T) or false (F).

- a. _____ Candidates must have driving license.
- b. _____ Candidates are required to have job experience.
- c. _____ Candidates will receive £8.00 weekly.
- d. _____ Candidates should drop flyers into houses that are for sale.
- e. _____ Candidates will receive fuel allowance if they have a car.
- f. _____ Candidates have no allocated time to complete the task.

7 Read the sentences below and report them. Consult the chart provided to do it properly.

empathic

flexible

innovative

reliable

skilled

- a. "I think we need someone with new ideas and lots of creativity".

- b. "Mr. Peña is a person we can trust to do this job".

- c. "This position needs someone able to deal with changes without breaking".

- d. "I don't think these candidates are proficient enough for this kind of job".

- e. "She is so good at this job. She seems to be always attuned to the customers".

Reported Speech

We use Reported Speech to say what someone else has said. We usually take one tense back in the past to report. Read and analyze the sentences below.

- 1. a. Ben Adams: "I **find** it easier to communicate over a telephone".
b. Ben Adams said he **found** it easier to communicate over a telephone.
- 2. a. Catherine Pierce: "I **lost** my sight unexpectedly when I was in my teens".
b. Catherine Pierce said she **had lost** her sight unexpectedly when she was in her teens."

Other verb changes are:

can > could must > had to will > would may > might

Some time expressions that change are:

Today > that day Tonight > that night Tomorrow > the following day
Yesterday > the previous day

8 ¹⁰ Look at the picture. What do you think her job is? Listen to Harshmeen's first job experience and tick the sentences she mentioned.

- a. I was going to stay in Thames and study in Hamilton.
- b. I had a face-to-face interview with the Human Resources manager.
- c. I got the job at the fast food restaurant.
- d. I did not have any references here.
- e. It became difficult to keep working at Thames.
- f. I had to call my last employers in India.
- g. I would have to go and talk to the manager in the Hamilton store.



9 In pairs, roleplay a job interview for a place in a restaurant as a hostess / host. Use the information provided in the chart.

Employer	Candidate
Ask for her/his job experience.	Answer about her/his job experience.
Ask for her/his skills.	Answer about her/his skills.
Ask for her/his strengths.	Answer about her/his strengths.
Ask for her/his weaknesses.	Answer about her/his weaknesses.
Answer candidate's questions about the job responsibilities.	Ask the employer about the job responsibilities.

10 ¹¹ Listen to the tongue twister and underline the words with the sound /z/. Practice and make a challenge with some partners.

Denise sees the fleece; Denise sees the fleas.
At least Denise could sneeze and feed and freeze the fleas.

Zithers slither slowly south.

Zizzi's zippy zipper zips.

Fuzzy Wuzzy was a bear,
Fuzzy Wuzzy had no hair,
Fuzzy Wuzzy wasn't fuzzy, was he?

- 11** Read the following recommendations when writing a resume, then write an informal letter to a friend, giving her/him some advice on how to write a resume of her/his own.

Tips for Writing a Resume (for Teenagers)

When you are writing a high school resume, it's important to make sure you include all the pertinent information in an acceptable standard format. At a bare minimum, your resume should include your contact information along with experience and education. Beyond that, most sections are optional — you can include a skills section or objective, but it's not required.

You want your resume to clearly show the employer what kind of employee you'll be. You don't want them to have to waste their time deciphering your experiences. Here is how to do that:

Use a simple format and font. Use a resume template to guide your writing. Looking at examples can help you decide what kind of content you should include, as well as how to format your resume. Choose a simple, standard format.

Think about what the employer wants. Make sure to tailor your resume to fit your own experiences, and the requirements of the position you're seeking. For example, if you are applying to be a waiter, emphasize experience in customer service, or working (or playing) on a team, etcetera.

Highlight academic accomplishments. As a student, a lot of your experiences are in the classroom, so you should emphasize achievements at school. Success in the classroom is a good indicator of success on the job, and hiring managers know this. Emphasize extracurricular activities. Since you probably have limited work experience, emphasize your non-work activities. These might include clubs, sports, babysitting, or volunteer work. All of these activities can show your skills and abilities.

Note any leadership experience. Have you held a position in a club or student government, or been a captain on a sports team? Be sure to list this experience, as it highlights your leadership ability.

Use action words. When describing your achievements, use action words. Words like *led*, *researched*, *tutored*, and *created* emphasize the value of your experiences rather than just listing what you did.

Edit, edit, edit. Proofread your resume carefully before submitting it. A clean, error-free resume will show you off as a polished candidate. Ask a friend or family member to read the resume for you as well. It can be tough to spot your own "typos" and grammatical errors.

Source: <https://bit.ly/2JweyCA>

Lined writing area with a spiral binding at the top.

Editor's Marks

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

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

Matthew Burnstoun

789 Billings Blvd P. MI49079 • (269) 123-4567 • matthew.applicant@email.com

WAITER

Serving diners with enthusiasm and efficiency

Can handle a high volume of customers in fast-paced environments, ranging from casual to fine dining.

Key skills include:

- Friendly, outgoing, and personable.
 - Multitasking
 - Quick learner
-

PROFESSIONAL & VOLUNTEER EXPERIENCE

BETH'S BISTRO, *Paw Paw, Mich.*

WAITER (July 2017—Present)

Provide service for patrons at a fine-dining establishment.

Notable accomplishments:

- Awarded "Employee of the month" several times".
- Regularly asked to train new employees.

AUSTIN'S STEAKHOUSE, *Mattawan, Mich.*

WAITER (August 2016—June 2017)

Took orders, served meals, set and cleared tables, and dealt with the exchange of money at a fast-paced restaurant.

TOLL'S PANCAKE GRIDDLE, *Paw Paw, Mich.*

HOST (June 2015—July 2016)

Scheduled reservations and helped manage seating in a popular and busy restaurant.

PAW PAW NORTH ELEMENTARY SCHOOL, *Mattawan, Mich.*

VOLUNTEER TUTOR (September 2016—Present)

Tutor and mentor second- and third-graders in reading.

EDUCATION & CREDENTIALS

KALAMAZOO VALLEY COMMUNITY COLLEGE, *Texas Twp., Mich.*

Associate of Arts degree, expected 2020

PAW PAW CENTRAL HIGH SCHOOL, *Paw Paw, Mich.*

Diploma, 2016

Parts of a Resume

Contact Section

The “contact section” of your resume is at the top of the page. It includes your name, address, email address, and phone number. When you are creating this section of your resume, your name should stand out, so make it bold and a larger font than the rest of your contact information.

Resume Profile

A resume profile includes a summary of your skills, experiences, and goals written for a specific job opening. It’s important to customize your profile each time you apply for a job, so that the employer can see why you are a good candidate for the position.

The profile should be listed above the employment history section of your resume, so it’s the first data after your contact information that will be viewed by the hiring manager.

Experience Section

All resumes should include an “experience section”. The companies you have worked for, dates of employment, the positions you held, and a bulleted list of responsibilities and achievements are included in this section of your resume.

Internships, summer jobs, and temporary jobs, in addition to permanent positions, all can be included in this part of your resume.

Education Section

The “education section” of your resume is where you show the employer your academic achievements. List the colleges you attended, the degrees you attained, and any special awards and honors you earned in the education section of your resume. If you’re a student, include your high school on your resume.

Professional development courses and certifications also should be included in the “education section” of your resume.

Source: <https://www.thebalancecareers.com/examples-of-each-part-of-a-resume-4060508>

Customs and Traditions All Over the World

Activities from the Student's Book

Page 35 - Student's Book

- 3** Make a list of the events you celebrate in your family; Focus on when and how you celebrate them. Fill in, compare and contrast the chart with your partner.

Celebration	Date	Tradition
1.		
2.		
3.		
4.		
5.		

Page 36 - Student's Book

- 2** Transform these sentences into the passive voice. Follow the example.

e.g.: We brought my dad's lunch every day. *The lunchbox was brought to my dad every day.*

- a.** We established strict rules at the table.

- b.** We used to mark kids' heights on the door frame.

- c.** Mom always made us costumes.

Page 40 - Student's Book

1 Listen and read the sentences below and classify them into Facts or Opinions.

- a. _____ My favorite British tradition is the Cheese Rolling!
- b. _____ Thanksgiving is celebrated in the USA in November.
- c. _____ New Year is celebrated in Bali with a 24 hour period of silence and meditation, known as "Nyepi".
- d. _____ I don't think I could practice the "Nyepi" as Balinese people do.
- e. _____ Lanna's Lantern Festival takes place on the full moon of the 12th Thai month.
- f. _____ I think rice-paper lanterns in the sky are an amazing view.

Page 44 - Student's Book

1 Read the sentences, analyze them and complete the chart.

- a. You shouldn't greet someone with a hug or kiss if you barely know them.
- b. Conversations about politics and religion should be avoided, since they are touchy subjects.
- c. You ought to wear proper clothes when visiting temples or religious sites.
- d. Do you think I should bring some scarves for my trip to Bali?
- e. Men visiting some Muslim countries ought not to wear shorts.

Should and Ought to

_____ is used to give or ask for advice and give opinion. It is used to express a subjective opinion.

_____ is used to offer or ask for advice or recommendations as well, but with a moral connotation, since it expresses an objective truth.

Both modals _____ and _____ can be used indistinctively, however, ought to is less commonly used.

Page 46 - Student's Book

4 Read the text about Tewkesbury Medieval Festival in your Student's Book and complete the statements below.

- a. Tewkesbury medieval festival gathered re-enactors and traders from _____.
- b. Re-enactors can _____.
- c. In the Medieval market visitors can _____.
- d. In the exhibition tents visitors _____.
- e. Visitors can see _____ wandering around the festival.
- f. People can _____ on Sunday.
- g. The cost of the event is covered by _____.

Page 54 - Student's Book

2 Think about 4 sentences related to the topic of the unit and write them in the spaces below. Make sure you include the words in green in the text in, at least, two sentences.

- 1. _____

- 2. _____

- 3. _____

- 4. _____

1 Look for the keywords that match each definition below.

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



Chatenois, France.

- a. _____ : to give something to someone.
- b. _____ : to cause someone to admire or respect you.
- c. _____ : a special celebration, often for a particular purpose, or to honor someone.
- d. _____ : belonging or relating to a modern religion that includes beliefs and activities that are not from any of the main religions of the world.
- e. _____ : very strange and unusual.

2 Write original sentences with the words from exercise 1.


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

3 Read the text and write 4 facts and 4 opinions about it.


Navigation icons: back, forward, home, search, refresh, address bar with search icon.

Traditions and customs are an integral part of everyday life in Switzerland.

- The historic Battle of Laupen (canton of Bern) in 1339 was the first time a white cross was used to represent Switzerland. Swiss soldiers painted it on to their uniforms to distinguish them from their opponents on the battlefield.
- The “Swiss Psalm” has been the country’s national anthem since 1961. Before then, it was *Rufst du mein Vaterland* (When you call us, Fatherland), sung to the same music as the British national anthem “God Save the Queen”.
- In 2014, a competition was launched to find a new national anthem.
- In keeping with UNESCO conventions, Switzerland has drawn up an inventory of its living traditions. So far, there are 167 in all, including “Basler Fasnacht” (Basel carnival) and the “Fête des Vignerons” (winemakers’ festival) in Vevey.
- The Swiss National Day is 1 August. On this day, Switzerland commemorates the Federal Charter signed by the ‘Three Forest Cantons’, Uri, Schwyz and Unterwalden, in 1291.
- The Swiss Yodelling Festival is held every three years and attracts around 10,000 yodellers, flag-throwers and alphorn players.
- “Heidi”, the 19th century children’s book written by Johanna Spyri, has been translated into over 50 languages and been adapted for film many times.



Basel carnival.



Basel, Switzerland.

Taken and adapted from: <https://bit.ly/2Yo8BA7>

Facts

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

Opinions

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


4 ²⁵ Listen to the following review about *England's Medieval Festival at Herstmonceux* and tick the correct sentences.

- a. _____ The Medieval Festival is set on Herstmonceux Castle.
- b. _____ Some of the events include battle reenactments and medieval workshops.
- c. _____ It is also possible to watch Pentacle Drummers outside the Castle Stage.
- d. _____ People can completely dress in medieval garb if they want.
- e. _____ A reenactment between two rival armies is held during the festival.
- f. _____ At night there are fire shows that campers can enjoy.



Herstmonceux castle. East Sussex, England.

5 ²⁶ Listen to the invitations to some reenactment festivals. Match them to the pictures and complete the chart.

	What	Where	When	Activities
				
				
				

6 Write a short review about the last traditional celebration you were part of.

Title

Paragraph 1: Overview of the celebration.

Paragraph 2: Description of one or two activities.

Paragraph 3: Recommendations.

Editor's Marks



Capital letter /
Lowercase



Punctuation



Add a word



Check spelling



Change place

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

7 Complete the sentences with the correct word.

random

chopsticks

onsen

Shrines

tip

- a. Sorry, but for me it's always embarrassing going to an Asian restaurant and eat with _____.
- b. I'm never sure about how much _____ I should leave!
- c. _____ are built to serve the Shinto religious tradition, and are characterized by a "torii" gate at the entrance.
- d. Never ever take _____ pictures. Ask for permission before you do it.
- e. Nagato Yumoto _____ has over 600 years. They are called the "hot spring of beautiful skin."

Giving advice and making suggestions

- **Should** and **ought to** are often used to give advice.
You should be respectful of foreign traditions.
She ought to bring a scarf in her bag in case she needs to cover her head.
- Use **should** in questions. **Ought to** is not common in questions.
Should I take my shoes off in their home?
- Use **maybe, perhaps,** or I **think** to soften advice. These expressions usually go at the beginning of the sentence.
Maybe you should be more careful and ask for permission before you take a picture.
- Use **probably** to soften advice. It can go before or after **should**. It goes before **ought to**.
She probably should not talk about money. / She should probably not talk about money.
She probably ought to talk about any other subject, but money, politics and religion.
- **Should not** is much more common than **ought not to**. You can use **should not** in both speaking and writing.
- **Might** (want to) is often used to make suggestions. Suggestions are not as strong as advice.
You might want to be a culture shock absorber.
- **Might** often express a choice of possible actions, and it is often used with **want to** either in affirmative or negative.
You might use a fork instead if it is on the table.
You might not want to ask about politics to her family. It's a touchy subject.

- 8 Read the text *14 Things Tourists Should Never Do in Chile*. Do you think the tips in the text really characterize Chilean idiosyncrasy? Write down your ideas and then, discuss them with your partners.

14 Things Tourists Should Never Do in Chile, Ever (Extract)



Some tips from the locals so that you avoid awkward moments on your trip to this fabulous country. If you play your cards right, the locals will truly welcome you. Bear in mind these pieces of advice and all should go well.

Expect everyone to speak English

Even if you are not good at languages, showing that you're making an effort goes a very long way. It's not hard to learn a few of the basic words, such as; gracias (thank you) (pronounced 'graci-ah' in Chile), permiso (excuse me) and por favor (please).

Complain about time management

Mañana, mañana! (Tomorrow, tomorrow!) is a very common response when you want to get something done. There is no way around it, so just sit tight and be patient. Rome wasn't built in a day, nor was Chile.

Forget to tip

For those who work in restaurants, the wage is very low, so it is common to be asked if a 10 percent propina (tip) can be added. It is considered an insult if you refuse, even if you don't feel the service has been up to standards.

In addition, when you visit the supermarkets, students will help you pack your bags, hoping for some change, CL\$100-300 (less than 50¢) should be sufficient.

Pass the salt to a Chilean

A superstition that has been passed down through the ages, it is not advisable to pass someone the salt hand to hand because it is thought you will then fall out with that person. Instead, place it on the table near them.

Assume that cars will stop at a pedestrian crossing

Never assume! Always check both sides of the street first before crossing. And even when you have, you should be ready to jump out of the way if a driver is speeding along with no intention of slowing down.

Expect things to be on time

Unless you have a business meeting with an international company, the chances are extremely high that everything will be at least 10 minutes late, maybe more, so take a seat and relax.

Taken and adapted from: <https://bit.ly/2AerGHM>

Part(s) of the article you agree with

Part(s) of the article you disagree with

Editor's Marks

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

Your conclusion

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

9 Using the information from exercise 6, write some sentences giving advice to foreigners who are visiting Chile.

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

10 Read the sentences and tick the ones which express uncertainty.

- a. _____ There must be a place where you can buy period costumes.
- b. _____ Maurice might know how to get to the festival. He went there last year.
- c. _____ You'd better talk to her, she may not recognize you in that Viking costume.
- d. _____ All participants in the reenactment must be in the main hall by 10 o'clock.
- e. _____ My dad said I may go to the medieval games next year.
- f. _____ It may rain during the Festival. It's winter time!

11 Write questions for three of the sentences in exercise 10.

A large rectangular area with a spiral binding at the top and several horizontal lines for writing.

Expressing (un)certainty

- **Must** can be used to express complete certainty.
*She has traveled many times to Ireland. She **must** know all their customs.*
- Use **May** for speculating on things we are less sure about.
*They haven't written me, but I think they **may** be in New Zealand by this time.
There **may** not be so many people in that onsen, it's far from the city.*

Reflexive pronoun

A **Reflexive Pronoun** is used to emphasize that the person or thing did the action if another object precedes it. Reflexive pronouns end with **self** for singular pronouns or **selves** for plural pronouns: myself, yourself, himself, herself, itself, ourselves, yourselves, themselves.

- 12** Read about an initiation ceremony in the Amazon and discuss, with your classmates, if traditions that involve physical harm in kids should be forbidden or not. Support your answers.

Brazil's Coming of Age

Becoming a man takes on a whole new meaning when you're part of Brazil's Sateré-Mawé tribe which lives deep in the Amazon. Boys as young as 12 years old can take part in the ritual, which involves gathering bullet ants, using them to make ant-ridden gloves, then wearing the gloves 20 times for 10-minute increments each, all the while performing a special dance. Being stung by a bullet ant is no joke, as the bite has been compared to being shot with bullets (hence the name).

Taken and adapted from: <https://bit.ly/2HT9ydG>

13 Complete the sentences with the correct reflexive pronoun.

- a.** Anne Mary prepared _____ for the speech about customs and traditions of Maoris.
- i.** themselves
 - ii.** itself
 - iii.** herself
- b.** Really! He prepared all this Jewish food _____.
- i.** yourself
 - ii.** yourselves
 - iii.** himself
- c.** Don't blame _____ for that mistake, Anton. You didn't know about their dining manners.
- i.** ourselves
 - ii.** yourself
 - iii.** himself
- d.** The town _____ was so small that it had just one hotel where all reenactors could stay.
- i.** themselves
 - ii.** himself
 - iii.** itself
- e.** The Government has committed _____ to promote and protect traditional music, as part of the world's intangible cultural heritage.
- i.** itself
 - ii.** themselves
 - iii.** myself

A review is an article in which someone gives their opinion about a book, play, film, exhibition event, etc. This type of text has the following structure:

One day at Halloween Pumpkin Festival Cockfields Farm

The Halloween Pumpkin Festival Cockfields Farm is a 7-day festival in Oldham, Manchester. This is a great event surrounded by live entertainment, arts & crafts, and of course, local loved food and drinks for the whole family. You will have the chance to pick and carve your own pumpkin, attend to daily Halloween shows or participate for the Best Fancy Dress prize.

Our first stop was to visit the reptiles and feed the farm animals. They offered a great reptile show and kids can even hold a lizard and a snake. The staff was really patient making sure everyone got a hold, even the late comers. Kids can also cuddle the guinea pigs and baby chicks.

Visitors can attend a Halloween show in the barn at 12. We were on the last row at the back, so - it was quite hard to hear what the 'witches' were saying, maybe a better amplification system would have helped. It was super funny, full of singing and dancing.

We then went to the cafe to beat the crowd and had some lunch. It got busy after we arrived but we managed to get a table and enjoyed our lunch. The local food they had was absolutely amazing, so be patient. You won't regret!

One of the main attractions is the pumpkin patch where you can look for and pick your perfect pumpkins. There was a great variety of pumpkins in different sizes and shapes. The carving barn was great, plenty of staff to help. It was full of carving tools for children and even some stencils to help you with your creation.

We spent nearly 5 hours there and had a great time. Personally, I felt this year was better than the previous one - the location of the carving and the 'show' definitely improved the event! The staff was very lovely and helpful! My only complaint is that there is only one exit, and it is through the gift shop. I can see why they do it! We bought a £10 lighter! All in all I would really recommend you the experience.

The title.

Name the traditional festivity you will talk about

Write an overview of the event including some basic information about the traditional festivity you will review. Include the date and place and name some attractions.

In the following paragraphs, describe some of the activities in which people can participate. Use expressions like *You can also...*, *Visitors can...* or *One of the main attractions is ... to describe the activities*

Explain and justify your opinions.

Use a great variety of adjectives and adverbs.

To give your opinion use expressions like *Personally...*, *As far as I'm concerned...*, *In my opinion...* to make clear your recommendation.

In the final paragraph, indicate whether you recommend the event or not, and briefly explain the reason(s). You can use expressions like *I would/wouldn't recommend you...*, *I highly recommend ...*, or *I only have positive/negative things...*

Activities from the Student's Book

Page 62 - Student's Book

3 Transform the sentences with highlighted verbs into negative and interrogative form.

1.

2.

3.

4.

5.

6.

7.

Page 66 - Student's Book

2 Look at the examples in the Student's Book and choose the correct option.

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

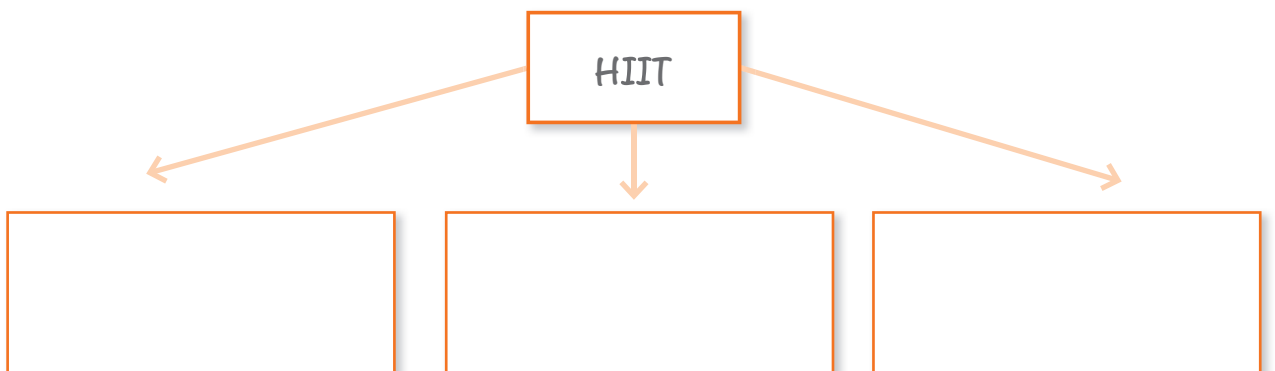
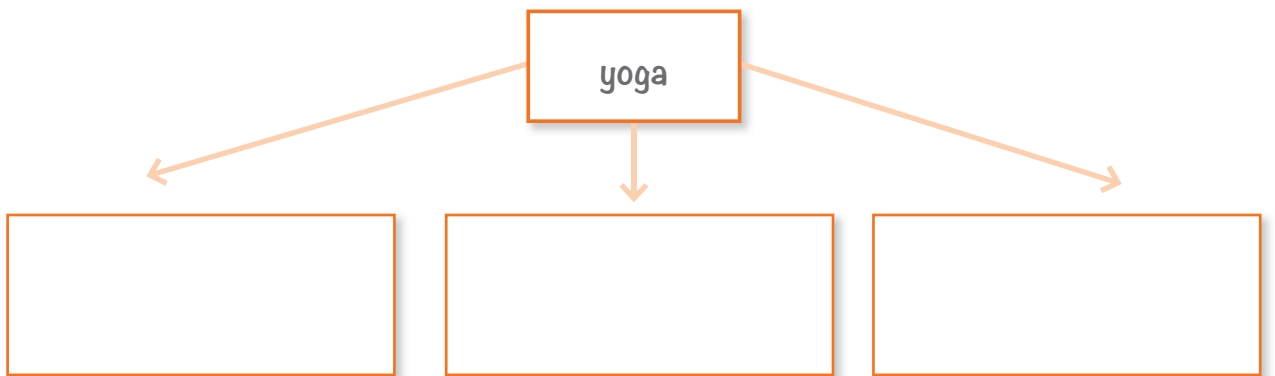
Page 66 - Student's Book

1 Write suitable questions for the sentences in exercise 2.

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

Page 68 - Student's Book

1 Complete the mind map of the words yoga and HIIT with vocabulary that you think you might hear in the recording. Compare with your classmates.



Page 72 - Student's Book

3 Write 5 sentences about what you have been doing lately to have a better quality of life.

- a. _____

- b. _____

- c. _____

- d. _____

- f. _____

Page 74 - Student's Book

2 Listen to the second part of the track and complete these sentences.

- a. Brain fitness has _____.
- b. Focus on fish oils from wild _____.
- c. Stories are a way to solidify _____.
- d. _____ exercise is great "brain exercise" too.
- e. To really help your brain stay young _____.

Page 75 - Student's Book

1 Create four sentences using the following adverbs.

- easily: _____

- drastically: _____

- frequently: _____

- differently: _____

Page 75 - Student's Book

2 What do these phrases from the text mean? Write your explanations.

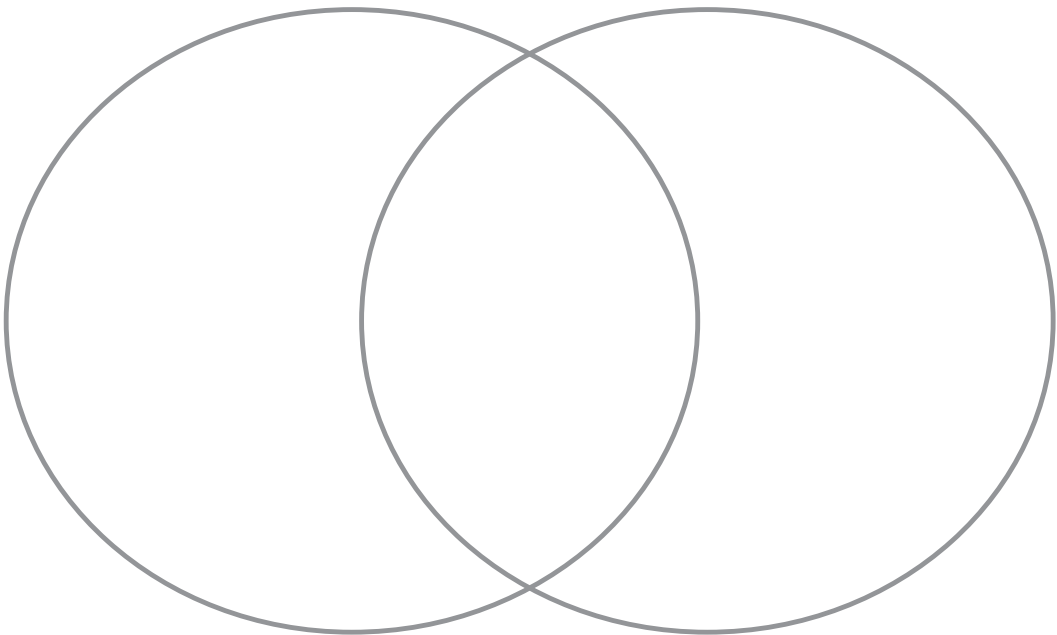
a. Solidify memories: _____

b. Challenge your brain: _____


c. Help your brain stay young: _____

Page 82 - Student's Book

2 In pairs, discuss about the things that make you feel happy and why. Fill in the Venn Diagram with the things you agree with and differ from.



Page 86 - Student's Book

2  Listen to how some food can contribute to our happiness. Complete

	Raw walnuts	Oysters	Coffee	Dark chocolate
Benefits				
Suggested serving the chart below.				

1  Listen to the text *Teens and Sleep facts* and circle the correct option.

- a. Sleeping helps you to **eat better / study better** and manage the stress of being a teen.
- b. It is **unnatural / natural** for teenagers not to be able to fall asleep before 11:00 pm.
- c. A research found that only **15% / 50%** reported sleeping 8 1/2 hours on school nights.
- d. Irregular sleep patterns **can / can't** affect biological clocks and sleep quality.
- e. **Not many / Many** teens suffer from treatable sleep disorders, such as narcolepsy, insomnia, restless legs syndrome or sleep apnea.

2 Unscramble the following collocations:

- a. KEPE TFI _____
- b. SELO TGEHWI _____
- c. OODG EPSAH _____
- d. AHHYELT IGIVNL _____
- e. FLEE LLEW _____

3 Write original sentences with the collocations from exercise 2.

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

Present Perfect Continuous

The **Present Perfect Continuous Tense** (also known as the **Present Perfect Progressive Tense**) shows that something started in the past and is continuing at the present time.

- She has been sleeping 5 hours a day **since** she got that job.
- They have not been coming to the gym **for** a long time.
- Has he been eating properly after his operation?

The Preposition **for** refers to an incomplete period of time, while **since** refers to a specific point in time.

- 4 Discuss with your partners what the people in the pictures have been doing lately to have a healthy life.



- 5 Write the sentences in the correct order.

a. _____
listening been I have to while music meditating. this

b. _____
food have our reducing processed diet We been lately. from

c. _____
Have fact in the prohibited? of been spite doctor you that
the smoking it

d. _____
to suffered books better been he He reading how has that
live attack. about since

- 6  Listen to the following facts about active living and tick the correct statements.

- a. _____ Moderate-intensity physical activity must be done preferably most or all days of the week.
- b. _____ According to some researches, health problems cause high levels of sedentary time.
- c. _____ Sedentary behavior is not the same as a lack of physical activity.
- d. _____ People should get a massage when reaching a goal.
- e. _____ People should set the alarm 30 minutes earlier to do some physical activity.
- f. _____ People should challenge themselves for a maximum amount of “screen time” at work.

7 Read the infographic 'Facts About Junk Food' and answer the following questions.

FACTS ABOUT JUNK FOOD

ONE MEAT PIE = 3 SERVES OF JUNK FOOD * 4 TEASPOONS OF FAT

AND OVER ONE THIRD OF AN ADULT'S MAXIMUM DAILY SALT LIMIT



28% of the average household food budget is spent on fast food and eating out

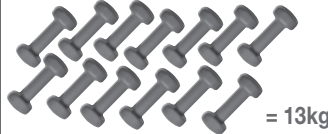


75% OF AUSTRALIANS' SALT INTAKE

COMES FROM PROCESSED FOODS SUCH AS JUNK FOOD, SNACKS AND PRE-PREPARED MEALS/SAUCES

High salt intake increases your risk of stroke

TWO TAKEAWAY MEALS A WEEK?
13KG WEIGHT GAIN IN ONE YEAR



It has been estimated that consuming two medium combo meals from a fast food outlet each week could lead to a weight gain of 13kg in one year (if this meal is consumed in addition to the food your body needs and you don't increase your physical activity)

If you eat one sundae for dessert every night over a year you will consume

18 KILOS OF SUGAR



One cafe style muffin can contain **10 teaspoons of sugar** and nearly one quarter of you daily energy requirements



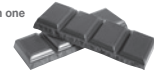
17 TEASPOONS OF FAT in one serve of fish and chips



THERE ARE ABOUT **16 TEASPOONS OF SUGAR** IN A 600mL BOTTLE OF REGULAR SOFT DRINK

\$900+

The amount you will spend in one year if you buy one standard chocolate bar every day



35% OF ADULTS' AND 41% OF CHILDREN'S DAILY ENERGY INTAKE COMES FROM JUNK FOOD
For most people, there is no room for junk food in a healthy diet

1 teaspoon sugar = approximately 4 grams

1 teaspoon fat = approximately 5 grams

* One junk food serve is equivalent to 600kJ, as per the discretionary food category in the Australian Dietary Guidelines. These foods should only be consumed occasionally and in small amounts for good health

8 Discuss with your partners.

- Do you think our reality is similar to that of the Australians?
- How much junk food do you eat weekly?
- What kind of junk food do you eat?
- How much money do you spend on junk food?
- Do you think your junk food consumption is harmless for your health?

9 Change the following adjectives into adverbs and write full sentences with them.

- a. (fast) _____
- b. (nervous) _____
- c. (good) _____
- d. (responsible) _____
- e. (secret) _____

Adverbs of manner

Adverbs of manner describe how and in what way the action of a verb is carried out. Most of the adverbs are formed by adding the suffix -ly at the end of the adjective, but there are exceptions:

- When the adjective ends in -y, use -ily
- Adjectives ending in -le : remove the “e”.
- Irregular: hard/hard, good/well, fast/fast, late/late, straight/straight, high/high.

Adverbs of manner can be placed at the beginning, in the middle or at the end of a sentence. However, badly, hard, well, or fast are always after the verb, or placed between a verb and an object.

10 Discuss.

Alongside awareness, countries have started to fight back against the marketing and consumption of unhealthy foods with tax on harmful foods and drinks. For example, the UK has introduced a tax on sugary drinks and cigarettes. Discuss with your partners:

- a. Do you think this is a completely positive measure? Why?
- b. Are there any other measures that governments can take instead of setting taxes?
- c. Is it necessary to prohibit certain products certain products or set taxes if campaigns are not effective?

Useful phrases to express oral opinion!

Expressing opinion

- I think that...
- It seems to me that...
- I would argue that...
- I do not believe that...
- I am unconvinced that...
- I do not agree that...

Making concessions

- Of course, many / some people argue...
- It is sometimes argued...
- Admittedly...
- While...

Clarifying

- By this I mean...
- Here I'm referring to...
- To be more precise...
- That is to say...

11 Match the clauses.

- a. You can eat that snack
- b. We should move to Hawaii,
- c. People can improve their memory,
- d. As long as you reduce blue screen exposition,
- e. Some information in the footnote won't be present
- i. _____ you will have a better sleep.
- ii. _____ since it's the happiest state in the US.
- iii. _____ as long as the size of the label is small.
- iv. _____ provided that they participate in brain training programs.
- v. _____ as long as it is gluten free.

12 Recount a story about a funny event related with healthy eating, sleeping habits, or active living. Include the following:






Title

Paragraph 1: Set the scene.

Paragraph 2: Write the main part of the story .

Paragraph 3: Write the climax and the outcome.

Editor's Marks

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

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

An Article gives factual and clear information about a particular issue. Before you write an article, remember checking reliable sources.

Health Problems of Modern Living

The title should be informative yet interesting enough to capture the reader's attention.

Have you ever wondered how many hours a day we spent sitting on a chair? Compared to our parents and grandparents, we spend much more time sitting down than ever before. From the workplace to our homes our bodies are sitting motionless behind desks, in traffic or behind TV and computer screens.

The first paragraph should keep the reader interested and introduce the topic of the article at the same time.

Scientists have found that there are serious health risks associated with "sedentary behavior", which refers to time spent in minimal movement (sitting or lying). Research has found that a sedentary lifestyle increases a person's risk for a wide range of physical and mental health problems such as obesity, high cholesterol, diabetes, cardiovascular disease and depression.

In the following paragraph, give some basic information and facts about the topic of the article. Introduce each paragraph with a Topic sentence. Topic sentences are statements that tell us what the paragraph is about and provide the text with a well-organized structure.

Scientists think that spending too much time in front of a screen may be especially harmful as it can reduce time spent socialising. This puts you at higher risk of depression, which makes you more likely to be sedentary and so the vicious cycle begins. Computer screens are especially worrying: studies show higher rates of depression in sedentary behavior that comes from watching computer screens than from watching TV screens.

Mobile phone screens seem to bring a host of additional problems. Studies of teenagers and college students have shown that mobile phone use at night may affect sleep, causing insomnia. This is particularly a problem with young people, many of whom are displaying behavior akin to mobile phone addiction, which may cause a kind of

hyper-alertness, with users listening out for their mobile phones in the same way a mother may listen out for her baby's cry. Screen time may also affect sleep through the impact of light waves on the brain, affecting melatonin, an important sleep-regulating hormone. The negative health effects of insomnia span from increased risks of physical health problems such as reduced immunity, high blood pressure and high blood sugar to mental health problems such as substance abuse and depression.

In the rest of the paragraphs, provide extra information, supported by evidence.

- Maintain an informative tone.
- Use easy and clear language.
- Include facts.
- Avoid repetition.
- Include supporting quotations if necessary.

With increases in both sedentary behavior and screen time in our generation, the risks start to add up and can put your health at serious risk. Clearly, limiting screen time and avoiding it at night would be a good idea. In terms of sedentary behavior, the bad news is that doing moderate or vigorous exercise 30 minutes a day is not enough to counteract the risks posed by a whole day of sitting. The good news is that there are ways you can reduce the negative effects of sedentary behavior: in addition to proper exercise before or after work, break up your day in the chair with short bouts of movement. This can be as simple as walking down the hall to speak to your colleague instead of sending an email; taking a longer walk to the bathroom or meeting room than you would have otherwise; and instead of slouching in your chair while on a call, stand or even pace while talking.

In the final paragraph, summarize the main points of the article.

Taken and adapted from: <https://bit.ly/2l8tr0z>

Before you write the final version of your article remember:

- Make sure references and quotes are clear and intelligible.
- Check spelling mistakes and grammatical errors.
- Proofread punctuation mistakes.

Volunteer Work and Entrepreneurs

Activities from the Student's Book

Page 90 - Student's Book

2 Transform the following sentences into the Passive voice.

a. The Titi Fund provided brand new winter coats to every school.

b. School administrators were able to surprise their students with the gift.

c. The Titi Fund of New York provided 5,000 brand new coats to students living in need.

d. 31 schools in New York City received some exciting news.

Page 92 - Student's Book

1 Read the text and complete the sentences with the expressions provided.

elderly

sparing

shifted away

wealthier

loneliness

a. Research indicates that people have _____ the purposes of volunteering.

b. This is similar to other researches, showing that people who donate to charity feel _____.

c. Are you interested in volunteering with the _____?

d. There are many ways to join in with others and help conquer feelings of _____.

e. _____ a few hours of your time volunteering can be a brilliant way to make a difference.

Page 94 - Student's Book

1 Complete the sentences with the Zero Conditional.

- a. When I have no time to volunteer, _____
- b. If it rains while we are giving away lunch, _____
- c. When people want to help, _____
- d. When you volunteer, _____
- e. If someone comes in a wheelchair, _____

Page 97 - Student's Book

1 Volunteering Solutions is an organization that operates in more than 20 countries, providing more than 100 volunteering options. Listen to what their project offers in Peru. Complete the sentences.

- a. The speaker says volunteers will work and _____ heritage _____ in the "land of Incas".
- b. Cusco local childcare center receives _____ kids between _____ and _____.
- c. According to the speaker, volunteers will have _____.
- d. This program is ideal for those volunteers who do not have time to _____.
- e. The special requirement to join the medical program must be _____.

Page 98 - Student's Book

1 Write 5 sentences, about volunteering abroad, using *Unless* and *If not*. Share them with the class.

a. _____

b. _____

c. _____

d. _____

e. _____

Page 104 - Student's Book

1 Complete the sentences with *Nevertheless* and *Provided that*.

a. Jordi is a clever strategist, _____, he's had several drawbacks with the implementation of the project.

b. _____ the conditions are met; these negotiations can be completed within a couple of months.

c. Emulation, _____, is a prime factor for each entrepreneurial venture.

d. There is always some place for good and positive information that might be the object of attention, _____ it is clear and relevant.

Activity Book

1 Match the words in bold to their definitions below.

- a. She's **signed up** to give classes at the community college.
- b. You can **count on** us for the fundraising challenge next week!
- c. The raffle night will be held **at all cost**.
- d. The Cheese and Wine night is a **fundraising** event for a wildlife organization.
- e. The program aims to spread the holiday spirit by inviting the locals to buy gifts for families **in need**.
 - i. _____: Not having enough money or food.
 - ii. _____: To be confident that you can trust someone.
 - iii. _____: The act of collecting or producing money for a particular purpose, especially for a charity.
 - iv. _____: Agree to become involved in an organized activity.
 - v. _____: It must be done or avoided, whatever happens.

2 Write original sentences using the words below. Use the images to support your answers.

improve

elderly

motivate

underprivileged

entrepreneurial spirit



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

3 Complete the sentences with the corresponding form of the verb.

- a. If she (have) _____ a free evening tomorrow, she (take) _____ me to the volunteering night.
- b. When you (help) _____ someone, you (have) _____ a sense of accomplishment.
- c. We (participate) _____ in the challenge, If Lucas (run) _____ too.
- d. If I (get) _____ good marks, I (go) _____ to do some volunteering in Bolivia.
- e. If you (raise) _____ money for charity, you (need) _____ to make it really clear who or what you are fundraising for.

4  Listen to the statements (a - d) and complete the clauses with the Zero or First conditional. Share them with your partner.

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

Zero Conditional and First Conditional

The zero conditional is used for when the time being referred to is **now or always** and the situation is **real and possible**. The Zero Conditional is often used to refer to general truths. The tense in both parts of the sentence is the simple present. In zero conditional sentences, the word “if” can usually be replaced by the word “when” without changing the meaning.

The First Conditional is used to refer to the **present or future** where the **situation is real**. The type 1 conditional refers to a possible condition and its probable result. In these sentences, the “if” clause is in the simple present, and the main clause is in the simple future.

<https://www.ef.com/wwen/english-resources/english-grammar/conditional/>

5  Listen to the information about volunteering in Fiji and tick the information mentioned.

- a. _____ Location.
- b. _____ Duration.
- c. _____ Projects.
- d. _____ 3 weeks program fee.
- e. _____ Special dietary requirements.
- f. _____ Medical requirements.
- g. _____ Meals.
- h. _____ Weekend itinerary.



Suva, Fiji.

6  Listen again. Which statement is true?

- a. _____ The program offers to participate in 3 projects in Suva. All volunteers must be 18 to participate.
- b. _____ The program offers to participate in 1 project per week in towns in south east Fiji.
- c. _____ The program offers to participate in 1 of three projects in and around Suva. Fees go from \$340 for a period ranging from 1 week.

7 Discuss with your partners about the pros and cons of volunteering abroad.



Franciscan Center of Pomerini. Tanzania, Africa.

Expressions to clarify what you mean

- Sorry, I lost my train of thought.
- That's not what I meant to say.
- Let me rephrase that.
- Let me start over.
- Let me explain that again.
- Let's try that one more time.
- Let me restate that.

8 Read the review and tick the false statements.

Teaching English in Chile - A unique and rare opportunity of cultural exchange.

After eight years of working as a software developer and project manager for a large company, I decided I wanted to pursue other passions. After researching several different work/volunteer abroad programs, I found the English Opens Doors Program in Chile. This program seemed to combine my passion for teaching, traveling and Hispanic culture, while being located in a safe country with a rich culture and sites. I was placed in Cunco, Chile and taught English at a public school ranging from 5th to 12th grade. I arrived in late July 2014 and would end up spending 4 months living in this community. I lived with a host family (husband and wife) along with their daughter who was also a teacher at my school. The family was great! They included me in their daily activities and introduced me to all their neighbors. My family was very patient and helped me a lot with learning Spanish throughout my time in Cunco. My school was very welcoming as well and I had so much fun teaching English to my students. I could see a difference in my students speaking abilities in just a few weeks, which was fun. Some of my high schoolers would come into my class and speak English with me as an alternative to hanging out with their friends between classes. I was very excited about that. After the program I traveled the south of Chile for a month and then returned home to the



states to spend Christmas with my family. Overall, I would say the best thing about my journey was the connection I made with my students, teachers, host family, and friends in Cunco. Of course, I would also rank exploring Chile and learning Spanish at the top of that list, but nothing is better than the friendships I made and the impact I left on the community. I would also say that the most challenging aspect of the trip was using Spanish to connect with my community outside of the classroom and, at the beginning of my journey, the cold climate. I was so sad to leave in December during Chile's spring, because the weather was incredible and every day I wasn't in the school I would spend with students or my friends hanging out in the town square. I am currently attending Spanish classes at a local college and plan on returning to Chile in January of 2021, so that I can see my host family and friends again.

Taken and adapted from: <https://bit.ly/2UftT4u>

- a. _____ The interviewee participated in a software project volunteer program.
- b. _____ The interviewee was volunteering for four months.
- c. _____ The interviewee was introduced to the community by other volunteers.
- d. _____ The interviewee traveled to the south of Chile for Christmas.
- e. _____ The interviewee indicated that the best thing about the program was the friendships she made and the impact she left on the community.
- d. _____ The interviewee said that the climate wasn't a problem at all.
- e. _____ The interviewee was required to speak Spanish.

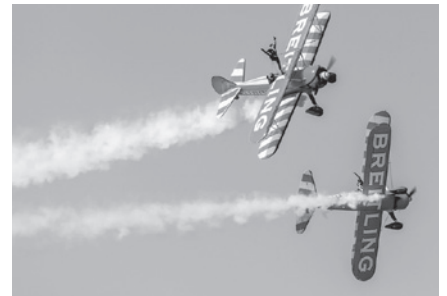
9 Based on the information provided in the previous activity, write 5 questions and underline their corresponding answers in the text.

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

10 ⁵⁸ Listen two entrepreneurs talking and write C for Catherine Cook or W for Willow Tufano.

- a. _____ She developed an online version of a yearbook.
- b. _____ She was 14 when she started her business.
- c. _____ She is in the property business.
- d. _____ She reports annual sales of 7 figures.
- e. _____ Her site has attracted advertisers like ABC and Disney.
- f. _____ She got money cleaning houses and selling things on a website.

11 ⁵⁹ Listen to the overview of these extreme challenges and match them to the pictures



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

12 Discuss with your classmates which of these charities you would benefit and why.

Charities raising money for animals' shelters.

Charities raising money for people with disabilities.

Charities raising money for hospices.

Charities raising money for community fundraising.



663 million people in the world live without clean water.

That's nearly 1 in 10 people worldwide; or twice the population of the United States. The majority lives in isolated rural areas and spends hours every day walking to collect water for their family. Not only does walking for water keep children out of school or take up time that parents could be using to earn money, but the water often carries diseases that can make everyone sick. Access to clean water means education, income and health - especially for women and kids.

Clean water changes everything.

HEALTH

Diseases from dirty water kill more people every year than all forms of violence, including war.

43% of those deaths are children under five years old. Access to clean water and basic sanitation can save around 16,000 lives every week.

TIME

In Africa alone, women spend 40 billion hours a year walking for water.

Access to clean water gives communities more time to grow food, earn an income, and go to school -- all of which fight poverty.

EDUCATION

Clean water helps keep kids in school, especially girls.

Less time collecting water means more time in class. Clean water and proper toilets at school means teenage girls don't have to stay home for a week out of every month.

Women are responsible for 72% of the water collected in Sub-Saharan Africa.

When a community gets water, women and girls get their lives back. They start businesses, improve their homes, and take charge of their own futures.



Taken from: <https://www.charitywater.org/global-water-crisis>

- What percentage of people doesn't have clean water?
- Which social benefits does access to clean water provide?
- What kills more people than war?
- In which way are communities being benefited when they get access to clean water?
- Who is mainly in charge of water collecting in their communities?

An essay, according to the BAWE* classification, is a piece of writing which develops an argument and supports it with evidence. The purpose of an essay is to demonstrate or develop the ability to construct a coherent argument and employ critical thinking skills.

The public trust problem is not confined to charities

A growing mistrust and scepticism of organisations, experts and leaders has become a defining feature of recent times, causing many to question established truths that they've traditionally held dear. Against a backdrop of increasing volumes of data and commentary, amplified by social media, and the rise of 'fake news', it has become much harder for the public to both know who the experts are and to trust them to get things right. This directly impacts many charities that are themselves experts in their field and rely on the public to listen to and respond to their advice. In an increasingly digitalised world, there's a sense that it is harder to gain and retain trust. There are growing concerns among CEOs about the impact of social media on the level of trust in their industry.

The introduction is the first paragraph of an essay. Its purpose is to introduce the reader to the topic and present the specific points. It should begin with a hook that catches the reader's interest. This hook could be a quote, an analogy, a question, etc. After getting the reader's attention, the introduction should give some background information on the topic. The ideas within the introduction should be general enough for the reader to understand the main claim and gradually become more specific to lead into the thesis statement.

* British Academic Written English

Trust is often an overlooked asset for charities. For many organisations, trust can typically only come on the agenda when things are going wrong. NPC's State of the Sector research report Charities taking charge shows that nearly a third of charity leaders think a loss of trust in the sector would have no effect on their organisation. The research also finds a narrow association between trust and fundraising rather than taking a more holistic view to trust.

Trust is precious and fragile, so building and maintaining trust with the public needs to be at the heart of any charity's strategy and operations. Just as businesses are considering their wider societal impact and purpose, charities too need to consider their impact and the relevance of their actions. It is the *raison d'être* of the sector, and charities should be leading the way in terms of measuring and demonstrating their impact and outcomes both to make decisions for themselves and to deliver outcomes for the people they serve and the wider public. Engaging with the public proactively, communicating clearly and authentically. Considering your total impact will not only help in times of crisis, but also form critical building blocks to continued success.

Source: <https://www.thinknpc.org/resource-hub/charities-are-underestimating-the-importance-of-trust-thats-a-problem/>

The **thesis statement** concisely states the main idea or argument of the essay, sets limits on the topic, and can indicate the organization of the essay.

Each paragraph should include a Topic Sentence. **The Topic Sentence** shows how the idea relates to the thesis.

Supporting details elaborate upon the topic sentences and thesis. Supporting details should include the writer's own analysis.

Firstly, ... / On the other hand, ... / For example, ... / Moreover, ... / Consequently, etc.

Concluding Sentence: Each paragraph should end with a final statement that brings together the ideas brought up in the paragraph. It can serve as a transition to the next paragraph.

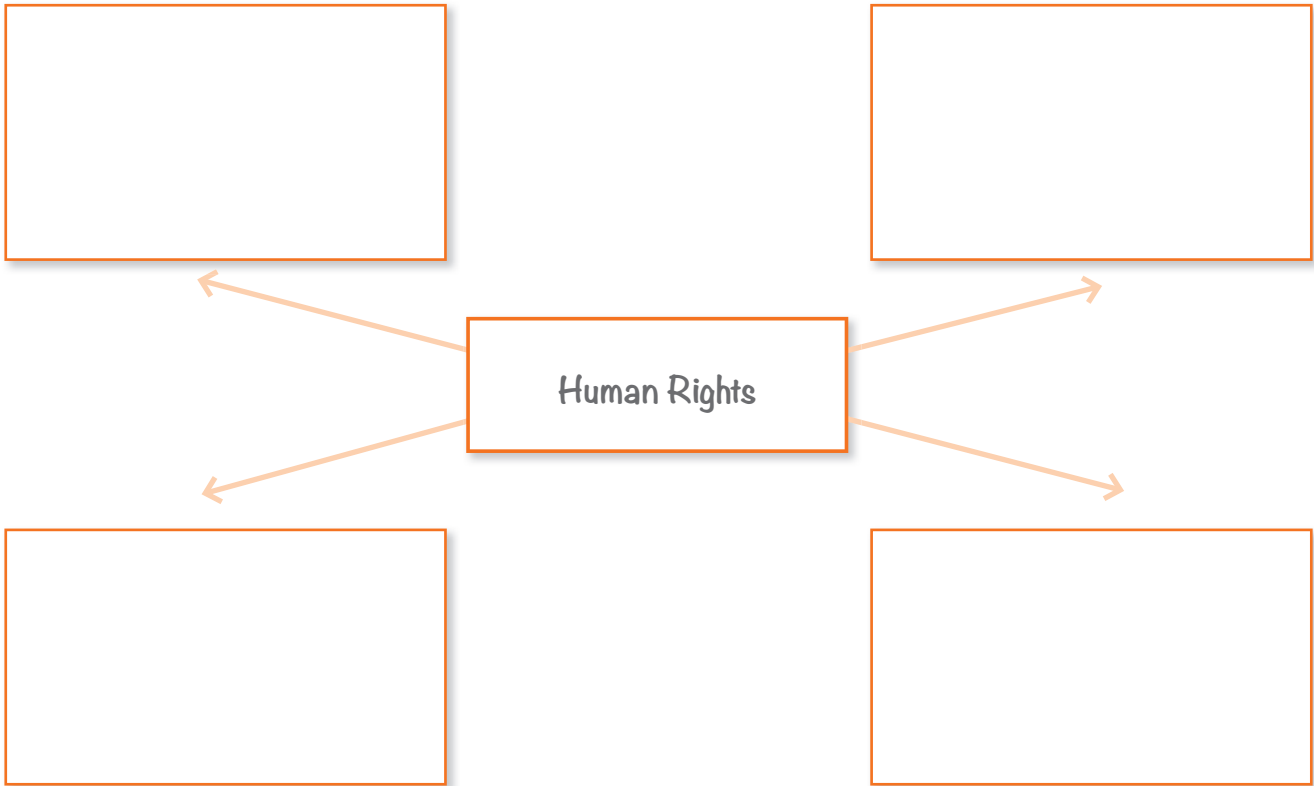
The conclusion is the last paragraph of the assignment. This section wraps up the ideas of the essay and finishes with a final comment. It may include phrases such as:

On the whole, ... / In conclusion, ... / To conclude, ... / To sum up, ... / I strongly believe that, etc.

Activities from the Student's Book

Page 117 - Student's Book

1



Page 119 - Student's Book

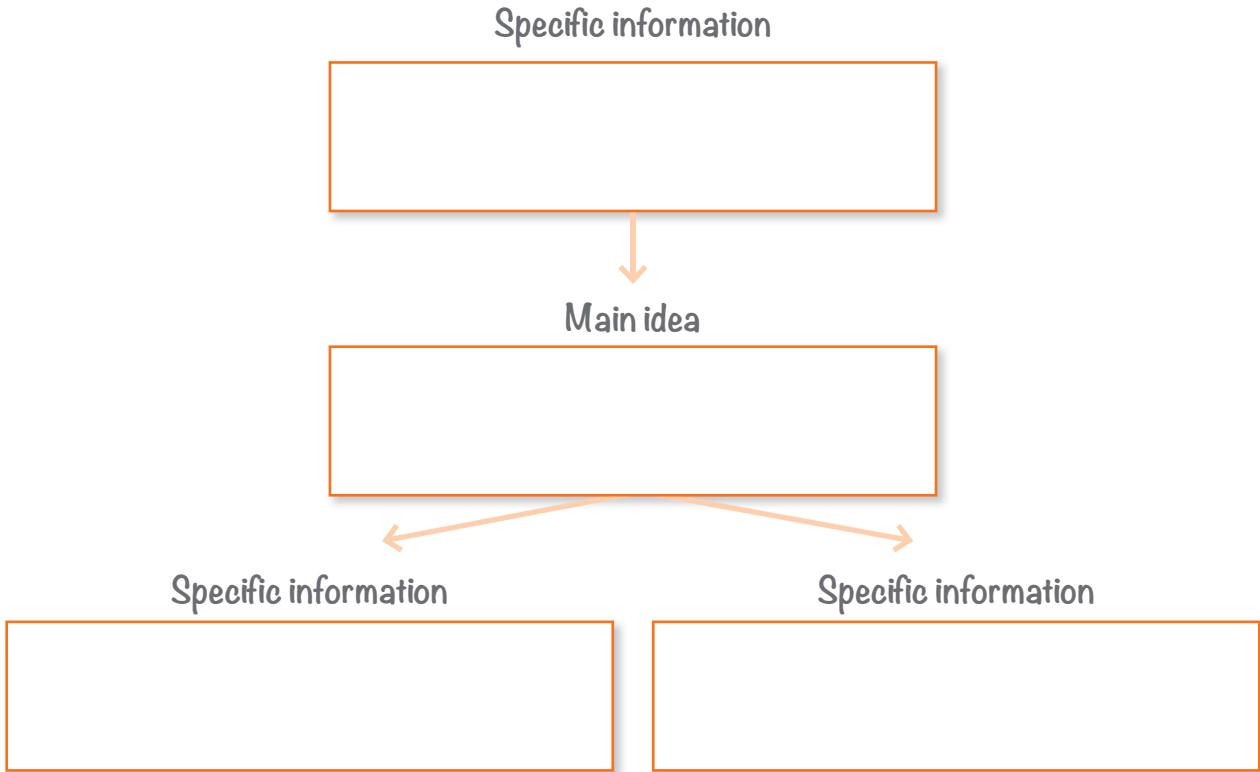
1 In pairs, read and complete the following statements. Then, share your ideas with the class.

- a. Human rights _____

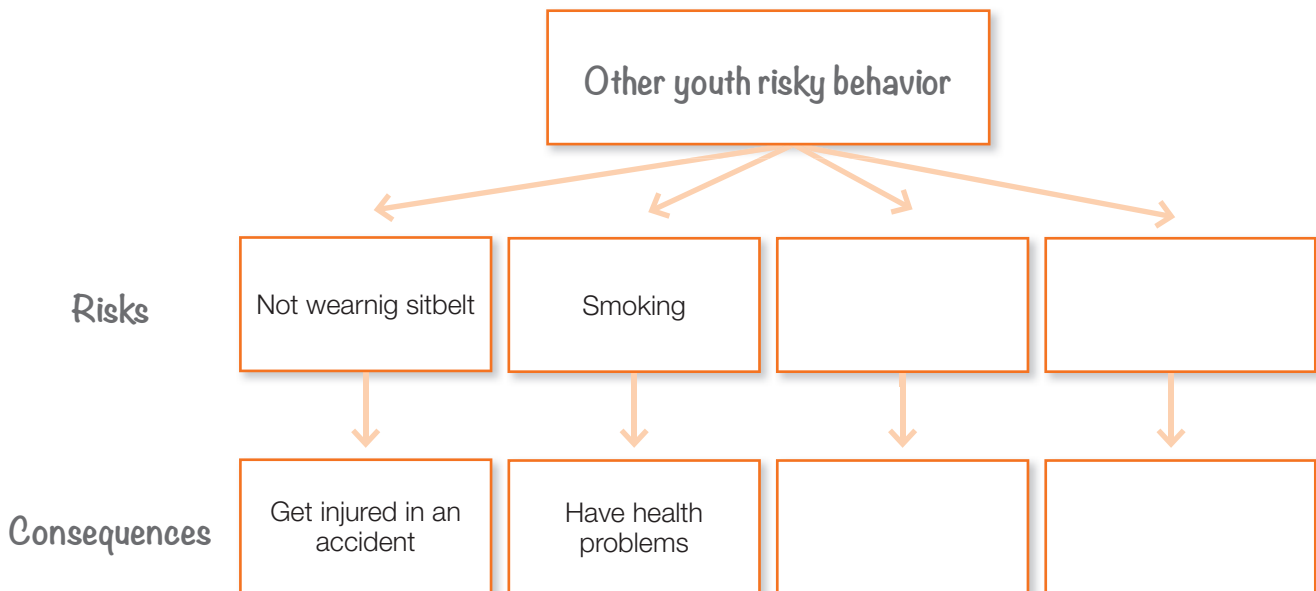
- b. The Declaration of Human Rights _____


- c. When a human right is violated _____

1 c. 👤 👤 Read the news article on pages 122-123 again and gather information from the title and paragraphs as well. Complete the organizer and fill it with the main idea of the text and a few important details and key words.



3 Discuss about two other risky behaviors and their possible consequences. Fill this graphic organizer with your conclusions. Then, make comparisons with other groups.



3  Listen to the recording again. Focus on the relevant ideas and answer these questions.

a. According to the conversation, which item did Kate NOT purchase with her credit card?

- i.** A digital camera
- ii.** a plane ticket
- iii.** a hat

b. What is one reason to explain why she obtained a student credit card?

- i.** She wants to buy things at a discount using the card.
- ii.** She hopes to establish a good credit rating.
- iii.** She doesn't want to borrow from her parents.

c. What is one problem NOT mentioned in the conversation?

- i.** It's usually difficult to get out of debt.
- ii.** The interest rates on student cards are very high.
- iii.** Students often apply for more credit cards than they need.

d. How does Kate plan on resolving her credit card problems?

- i.** She hopes that someone will give her the money.
- ii.** She plans on getting a job to pay for her debts.
- iii.** She is going to return the items she purchased with the card.

e. What is Mark going to do for his friend to help her manage her money?

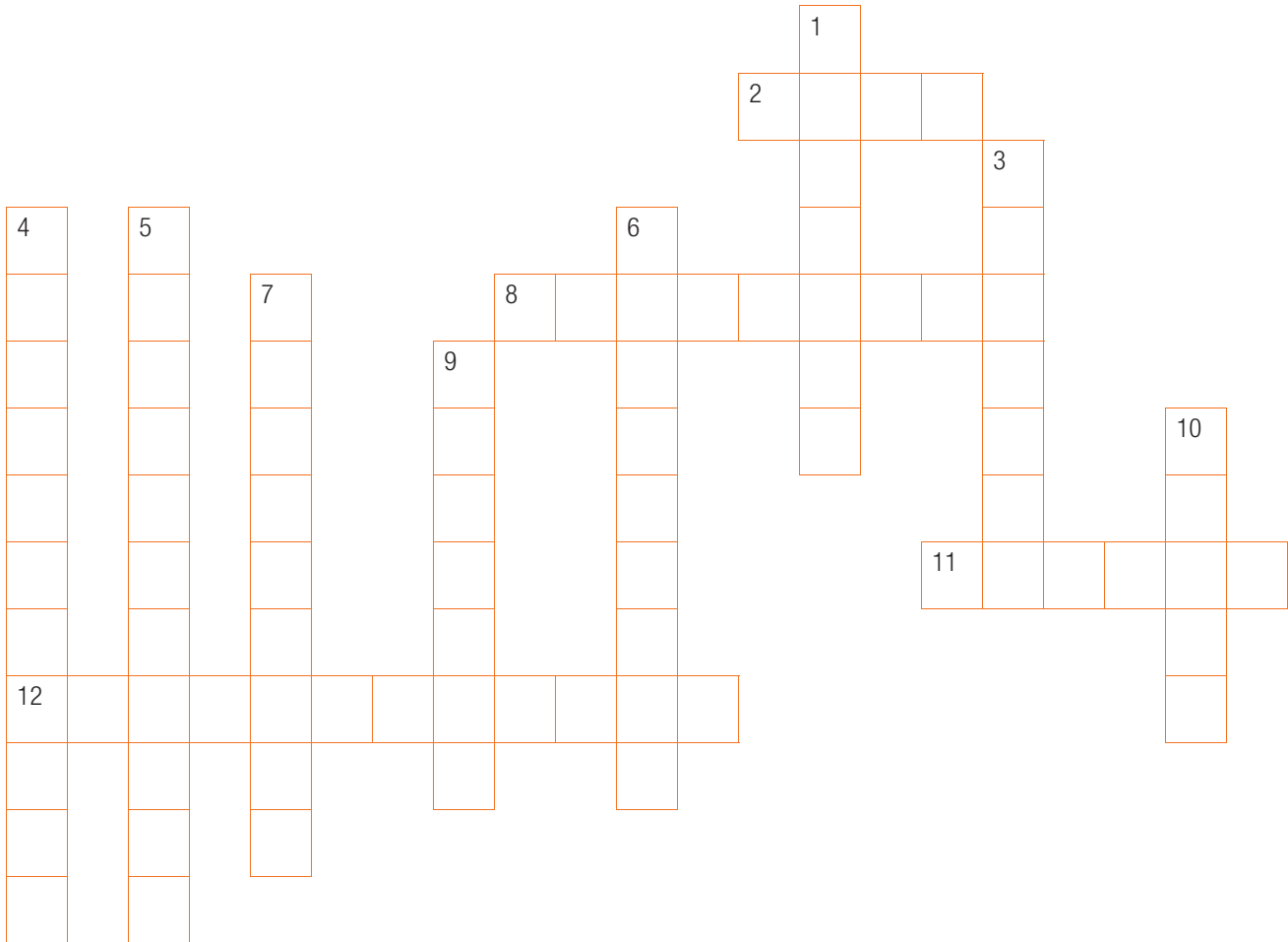
- i.** Help her find a better paying job to cover her expenses.
- ii.** Teach her how to prepare a financial management plan.
- iii.** Both i and ii.

2 Fill in the chart with your strengths and weaknesses. Then, share the list with your partner and describe your personality.

Strengths	Weaknesses

1 Read the definitions and complete the crossword. You can use a dictionary or ask your teacher for help.

Human Rights



ACROSS →

- 2.** (n) A responsibility to do something.
- 8.** (n) A moral rule or standard of good behavior.
- 11.** (v) Arise, appear.
- 12.** (n) A person who breaks a law or moral rule.

DOWN ↓

- 1.** (n) Fairness, equity.
- 3.** (n) The quality or state of being free.
- 4.** (n) A formal statement or announcement. Proclamation.
- 5.** (adj) Not able to be transferred to another. Inherent.
- 6.** (n) The act of breaking a law or moral rule.
- 7.** (adj) Existing everywhere or involving everyone.
- 9.** (n) A person who is a member of a particular country.
- 10.** (n) Considered fair or morally acceptable.

2 Read the text and circle the correct options.

Growing up equal

Most parents want their sons and daughters to have equal chances of success when they grow up. Today, equality of the sexes is largely required by public policy and law. **(a)** *Although / Because / However*, old-fashioned ideas and a lot of prejudice are still part of our culture and this presents challenging questions for parents.

Gender stereotypes are rigid ideas about how boys and girls should behave. We all know what these stereotypes are: A “feminine” girl should be insecure and a little illogical in her thinking. A “masculine” boy should be strong, unemotional, aggressive, and competitive.

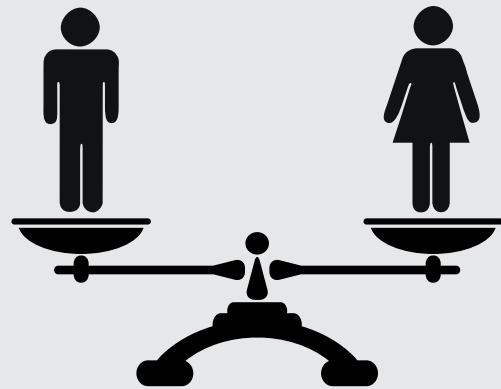
How are children exposed to these stereotypes? According to the researchers David and Myra Sadker of the American University of Washington, D.C., boys and girls are often treated differently in the classroom. They found out that, when boys speak, teachers usually offer constructive comments, and when girls speak, teachers tend to focus on the behavior. **(b)** *In other words / For instance / On the other hand*, it’s more important how girls act rather than what they say.

Blue and Pink

The emphasis on differences begins at birth and continues throughout childhood.

(c) *So if / For instance / Also*, few people would give pink baby’s clothes to a boy **(d)** *and / as / or* a blue blanket to a girl. Later, many of us give dolls and miniature kitchenware to girls, while boys receive more “masculine” toys **(e)** *as well as / additionally / such as* action figures and construction sets.

There’s nothing wrong with that. The problem arises when certain activities are deemed appropriate for one sex **(f)** *so/ but/ then* not the other. According to Heather J. Nicholson, Ph. D., Director of the National Resource Center



for Girls, Inc., this kind of practice prevents boys and girls from acquiring important skills for their future lives.

The Sorting Machine

“The fact is,” says Nicholson, “that society functions as a kind of sorting machine regarding gender. In a recent survey, fifty-eight percent of eighth-grade girls, but only six percent of boys earned money caring for younger children. **(g)** *On the other hand / On top of that / Though*, twenty-seven percent of boys, but only three percent of girls earned money doing lawn work”.

If we are serious about educating a generation to be good workers **(h)** *such as / such/ as well as* parents, we need to eliminate such stereotypes as those mentioned previously.

Gender stereotypes are inevitably passed to our children. **(i)** *Even / But / Even if*, by becoming aware of the messages our children receive, we can help them develop ways to overcome these incorrect ideas. To counteract these ideas, parents can look for ways to challenge and support their children, and to encourage confidence in ways that go beyond society’s fixed ideas about differences between boys and girls.

Taken and adapted from: <https://bit.ly/2ECERYs>


3 Read the text on page 59 again and write the answers to these questions.

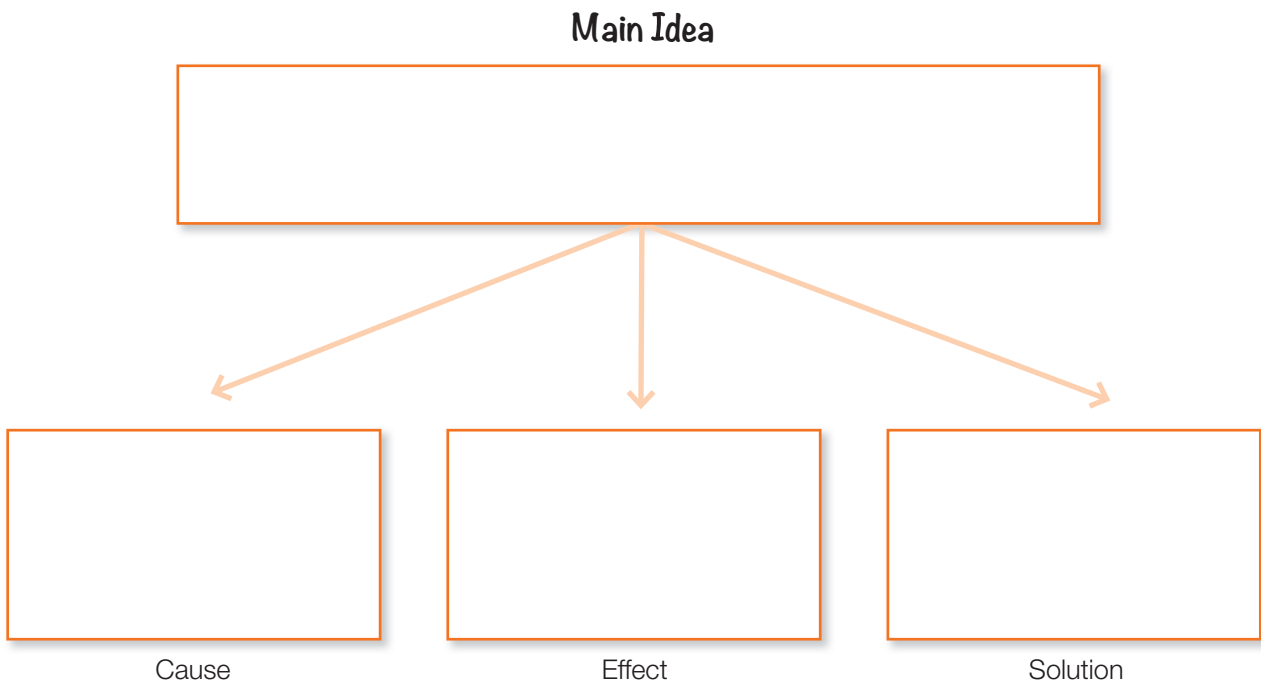
a. What do parents want for their children?

b. How are children exposed to gender stereotypes?

c. What are the consequences of exposing boys and girls to gender stereotypes?

d. What's the role of society in gender stereotypes?

4  In pairs, fill in the graphic organizer with brief ideas to summarize the text on page 59. Then, discuss about the topic using the expressions provided in the box below.




Useful phrases to express oral opinion!


- As I see it, ...
- Frankly, ...
- I do believe/ feel/think ...
- It could be said that...
- My initial reaction is ...
- Personally speaking...
- You could say...
- I'm quite convinced that...
- Quite frankly...
- My view on this is...
- This may be controversial, but...
- It's reasonable to say ...

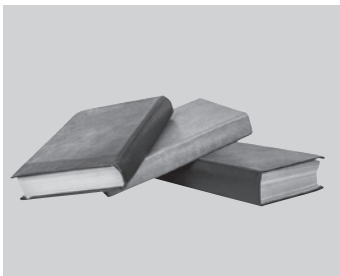
5  Discuss these questions in pairs.

- a. Should young people be given responsibilities?
- b. What are some common teenage responsibilities?
- c. Do you believe children and teens should be assigned chores? Which ones? Why?

6  Listen to the recording and choose the correct options.

- a. What does the boy want to do at the beginning of the conversation?
 - i. Go outside.
 - ii. Go play in a friend's house.
 - iii. Play video games.
- b. What is one thing the boy is NOT assigned to do around the house?
 - i. Take out the trash.
 - ii. Vacuum the floors.
 - iii. Wipe the walls.
- c. What does the boy have to do in his bedroom?
 - i. Make his bed.
 - ii. Pick up his dirty clothes.
 - iii. Put his books in order.
- d. Where will they go after the housework is done?
 - i. To a movie.
 - ii. Out to eat.
 - iii. To a ball game.

7  Listen to the dialogue again. Pay attention to the sequence of activities. Then, in pairs, use the connectors in the box, and pictures, to say what chores the boy needs to do.



Connectors of sequence

First → Second → After that → Then → Later → Next

8 Read the text and write appropriate questions for the sentences below.

Adolescents and young adults usually take more risks than any other age groups. This risk-taking includes dangerous driving (e.g. texting), drug use, excess drinking, and risky sexual behavior. Despite educational efforts to provide teens with information about this, many adolescents continue to engage in risky behavior.

People often believe that teens engage in risky behavior because they are not very good at evaluating risk. But early research in this area demonstrated that adolescents are just as good as adults at evaluating risk. So, teens know that the behaviors are risky, but they still engage in them.

Researchers have found several changes in the brain during puberty that are important in explaining risky behavior. For instance, during the adolescence period, there is an increased interest in peer relationships. Studies have shown that several areas of the brain make adolescents more sensitive to the rewards of peer relationships than adults. This motivates teens to focus on their peers in decision-making situations that involve risky behavior.

So, the brain changes making teens more focused on the rewards of peers and being included in peer activities. This increased focus on peers occurs during a time when the brain is not yet ready to assist in mature self-regulation. These factors provide a “perfect storm” of opportunities for risky behavior.

Taken and adapted from: <https://bit.ly/2j02Qsh>

- a. _____ ?
More risks than any other age groups.
- b. _____ ?
Dangerous driving, drug use, excess drinking, and risky sexual behavior.
- c. _____ ?
Teens engage in risky behavior because they are not very good at evaluating risk.
- d. _____ ?
No, adolescents are just as good as adults at evaluating risk.
- e. _____ ?
During the adolescence period.
- f. _____ ?
Yes, making teens more focused on the rewards of peers and being included in peer activities.

Indirect Questions

- Indirect questions help us ask questions in a polite way.
- Start with expressions such as: **Do you know...? Can / Could you tell me...?**
- Add **if / whether** when there is no question word.
- The position of the verb changes in indirect questions. See the chart below.

	Direct	Indirect		
		Question phrase	Link	Subject + Verb
Yes-No Questions	Is there a train to London? Does he study politics? Did they go to class? Is she going to get married?	Do you know Can you tell me Could I ask	if whether	there is a train to London? he studies politics? they went to class? she is going to get married?
Wh- Questions	What time is the game? Where does she live? When did you leave? How have you solved the problem?	Could you tell me Do you remember Do you think you could tell me	what time where when how	the game is? she lives? you left? you have solved the problem?

9 Transform your direct questions in exercise 11 into indirect questions.

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

10  Listen and identify the “odd words” in each group.

a.

/ ð /

than their thunder them
then they therefore those
that thief there these

b.

/ θ /

theater thirty thought though
thumb throw theme threw
throat therapy thus threat

11 Read this paragraph and fill in the graphic organizer with your ideas.

Responsibility is a wonderful attribute to have in a child, teenager, adult, employee, employer, you name it! When children are young, they can be assigned chores to demonstrate that members of a family work together to maintain the home. In addition, responsibility induces maturity and increases self-esteem, as the child recognizes that he or she is a capable person.

Taken and adapted from: What are some common teenage responsibilities? Retrieved from: <https://lifestyle.howstuffworks.com/family/parenting/tweens-teens/common-teenage-responsibilities.htm>

My opinion:

Reason 1:

Reason 2:

Reason 3:

Restate my opinion:

12 Write a 150-word composition based on your ideas from exercise 11. Use the connectors provided in the box.

Connectors

Addition: - Also - Besides - In addition - Furthermore - Moreover	Exemplification - For instance - To illustrate - Such as - Like - e.g.	Reformulation: - In other words - To put it in a different way - To put it differently	Conclusion - In summary - In brief - In short - To sum up - All in all
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Paragraph 1 (your opinion)


Paragraph 2 (Reason 1)

Paragraph 3 (Reason 2)

Paragraph 4 (Reason 3)

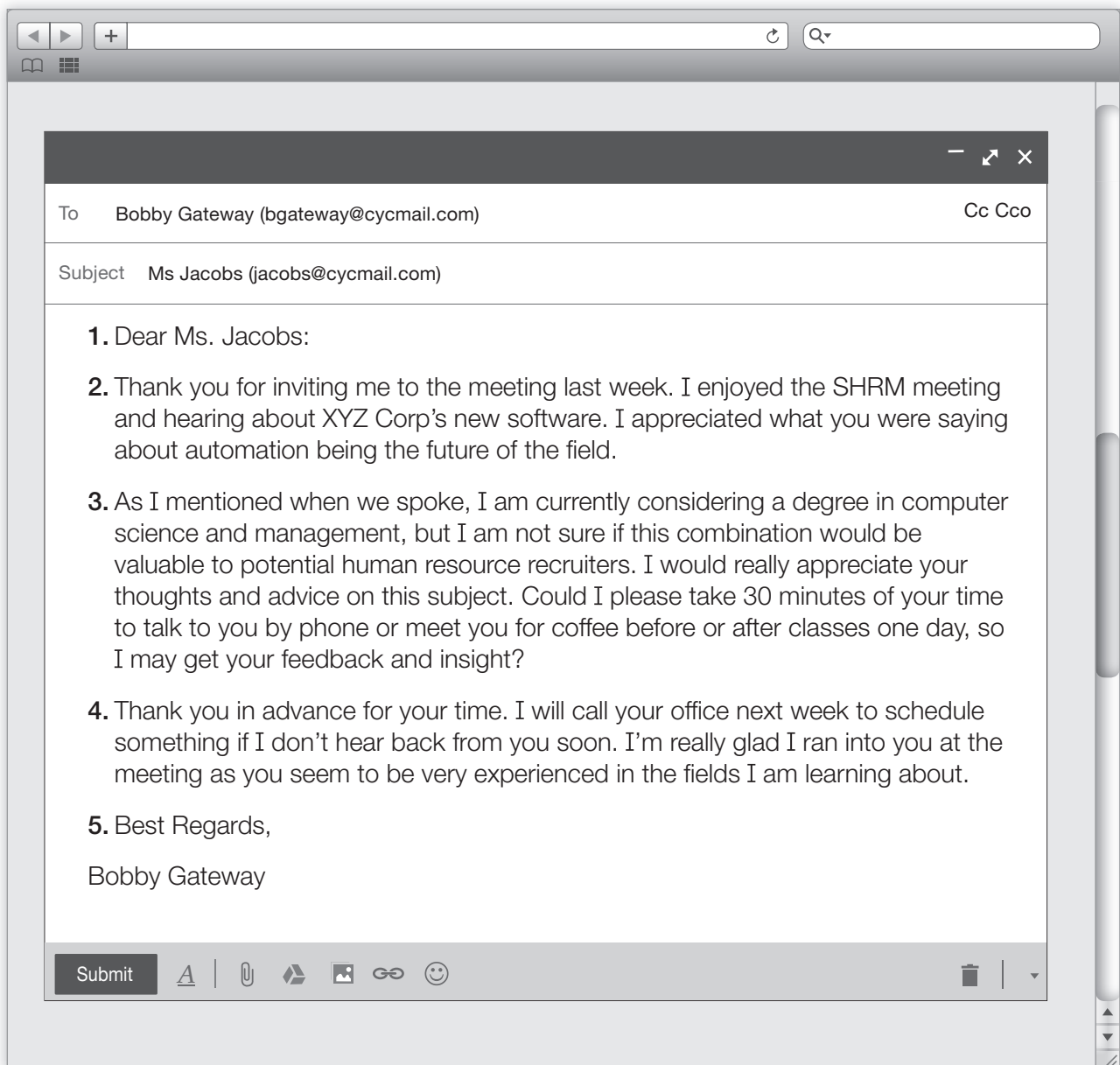
Paragraph 5 (Restate your opinion)

Editor's Marks

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

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.



How to write a formal email

Follow these five simple steps to make sure your English emails are perfectly professional.

1. Begin with a greeting

Always open your email with a greeting, such as “Dear Lillian”. If your relationship with the reader is formal, use their family name (eg. “Dear Mrs. Price”). If the relationship is more casual, you can simply say, “Hi Kelly”. If you don’t know the name of the person you are writing to, use: “To whom it may concern” or “Dear Sir/Madam”.

2. Thank the recipient

If you are replying to a client’s inquiry, you should begin with a line of thanks. For example, if someone has a question about your company, you can say, “Thank you for contacting ABC Company”. If someone has replied to one of your emails, be sure to say, “Thank you for your prompt reply” or “Thanks for getting back to me”. Thanking the reader puts him or her at ease, and it will make you appear more polite.

3. State your purpose

If you are starting the email communication, it may be impossible to include a line of thanks. Instead, begin by stating your purpose. For example, “I am writing to enquire about ...” or “I am writing in reference to ...”.

Make your purpose clear early on in the email, and then move into the main text of your email. Remember, people want to read emails quickly, so keep your sentences short and clear. You’ll also need to pay careful attention to grammar, spelling and punctuation so that you present a professional image of yourself and your company.

4. Add your closing remarks

Before you end your email, it’s polite to thank your reader one more time and add some polite closing remarks. You might start with “Thank you for your patience and cooperation” or “Thank you for your consideration” and then follow up with, “If you have any questions or concerns, don’t hesitate to let me know” and “I look forward to hearing from you”.


5. End with a closing

The last step is to include an appropriate closing with your name. “Best regards”, “Sincerely”, and “Thank you” are all professional. Avoid closings such as “Best wishes” or “Cheers” unless you are good friends with the reader. Finally, before you hit the send button, review and spell check your email one more time to make sure it’s truly perfect!

Discoveries and Creations

Activities from the Student's Book

Page 142 - Student's Book

3  Write three statements about the track you have just heard, using some of the connectors below. You can listen again, if necessary.

as well as

and

also

so if

or

in other words

because

however

even though

but

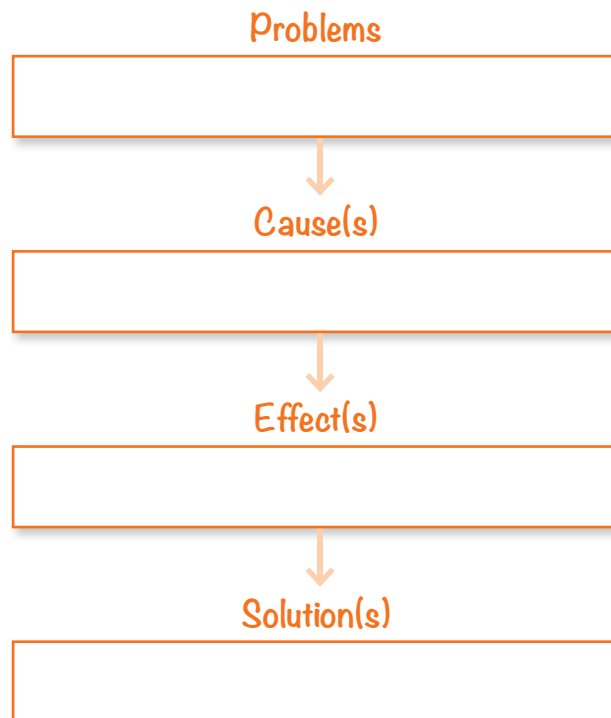
such as

for instance

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

Page 146 - Student's Book

1 Fill in this graphic organizer with information about the problem of plastic in the ocean.



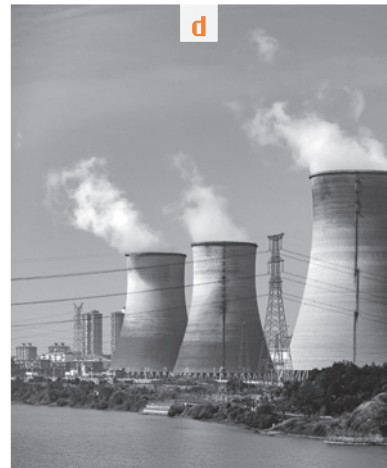
Page 150 - Student's Book

2 Think of four questions that you would like to ask Simon or Andrea and write them below.

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

Page 152 - Student's Book

2 In pairs, look at the pictures and match them with the words below. Which sources are renewable? Discuss.



- i. _____ fossil fuels
- ii. _____ nuclear energy
- iii. _____ solar energy
- iv. _____ wind energy

- v. _____ geothermal energy
- vi. _____ biomass energy
- vii. _____ hydroelectric energy

Page 160 - Student's Book

- 1 b.** Discuss with your partner your opinion about drones. Then, fill in this chart with your own ideas.

Pros of drones	Cons of drones

Page 162 - Student's Book

- 2** Listen and make notes of the information with the tropical deforestation data that you hear.

Fact 1: Loss of rainforest in Atlantic coast of Brazil.

Fact 2: Loss of Central America's rainforest.

Fact 3: Loss of The Philippines' rainforest.

Fact 4: Loss of Madagascar's rainforest.

Fact 5: Loss of El Salvador's rainforest.

Fact 6: Loss of Sumatra's rainforest.

1 Read the text and complete with the vocabulary provided.

littered

swept

recycled

biodegrade

entangled

environment

trash

plankton

microplastics

outweighs

sea life

a.

Plastic is a material that was made to last forever, yet it was found that 33 percent of all plastic - water bottles, bags and straws - are used just once and

(a) _____ into the sea. Plastic cannot (b) _____; it breaks down into smaller pieces.

Disposed plastic materials can remain in the

(c) _____ for up to 2,000 years and longer.

b.

It was discovered that toxic chemicals leach out of plastic and are found in the blood and tissue of nearly all of us. Exposure to them is linked to cancers, birth defects, impaired immunity, endocrine disruption and other ailments.

c.

Plastic is found (d) _____ in even extremely remote areas of the Earth. It was measured that in our oceans alone, plastic debris (e) _____ zooplankton by a ratio of 36-to-1.

Over 260 species, including invertebrates, turtles, fish, seabirds and mammals, were reported to ingest or become (f) _____ in plastic debris, resulting in impaired movement and feeding, reduced reproductive output, lacerations, ulcers and death.

d.

It was calculated that Americans discard more than 30 million tons of plastic a year. Only 8 percent gets (g) _____. The rest ends up in landfills, is burned or becomes (h) _____.

More than 5 trillion plastic pieces weighing over 250,000 tons afloat at sea.

Even (i) _____, the tiniest creatures in our oceans, are eating

(j) _____ and absorbing their hazardous chemicals. The tiny, broken down pieces of plastic are displacing the algae needed to sustain larger (k) _____ who feed on them.

Taken and adapted from: <https://bit.ly/2wFcYZI>

2 Match the following headings with the appropriate paragraphs in the text in exercise 1.

Plastic poisons our food chain.

Plastic threatens wildlife.

Plastic never goes away.

Plastic piles up in the environment.

Plastic affects human health.

3 Read the text on page 71 again and tick the best title.

- a. () What is plastic pollution?
- b. () Pollution by plastics additives.
- c. () What makes plastic hazardous?
- d. () Plastic waste on land.

4 Discuss this statement in groups using the expressions below. What's your opinion?

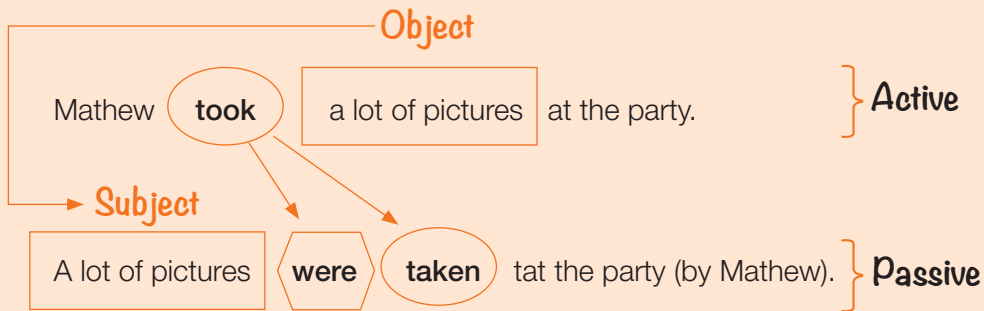
“Plastic is polluting the seas, but there's still time to turn the tide.”

Jennifer Barone

Asking someone's opinion	Agreeing with an opinion	Disagreeing with an opinion
What do you think about...?	Of course.	That's different.
What's your view on...?	You're absolutely right.	I don't agree with you.
How do you see the situation?	Yes, I agree.	That's not entirely true.
What's your opinion of ...?	I think so too.	On the contrary...
What are your ideas?	That's a good point.	I'm sorry to disagree with you, but ...
What are your thoughts on ...?	Exactly.	Yes, but don't you think...
How do you feel about ...?	I don't think so either.	That's not the same thing at all.
What's your position on ...?	So do I.	I'm afraid I have to disagree.
	That's true.	I'm not so sure about that.
	Neither do I.	
	I couldn't agree with you more.	

Passive Voice in Past Tense

- Use the Passive Voice when we are more interested in the action itself rather than in who or what did the action.
- The object of the active form becomes the subject of the passive.
- We add **was/were** when the main verb of the active is in past.
- We turn the main verb of the active into the past participle.
- If we need or want to add the agent of the passive, we must use **by**.



Further examples:

Active	Passive
Alexander Fleming discovered penicillin in 1928.	Penicillin was discovered in 1928 (by Alexander Fleming).
Someone stole my wallet.	My wallet was stolen .
Mr. Wallace drove the children to school.	The children were driven to school (by Mr. Wallace).
They found the documents this morning,	The documents were found this morning.

5 Make these sentences passive.

a. A virus infected my computer last month.

b. The hurricane demolished the house two weeks ago.

c. Someone threw away the letters by mistake.

d. The cook prepared a nice dinner yesterday.

6 Read the text and fill in the spaces with the correct form of the Past Simple Passive.

Mobile Phones



Mobile phones **(a)** _____ **(develop)** throughout the 20th century. In 1908, an American power company claimed that they had created a wireless phone. The company **(b)** _____ **(accuse)** of fraud, but later the accusation **(c)** _____ **(drop)**.

In 1949, an American company called AT&T **(d)** _____ **(start)** in St. Louis, Missouri. There were about 5,000 customers and about 30,000 calls **(e)** _____ **(make)** per week.

At that time, the phones were still not mobile, so the equipment for making these calls **(f)** _____ **(measure)** at about 35 kg and had to stay in your house.

Later, several other wireless networks **(g)** _____ **(start)** in Europe, but they weren't compatible with American networks. Service **(h)** _____ **(add)** throughout the rest of Europe shortly afterwards.

The idea of cellular towers **(i)** _____ **(introduce)** next. At first, each mobile phone **(j)** _____ **(limit)** to service by only one cell tower. Then, as new technology **(k)** _____ **(create)**, people **(l)** _____ **(allow)** to transfer their service from tower to tower.

In 1973, the first hand-held, truly mobile cellular phone **(m)** _____ **(invent)**. Since then, the technology has grown faster and faster until today, mobile phones are so common that nobody thinks about them twice.

Taken and adapted from: <https://bit.ly/20KuRQ4>

7 Write full sentences using the Past Simple Passive.

- a. Harry Potter / write / 1997 _____
- b. the first email / send / 1973 _____
- c. the first space shuttle / launch / 1981 _____
- d. the Eiffel Tower / build / 1887 _____
- e. atoms / discover / in 1897 _____

8 Complete the sentences with the words in the box.

hive

honeycomb

pollen

nectar

pollinate

beekeeper

collect

- a. In spring, _____ may cause severe allergic reactions in a lot of people.
- b. The person who keeps honey bees is called _____.
- c. Bees gather _____ from flowers and transform it into honey in their stomachs.
- d. There are different techniques used to _____ the honey from the frames.
- e. The cells of the _____ are usually hexagonal in form.
- f. Some farmers _____ tomatoes by hand to ensure early fruit on plants.
- g. Bees communicate the location of food by carrying odor samples back to the _____.

9 Read the text and number the paragraphs in the correct order.

a.

To protect our bees and agriculture, we need to shift from destructive industrial agriculture towards ecological farming. First and important steps are:

1. Ban all bee-harming pesticides.
2. Adopt a bee-action plan.
3. Promote ecological farming.

b.

Since the late 1990s, beekeepers around the world have observed the mysterious and sudden disappearance of bees, and report unusually high rates of decline in honeybee colonies.

c.

Bee-killing pesticides, in particular, pose the most direct risk to pollinators. The main reasons for global bee-decline are linked to industrial agriculture, parasites/pathogens and climate change. The loss of biodiversity due to monocultures and the wide -spread use of bee-killing pesticides are particular threats for honey bees and wild pollinators.

Taken and adapted from: <http://sos-bees.org/>

10 Label the paragraphs in exercise 9, using the words in the box.

Problem

Causes

Solutions

Tag Questions

- Use Tag Questions to ask for confirmation.
- They go at the end of statements.
- The subject in the statement matches the subject in the tag.
- If the statement is positive, the tag is usually negative and vice versa.

Verb Tense	(+) Sentence → (-) Tag	(-) Sentence → (+) Tag
Present Simple (Be)	Emily is American, isn't she?	Emily isn't American, is she?
Present Simple (Other verbs)	You study German, don't you?	You don't study German, do you?
Present Continuous	They are coming, aren't they?	They aren't coming, are they?
Past Simple (Be)	Jack was upset, wasn't he?	Jack wasn't upset, was he?
Past Simple (Other verbs)	Bob and I arrived late, didn't we?	Bob and I didn't arrive late, did we?
Past Continuous	Tom was studying, wasn't he?	Tom wasn't studying, was he?
Present Perfect	They have finished, haven't they?	They haven't finished, have they?
Modal Verbs	Paul and Brad can come, can't they? You would do it, wouldn't you? He'll finish the course, won't he? The children should watch the film, shouldn't they? We must be there at 9, mustn't we?	Paul and Brad can't come, can they? You wouldn't do it, would you? He won't finish the course, will he? The children shouldn't watch the film, should they? We mustn't be there at 9, must we?

SPECIAL CASES

Statements using *barely*, *hardly*, *neither*, *no*, *nobody*, *none*, *nothing* and *seldom* are treated as negative statements.

EXAMPLES: (-) Nobody went to the meeting, (+) **did they?**
(-) Nothing is ready, (+) **is it?**

SOME MORE SPECIAL CASES

I am right, aren't I?


There weren't any problems, were **there?**

This/That is Paul's pen, isn't **it?**

These/Those aren't foreigners, are **they?**

11 Complete with Tag Questions.

- They're on holiday this week, _____?
- You don't take sugar in your coffee, _____?
- He eats meat, _____?
- You won't be late, _____?
- She was at the party, _____?
- We've met before, _____?


12  Listen and circle the correct Tag Questions.

- a. could he? / can he?
- b. is it? / does it?
- c. doesn't it? / hasn't it?
- d. doesn't she? / has she?
- e. isn't that? / isn't it?
- f. aren't there / aren't they?

13 Write three statements taken from the text in exercise 9, and add the corresponding Tag Questions, as shown below.

EXAMPLE: Since the late 1990s, beekeepers have observed the disappearance of bees, **haven't they?**

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

14  Listen and classify the words you hear, according to their pronunciation.

<p style="text-align: center;">/ ɒ / Everything</p>	<p style="text-align: center;">/ ɔ / Although</p>

15 Identify the type of energy shown on each picture.



a. _____

c. _____

b. _____

d. _____

16 Read the text and match the highlighted words and phrases to their correct meaning below.

GROWING A MORE SUSTAINABLE UK

The United Kingdom is doing a lot to increase its use of **renewable** energy. It is moving away from fossil fuels and increasing the use of green energies, such as wind power, nuclear power and solar energy. New figures from the UK's electricity **provider** show that the UK had its greenest year ever in 2017 for electricity production. It even had its first coal-free day for over 150 years. Thirteen clean energy records were broken by UK in 2017. In June, wind, nuclear and solar power produced more electricity than gas and **coal** combined. It was the first time this has ever happened. The UK's power system is now the fourth cleanest in Europe and the seventh cleanest in the world.

The United Kingdom has been trying to reduce the amount of coal it uses. Coal now **supplies** less than seven per cent of the UK's electricity. It was appointed that it must now try to use less gas to make sure it meets its target for greenhouse gas **emissions**. The UK currently uses too much gas. The conservation charity World Wildlife Fund said it was pleased that the UK is moving towards **greener energy**. It said: "We have never been cleaner or greener, and we are on target for an even better year in 2018." It added: "Climate change is causing devastation on our nature and wildlife, but we are at last facing up to the challenge. We are turning our backs on polluting fossil fuels and embracing a new, clean future."

Taken and adapted from: <https://bit.ly/2FU8nYL>

a. _____: A company or organization that sells a product or service.

b. _____: The production and sending out of something, especially gas or radiation.

c. _____: A type of energy that is not gone forever when it is used.

d. _____: More eco-friendly energy.

e. _____: That generates or produces something.

f. _____: A black rock found underground deposits and burnt for heating or power.

17 Read the text on the previous page again and, in pairs, read the sentences and discuss if they are true (T) or false (F). Correct the false ones.

- a. _____ The UK is doing a significant effort to implement more ecological energies.
- b. _____ The UK is making less use of wind power.
- c. _____ In 2017, the UK had its first coal-free day for over 150 years.
- d. _____ The UK has the fourth cleanest energy system in the world.
- e. _____ The UK has failed in reducing the quantity of coal used.
- f. _____ The article says that nowadays the UK is using an excessive amount of gas.
- g. _____ A wildlife charity was satisfied with the UK's efforts to be greener.
- h. _____ The charity said the UK was turning its back on greener energy.

18 In groups, choose one role, read the instructions carefully, and express your ideas, using the expressions in the chart below.

Role A – Buying from charity shops

You think buying from charity shops is the best way to conserve energy. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least useful of these (and why): taking shorter showers, becoming a vegetarian or cycling more often.

Role C – Becoming a vegetarian

You think that becoming a vegetarian is the best way to conserve energy. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least useful of these (and why): taking shorter showers, buying from charity shops or cycling more often.

Role B – Taking shorter showers

You think taking shorter showers is the best way to conserve energy. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least useful of these (and why): buying from charity shops, becoming a vegetarian or cycling more often.

Role D – Cycling more often

You think cycling more often is the best way to conserve energy. Tell the others three reasons why. Tell them what is wrong with their ways. Also, tell the others which is the least useful of these (and why): taking shorter showers, becoming a vegetarian or buying from charity shops.


Useful phrases to express opinion

- As far as I'm concerned...
- I tend to think that...
- I take a different view at ...
- I hold the opinion that...
- It's my conviction that...
- At first sight...
- Generally speaking...
- I'd like to point out that...
- To say the truth...
- To be frank...

19 Discuss these questions in groups.

- a. How useful are drones?
- b. How safe/dangerous are they?
- c. Do you think people should have a license to fly drones?
- d. Should they be banned?



20  Listen to a radio conversation and complete the table with arguments for and against drones.

For	Against

21  Listen again and answer these questions. Then, discuss your answers in pairs.

- a. Are drones hazardous to aircrafts? Why? Why not?

- b. Does Dr. Patel agree or disagree with the idea that drones may be unsafe?

- c. What do you think she means by saying that drones have the ability to be a “game changer”?

- d. How is a Japanese firm planning to use drones?

- e. What does Dr. Yoge Patel say about regulating the use of drones?

22 Based on the instructions below, write a 150-word essay, in your notebook, giving arguments for and against the use of drones.

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

A “for and against” essay is a formal piece of writing in which a topic is considered from opposing points of view. You should present both sides in a fair way by discussing them objectively and in equal detail. A good essay of this type should consist of:

- a. Introduction-** Paragraph 1- Introduce the topic. The opening should engage the reader’s interest and give a hint of what is to follow, without giving your opinion.
- b. Main Body-** Normally you have two paragraphs. In Paragraph 2, you state your arguments for and in Paragraph 3, your arguments against.
- c. Conclusion-** In paragraph 4 you refer back to the topic and summarize. Here you can state your opinion and say why you find one side more convincing than the other.

Points to consider

- Before you start writing your essay you should make a list of the points for and against the subject.
- Each paragraph should start with a topic sentence which summarizes the topic of the paragraph. A topic sentence should be brief, clear and precise.
- This is academic writing, so do not use informal style such as short forms, colloquial words or emotional language.

Note: Although these are “balanced” arguments, if you feel that either the for or against side is stronger and should be supported, this side should be presented in paragraph 4, thus leading the reader to your conclusion.

Useful expressions and linking words/phrases

To explain/clarify a point	To express addition	To introduce points for or against	To express contrast	To introduce examples
In other words, ... That is to say... This/which means that... To put it another way... To put it differently... In few words...	Furthermore... Moreover... Besides... Apart from... What is more...	One convincing point/argument in favor/against of... A further common criticism of... It could be argued that... It is claimed/suggested It is widely argued that...	Nonetheless... Nevertheless... Despite (the fact that) ... In spite of (the fact that) ... While it is true to say that... It cannot be denied that...	In particular... Particularly... This is (clearly) illustrated/ shown by the fact that ... For instance, ...

Taken and adapted from: For and Against Essays. Retrieved from: <http://academicwriting.wikidot.com/for-and-against-essays>

Dreams and Longings

Activities from the Student's Book

Page 169 - Student's Book

2 Label the pictures with the words below.

tummy

fail

shot

narrow

neck brace

vertebrae

petite

graceful



a. _____

b. _____

c. _____

d. _____



e. _____

f. _____

g. _____

h. _____

Page 170 - Student's Book

3 Listen to the recording again, identify who speaks in each track and explain how you identified the person. Fill in the chart.

Recording	Person	Reason
a.		
b.		
c.		
d.		

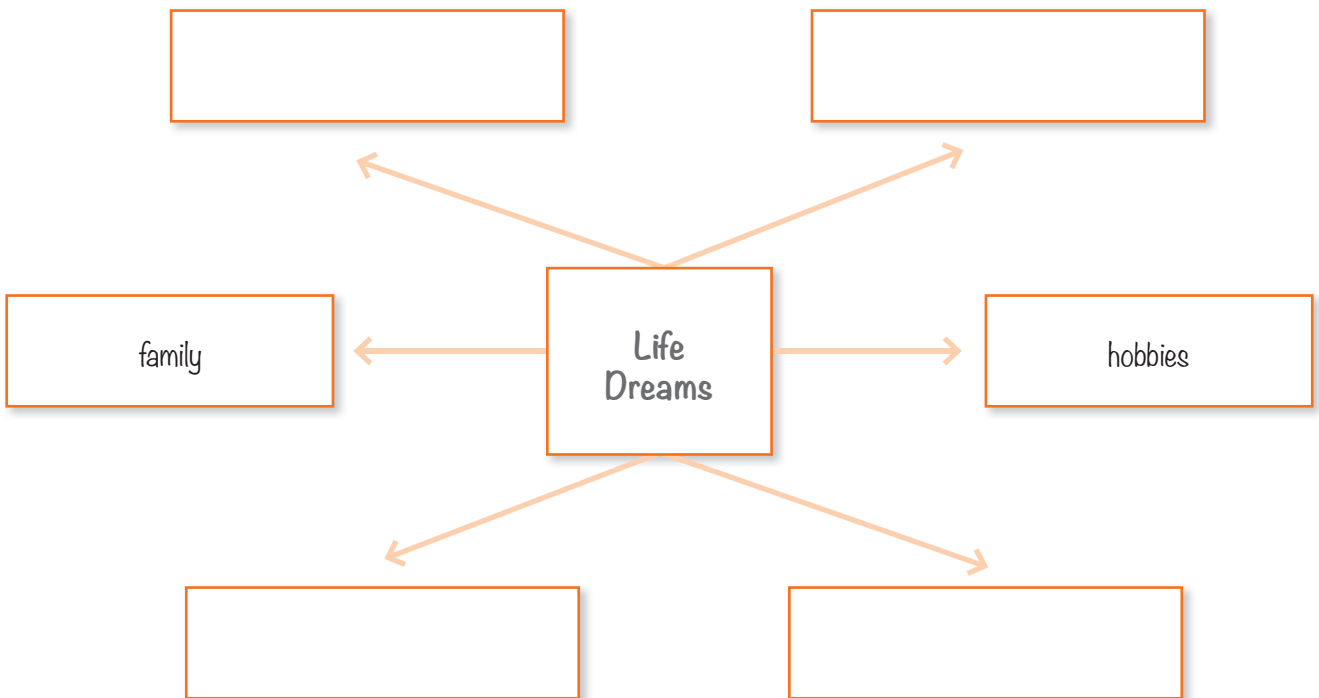
Page 171 - Student's Book

1 b. Fill in this organizer with the information obtained from your interview in exercise 1.a.

What is failure for him/her	How he/she has overcome difficulties	Mistakes he/she has done	What he/she has learned from his/her mistakes

Page 173- Student's Book

2 Fill in the diagram with aspects that people usually dream about.



1 Look and label the pictures using the words provided in the box.

Milky Way

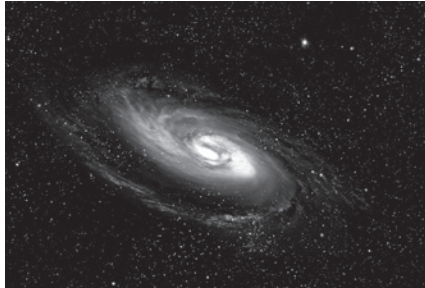
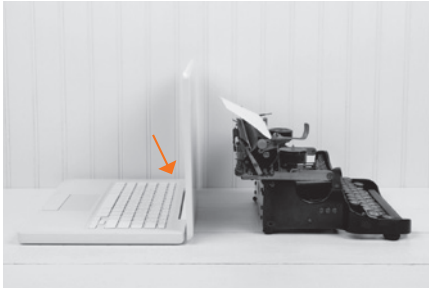
luxurious

fame

threatening

state-of-the-art

tasty



a. _____ b. _____ c. _____



d. _____ e. _____ f. _____

2 Discuss about your dream job. Fill in the organizer with your ideas.



4 Match the ideas.


- a. _____ If I had enough money,...
- b. _____ If I wanted,...
- c. _____ If I had to choose for one dream job,...
- d. _____ If I were good at math,...
- e. _____ If I had the chance, ...
- f. _____ If I practiced a lot, ...
- i. I would like to have my own restaurant.
- ii. I would definitely be a car architect.
- iii. I would choose to be a chemist.
- iv. I would become a basketball player.
- v. I would travel to other planets.
- vi. I could be anybody!

Page 181 - Student's Book

7  Listen to the recording again and fill in the chart with the information you hear.

Speaker	Would be ...	He/She could...
Mark		
Alexa		
Tatianna		
Luis		
Damaris		
Paul		

Page 186 - Student's Book

1 **b.**  Express your opinion about the text *It's Time for a Change*, using the expressions in 1.a. Think about what you liked and/or learned about it. Then, fill in this organizer with your ideas.

Reason 1	Reason 2	Reason 3

1 Discuss these questions with the class.

- a. Have you experienced negativity from other people when you started to do something new?
- b. Do you see negative opinions of others as an obstacle on the path?

2 In pairs, read the story and then answer the questions on the next page.

The Tiny Frog

There once was a bunch of tiny frogs who got together to arrange a competition to reach to the top of the highest tower in town.

As the date for the competition was announced, the news spread everywhere and a large crowd gathered around the tower to see this interesting competition and cheer on the contestants. The crowd did not really believe any of these little frogs were going to make it to the top of the tower. Yet they were curious...

The competition began, the frogs quickly started to ascend and the crowd cheered!

As a few moments passed, someone from the crowd shouted, "Not a chance that they will succeed! The tower is too high!"

Another spectator said, "Yes, they will never make it to the top. It's too difficult!"

As the competition continued, some of the tiny frogs began collapsing. One by one... tired... exhausted... But the race continued... as those who still had the fight left, passionately continued to climb higher and higher...

In the excitement and anxiety, the crowd continued to yell, "It is too difficult. No one will make it!"

More tiny frogs got tired and gave up. They all continued to give up one by one, until there was only ONE little frog left in the competition who continued to climb higher and higher and higher...

This one wouldn't give up! This one tiny frog who, after a big effort was the only one who reached the top! This little soul was the winner! He made it! He got the glory!

Naturally, everyone wanted to know how this one tiny frog managed to pull it off when every other contestant gave up. Everybody wanted to know how this tiny frog had found the strength to reach this goal that everyone else thought it was impossible. So, they asked questions.

It turned out that the winner was deaf.

Taken and adapted from: <https://bit.ly/2l9t3Pm>

3 After reading the story in exercise 2, take turns to answer these questions in groups.

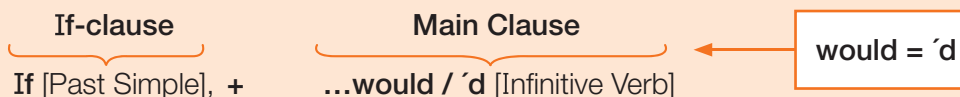
Summary & main idea <ul style="list-style-type: none">• What is the story about?• Was there a conflict in the story?• What happened at the climax of the story?• What would be another good title for this story?• Can you retell the story in your own words?	Author's purpose <ul style="list-style-type: none">• What message does the author want to communicate?• Is the author trying to persuade, inform or entertain the reader?
Monitoring yourself <ul style="list-style-type: none">• Did you ask yourself questions as you read? Which ones?• What did you do when you came to a word you didn't know?• What background knowledge do you have that relates to this story?	Inference <ul style="list-style-type: none">• Did you make any predictions before reading the story? Which ones?• What is something you can figure out about the story that the author didn't tell you?• What is a generalization you can make about the main character?
Asking questions <ul style="list-style-type: none">• What questions do you have about what you read?• What would you ask the author about the story?• Who would you recommend this story to? Why?	Connections <ul style="list-style-type: none">• What does the story remind you of?• Do you have anything in common with the main character?• What stories have you read that have a similar theme or message?• What did you learn?

4 In pairs, discuss and write a text of around 80 words explaining the moral of the story.

A large rectangular area with a spiral binding on the left side and horizontal lines for writing.

Second Conditional

- Conditionals consists of two parts.



- The If-clause can come at the beginning or end of a sentence. When an If-clause comes first, it is often separated by a comma.

Compare: *If I had time, I would go to the gym.*

I would go to the gym *if I had time.* (Without a comma)

- Negative** → If I **didn't have** time, I **wouldn't go** to the gym.
- Interrogative** → **Would** you **go** to the gym if you had time? ← **would not = wouldn't**
- Use the Second Conditional to talk about a hypothetical or unreal situation in the present or future and its consequence.

Compare: *I don't know much about chemistry, so I can't help you with your homework.*
(Real situation)

If I knew about chemistry, I would help you with your homework. (Imaginary situation)

- The verb **Be** usually takes the form **were** for all persons.
Example: *If we were rich, we'd take a year off.*
- Use the Second Conditional beginning **If I were you, I would/ wouldn't...** to give advice.
Example: *If I were you, I would / 'd quit smoking.*
- It can be used **could** to mean "would be able to".
Example: *If I had another £500, I could buy a new car.*

Taken and adapted from: Raymond Murphy (2009). Grammar in Use Intermediate. Cambridge University Press, Third Edition. 72-74

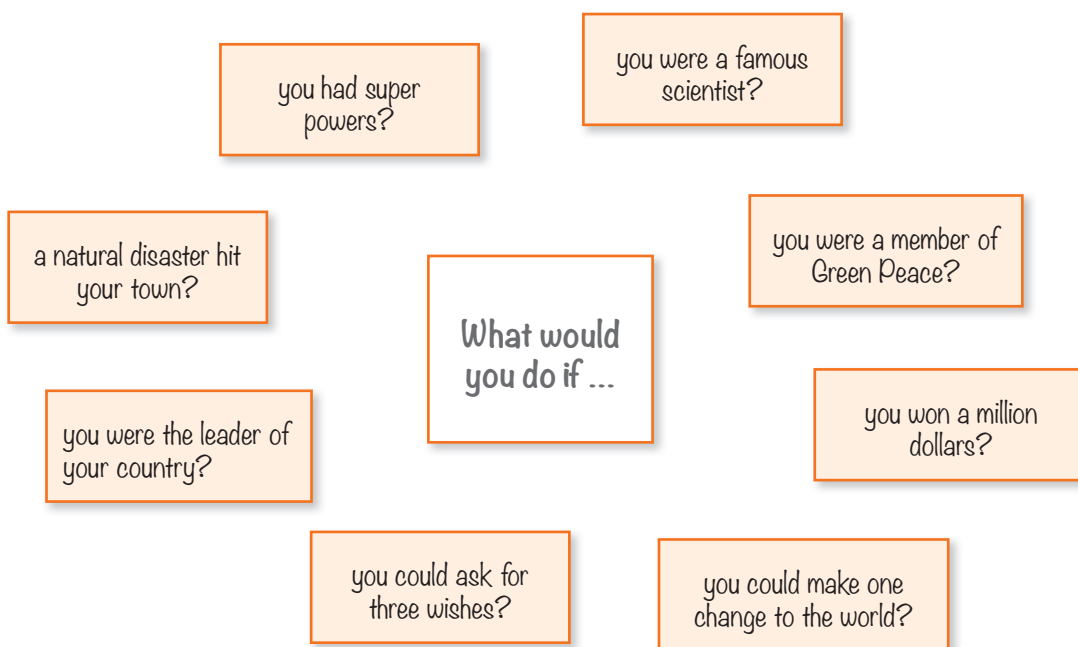
5 Circle the correct option.

- If I **knew / know** the answer, I would tell you.
- Mary **would phone / phoned** him if she had his cell phone number.
- He'd go to parties if he **wouldn't be / wasn't** so shy.
- Would she accept my invitation if I **asked / ask** her?
- If I were rich, I **would travel / traveled** the world.
- She wouldn't get the job if she **didn't speak / spoke** English.
- What would you do if you **forgot / forgot** an important meeting?

6 Fill in the sentences with the Second Conditional.

- a. If I _____ (earn) more money, I _____ (buy) new laptop.
- b. If she _____ (not water) the plants, they _____ (die).
- c. What _____ (he/ print) if he _____ (have) a 3D printer?
- d. If she _____ (not be) a good player, she _____ (not be) in the team.
- e. I _____ (throw) a party if I _____ (live) in a big house.
- f. How _____ (you / react) if you _____ (see) a robbery?

7 Discuss these questions with your partner.



Useful phrases to express opinion

- Speaking personally, ...
- I guess that...
- I would say that ...
- I have no doubt that...
- I dare say that ...
- My conviction is ...
- I'm sure that...
- Frankly speaking ...

8 Complete the prompts below with your own ideas. Then, discuss them in groups.



Two jobs
I'd like to do

If I were a /an _____ I would be able to

If I were a/ an _____ I wouldn't



Two jobs
I wouldn't
like to do

If I were a/an _____ I wouldn't be able to

If I were a/ an _____ I would

9 Fill in the chart with words that contain the sounds below. Check them with your teacher.



/ θ / Moth	/ ð / Feather



Expressing opinion with modals

- Use these expressions to give your opinion, make a suggestion or persuade someone about what you think should be done.

It might/would be	<u>a good / better idea</u> better	to	[Infinitive verb]
--------------------------	---------------------------------------	-----------	-------------------

Example: *It would be better to tell the truth.*
It might be a good idea to apply for that job.

- You can also use **if** instead of **to**, but you need to use past simple form as in Second Conditional.

It might/would be	<u>a good / better idea</u> better	if	[Past Simple]
--------------------------	---------------------------------------	-----------	---------------

Example: *It might be better if you stayed here.*
It would be a good idea if we went home.

Taken and adapted from: <https://www.ldoceonline.com/dictionary/it-is-better-it-would-be-better>

- 10** In pairs, read these situations and express your opinion or make suggestions, using the modals *would* or *might*.

Greg was looking after his friend's hamster and now he can't find it. What's your advice?

I have problems getting to sleep at night, and during the day I feel sleepy.

She never does her homework, so her teacher always gets angry.

James has a very stressful job and he needs to relax.

I'm quite a shy person. I've just moved to a new city. I don't know anyone here. Please, give me some advice.

I'd like to have a pet, but I live in an apartment.


Rita wants to do some exercise, but she has a bad knee.

My friend has told lies about me and I'm angry. What do you suggest?

- 11** Choose a topic of your interest and write your opinion about it, using the template on page 93. Share it with the class and then ask your classmates for their opinions.

Useful expression to ask for opinion


- Please, tell me your opinion on...
- What's your view on...?
- What do you recommend?
- From your point of view, ...?
- What do you think about...?
- What would you advice?

12  Listen to the story carefully. Then, identify the moral among the options given below.

- a.** Your reaction matters more than what happens to you.
- b.** Laziness won't get you anywhere.
- c.** Stop wasting your time complaining.

- d.** Pursue your dreams. Dreaming isn't enough.
- e.** Never give up on your dreams.
- f.** Struggling will make you stronger.



13  Listen again and write an 80-word opinion of the story and its moral, using your own words and some connectors from the chart below.

Editor's Marks

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

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

Useful connectors

Contrast	Consequence	Succession
In spite of the fact Nevertheless Yet In contrast On the contrary	Consequently As a consequence As a result So Therefore	Firstly Then After that Lastly

Your opinion in writing should include the following parts:

Computers play an important role in the lives of most of us today, whether we realize it or not. Some people, however, are beginning to ask if we really need them. In my opinion, computers have become a necessary part of modern life.

In the first place, computers can save a lot of storage space. Storing information on computer disks is one of the most efficient ways of keeping data. One computer disk can hold the same amount of information as several books.

Furthermore, computers save everyone a lot of valuable time. Stored information can be found at the touch of a button, whereas searching for it manually takes much longer. Therefore, our every-day lives are made easier - from going to the bank to doing the shopping.

All in all, I strongly believe that computers are a useful tool. They have changed our lives for the better and there is no reason why we should not make them work to our advantage.

Introduction

In the introduction, you want to establish the importance or relevance of your topic. You also want to establish your position on the issue, whether you are for or against the topic and give your reasons.

Supporting Claim 1

You begin to elaborate your claim from the first paragraph. This is where you begin to show the reasoning behind your view. Remember to keep your ideas relevant to your main claim. Share facts and ideas that reinforce your claim.

Supporting claim 2

Share another major claim that supports your views. You may include facts and evidence that are relevant to your claims. Try to use, at least, one specific example that supports your claim. You can continue to add supporting claims, as long as they are relevant to the main topic.


Conclusion

Your final paragraph is a chance to re-state your thesis using different language. You do not want to re-write your thesis. Your conclusion should be logical based on the claims you have made in the previous paragraphs.

Past Experiences

Activities from the Student's Book

Page 194 - Student's Book

2  Listen and complete these sentences from the text.

- a. The wisest people are the ones who _____
- b. Every experience in life _____
- c. The objective is to always _____
- d. The more you learn from experiences, _____
- e. The past provides you with _____
- f. Experiences and lessons are the ingredients _____

Page 194 - Student's Book

3  Listen again and write down the questions you hear.

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

Page 195 - Student's Book

2 In pairs, label the pictures with the vocabulary provided.

baggage claim

customs office

boarding gate

check-in

metal detector






departure lounge

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

2 Write a 150-word email to a friend, describing (or inventing) an exciting holiday that you have had and the plans you made before it. Remember to include relevant vocabulary and connectors studied so far. Pay attention to the expressions in bold included in the model email.

A large writing area with horizontal lines and a spiral binding on the left side. The lines are spaced evenly down the page, providing a guide for writing the 150-word email.

Editor's Marks

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

How did get here?

Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

Page 205 - Student's Book

- 2 In small groups, make predictions of the story you are going to read, on pages 206-207 (Student's Book), based on its headline and the pictures in exercise 1. Fill in the graphic organizer with your ideas.

Place:	Time:	People:	Feelings:
Beginning:	Main events:	End:	

Page 210 - Student's Book

- 1 Look at the pictures and match them with the words below.

waves

muscles

exhaustion

dehydration

spotted

approaching

a. _____

d. _____

b. _____

e. _____

c. _____

f. _____

- 2 Find the meaning of the following words.

Bare hands: _____

Drift: _____

Dump: _____

Gale: _____

Offshore: _____


Rip: _____

Roil: _____

Solitude: _____

Splutter: _____

Thump: _____

- 2  Fill in the chart with the information you hear. Then, check the information with your partner, as in the example.

Example: *Alvarenga was 36 years old when he got lost.*

Alvarenga's Age	Nationality	Activity	Crewmate's surname	Food	Days lost	Distance travelled

- 3 Complete these sentences with the corresponding words below. Pay attention to spelling.

despite

since

actually


as well as

although

as a result

- a. Alvarenga _____ a young crewmate, Córdoba, had left the coast of Mexico in a small boat.
- b. _____ it was risky, Alvarenga was determined to navigate the storm.
- c. _____ the waves thumped the boat, Alvarenga and Córdoba began working as a team.
- d. Córdoba died and, _____, Alvarenga was completely alone.
- e. _____ despairing at times, Alvarenga said he never believed he was going to die.
- f. "I didn't really think I was going to die. _____, I thought: 'I will get out. I will get out.'"

Activity Book

1  Listen to a conversation about Matt's last holiday and complete the chart with some brief information.

a. Where / go?	
b. Had/ be there before?	
c. Who / with?	
d. How long / spend there?	
e. When / come back?	
f. How/ travel?	
g. Where / stay?	
h. What / do?	
i. What / eat?	
j. Enjoy the holiday?	
k. Buy / souvenirs?	

2 Complete the questions about Matt's holiday and write full answers, based on the information in Exercise 1.

- a.** Where did he go did he go ? He went to Easter Island.
- b.** Had _____ before? _____
- c.** Who _____ with? _____
- d.** How long _____ ? _____
- e.** When _____ ? _____
- f.** How _____ ? _____
- g.** Where _____ ? _____
- h.** What _____ ? _____
- i.** What _____ ? _____
- j.** _____ holiday? _____
- k.** _____ souvenirs? _____

3 In pairs, role play the dialogue in Exercise 1. Then, swap roles with your partner.

Past Perfect Simple

- The Past Perfect is used to talk about actions that were completed before some point in the past.
- It consists of two parts: **Had** + **Past Participle** (of the main verb).

F o r m	Affirmative	Subject + had + Past Participle He had finished the test when the bell rang.
	Negative	Subject + had + not + Past Participle He had not finished the test when the bell rang.
	Interrogative	Had + Subject + Past Participle ? Had he finished the test when the bell rang?

had not
=
hadn't

Time Expressions	already - yet - for - since - just - after - before - until - never
-------------------------	--

Further examples:

- I had never seen such a beautiful beach before I visited Wales.
- She only understood the movie because she had already read the book.
- We couldn't get a hotel room because we hadn't booked in advanced.

4 Rewrite the sentences using the Past Simple and Past Perfect Simple.

a. She soon (**realize**) that she (**spend**) all her money.

b. He (**feel**) tired due to the fact he (**not eat**) anything since the morning.

c. The police never (**find out**) where the thief (**hide**) the money.

d. She (**be**) very upset because he (**not reply**) her emails.

e. I (**know**) my wife for 5 years before we finally (**get married**) in 2015.

f. The film (**already begin**) when we (**arrive**).

5 Fill in the text with the Past Simple and the Past Perfect Simple.

When Ethan **(a)** _____ (be) 18 years old, he **(b)** _____ (make) the decision to spend some time in America. But until he **(c)** _____ (save) enough money he **(d)** _____ (not tell) anybody. His mom **(e)** _____ (be shocked), because they **(f)** _____ (never be) abroad. At that time he **(g)** _____ (have) a penfriend in Vermont for nearly three years and he **(h)** _____ (always want) to see her. He **(i)** _____ (know) that his English **(j)** _____ (be) very good as he **(k)** _____ (pass) Cambridge exams with grade B. Before he **(l)** _____ (start) to write to Emma, it **(m)** _____ (never cross) his mind that he could go to the States on his own. But after he **(n)** _____ (decide) to set off he just **(o)** _____ (have) to go.

6 In pairs, take turns to read the sentences aloud and come up with an explanation for the situation, using the Past Perfect Simple.

Example: *I slept in my car all night because the car had broken down and I was miles from home.*

I poured water on my computer...

I'll quit my summer job...

I smashed my bedroom window...

I jumped into a swimming pool fully clothed...

I woke up at 3a.m...

I slept in my car all night...

I ran all the way home from class...

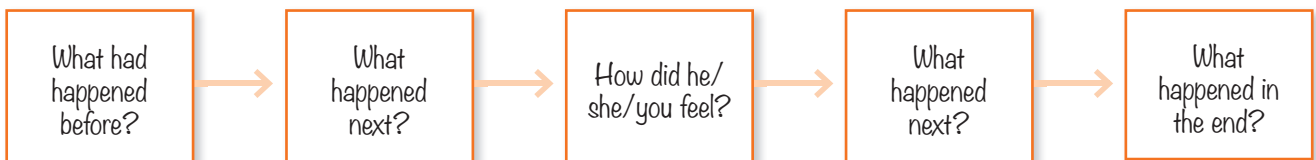
I came home and my house was empty...

I didn't have Internet connection for two hours...

7 In groups of three, take turns to choose a picture and some expressions from the chart below and tell an imaginary experience, using past tenses. Follow the organizer below to express your ideas.



Storytelling



Useful narrative expressions!

- It all began...
- As a result,...
- All of a sudden,...
- Without any warning,...
- In fact,...
- (In) the (very) next moment,...
- At once,...
- (Right) in the middle of...
- Straight after...
- As if by magic...
- Meanwhile,...
- In the meantime,...
- To my/his/her relief,...
- Eventually,...
- In short,...

8 Choose one story from exercise 7 and write a 150-word narration, using the connectors provided below.

Editor's Marks

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

How did get here?


Check the whole unit and decide which aspects helped you complete this task. Score your performance from one to four. Share your results with a partner.

Useful connectors to sequence your ideas

Beginning your story	Continuing the story	Interrupting and adding new elements	Events occurring at the same time	Ending the story
To begin with, Initially, First of all,	Next, After that, ...but then Immediately,	Suddenly, Unexpectedly,	While + sentence During + noun	Finally, In the end,

9 In pairs, take turns to roll some dice and pronounce the words.

					
weath <u>er</u>	fif <u>th</u>	ba <u>th</u>	ei <u>th</u> er	sou <u>th</u> ern	ra <u>th</u> er
<u>th</u> erefore	<u>th</u> at	<u>th</u> ough	syn <u>th</u> etic	th <u>ic</u> k	th <u>un</u> der
th <u>ou</u> ght	bro <u>th</u> er	th <u>re</u> at	Th <u>ur</u> sday	hea <u>th</u> ly	au <u>th</u> or
th <u>re</u> ad	th <u>um</u> b	ga <u>th</u> er	fu <u>th</u> er	<u>th</u> an	fa <u>th</u> ful
lea <u>th</u> er	ath <u>le</u> te	rh <u>yth</u> m	<u>th</u> ere	bo <u>th</u>	<u>th</u> ose
the <u>m</u> e	no <u>th</u> ern	wea <u>th</u> erly	th <u>ro</u> w	nei <u>th</u> er	to <u>th</u>

10  Read and listen to the text. Then, circle the words that contain the sound /θ/ and underline the words that contain the sound /ð/.

It was Mother's Day. I did not have a gift for my mother. Neither did my brother. So, we went to my father and asked him if he would take us to the store to look for a gift. Then, we all went in the car together.

The weather was bad and the smog in the city made it hard to breath. But our trip was worth it because we found the most perfect gifts for mother.

There were some bath salts, some lotion for smooth skin, and some feather pillows to help you relax. All of those sounded very soothing to me.

My brother found some rubber, squishy toys. I told him they were for babies who are teething. My father found a leather belt for mother. I told him that she would absolutely loathe it. They trusted me and put their gifts back. They helped me buy the soothing gifts I found, and we drove home together.

I was happy because my mother was going to love them much better than the gifts my father and brother had chosen. And I learned something. People often pick out what they want for themselves instead of thinking of what the other person would want. Don't you think that's silly?

11 In pairs, take turns to read the paragraph in exercise 10 out loud.

12 Read the text and fill in the blanks with appropriate connectors.

A Survivor

“I crashed a glider in November 2010 in the mountains of the South Island of New Zealand (a) _____ a competition. I ended up in a mountain valley with “no landable” area and no escape route.

“(b) _____ I hit, my vision went completely nebulous (c) _____ of the impact. Pretty quickly, one of the wings hit the ground and the glider rotated around 180 degrees. There was (d) _____ a horrible cracking sound. I thought the landing was going to be smoother than it was, but then again, I didn’t have any frame of reference to judge this.

“(e) _____ I crashed, there was absolute silence. (f) _____, I sat there and swore at myself for being stupid enough to get into the situation. I had no pain, (g) _____ both of my feet were completely paralyzed. The bottom of the glider had been torn away where my feet were. I stood on one foot (h) _____ I found out later it was broken. I’m extremely lucky I had no spinal or more extensive lower extremity injuries.

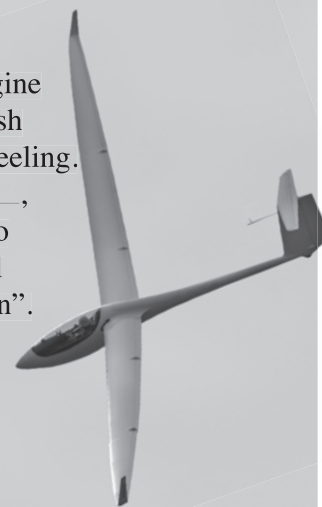
“(i) _____ getting out, I tried to make contact with other pilots. The radio could receive, (j) _____ not transmit. I heard mayday calls on the radio being issued by another pilot, (k) _____ I knew help would be on its way. It was cold as the sun

had already set in the valley. I swore at myself some more. I was ashamed, too. I replayed the events in my mind over and over again. And I waited. It took two hours for a rescue helicopter to arrive. There aren’t a lot of rescue helicopters in New Zealand and they had to fly from halfway across the South Island,

(l) _____ this took some time.

“Most people ask me if I was scared. The answer is no. This is not (m) _____ the fact that I’m an exceptionally brave person, (n) _____ because I don’t value my life. I wasn’t scared because I was extremely focused at the time. I had a lot of time to prepare (about 8 minutes according to the GPS log of my flight, (o) _____ it seemed to go by much more quickly) between knowing I was in big trouble and crash landing. All my concentration was put into surviving rather than having the time to think about being scared. I imagine being a passenger in a crash is a completely different feeling.

(p) _____, I think this basically has to do with how much control you have over the situation”.



Taken and adapted from: <https://bit.ly/2D8Ahkm>

13 Based on the template on page 105, write a report about one of the following news headings, on a separate sheet of paper.

Malala, the girl they couldn't silence.

Chilean miners are rescued after 69 days.

What is it?

An **informational report** explains a topic using facts. It should not persuade the reader or argue a point, and it should definitely avoid using any opinion. The main goal is to inform readers on a topic.

A report on a school trip abroad

This report describes a recent trip to Madrid and its aim is to assess the success of the trip in order to recommend it to future students of Spanish.

Host families

All students agreed that the hospitality of the host families exceeded their expectations. Not only they made our students feel welcome in their homes, but they went out of their way to ensure that the British exchange students experienced the Spanish way of life, including the culture, language and cuisine. Many students commented that they showed exceptional kindness and generosity. However, some host family homes were located far from the school and, as a result, they had to leave extremely early in the morning to guarantee they got to school on time.

Cultural activities

The Spanish school staff ensured that our students got the most out of each visit by contracting tour guides who were entertaining and spoke Spanish at a comprehensible level for our students. Consequently, the cultural activities were a resounding success. Not only were our students shown most of the city's main sights, they also had the opportunity to visit stunning nearby towns of historical interest, such as El Escorial and Toledo.

Language

The majority of our students made the most of the opportunity to practise their Spanish with their host family and exchange partner. In addition, a few students made a real effort to converse with the tour guides during the day trips. However, some students were reluctant to speak Spanish with their exchange partners, who had to speak to them in English.

On the whole, both Spanish and British students found the experience a positive one from a cultural and an educational point of view.

Taken and adapted from: Report on Year 12's trip to Madrid. Retrieved from https://learnenglishteens.britishcouncil.org/skills/writing/advanced-c1-writing/report-school-trip-abroad?utm_source=facebook&utm_medium=social&utm_campaign=bc-learnenglishteens

Select a Topic

The first thing to do is to select an appropriate topic. Remember the goal is to inform readers, so you want to avoid any controversial topics. Choose a topic where you can do some research and neutrally present the facts. Once you have selected a topic, it is time to narrow your focus. If the topic is very broad, the report could go on forever and lose focus. You want to narrow it down to something that can be covered in just three paragraphs.

Create a Thesis Statement

The thesis statement is the point of your report. It should be a single, clear sentence placed at the end of the introduction.

Gather the Facts

Now it is time to gather your facts for the report. There are many great resources out there, but research can be overwhelming. It is best to avoid unreliable sources. Try to find more academic sources like peer-reviewed journals, reference books, and even government reports. Be sure that the sources and authors you find are credible and cross-reference your facts among many sources to determine consistency. If the same fact is reported in 3-4 different sources, you can probably conclude that the fact is true.

Write the Report

You have the facts you need, and it's time to write your report. It helps to start with a plan. In a three paragraphs report, you will want to have an introduction, a body paragraph, and a conclusion. **The introduction** is where you will establish the topic and present your thesis. **The body** paragraph is where you will present the facts and get into the details of the topic. **The conclusion** is where you will sum up what you've said and draw the report to a close.

Taken and adapted from: How to Write an Informational Report. Retrieved from: <https://study.com/academy/lesson/how-to-write-an-informational-report.html>

1 Read the text below and circle the word which best fits each gap.

15 points

Job Search Tips for High School Students by Alison Doyle (Adaptation)

When you're in high school and haven't worked much or at all, it can be hard to (0) find a job. In fact, teenagers have a really high unemployment rate. (1) _____, if you're a high school student looking (2) _____ a job, there are things you can do to help yourself get (3) _____ and get your application noticed.

Start close to home

One good way to get experience when you are a high school student is to start by working for friends and neighbors. Babysitting, mowing lawns, landscaping, yard work, shoveling snow, and pet sitting all can be included on your (4) _____. In addition, the people you work for will be able to give you a reference when you apply for other jobs.

Keep an open mind

Don't limit yourself to certain types of jobs. This is a tough market for young job (5) _____, and you may not be able to find a job doing what you want to do. If you need a paycheck, keep an open mind when it comes to what you'll do to earn that paycheck. The more (6) _____ you have, the (7) _____ opportunities you'll be able to apply for. Plus, even if the job wasn't your first choice, it may turn out to be better than you expected.

Check the rules

Depending on how old you are, there are only certain jobs you can do and hours you can work. Check the Child Labor Law (you count as a child if you're under 18 when it comes to working) regulations to see how they (8) _____ to

you. The minimum age you can work at paid non-agricultural employment is 14. If you're 14 or 15, look for employers who hire applicants your age.

Write a Resume

A resume, even though it may not be required by (9) _____, can help you stand out from the competition. (10) _____ you may not have much information to include, a resume shows that you're serious about your job search

Apply for lots of jobs

Apply for as many jobs as possible. Keep applying, rather than waiting to hear (11) _____ from one before you try for another position. Spend as much time as you (12) _____ applying, and follow up by calling or emailing to check on your application.

Be Flexible

Be as flexible as possible when it comes to your availability. The more flexible you are, the more likely you are to get a job offer. Also, know when you're available. Bring a list of the hours you can work with you when you apply in person or go an (13) _____.

Consider Volunteering

Even though you won't get a paycheck, volunteering is a great way to add experience to your resume which will help you find a paid (14) _____ in the future. Check with your high school guidance office and with local non-profit organizations for (15) _____ opportunities.

0	a. lose	b. found	c. find
1	a. However	b. Therefore	c. On the other hand
2	a. at	b. to	c. for
3	a. hired	b. fired	c. retired
4	a. email	b. resume	c. social media
5	a. finders	b. seekers	c. employers
6	a. flexibility	b. availability	c. responsibility
7	a. plus	b. added	c. more
8	a. extend	b. apply	c. provide
9	a. employers	b. employee	c. interviewer
10	a. Also	b. Although	c. Furthermore
11	a. about	b. from	c. back
12	a. must	b. could	c. can
13	a. interview	b. audience	c. examination
14	a. location	b. place	c. position
15	a. volunteer	b. volunteerism	c. working

1 Read the text below and circle the word which best fits each gap.

15 points

Is Social Media Messing with Your Teen's Mental Health? (Extract)

by Katie Hurley.

Social media dramatically changed the way we communicate, socialize, and make and maintain friendships. While there are (0) benefits to living in a (1) _____ world, there are also risks. Today's youth miss out on critical social (2) _____ development when they spend the majority of their free time connected to and interacting (3) _____ a screen. They can also get lost in a world of unrealistic comparisons, cyberbullying, and feeling left out.

Research shows an (4) _____ in major depressive episodes from 8.7% in 2005 to 11.3% in 2014 in adolescents and from 8.8% to 9.6% in young adults. The increase was larger and only statistically significant only in the age (5) _____ of 12 to 20 years. Clearly depression is on the rise (6) _____ teens, the question we need to ask (7) _____ is how much does technology and social media contribute to it?

It's no big secret that connecting (8) _____ texting, or social media can include harsh judgments and comparisons. It's (9) _____

to make statements on a screen that would (10) _____ be difficult to verbalize face to face. And disjointed shorthand conversations can easily result in misunderstandings. It (11) _____ help that digital communication occurs at a rapid pace, one that is difficult to process at times.

In the UK, a survey was made to determine the effects of social media use on issues such as anxiety, depression, self-esteem, and body image. Their findings show that a famous video streaming webpage had the most positive (12) _____, while social media based on personal profiles all had negative effects (13) _____ mental health.

(14) _____ these findings might make you want to delete all social media apps and ban your teen from any digital communication, avoidance isn't the answer. A better bet is to understand how and why your teen uses social media, stay connected, and know (15) _____ to look for, if your teen shows unexplained emotional changes.

0	a. advantages	b. benefits	c. risks
1	a. computers	b. digital	c. cyber
2	a. skills	b. ability	c. manners
3	a. over	b. by	c. through
4	a. increase	b. boost	c. upgrade
5	a. length	b. field	c. range
6	a. among	b. between	c. with
7	a. themselves	b. ourselves	c. myself
8	a. over	b. via	c. by
9	a. easier	b. easiest	c. easy
10	a. however	b. although	c. otherwise
11	a. doesn't	b. don't	c. won't
12	a. force	b. power	c. impact
13	a. in	b. on	c. at
14	a. While	b. During	c. But
15	a. what	b. that	c. which

1 Read the text and answer true or false. Justify the false ones.

3 points

Going to school is a human right, just like the right to liberty and security. It is perhaps the most important because it is fundamental to enjoy the other rights. It is the gate for knowledge and innovation. Without education there will be no progress, no equal opportunities and no sustainable development. With the right to education, people can understand the other rights they have and get profit from them. Thanks to education, women empowered, children are safe, and disabled people are treated with respect. Education is not just a right, but it is also a duty. The government has to build schools, but the parents have to send their children there and make sure they are leaning something.

Taken and adapted from: <https://bit.ly/2UYoNdb>

- a. ____ Sustainable development is a result of education.
- b. ____ Thanks to education women can get a stable income.
- c. ____ Only the government is responsible for the children's right to education.

2 Circle the correct connectors.

4 points

- a. I'm not going out tonight. ____, I can see you tomorrow if you like.
 - i. Although
 - ii. However
 - iii. Since
- b. ____ the car was quite old, it was still very reliable.
 - i. But
 - ii. Even if
 - iii. Although
- c. The cricketer played badly. ____, he was extremely rude to a press photographer.
 - i. Additionally
 - ii. Together with
 - iii. And
- d. Animals ____ lions and tigers, are among the most ferocious species.
 - i. as well as
 - ii. such as
 - iii. though

3 Fill in the blanks with Tag Questions.

4 points

- a. You have cleaned your bike, _____?
- b. They don't watch much TV, _____?
- c. Phil played handball yesterday, _____?
- d. Kevin won't come tonight, _____?

1 Read the text and answer the questions below.

3 points

The Driving Test

It was a bright Monday morning and I was going to a driving test for the sixth time. The examiner, Mr. White, had asked me to drive in heavy traffic around rush hour and felt I had done a very good job. Mr. White then instructed me to drive out of town, as I was feeling very confident. I thought to myself I could do that. Sure that I had passed, I began to enjoy my test, as I was not nervous anymore. The examiner was satisfied with my driving and with a smile said, "Just one more thing, Mr. Lee. Let's suppose that a young child unexpectedly

crosses the road in front of you. When I tap on the window, I want you to stop the car instantly". I continued driving the car and after a few minutes later, Mr. White tapped loudly. Though the sound was very clear, I do not know why it took me a long time to respond. I suddenly hit the brake pedal so hard we were both thrown forward. The examiner looked at me sadly. "Mr. Lee," he said, in an unhappy voice. "You have just killed that child!"

Taken and adapted from: <https://bit.ly/2DD3lu7>

a. Did he feel anxious at the beginning?

b. What did the examiner want to measure at the end of the test?

c. Did Mr. Lee pass or fail the driving test? Why?

2 Fill in the blanks with connectors below. Some of them are not necessary.

3 points

Besides

Despite

However

Consequently

In fact

a. He passed his exams. _____, he had some good news to tell his parents.

b. Mary writes short stories. _____, she writes articles for a newspaper.

c. Susie refused to take part in the concert. _____, she changed her mind the next day.

3 Complete with the Past Simple, Past Continuous or Past Perfect.

6 points

a. I arrived too late. The concert _____ and my friends _____. (finish, leave)

b. The driver _____ control of his car because he _____ on his mobile. (lose, talk)

c. We _____ that we _____ there before. (not realize, be)

IRREGULAR VERBS

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was / were	been	know	knew	known
become	became	become	leave	left	left
begin	began	begun	lose	lost	lost
break	broke	broken	make	made	made
buy	bought	bought	meet	met	met
choose	chose	chosen	read	read	read
come	came	come	run	ran	run
do	did	done	say	said	said
draw	drew	drawn	see	saw	seen
drink	drank	drunk	sell	sold	sold
drive	drove	driven	send	sent	sent
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sleep	slept	slept
feel	felt	felt	speak	spoke	spoken
find	found	found	spend	spent	spent
forget	forgot	forgotten	swim	swam	swum
get	got	got	take	took	taken
give	gave	given	teach	taught	taught
go	went	gone	tell	told	told
grow	grew	grown	think	thought	thought
have	had	had	throw	threw	thrown
hear	heard	heard	understand	understood	understood
hit	hit	hit	wake	woke	woken

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ÚSALO ALEJADO
DE COMIDAS
Y BEBIDAS



GUÁRDALO
EN UN LUGAR
ADECUADO

