



STUDENT'S BOOK

# ENGLISH 7<sup>th</sup> GRADE

Silvia Lourdes Foschi



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# ENGLISH 7<sup>th</sup> GRADE

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**Let's have fun** This section sums up skills and content through a game.

**Project** It is a group task connected with different learning objectives of other school subjects.

**Let's sum up!** It will help you summarize the main contents and skills of the unit.

## Sections

### DID YOU KNOW THAT?

This section gives you a new or interesting piece of cultural information related to the topic.

### USEFUL EXPRESSIONS

List of expressions you may need when speaking or writing.

### STRATEGY

These useful strategies help you improve your reading and listening comprehension skills.



Indicates an Internet link.

### Connections

Indicates an interdisciplinary connection.

### Green thinking

Indicates a connection to caring for the environment.

### LANGUAGE IN USE

This section helps you review and practice a particular language structure.

### MINIPROJECT

The Mini Project is a task that summarizes the topic studied on each section.



This section with questions allows you to reflect on the topic or your learning process.

## Student's Book icons



Indicates pair work activities.



Indicates group work activities.



Indicates the number of the audio track.



Indicates an activity that has to be developed on a specific page in the Digital Activity Bank.



Indicates an activity that has to be developed in your notebook.

### Glossary

All highlighted words can be found in the glossary on pages 74 and 75.

### List of Verbs

All highlighted verbs can be found on the list of verbs on pages 76 and 77.

## Printable Activities

These sets of activities provide both, enough space to develop the activities in the Student's Book, and extra practice and reinforcement of the skills and contents of the unit.

## Digital Activity Bank icons



This icon indicates there are printable activities available.



Directs to a video in the corresponding file.



Directs to a picture in the corresponding file.



Directs to a recording or audio material in the corresponding file.

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# UNIT

# 1


# FEELINGS AND OPINIONS

Can colors express feelings?

## In this unit, you will:

- learn to understand and communicate messages that express feelings, opinions, and talk about free-time activities.
- read and apply different strategies to understand a web article, a magazine article, and a journal entry.
- listen to conversations about feelings.
- speak about feelings and free-time activities.
- write a short email and a diary entry.



1  Discuss these questions. Follow the examples in the bubbles.


- a. How do you feel today? Why?
- b. Why are you happy or angry sometimes?
- c. What do you usually do to feel happy?
- d. What colors make you feel good?

**Examples:**

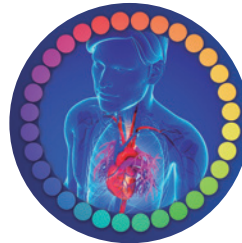
I feel angry because I can't ride my bicycle.

I feel good when I wear white and red because they are the colors of my soccer team.

We feel happy when we listen to music.

2  Read an interesting fact about colors, and do the activities below.


### Colors can affect energy and **blood pressure**




Some scientific studies show that colors affect your emotions and body. For example:

- An intense red color can speed up your **heart rate** and raise your blood pressure.
- Blue color is calming and can actually reduce these reactions.

Adapted from: Montgomery, J. (2016, September, 27). Interesting Facts about Color and Mood. Retrieved from: <https://www.justaddiceorchids.com/orchid-care-blog/facts-about-color-and-mood>

- a. Do colors affect you physically? Which ones?
- b. What other colors can affect people?
- c.  Use various sources of information and find another interesting fact about colors. Take notes.
- d. Make a mini-poster with the information and present it to the class.

# LET'S GET STARTED

1  Spin a pen on the circle and talk about habits and preferences. Follow the examples below.

Example: *I like/don't like running. / I usually read comics at night.*



ASK QUESTION 1

ASK QUESTION 2

ASK QUESTION 3

ASK QUESTION 4

1. What activities do you like?

2. What activities don't you like?

3. Which activities do you do every day?

4. Which activities don't you do every day?

# LESSON 1

## Colorful feelings

### VOCABULARY IN CONTEXT

1 👤👤 Imagine you are an artist. Choose your favorite three colors.

2 👤👤 Discuss these questions.

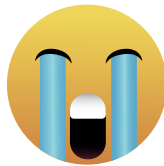
- a. How do you feel when you see the colors selected in activity 1?
- b. Why did you choose those colors?
- c. How do you feel when you wear your favorite colors?



3 👤👤 Look at the emojis and identify the feelings. Then use the examples in the bubbles to express your own feelings.



a.



b.



c.



d.



e.



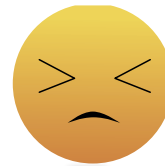
f.



g.



h.



i.



j.

relaxed

nervous

angry

hungry

anxious

bored

sad

excited

happy

worried

I feel excited when I wear pink.

When I am sad, I wear grey or black.

I feel sad when I see blue.


I get hungry when I see orange.

#### DID YOU KNOW THAT'?

Graphic designers and publicists use calm, excited and a lot of other feelings and emotions when they create logos or advertisements. Can you identify any examples on TV or in social networks?

Adapted from: Color Psychology: The Emotional Effects of Colors. Retrieved from: <https://bit.ly/3Fol8GH>


## READING

- 1  Connect these words to the corresponding category: colors, psychology and feelings.

• good • anxious • relaxed • excited • calm • nervous • happy • hungry

• red • purple • blue • orange • green • yellow • black • white

• memories • human brain • emotions • feelings • decisions • influence

- 2  Discuss which colors make people feel excited and calm.

- 3  **Science** Read the web article and identify the correct topic.


**STRATEGY** Read the text quickly to get its general idea.

### Color Psychology

Colors express information without words. Color psychology connects colors and emotions.

#### Types of Colors

Colors in the red-yellow area of the spectrum are warm colors. These warm colors make you feel loved, comforted but also angry. Colors in the blue-green area of the spectrum are cold colors. They make you feel calm and relaxed.



**Colors and feelings**  
Red is related to feeling loved, energized, excited and also angry.

Orange is connected to feeling optimistic, self-confident, happy, courageous, enthusiastic and also hungry!  
Yellow makes you feel good, **hopeful** and happy. But too much yellow can make you feel anxious, nervous and impatient.  
Green makes you feel calm and secure. However, too much green represents an envious or jealous person. It represents fresh things and the environment. Dark green is connected to money.  
Blue has the opposite effect of red or orange. It makes you feel calm and relaxed. It is connected to reserved, honest and quiet people. Blue doesn't make you feel hungry!

#### Conclusion

Colors influence our feelings, but it also depends on personal, cultural, and situational factors. In addition, color psychology is popular in marketing, art, design, fashion, and other areas that connect colors and emotions to influence people's decisions and feelings.

Adapted from: London Image Institute (February 5, 2020). Color Psychology: How Do Colors Affect Mood & Emotions? Retrieved from: <https://bit.ly/3NdE41x>

- a. Colors are disconnected from feelings.  
b. Colors and feelings are connected.

- 4 Based on the web article, look at the picture and describe the teenager's feelings. Connect them to colors and personality.



- 5 Look again and read these descriptions.

Kate is anxious about her exams. She is friendly and honest. She has straight, black hair and gray eyes. She is tall.

Ray is not worried about his exams. He is quiet and generous. He has wavy, brown hair and blue eyes. He is a little short.

Lucy and Tom are relaxed about school. Lucy has curly black hair and brown eyes. She is medium height. Tom has curly brown hair and brown eyes, too. He uses a wheelchair.

Sarah and Mike are twins. They are excited about the new school, but they are afraid of some subjects. They are talkative and impatient. They have long, blond hair and green eyes. They are tall. Mike wears glasses.

## LANGUAGE IN USE ▶ Describing feelings, personality and physical appearance

1. Read these examples.

### **Describing feelings**

*Kate is anxious about her exams.*

*Ray is not worried about his exams.*

*They are excited about the new school, but they are afraid of some subjects.*

*How do you feel today?*

*I feel/am happy/sad/worried/hungry/excited.*

*When I see blue, red and white decorations on 18<sup>th</sup> September, I feel/am excited.*

### **Describing personality**

*She is friendly and honest.*

*He is quiet and generous.*

*They are talkative and impatient.*

### **Describing physical appearance**

*She has straight, black hair and gray eyes.*

*She is tall.*

*He has wavy, brown hair and blue eyes.*

*He is a little short.*

*They have long, blond hair and green eyes.*

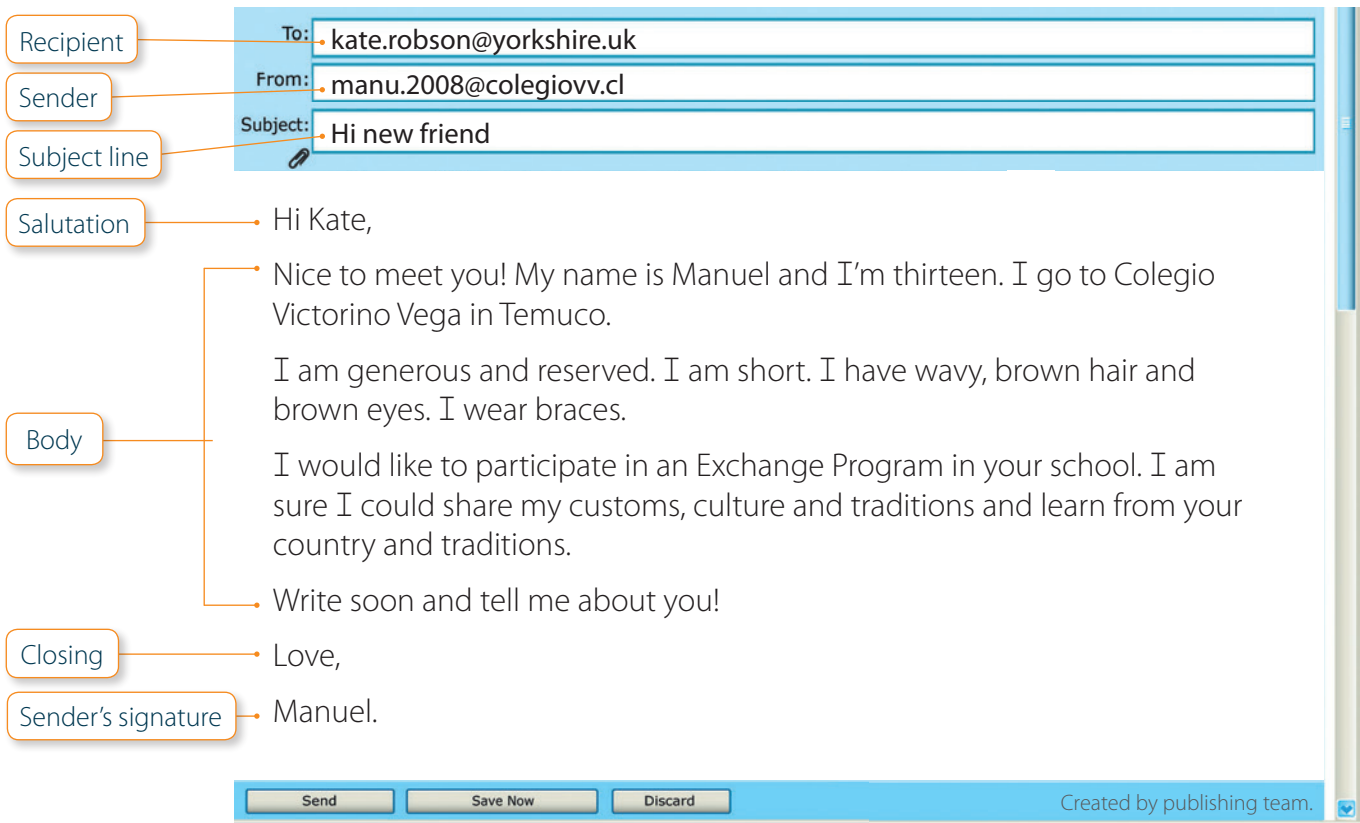
*They are tall.*

*Mike wears glasses.*

2. Pay attention to the position of the words for feelings and for physical appearance.

# WRITING

## 1 Modeling Read an email to a new friend.



Recipient → To: kate.robson@yorkshire.uk

Sender → From: manu.2008@colegiovv.cl

Subject line → Subject: Hi new friend

Salutation → Hi Kate,

Body → Nice to meet you! My name is Manuel and I'm thirteen. I go to Colegio Victorino Vega in Temuco.  
I am generous and reserved. I am short. I have wavy, brown hair and brown eyes. I wear braces.  
I would like to participate in an Exchange Program in your school. I am sure I could share my customs, culture and traditions and learn from your country and traditions.  
Write soon and tell me about you!

Closing → Love,

Sender's signature → Manuel.

Send Save Now Discard Created by publishing team.

 U1\_ACT\_3

## 2 Organizing ideas Imagine your class is on an email exchange program with a school in the UK. Copy and complete the table to write a similar email to your new friend.

<b>Personal information</b>	Manuel / 13 / Temuco / Colegio Victorino Vega
<b>Personal description</b>	generous, reserved / short / wavy, brown hair / brown eyes / braces


## 3 Drafting Put your notes together into an email. Use the example in activity 1 as a model.

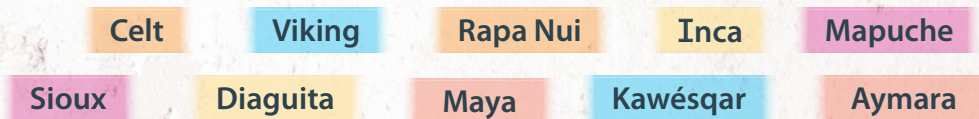
## 4 Revising and editing Check your text. Correct spelling, punctuation, and grammar when necessary.

## 5 Writing Write the final version of your email.

## 6 Publishing Send the email to your teacher or read it aloud.

# ANCIENT KNOWLEDGE

1  Identify five indigenous communities in Chile.



2 Read a magazine article about the traditions of a mapuche woman. Express your opinion to the ideas below saying “I agree” or “I disagree”.

## The weaver of CURARREHUE

In Curarrehue, near Pucón, you can find the workshop of Juanita Becerra. It is **surrounded** by the brown, blue and green tones of the **landscape**. This nature inspires the work of the young mapuche woman. For Juanita, color is directly related to happiness.

The weaver learned her trade when she was only six years old. Her mother taught her this ancient technique. It combines loom weaving with **felt**. In the mapuche tradition, the parents and grandparents transmit their **knowledge** to the youngest family members from an early age. Juanita does the complete process: she takes the wool from her sheep, washes and **dyes** the wool with plants collected from her garden. This is because of the close relationship Mapuches have with nature.

Loom weaving is the exclusive work of the mapuche women. Juanita’s creations **weave** together symbols and the history of a community.

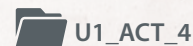


Originally, the drawings told a story or gave information about someone’s social role by means of specific designs.


For Juanita, the elements around her, for example the beautiful view of the Curarrehue valley and the Trancura river, come to life through her creations. She creates accessories, clothes and decorative pieces, and visitors buy them to take a little part of La Araucania back home. But it doesn’t stop there: the weaver also offers a guided tour of life in the local countryside. She invites guests to know the animals and plants that inspire her and her culture. Mapuches consider themselves a part of nature.

Adapted from: Chile Travel. (August 28, 2021). Ancestral Travel: 5 Experiences with the Mapuche people. Retrieved from: <https://bit.ly/3f5bfCj>

- a. Juanita Becerra is a teacher and lives in Pucón.
- b. She thinks color is directly related to feeling happy.
- c. Only the Mapuche grandparents transmit their traditions to the young children.
- d. Both Mapuche women and men do loom weaving.

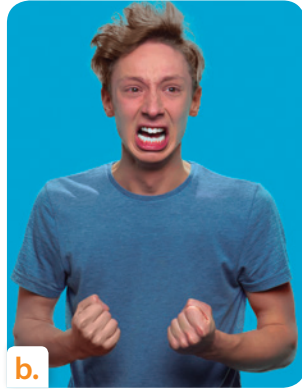


## MINIPROJECT

 Choose another indigenous community in Chile and find out information about the meaning of colors and designs. Prepare a poster with a collage of pictures and present it to the class.

## LISTENING

1 👤 👤 Look at the pictures, and identify how these teenagers feel.



2 🎧 Listen to the conversation and check your predictions.

3 🎧 Listen again and describe the speakers' feelings.

4 👤 👤 Discuss when you feel that way.

**STRATEGY** You are going to listen to two friends talking about feelings. Before listening, predict what they are going to say.

📁 U1\_ACT\_5

## SPEAKING

1 **Preparing to speak** 🎧 Listen and repeat these questions. Pay attention to the pronunciation and intonation.

What's the matter?

Are you OK?

Why are you so tired?

What's wrong?

2 **Modeling** 🎧 👤 👤 Listen and read the dialogue.



**DONNA** Hi, Wayne! You look a bit tired. Are you OK?

**WAYNE** Oh... I'm just dead!

**DONNA** What's the matter? Why are you so tired?

**WAYNE** Because I'm having a very busy week!

3 **Let's speak** 👤 👤 Create a dialogue about your feelings and activities following the model in activity 2. Use the Useful Expressions in the box.

### USEFUL EXPRESSIONS

- I feel... when...
- What's the matter?
- I'm... because...

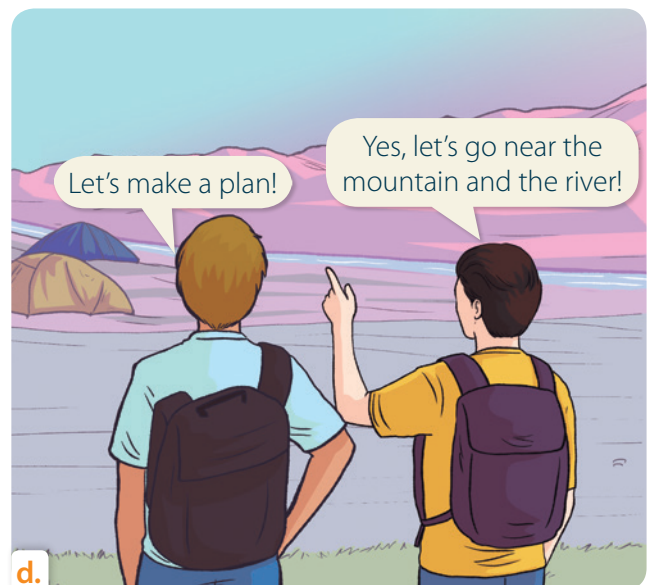
# LESSON 2 Good times!

## VOCABULARY IN CONTEXT



1  Discuss these questions.

- a. What do you usually do on the weekends?
- b. How do you feel on Sunday evenings?
- c. Do you like camping trips? Why? Why not?
- d. What camping activities do you prefer?

2   Read the conversation and put the comic strips in order. Then listen and check.



# LISTENING

1   Listen and repeat the camping activities. Then relate them to the pictures below.

cook

put up a tent

walk along the river


climb a mountain

light a fire


play the guitar

**STRATEGY** You are going to listen to two people talking about the weekend. Before listening, revise these activities and predict what the speakers are going to say.



2  Listen to the conversation and check your predictions. Identify the speakers' relationship.

3  Listen again and identify the activities.

4  Comment on the camping activities you like. Give reasons for your choices.

**STRATEGY** As you listen, take notes of the expressions, words or phrases that may help you confirm or correct your predictions.

 U1\_ACT\_6

## LANGUAGE IN USE

### Describing sequence of past actions

1. Read these examples.

*First, we put up our tents. Next, we walked along the river. Then the teachers cooked a lot of pasta. After that, we lit a fire and played the guitar. Finally, we slept in our tents.*

2. 👤👤 Answer orally.

- What do the words in **bold** indicate?
- What do the actions express?

3. 👤👤 Follow the examples in activity 1 and write about your own activities yesterday.

U1\_ACT\_7

## SPEAKING

1 **Preparing to speak** 🗣️ Listen and repeat these words. Pay attention to their initial sound, and discuss the differences you find.

happy

hour

help

honesty

hippo

home

honor

hundred

2 **Modeling** 🗣️ 👤👤 Listen and read this tongue twister.

*Despite the hot and humid weather in Harker Heights, the honorable Harold Hinkleman hiked the hill in half an hour.*




U1\_ACT\_8

3 **Let's speak** 👤🗣️ Create a short tongue twister or rhyme about your own feelings using the initial sound /h/. Follow the model in activity 2.


LET'S REFLECT

- How is this initial sound pronounced in your mother tongue?
- What similarities and differences between English and Spanish sounds can you find?

**1**  Discuss these questions.

- In your opinion, why do people write diaries or blogs?
- Do you write a blog or keep a personal diary?
- How do you express your feelings and experiences?
- What is the connection to the text in activity 2?

**STRATEGY** Use information or elements from a text and personal knowledge to anticipate what the text is about.

**2**  **Language and literature** Read the text and check your predictions.

Saturday, 13 June 1942

On Friday, 12 June, I woke up early at six o'clock; it was my birthday. I'm not allowed to get up then, so I had to wait until quarter to seven. Then I went down to the dining-room, where Moortje, my cat, welcomed me.

At seven, I went in to Mummy and Daddy, and then to the sitting-room for my presents. The nicest present was you — my diary! There was a bunch of roses on the table, and lots more flowers and presents arrived for me during the day. Daddy and Mummy gave me a blue blouse, a game, and a bottle of fruit juice which **tastes** quite like wine!

At school, I **shared** out some cakes with my friends, and I was allowed to choose the game that we played in the sports lesson. Afterwards, all my friends danced round me in a circle and sang 'Happy Birthday'.

Adapted from: Frank, A. (February 3, 1997). *The Diary of a Young Girl: The Definitive Edition*. New York, NY: Bantam Books.

**STRATEGY** You are going to read an extract from *The Diary of a Young Girl*, by Anne Frank, where she writes about her birthday. In pairs, think about questions you would like to ask before you read.

**STRATEGY** As you read, focus your attention on the information that is relevant to answer the questions you wrote in your notebook.

 U1\_ACT\_9

## DID YOU KNOW THAT'?

Anne had a love of nature. While hiding from the Nazis in a secret annex of a building, she often went to the uncovered attic window. There, she spent time looking at the large chestnut tree in the neighboring garden.

Anne also loved writing and dreamed of becoming a famous writer one day. On her 13<sup>th</sup> birthday, she got a red-checked diary as a present. It has been translated into more than 70 languages.

Adapted from: Anne Frank. (n.d.). Retrieved November 9, 2022 from: <https://bit.ly/2RPzYPe>

 Learn more about Anne Frank at <https://bit.ly/42CzKjC>

# WRITING

## 1 Modeling Read a diary entry carefully.

Time expressions

1<sup>st</sup> person

Date

14<sup>th</sup> November, 2023

Dear Diary,

Yesterday was an unforgettable day. I woke up at 6 o'clock in the morning. We had breakfast and dressed up. We all went to Fantasize Amusement Park near Pune. We started from home at 7 o'clock. As soon as we reached there, we bought our tickets and went inside. I was so excited seeing the rides. My parents and brother liked the Thunderfall ride. My favorite rides were Water Splash, Caterpillar Ride, Wave Pool and Pirate Ship. After a couple of hours, we had our lunch. In the afternoon, we had the scariest ride, the Space Gun. We got back to our home in the evening.

It was a great day and I enjoyed it a lot.

Sammy.

Retrieved November 7, 2022 from: <https://bit.ly/3hqGyxG>

Feelings

Past tense

U1\_ACT\_10

## 2 Organizing ideas Imagine you or a friend has a personal diary. Choose an interesting past experience and write a brief entry.

## 3 Drafting Put your notes together into a text.

Yesterday was an unforgettable day. I woke up at 6:00, had breakfast and dressed up. We went to the amusement park. When we reached there, we bought ticket and went inside. I was much excited to see the rides...

## 4 Revising and editing Check your text. Correct spelling, punctuation, and grammar when necessary.

## 5 Writing Write the final version of your diary entry.

## 6 Publishing Read it aloud to the class.



How did this model of diary entry help you to write better?

# LET'S HAVE FUN

1 Roll the dice, and ask and answer correctly.

What / you / do / yesterday?	Where / you / play / sports / last weekend?
How many plastic bottles / you / recycle / this week?	you / use / a lot of water / today?
your family / dump / a lot of garbage / last week?	families / have / many cars / in 1900?
<b>STUDENT A</b>	

What sport / you / play / last weekend?	Where / you / see / go / last vacation?
How many trees / you / water / yesterday?	you / use / a lot of electricity / last night?
your family / use / a lot of plastic decorations / for your last birthday?	families / have / many plastic objects / in 1900?
<b>STUDENT B</b>	

## MINIPROJECT

### Green thinking

Think about what you did last month **to take care** of the environment and reduce waste. Write down some ideas. Then design a digital poster or make a video to share with your classmates. Add pictures to illustrate your work.


U1\_ACT\_11

### USEFUL EXPRESSIONS

- There is **a lot of** plastic.
- There are **a lot of** bottles.
- There are **many** bottles.
- There is **some** plastic.
- There are **some** bottles.
- There is **a little** plastic.
- There are **a few** bottles.

# PROJECT

## Art A painting of my feelings

- 1  Form small groups.
- 2 Comment on the forms of art you see in your town.
  - Painting
  - Sculpture
  - Architecture
  - Cinema
  - Music
  - Theater
- 3 Look at these contemporary works of visual art. Give your personal opinion on them and express your feelings. Use the structures learned in this unit.



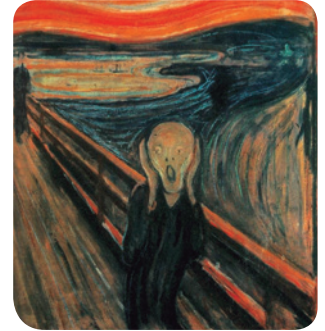
a. *Self Portrait with Monkey* by Frida Kahlo.



b. *Campbell's Soup II* by Andy Warhol.



c. By Banksy.



d. *The Scream* by Edvard Munch.

- 4 On a separate sheet of paper, make a drawing or a painting that expresses how you feel today. Share it with your group and paste it on a classroom wall.
- 5 Comment on how your classmates' works made you feel.

## LET'S SUM UP!



# UNIT 2

# HEALTHY HABITS


Can laughter make you healthy?



## In this unit, you will:

- learn to understand and communicate messages describing healthy habits and healthy food.
- read and use different strategies to understand a magazine article, a web article, and a poem.
- listen to a podcast, a presentation, and conversations.
- speak about healthy habits and nutrition.
- write a challenge post and a short rhyme.



**1**  Discuss these questions. Follow the examples in the bubbles.

- a. Do you have a good sense of humor?
- b. What kind of things make you laugh?
- c. How often do you laugh?
- d. Do you think that laughter helps the body or mind?
- e. How do you feel after laughing?

**Examples:**

Silly jokes make me laugh.

I feel good and light.

I laugh every day.

Yes, I do. I always try to tell jokes to my friends.

**2** Read this interesting fact about health, and give your opinion.



### Did you know that laughter is good for your health?

Yes, laughter is good for your health, it is like a strong medicine. Laughter has many benefits for your body and mind. Laughter helps your immune system and protects your heart. Also, it stops pain and stress. Laughter is good for your health and it is free!

Adapted from: Laughter is the Best Medicine.  
(December 5, 2022).

Retrieved from: <https://bit.ly/3ZeYyNg>



**3**   Use various sources of information and find another interesting fact about health. Take notes and share the information with the class.

# LET'S GET STARTED

**1** 👤 Create sentences about healthy habits and feelings using the information in the different columns. Follow the example below.

**Example:** *I run in the park every day.*

I run

sad and angry

after exercising.

I like reading

exercise

every day.

I don't like

drinking

at night.

I feel

in the park

after eating a lot.

I drink

books

soda.

a lot of water

**2** 👤 Talk about your healthy habits during last weekend. Use the pictures and the example to help you.



**Example:** *Last weekend, I ate salad.*

# LESSON 1

## Stay healthy!

### VOCABULARY IN CONTEXT

1 👤👤 Identify the titles for each category. Explain why they are part of unhealthy habits.

- fatty food
- food with a lot of salt
- food with a lot of sugar

- watch a lot of TV
- play computer games a lot
- use the smartphone a lot

- soft drinks
- chocolate milk
- tea with a lot of sugar

2 👤👤 Look at the fridge and identify healthy and unhealthy items. Follow the examples below.

**Examples:**

*There is some juice. It's healthy.*

*There are some apples. They're healthy.*



3 👤👤 Talk about your healthy and unhealthy habits. Use these questions as a guide.

Do you eat fatty food? How often?

How many hours do you sleep a day?

Do you have a sedentary lifestyle?

What do you usually do to be healthy?

#### DID YOU KNOW THAT'?

Spain is the healthiest country in the world because of its public health care, its Mediterranean diet, people's life expectancy, their low smoking habits, low obesity, good environmental conditions, and people's access to safe drinking water.

Retrieved from: <https://bit.ly/3WssT8R>

1  Answer the questionnaire, and share your ideas.

## Do you take care of yourself?

• How much junk food do you eat?	A lot	Not much	None
• How much TV do you watch a day?	A lot	Not much	None
• Can you run for 10 minutes non-stop?	Yes		No
• How often do you have sodas?	Every day	Sometimes	Never
• How many hours do you sleep per night?	10	8	6
• Do you drink water during the day?	Always	Sometimes	Never

2  Discuss these topics.

- What you do to live a healthy lifestyle.
- Some tips you can give.
- Type of texts you read to be informed.

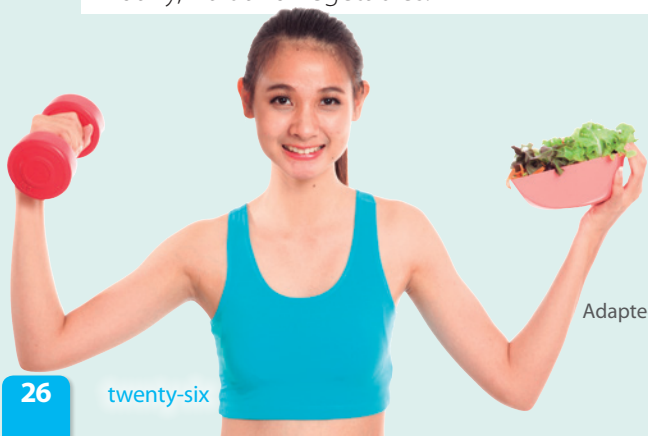
**STRATEGY** Use information or elements from a text and personal knowledge to anticipate what the text is about.

3 Read the following magazine article and check your ideas in activity 2.

# 5 TIPS FOR A HEALTHY LIFE!

- Our body has a lot of water so we must hydrate it. You should drink a lot of water, especially after running or playing. You shouldn't drink soda because it has a lot of sugar in it. As a teenager, you mustn't have energy drinks because of the amounts of caffeine.
- You must know this one! You should always make sure to eat your five meals a day. This should be made up of lots of fruit and vegetables. You can even get it from drinks like smoothies, or maybe vegetables in your pasta sauce!
- Every day, you should have carbohydrates, proteins, dairy, fruit and vegetables.

- **Carbohydrates (carbs):** bread, potatoes, pasta and rice.
  - **Protein:** beans, meat, eggs and fish.
  - **Dairy:** milk, yoghurt and cheese.
  - **Fruit and vegetables:** tomatoes, apples, grapes, carrots, lettuce, cauliflower, broccoli, garlic and more.  
But you shouldn't have a lot of fats and sugars such as butter, fried food, biscuits or chocolate.
- You should do exercise and varied activities. There are lots of easy and fun activities. For example, jogging, playing sports and going for a walk. It's important to stay active because you will feel happy and healthy!
  - You shouldn't sleep in a bedroom with a TV or computer screen. To feel relaxed, you should read a book or listen to calm music before sleeping. Sleeping energizes you for the next day!



Adapted from: Top 10 Facts About Healthy Living! (n.d.). Retrieved from: <https://bit.ly/3WqalPL>

4 👤👤 Relate the following headings to the corresponding paragraphs.

Have a balanced diet.

Get lots of sleep!

**STRATEGY** Read the text quickly to locate specific information.

Eat five a day!

Drink lots of water.

Be active!

5 👤👤👤 Read the text again and choose the top three tips. Comment on them and support your choice.

6 👤👤 Read the text once more and find recommendations for these topics.

- water
- soda
- fruit and vegetables
- a balanced diet
- sports and varied activities
- your bedroom

U2\_ACT\_1

## LANGUAGE IN USE

### Expressing recommendations, obligations and prohibitions

1. Read these examples.

You **should** drink a lot of water, especially after running or playing.

You **shouldn't** sleep in a bedroom with a TV or computer screen.

Our body needs a lot of water so we **must** hydrate it.

As a teenager, you **mustn't** have energy drinks because of the amounts of caffeine.

2. Pay attention to the words in bold and answer the questions orally.

- How do you recommend or suggest something?
- Which word shows an obligation?
- Which one shows a prohibition?

3. 👤👤 Use these pictures to express recommendations, obligations and prohibitions.



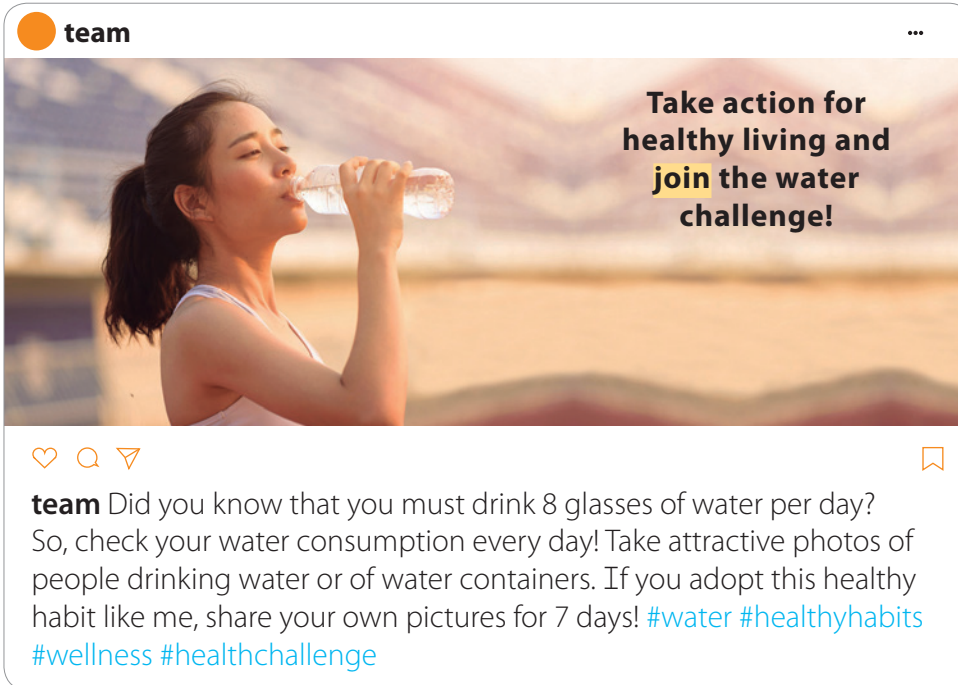
U2\_ACT\_2


### LET'S REFLECT

- What personal connections can you make with the text?
- What happens when people don't care about their lifestyle?





## WRITING

### 1 Modeling Read this challenge post.



**team** 

**Take action for healthy living and join the water challenge!**

**team** Did you know that you must drink 8 glasses of water per day? So, check your water consumption every day! Take attractive photos of people drinking water or of water containers. If you adopt this healthy habit like me, share your own pictures for 7 days! [#water](#) [#healthyhabits](#) [#wellness](#) [#healthchallenge](#)

Created by publishing team.

 U2\_ACT\_3

**2 Organizing ideas** Imagine your class is working on a campaign to promote healthy habits challenges on social media. Choose a specific topic such as healthy drinks, healthy snacks, sleeping, or healthy physical activities, and complete the chart.


**3 Drafting** Put your ideas in activity 2 together into a paragraph.

Did you know? You must drink 8 glasses of water per day. Check your water consumption each day. Take good photos of water containers or people drinking water. Share your pictures for 7 days!

**4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.

**5 Writing** Write the final version of your post.

**6 Publishing** Publish it on your social media account, or read it aloud to the class.

 Learn more about the negative effects of social media at <https://bit.ly/2LA0Qn4>

# ANCIENT KNOWLEDGE

1 Talk about the Aymaras. Share what you know about these indigenous people in Chile.

- Location
- Music
- Celebrations
- Food
- Clothing

2 Read a web article about the Aymara people, and check your predictions in activity 1. Then relate the pictures to the ideas in the text.

## Eating habits of the Aymara



In general, the Aymara diet is varied, but it has one distinctive ingredient: *aji*. It is a hot pepper used to **season** the dishes. In the countryside, potatoes and grains, such as quinoa, form the basic diet. Quinoa is a nutritious, high-protein grain. It has **grown** in the Andes for centuries.

The extremes of temperature in the high Andes make it possible to **freeze-dry** and preserve potatoes naturally. At night, the cold air freezes the **moisture** in the potato. During the day, the sun **melts** and evaporates it. After a week of lying outdoors, people **smash** the potatoes. The result is *chuño*. It is small, rock-hard pieces of potato that can be **stored** for years.

Meats are also freeze-dried. A traditional dish is *olluco con charqui*; people cook them together. *Olluco* is a small tuber similar to a potato, and *charqui* is dried llama meat. But since llamas are important because of their wool and as pack animals, people rarely eat them. Fish from neighboring rivers is also part of their diet.

Aymaras believe that health is related to their physical and mental wellbeing, to the harmonious relationship in their family and community, to Mother Earth (*Pacha mama*), and in their correct and affectionate coexistence with nature.

Adapted from: Aymara. (n.d). Retrieved from: <https://bit.ly/2YfagYH>



U2\_ACT\_4

3 Discuss how different or similar the Aymaras' eating habits are from yours.

## MINIPROJECT

Choose another indigenous community in Chile and research on their eating habits. Prepare a PowerPoint presentation (maximum 5 slides) and show it to the class.

## LISTENING

1 👤 Comment what you know about the Food Pyramid and the Healthy Eating Plate.

2 🎧 Listen to a podcast and check your predictions in activity 1.

**STRATEGY** You are going to listen to a podcast presenter talking about healthy eating. Before listening, predict what the speaker is going to say.

3 🎧 👤 Listen again and decide if these statements are true or false. Justify your answers.

- The plate is being used as the new symbol for healthy eating.
- The healthy eating plate doesn't give the same messages as the food pyramid.
- The healthy eating plate is divided into four sections.
- The message is: you should eat a lot of fruits and vegetables, and should **avoid** eating super-big portions.
- Big portions make people lose weight.

U2\_ACT\_5

LET'S REFLECT

• How did this information help you?

## SPEAKING

1 **Preparing to speak** 🎧 Listen and repeat this sentence. Pay attention to the sound of the letters in **bold**. Distinguish how they are pronounced.

*The reason is that it's easier for people to **see** portion size in a plate.*

2 🎧 Listen and repeat these words.

sad

soda

soup

size

zero

zoo

3 **Modeling** 🎧 👤 Listen and read the dialogue.



**KELLY** Hi Danny, what do you usually have for breakfast?

**DANNY** Well, I always eat a sandwich and some fruit.

**KELLY** Do you have a snack between meals?

**DANNY** Sure, I bring a healthy snack three times a week.

**KELLY** How often do you eat junk food?

**DANNY** Mmm, I sometimes eat chips and hamburgers, maybe twice a month.

**KELLY** Cool! You **care about** your health!

4 **Let's speak** 👤 Create a short dialogue about your eating habits. Follow the model in activity 3, and use the expressions in the box.

### USEFUL EXPRESSIONS

- What do you have for...?
- How often do you...?
- I sometimes...

U2\_ACT\_6

# LESSON 2

## You are what you eat

### VOCABULARY IN CONTEXT

1 👤 Look at the pictures and name the food items.



2 👤 Talk about your favorite foods in activity 1 and how often you eat them.

3 👤 Discuss these questions.

- Do you think people in Chile have good eating habits?
- What do Chileans usually eat for breakfast, lunch and dinner?
- How many meals does the Chilean diet have?

# LISTENING

1 👤👤 Look at the pictures and talk about the topics below.



- Describe what the people are doing.
- Express how they are probably feeling and the reasons.
- Discuss if emotions affect our eating habits.

2 🎧 Listen, and read these expressions.

It's not that easy!

Is it physical hunger or emotional hunger?

It takes time, patience and practice.

Emotional eating behavior.

**STRATEGY** Before listening, revise the expressions and predict what the speaker is going to say.

3 🎧 👤 Listen to the teenager giving a talk and check your predictions.

**STRATEGY** As you listen, take notes of the expressions, words or phrases that may help you confirm or correct your predictions.

4 🎧 Listen to the recording again and answer the questions orally.

- How old is George?
- What does he say about doctors?
- What does he think about eating healthy food and doing exercise?
- What other things does he consider important when eating?
- What is the first step to stop emotional eating?

5 🎧 Listen again and comment on the tips George mentions.

📁 U2\_ACT\_7

LET'S REFLECT

• What is the relationship between emotions and eating behavior?

1. Read these examples.

- a. *There are other problems, too.*
- b. *Is it physical hunger or emotional hunger?*
- c. *Emotions are important too!*
- d. *Am I feeling OK or not?*

2. 🗣️ Answer orally.

- a. Which sentence is expressing a choice between two options?
- b. Which sentence is expressing an addition?
- c. Which words are used in each case?

3. 🗣️ Provide three examples of your own.

📁 U2\_ACT\_8

SPEAKING

1 **Preparing to speak** 🗣️ Listen and repeat these expressions. Pay attention to pronunciation and intonation.

**I'm so tired and worried about my exams!**

**I would like to feel better.**

**Junk food is not the solution to stress.**

**What about some salad?**

2 **Modeling** 🗣️ 👥 Listen and read this dialogue.



**KRISTEN** Julian, I'm so tired and worried about my exams! I feel nervous and stressed, and I would like to feel better. Why don't we eat some junk food like ice-cream or chocolate?

**JULIAN** Ice-cream is my favorite and chocolate sounds great too! ... But wait, Kristen! Junk food is not the solution to stress. You shouldn't eat ice-cream or chocolate just because you want to feel happier. That's not right.

**KRISTEN** Oh Julian, my dear friend, you're right! What about having just a little ice-cream or chocolate, and eating something healthy, too?

**JULIAN** That's a great idea! What about some salad? We could eat some strawberries, too.

**KRISTEN** Sure!

3 **Let's speak** 👥 Create a similar dialogue following the model in activity 2. You should mention the healthy and unhealthy options in the pictures.



Bacon cheeseburger




Fried chicken



Salmon sandwich





Peaches

1  Discuss these questions.

- Do you like poetry?
- What poems do you know?
- Do you know any poems about healthy habits?
- What is the poem in activity 2 about?

**STRATEGY** Use information or elements from a text and personal knowledge to anticipate what the text is about.

2  **Language and literature**  Listen and read the poem. Then check your predictions.



## Healthy Lifestyle

A healthy lifestyle  
doesn't have to be hard.  
Just do some exercise  
and go for your chocolate bars.

You can't be healthy  
by just gaining weight.  
You can't be healthy  
by waking up late.

Eat more veggies and love yourself.  
Eat those foods which are homemade.  
Being **skinny** doesn't mean you are weak  
'cause being too fat can make you sick.



Don't judge anyone by their body shape,  
and not with the kind of food they take.  
They maybe more healthy than you from inside,  
and can also be your health guide.

Your body is important  
so give it a nice **treatment**.  
I want you to have a wonderful life  
with happiness and healthy lifestyle.



Taken from: Dawadi, J. (2016). Healthy Lifestyle. Retrieved from: <https://bit.ly/3juri45>

 U2\_ACT\_9

3  Follow these steps to analyze the poem.

- Step 1:** Read the poem and take notes.
- Step 2:** Identify the title hints of the poem.
- Step 3:** Find the literal meaning.
- Step 4:** Identify the narrator, characters and the setting of the poem.
- Step 5:** Look at the structure of the poem.
- Step 6:** Make a summary.

### DID YOU KNOW THAT'?

Poems have a huge history. Early poems were created from folk songs such as the Chinese Shijing, or from a need to retell oral epics, as with the Sanskrit Vedas, Zoroastrian Gathas, and the Homeric epics, the Iliad and the Odyssey.

 Learn more about health care at <https://bit.ly/3n77hSO>

# WRITING

**1 Modeling** 👤 Read this short rhyme.

## Healthy lifestyle

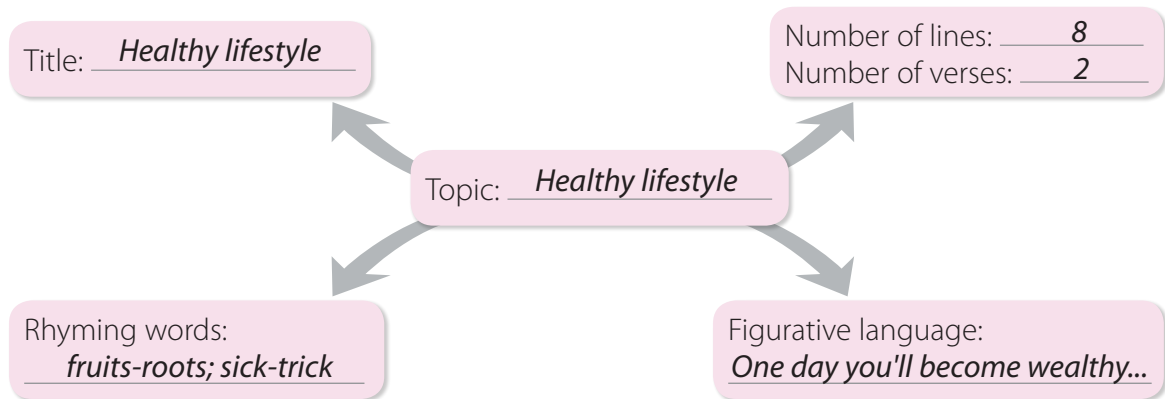
Eat veggies, eat fruits,  
Eat stems as well as roots.  
If you are healthy  
One day you'll become wealthy...

Exercise will make you fit  
And your life a hit.  
Eating healthy food while sick  
Is really a good trick...

Taken from: Sawant, R. (n.d.). *Healthy Lifestyle*. Retrieved from: <https://bit.ly/3VnMmqg>

U2\_ACT\_10

**2 Organizing ideas** Choose a specific topic about healthy habits and copy and complete this diagram.



**3 Drafting** Put your ideas in activity 2 together into the structure of a poem.

**4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.

Eat veggies, <sup>e</sup> Eat fruits

Exercise will make you fit

Eat stems as well as root. <sup>s</sup>

And your life hit.

If you <sup>are</sup> will be healthy

Eat healthy food <sup>while</sup> when sick




One day you will become wealthy...

Is really a good <sup>trick</sup> thing...

**5 Writing** Write the final version of your rhyme.

**6 Publishing** Publish it on the school magazine, record it or read it aloud to the class.

# LET'S HAVE FUN

**1**  **Green thinking**   The environment is shaping our health every moment of every day. Play and give advice on healthy habits and the environment by using the cards below. Follow the example below.

**Example: A:** *I like to eat a lot of chocolate.*


**B:** *You shouldn't because there is a lot of sugar in your body.*

## STUDENT A


- 1** I like to eat a lot of chocolate.
- 2** I usually buy food in plastic containers.
- 3** I don't drink a lot of water.
- 4** You should use and refill your own bottle.
- 5** You should, so your body gets fiber.
- 6** I don't usually eat chicken or beef.
- 7** You must do it regularly. A clean environment keeps you healthy.
- 8** You shouldn't because you will put on weight.
- 9** It is difficult for me to exercise.

## STUDENT B

- A** You should, so your body doesn't dehydrate.
- B** I don't eat many vegetables,
- C** You should, so your body absorbs proteins.
- D** I eat a lot of fatty food and snacks.
- E** You shouldn't because there is a lot of sugar in your body.
- F** I buy bottles of water every day.
- G** You must reuse them to take care of the environment.
- H** You should start little by little.
- I** I hardly ever tidy my bedroom.


 U2\_ACT\_11

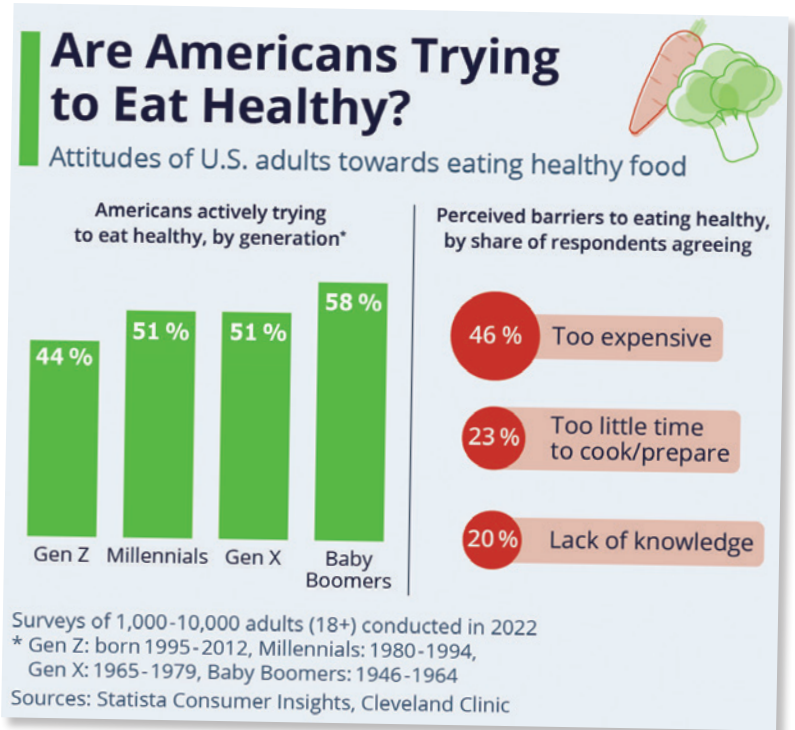
## MINIPROJECT

 Interview your parents and relatives to learn about what they do to stay healthy. Also, interview a local expert (a pediatrician, a trainer, or a nutritionist) to learn about staying active. Then create a Healthy Eating and Fitness leaflet for the local gym.

# PROJECT

## Math Health and wellness trends

- 1  Form small groups.
- 2 Read the information in the brochure. Analyze the data about Americans' interest in healthy food and **draw conclusions**.
- 3 Discuss the reasons for the results in the graphs.
- 4 Choose a specific area of health and plan a paper or digitalized survey.
- 5 Carry out the survey in person or share it on social media for everyone to answer.
- 6 Analyze the data, and compare and contrast the results.
- 7 Share the results with the class through a circle graph or a bar graph. Speak about the data collected.



## LET'S SUM UP!



# UNIT 3


## SPORTS AND FREE- TIME ACTIVITIES

Why are sports important for teenagers?

### **In this unit, you will:**

- learn to understand and communicate messages describing sports and free-time activities.
- read and use different strategies to understand a news article, a brochure, and a fable.
- listen to personal experiences, and a report about a sportsperson.
- speak about sports and free-time activities.
- write a brief news article and the biography of a sportsperson.



**1**  Discuss these questions. Follow the examples in the bubbles.

- a. What's your favorite sport? Why?
- b. Did you practice it last week?
- c. Which free-time activities do you enjoy?
- d. Which sports and free-time activities should you have at school?

**Examples:**

My favorite sport is handball because I like team sports.

No, I didn't play handball last week.

I like playing cards.

I think we should have basketball and playing cards, too.

**2** Read about the benefits of sports and free-time activities, and give your opinion.

Spending time on an activity that you enjoy can improve your mental health and wellbeing. Research shows that people with hobbies are less probable to suffer from stress, low mood, and depression. Activities that motivate you to go out can make you feel happier and more relaxed. Group activities like team sports can improve your communication skills and relationships with others.

**Adapted from:** Department of Health and Aged Care, Australian Government. (July 11, 2019). Purposeful activity - hobbies. Retrieved from: <https://bit.ly/3W7i8le>



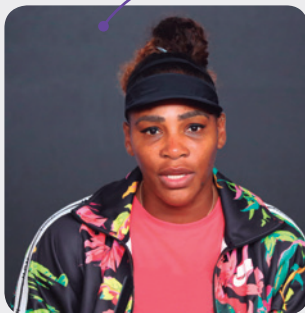
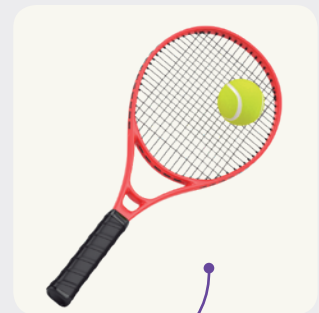
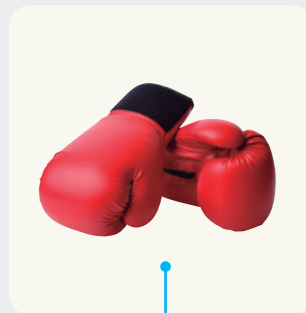
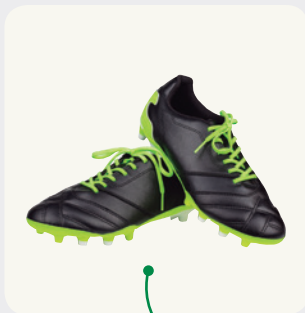
# LET'S GET STARTED

- 1 👤👤 Have a close look and identify the sportspeople and their possessions. Follow this example and create brief conversations.



Example:

Whose car is this?

It is Lewis Hamilton's.




- 2 👤👤 Talk about the following sportspeople. Use all the information in the chart.

SPORTSPERSON	PAST	PRESENT
Francisca Mardones 	had an accident in the Caribbean.	plays paralympic sports.
Shaquille O'Neal 	played basketball for the NBA.	has fast food restaurants.
David Beckham 	was a professional English soccer player.	has a soccer team in Miami.
Michael Schumacher 	won the Formula One Championship seven times.	is at home because of an accident.

# LESSON 1

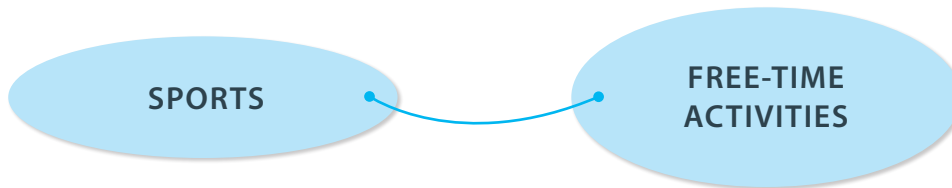
## Time out!


### VOCABULARY IN CONTEXT

1  Classify the words in the box into the correct category. Follow these examples.

Examples: *Playing basketball is a sport. Dancing is a free-time activity.*

- play basketball
- dance
- play video games
- play soccer
- play cards
- go camping
- go swimming
- go running
- go skiing
- draw and paint
- take photos
- do karate



2  Choose two words from each category and give your opinion about them. Follow the examples below using some of the adjectives in the box.

Examples:

What do you think about playing video games?

In my opinion, playing video games is fun.

- exciting
- fun
- interesting
- dangerous
- boring
- cool
- relaxing
- embarrassing


 U3\_ACT\_1


#### DID YOU KNOW THAT'?

The original Olympics began as part of an Ancient Greek festival. The whole competition lasted for six months, and included games such as wrestling, boxing, long jump, javelin, discus and chariot racing. In 393 A.D., because of religious reasons, they were cancelled for over 1,500 years! In 1896, Baron Pierre de Coubertin started a revival of the

Games, and called them the 'modern Olympics'. He also designed the Olympic Games logo in 1912. The color rings and the white background represent the flags of every nation in the competition that year.

Adapted from: 10 Facts About the Olympics! (n.d).  
Retrieved from: <https://bit.ly/3lzv6eC>

 Learn about scootering at <https://bit.ly/3K3LN2i>

**1**  Discuss these questions.

- What is your favorite sport? Why?
- What is the most popular sport at your school?
- Where do you get the news from?
- Which is the latest piece of news you read?

**2** Read the news headline and choose a newspaper category for it.

Environment

Sports

Travel

**STRATEGY** Use information or elements from a text and personal knowledge to anticipate what the text is about.

**3** Read the news article and check your ideas in activity 2.

◀ ▶ +
↻ 🔍

## The greatest Soccer World Cup final ever!

By Ben Morse

Last December in Qatar, while soccer player Mbappé was defending France's 2018 win, Messi was taking his last opportunity to win the trophy. He wanted to win the cup for Argentina, as Diego Maradona did in 1986.



The opening 79 minutes were all about Messi. First, Argentina's captain converted a penalty. Next, his skillful foot helped another Argentinean player score a second goal. Then, as the match was coming to an end, the Argentinian players were beginning to taste glory, but Mbappé scored two goals in two minutes! After that, there was the extra time. Messi looked desperate and Mbappé looked excited. As soon as Argentina scored a goal in the 109<sup>th</sup> minute, France scored a second penalty! That took the final between Argentina and France to a penalty shootout. Both Mbappé and Messi scored in the shootout. Finally, France missed two penalties and that made Argentina win the World Cup.

All the Argentinian players and trainers were jumping, hugging and crying. They felt extremely happy.

It was the greatest Soccer World Cup final of all time, FIFA informed.

Adapted from: Morse, B. Why Argentina's win over France was the greatest World Cup final ever. (December 20, 2022). Retrieved from: <https://cnn.it/3jNwm3z>

4 👤👤 Read the news article and find the following information.

- a. A French player's last name.
- b. An Argentinian player's last name.
- c. Feelings and emotions.
- d. Vocabulary about soccer.

**STRATEGY** Read the text quickly to locate specific information.

5 👤👤👤 Talk about the Soccer World Cup using these clues.

- make friends
- have fun
- have a good time
- want to win
- get angry
- sing songs

6 👤👤👤 Identify the different elements of a news article.

Headline

Byline

Lead

Story

Ending

📁 U3\_ACT\_2

## LANGUAGE IN USE

### Describing ongoing actions in the past

1. Read these examples.

- a. *Last December in Qatar, while soccer player Mbappé **was defending** France's 2018 win, Messi **was playing** his last opportunity to win the trophy.*
- b. *Then, as the match **was coming** to an end, the Argentinian players **were beginning** to taste glory...*

2. Pay attention to the words in bold and answer the questions orally.

- a. How many actions are described in every sentence?
- b. What can you observe about the verbs?

3. 👤👤 Look at the pictures and read the prompts. Provide sentences expressing ongoing actions in the past.



exercise / watch a video



dance / listen to music

📁 U3\_ACT\_3

LET'S REFLECT

- a. Have you played soccer? When?
- b. What do you think about it?
- c. Which other sports have you played?

## 1 Modeling Read this sports news article.



**Headline**: Tennis legend Federer to retire from competitive play

**Byline**: By Dan Quarrell

**Lead**: Roger Federer is a 41-year-old Swiss tennis star, and many people consider him to be the best player of all time.

**Story**: Last week, Federer announced, 'I will quit tennis, and the Laver Cup in London, UK, will be my last tournament.' His career in tennis lasted 24 years, and he played more than 1,500 matches. In 2003, Federer won his first grand slam title at Wimbledon, and the win started a completely different type of tennis. He won eight Wimbledon titles and five US Open titles, and for many years, he was among the top three players in the world. Two years ago, Federer started to have problems with his knee, which stopped him from playing since last year's Wimbledon.

**Ending**: Federer said on social media that he loved tennis very much, but he needed to retire.

Adapted from: Quarrell, D. (September 15, 2022). Roger Federer to retire from competitive tennis after Laver Cup 2022 - 'My final ATP event'. Retrieved from: <https://bit.ly/3iqGMpy>

 U3\_ACT\_4

**2 Organizing ideas** Imagine you are a sports journalist. You want to write a news article about athletes' healthy habits before a competition. Consider the different parts of the news article in activity 1.

**3 Drafting** Put your ideas in activity 2 together into different paragraphs.

**4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.

Roger Federer is <sup>a</sup>41-year-old. ~~He is a~~ <sup>s</sup>swiss tennis star <sup>and m</sup> Many people consider him to be the best player of all time. Last week, Federer announced "I will <sup>leave</sup> quit tennis, and the <sup>L</sup>laver <sup>C</sup>cup in London, UK, will be my last tournament!"...

**5 Writing** Write the final version of your sports news article.

**6 Publishing** Publish it in the school magazine or read it aloud to the class.

# ANCIENT KNOWLEDGE

- 1 👤👤 Look at the pictures and identify the Rapa Nui sports. Talk about what you know about them.



- 2 Read a brochure about the Tapati, and check your predictions in activity 1. Then answer the questions below.

## Ancestral sports competitions

*Tāpati Rapa Nui* means Rapa Nui Week. The *Tāpati* Festival is the most important cultural and sporting event celebrated on the island during the first half of February. The sports competitions combine the traditional physical activities with new tests. Some of the competitions are:

- **Tau'a Rapa Nui or Rapa Nui Triathlon**

It takes place in Hanga Roa village, and includes three traditional disciplines. First, the *Vaka 'ama*: participants **paddle** across the crater lagoon in small rafts built in totora. Then the *Aka Venga*:

contestants carry two banana heads of 20 kilos on their necks and run around the lake. Finally, they swim across the lake with the help of a float of **reed fibers** called *pora*.

- **Haka pei**

It is the most dangerous and extreme competition. The participants, decorated with *Takona* or *Tātū* and traditional clothes, **slide down** the hill *Maunga Pu'i* (200 meters high). They lie down on a rustic **sledge** built with two trunks of bananas joined together, and go down to the base of the hill at around

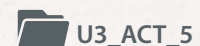
80 km per hour in less than ten seconds. The winner is the one who travels the greatest distance from the launch point.

- **Haka Honu and Haka Ngaru**

In the *Haka Honu*, a young man **glides** on the waves only with the body like a turtle approaching the **shore**. Similarly, in the *Haka Ngaru*, the participant uses a totora float that helps him surf faster. In both cases, the winner is the one who goes the furthest along the route and comes closest to the shore.

Adapted from: Tapati Festival. (n.d.). Retrieved from: <https://bit.ly/3vVDuO2>

- What is the Tāpati festival?
- What does Aka Venga competition consist of?
- Why is Haka pei dangerous?
- What is the relationship between the rapanui sports and nature?



## MINIPROJECT

👤👤 Choose another indigenous community in Chile, and find out about their sports and free-time activities. Create a short presentation with a digital resource and show it to the class.

# LISTENING

- 1** Discuss these questions.
- Which sports are popular in Chile?
  - Do you know any sports of the indigenous peoples in Chile?

- 2** Listen to a conversation, and identify the country and topic.
- China ▪ Chile ▪ Czech Republic
  - Feelings ▪ Healthy habits ▪ Sports and dances

**STRATEGY** You are going to listen to two people talking. Before listening, predict what the speakers are going to say.

- 3** Listen again and find examples from the recording for each category.



**LET'S REFLECT** • How different is your sporting life from these indigenous peoples?

# SPEAKING

- 1 Preparing to speak** Listen and repeat these words. Pay attention to the pronunciation of the letters in **bold**.

Gary      ago      great      began      good

- 2 Modeling** Listen and read the short dialogue.



**MOLLY** What were you doing yesterday afternoon?

**JAMIE** I was playing with my dog in the garden. And you?

**MOLLY** Grace and I were having a good time at the pool.


- 3 Let's speak** Look at the pictures and create a short dialogue. Follow the model in activity 2.



# LESSON 2

## Sports highlights

### VOCABULARY IN CONTEXT

- 1  Relate the actions with the expression “the ball” to the body part used. Follow the example below.

**Example:** You throw the ball with your hand.



hit



kick



throw



run with



catch



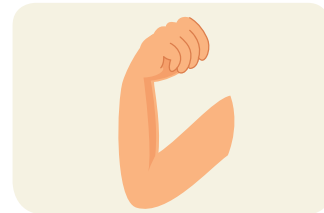
bounce



pass




Head



Hands




Feet

- 2  Combine an action and a phrase from the chart to write a sports expression. Follow this example.

**Example:** I usually run 2 miles.

ACTIONS	PHRASES
<ul style="list-style-type: none"> <li>▪ ride (x2)   ▪ score   ▪ lose (x2)   ▪ win (x2)</li> <li>▪ run   ▪ drive   ▪ blow   ▪ commit</li> </ul>	<ul style="list-style-type: none"> <li>▪ a racing car   ▪ 2 miles   ▪ the whistle   ▪ a bicycle</li> <li>▪ a game (x2)   ▪ a goal   ▪ a foul   ▪ a match (x2)   ▪ a horse</li> </ul>

- 3  Mention the sports in which you use the expressions in activities 1 and 2. Follow this example.

**Example:** In basketball, they bounce and throw the ball.


# LISTENING

1  Look at the picture and identify the sportman. Then copy and complete the KWL chart.





**STRATEGY** You are going to listen to a journalist talking about a famous sportsman. Before listening, look at the picture and predict what the speaker is going to say.

What you know	What you want to learn	What you learned
He is a basketballer.	His childhood.	He had a hard life.

2  Listen to the recording and check your predictions in activity 1.

**STRATEGY** As you listen, take notes of the expressions, words or phrases that may help you confirm or correct your predictions.

3  Listen to the recording again and complete the information in the third column of the chart.

4  Listen again and mention the events in chronological order.

- In 2018, James left the Cavaliers and signed with the Los Angeles Lakers.
- His basketball coach, Frankie Walker, let him stay with his family.
- He decided not to go to college and went straight to the NBA.
- LeBron was born in Akron, Ohio, USA.
- In 2014, LeBron moved back to Cleveland to bring a championship to his home town.

5  Look at the pictures and relate them to LeBron's life events.



6  Give your opinion about the basketballer's life, and justify your answers.

1. Read these examples.

- a. When he **was** in fourth grade, LeBron and his mother **were moving** from apartment to apartment...
- b. While he **was living** with the Walkers, he **could focus** on school and basketball, and his life **improved**.
- c. LeBron **was attending** high school at St. Vincent - St. Mary High School in Akron, Ohio, when he **led** his basketball team to three state titles.

2. 👤👤 Answer orally.

- a. How many actions are described in every sentence?
  - b. Which words connect those actions?
  - c. What can you observe about the verbs?
3. 👤👤 Provide three examples of your own describing interrupted past actions.



SPEAKING

1 **Preparing to speak** 🗣️ Listen and repeat these words. Pay attention to pronunciation and intonation.

- |           |         |             |
|-----------|---------|-------------|
| midfield  | nil-nil | defenders   |
| cup final | foul    | penalty box |

2 **Modeling** 🗣️ 👤👤 Listen and read this anecdote.

*I missed a big cup final when I was 11. I got injured in the semi-finals. It was last year while we were playing the best team in our area. I was running with the ball when suddenly one of their defenders kicked my ankle. I felt pain straight away, and I fell down. The foul was just inside the penalty box so the referee gave us a penalty! I couldn't continue the match; I was substituted. Our striker took the penalty and scored! We won the game one-nil!*

3 **Let's speak** 👤👤 Create a similar anecdote about a sporting event or experience you had in the past. Follow the model in activity 2, and use the expressions in the box.

**USEFUL EXPRESSIONS**

- I was running when...
- While we were playing...

1 👤👤👤 Look at the different fables and discuss the topics below.



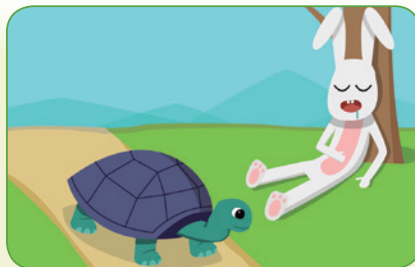
**STRATEGY** Use information or elements from a text and personal knowledge to anticipate what the text is about.

- a. Definition of fable.
- b. The ones you know.
- c. Your favorite one.

2 **Language and literature** Read the fable and check your ideas in activity 1.

**STRATEGY** Read the fable slowly. After that, make a mental synthesis of the information in contains.

## The Hare and the Tortoise



Once upon a time, the Hare was **boasting** of his speed before the other animals. "No one has **defeated** me when I present my full speed. I challenge any one here to race with me," announced the Hare.

The Tortoise said quietly, "I accept your challenge." "That is a good joke," said the Hare; "I could dance round you all the way."

"Keep your boasting until you win," answered the Tortoise. "Let's race!"

Then they fixed a course and made a starting line. The Hare immediately moved almost out of sight, but soon he stopped. Because he wanted to show his disrespect for the Tortoise, he lay down to have a **nap**. The Tortoise slowly moved on and on. And when the Hare woke up from his nap, the Tortoise was getting close to the winning post. The Hare could not run in time to save the race.

In the end, the Tortoise said, "Slow but **steady progress** wins the race."

Adapted from: Aesop. (n.d.). The Tortoise and the Hare. Retrieved from: <https://bit.ly/3XWDjhy>

3 Read the fable again and discuss these questions.

- a. What is the moral of this fable?
- b. What do you think of the hare and tortoise's attitudes?
- c. What is the connection between this fable to others of the same topic?

### DID YOU KNOW THAT'?

Aesop's fables are the world's best-known collection of morality tales. Aesop was born around 600 BC and died around 560 BC in Greece. Some records suggest he was an intelligent and witty slave. Aesop wrote around 725 fables and were told from person to person (storytelling). These early stories were meant to entertain and also to teach a moral or lesson. They often show animals or insects representing humans involved in human-like situations.

Adapted from: Horgan, J. (March 8, 2014). Aesop's Fables. Retrieved from: <https://bit.ly/3Jd4Zuy>

## WRITING

### 1 Modeling 👤 Read this short biography of a sportswoman.

Saina Nehwal is a famous Indian badminton singles player. She was born on March 17, 1990 in Haryana. She began badminton training at the age of 8. She has won over twenty international titles which include ten Super series titles and an Olympic medal.



Adapted from: Abinaya. (May 13, 2021). About Saina Nehwal Biography. Retrieved from: <https://bit.ly/3wlcSk0>

U3\_ACT\_8

### 2 Organizing ideas Choose an inspiring sportsperson, and complete the graphic organizer with specific information.

### 3 Drafting Put your ideas in activity 2 together into the structure of a biography.

Saina Nenal is famous indian badminton single player. She born in March 17, 1990, in Haryana. She began badminton at the age 8...

#### USEFUL EXPRESSIONS

- He/She is a famous...
- He/She was born on... in...
- He/She didn't go/have/win...

### 4 Revising and editing Check your text. Correct spelling, punctuation, and grammar when necessary.

Saina Nenal is a famous Indian badminton singles player.  
She was born on March 17, 1990, in Haryana. She began  
badminton at the age of 8...

### 5 Writing Write the final version of the biography into a PowerPoint presentation (around five slides). Add some pictures to illustrate your work.

### 6 Publishing Show the presentation to your classmates. If not possible, read the biography aloud to the class.

# LET'S HAVE FUN

- 1** 👤👤 Charades game. Each player should secretly choose one card about sports and free-time activities, and act it out in 1 minute. The other player has to guess and say the sentence correctly to get 1 point. Each player has three tries to get the right sentence, and the game ends after each one has acted out three cards. Follow this example.

**Example:** *I was having a shower when the phone rang.*

I was playing video games when the lights went out.

Tom and I were skateboarding when I fell and broke my arm.

When the match finished, I was running with the ball.

When the referee arrived, my team was passing the ball.

The bell rang while the PE teacher was explaining the rules.

My dog **grabbed** the ball while I was playing ping pong with my brother.

While I was swimming in the sea, I saw a dolphin.

It started to rain while I was riding my bicycle in the park.


When the competition started, I was talking to the coach.

## MINIPROJECT

### Green thinking


👤👤👤 Find information about free-time activities and sports that did not produce so much waste and pollution in the past. Then compare them with present actions and show the contrast in a table. Follow this example.

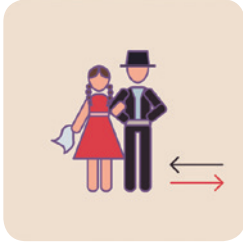
MANY YEARS AGO...	AT PRESENT...
Children were playing with wood or ceramic toys. They were easy to recycle.	Children are playing with a lot of plastic toys. They are not easy to recycle.
People weren't driving cars. They were walking to school or work.	A lot of people are driving cars to school and work.

 U3\_ACT\_9

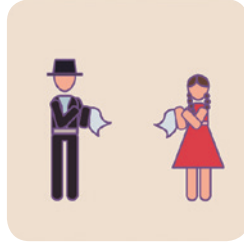
# PROJECT

## Physical Education Dancing "Cueca"

- 1  Form female-male pairs, if possible.
- 2 Read the instructions in the leaflet to learn to dance *cueca*.



a. Inviting to dance and strolling back and forth.



b. Clapping at the front.



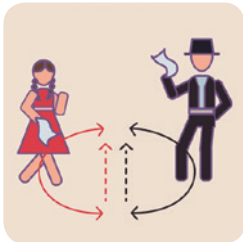
c. Turning in full circles.



d. Turning in half circles.



e. Changing sides.



f. Brushing feet.



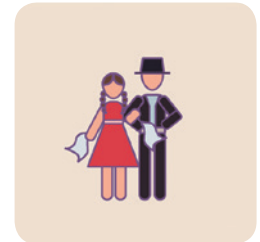
g. Changing sides.



h. Stomping feet.



i. Turning to approach each other.



j. Ending the dance together.

- 3 Find the costumes of a *huaso* and a *china* and **rehearse** the dance several times.
- 4 Record your dance and edit the video.
- 5 Play it for your classmates. If not possible, perform the dance in front of them.

## LET'S SUM UP!



# UNIT 4

## GREEN ISSUES


How do our actions affect our planet?



### **In this unit, you will:**

- learn to understand and communicate messages describing environmental problems and solutions.
- read and use different strategies to understand a brochure, two articles, and a poem.
- listen to a school conversation and a podcast.
- speak about environmental problems and ways to solve them.
- write a proposal and a leaflet about environmental problems and ways to solve them.



**1**  Discuss these questions. Follow the examples in the bubbles.


- a. What is the environment?
- b. What **harms** the environment?
- c. How can you **prevent** pollution and waste?

**Example:**

It's the air, water, and land in or on which people, animals, and plants live.

Humans and their actions, such as overpopulation, pollution, burning fossil fuels, and deforestation.



We can reduce waste, reuse and recycle plastic and water.

**2**  Read this article about human effects on climate change. Give your opinion and justify your answers.

*Since the Industrial Revolution, human activities are **releasing** large amounts of carbon dioxide and other greenhouse gases into the atmosphere. This situation has changed the earth's climate. Natural processes, such as changes in the sun's energy and volcanic eruptions, also affect the earth's climate. However, they do not explain the warming that we have observed over the last century. Scientists have analyzed records and affirm that the climate varies naturally over a wide range of time scales, but since the 1950s, human activities have been the principal cause of that warming.*

Adapted from: United States Environmental Protection Agency. (August 19, 2022). Causes of Climate Change. Retrieved from: <https://bit.ly/3xDMpoc>

# LET'S GET STARTED

**1**   Look at pictures and relate them to the corresponding concepts in the box. Then listen to check your answers.

deforestation

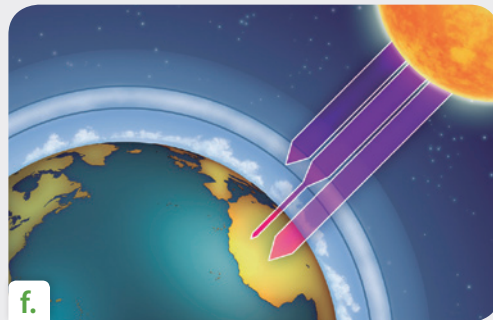
overfishing


ozone layer depletion

garbage pollution

water scarcity

danger of extinction




**2**  Classify the environmental problems in activity 1 into these categories.

Health problems

Life conservation

Resource availability

**3**  Discuss these questions.

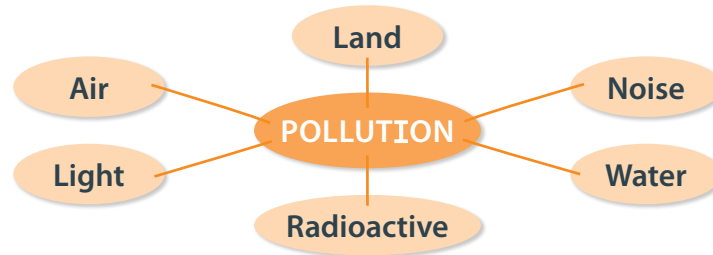
- Which of those environmental problems affect your region?
- What is the most serious problem affecting our planet?
- How can we solve them?

# LESSON 1

## Are you aware?

### VOCABULARY IN CONTEXT

- 1 👤👤 Look at the pictures and decide the type of pollution they represent. Use the words in the diagram.



- 2 👤👤 Choose two types and describe their causes and consequences. Follow the examples below.

**Example:** *The causes of air pollution are the gases of factories, cars, etc., and the consequences are people's breathing illnesses.*

👉 Learn more about pollution at <https://bit.ly/3Zd5Yzl>

#### DID YOU KNOW THAT'?

Not all countries pollute the environment in the same way. The biggest polluters are:

1. **China:** more than 10,065,000 tons of CO<sub>2</sub>
2. **United States:** 5,416,000 tons of CO<sub>2</sub>
3. **India:** 2,654,000 tons of CO<sub>2</sub>
4. **Russia:** 1,711,000 tons of CO<sub>2</sub>
5. **Japan:** 1,162,000 tons of CO<sub>2</sub>

They have more level of responsibility about the climate crisis, and so they need to take action to reduce their carbon emissions. Also, they need to compensate their carbon footprint by supporting environmental projects around the world.

Adapted from: Which countries are the world's biggest carbon polluters? (March 17, 2021). Retrieved from: <https://bit.ly/3IE2SPT>

**1** 👤👤 Have a quick look at the text, and discuss these topics.

- a. Type of pollution.
- b. Causes of ocean pollution.
- c. Ways to prevent it.

**STRATEGY** Preview the text below. What type of text is it? What is it about and what do you think its purpose is.

**2** Read the brochure and check your ideas in activity 1.

## Ocean plastic pollution

Plastic is an essential part of our daily lives because it is cheap and efficient. However, plastic pollutes our oceans and harms all marine life. Here are seven facts about ocean plastic pollution:

**1. More than 8 million tons of plastic enter the ocean.**

We generate more than 380 million tons of plastic waste every year, and 8 millions of it go into the ocean.



**2. Around 3 billion people in the world regularly eat fish.**

When fish eat plastic waste, we are also eating food that is contaminated.

**3. Marine animals will accidentally eat plastic waste.**

If plastic waste floats in the water, it looks a lot like food to marine animals.



**4. Plastic waste traps animals.**

If animals get trapped in plastic waste, they cannot **untangle** themselves, and they will probably drown.

**5. Plastic breaks down into microplastics.**

When plastic decomposes, it breaks down into smaller pieces. It's near impossible to eliminate microplastics as they are too tiny.

**6. Ocean plastic pollution will triple by 2040.**

If we keep producing plastic, ocean pollution will triple. However, if we take action to reduce it, the amount could be cut by 80%!

**7. Plastic waste will never go away.**

The decomposition process takes nearly 450 years. Thus, we have to take action now and stop polluting our oceans.

Adapted from: Wu, T. (2022, June 8). 7 Facts About Ocean Plastic Pollution for Kids. Retrieved from: <https://bit.ly/40Tg622>

- 3** 👤👤 Read the brochure again and find the following figures. Describe what they refer to.

- a. 380,000,000
- b. 3,000,000,000
- c. 2040
- d. 450

**STRATEGY** Read the text quickly to locate specific information.

📁 U4\_ACT\_1

- 4** 👤👤👤 Discuss these questions.

- a. What is the general message of the text?
- b. Do you know any contaminated place in the Pacific Ocean?
- c. How do you feel about it?
- d. What other informative and/or literary texts about the environment have you read?
- e. What concrete actions can you do to face this problem?

## LANGUAGE IN USE

### Describing causes and effects

1. Read these examples.

- a. *If plastic waste floats in the water, it looks a lot like food to marine animals.*
- b. *If animals get trapped in plastic waste, they cannot untangle themselves...*

2. Answer the questions orally.

- a. What do the sentences in activity 1 express: reasons or causes and consequences?
- b. How are the sentences structured?

3. 👤👤 Look at the pictures and read the prompts. Provide sentences describing causes and consequences.



- a. find air pollution solutions for cars / help the planet.



- b. people drink contaminated water / have health problems.

📁 U4\_ACT\_2

# WRITING

**1 Modeling** 👤 Read this proposal to solve an environmental problem.

The most important problem in Santiago is air pollution. It is caused by vehicle exhaust fumes, industrial plants, factories, building boilers, garbage incinerators, human activity such as: smoking, burning waste and wildfires.

When air pollution is high people suffer some health problems such as: irritation in the throat, nose, lungs and eyes, difficulty to breathe and the body's defenses go down.

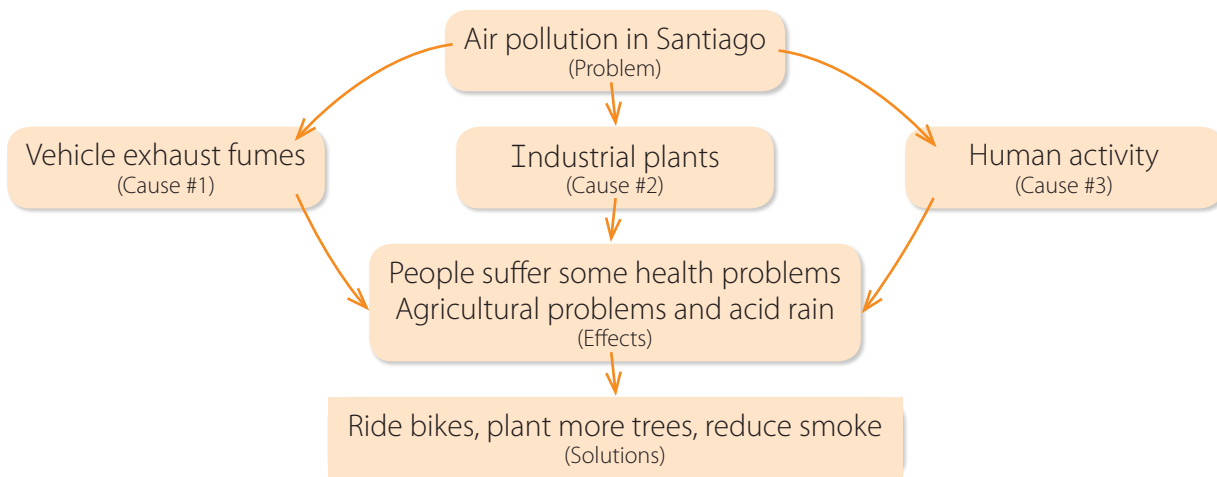
There are also agricultural problems and acid rain.

What can we do to reduce air pollution? In my opinion, we can ride bikes more often, plant more trees, stop burning household waste and reduce smoke. The government can also help people become more aware of this problem through publicity. If industries, factories and buildings use solar panels and wind turbines, they help reduce pollution.

Created by publishing team.

U4\_ACT\_3

**2 Organizing ideas** Choose an environmental problem in your region and think of its causes and effects. Then complete this diagram.



**3 Drafting** Put your ideas in activity 2 together into paragraphs.

**4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.


**5 Writing** Write the final version of your proposal.

**6 Publishing** Publish it on the school magazine, or read it aloud to the class.

## USEFUL EXPRESSIONS

- The most important problem is...
- It is caused by...
- In my opinion, we can...

# ANCIENT KNOWLEDGE

- 1  Consider these common environmental issues and their possible effects on indigenous communities in Chile.

polluted water

lithium and copper mining

water scarcity

- 2 Read these two articles, and contrast and compare them. Identify the green issues mentioned and the indigenous peoples in Chile affected by them.

In November 2022, Lesley Muñoz Rivera, a member of the Colla Indigenous Community of Copiapó and of the Plurinational Observatory of Andean Salt Flats (OPSAL in Spanish) participated in the COP27, in Egypt. She spoke about the impacts of lithium (“white gold”) mining on the communities that live near the salt flats and wetlands of the Atacama Desert.

She said «I am concerned that the authorities in Chile continue to promote its extraction from the salt flats without taking into account the indigenous communities. Because of the manufacture of electric cars that are mostly used in Europe, and luxuries that are not necessary to live, they are promoting the destruction and drying of wetlands and salt flats.


A just transition must not sacrifice the life of any indigenous community or person on the planet», added the young woman.

Adapted from: Plurinational Observatory of Andean Salt Flats. (November 9, 2022). Colla Community and OPSAL Representative to Speak at COP27 on Lithium Extraction in Salt Flats: “They Are Promoting the Destruction and Drying up of Life in the Name of Electric Cars”. Retrieved from: <https://bit.ly/3ZTMUht>


Karen Luza, an activist of the Lickanantay people, says that in the past, before mining companies took over the territory and natural resources, the inhabitants of the surrounding territories were engaged in agriculture and **livestock**. The situation changed in the 1960s when mining companies began moving in to extract minerals. To carry out those processes, they have used large amounts of water stolen from the salt flats and the **springs** from which rivers emerge. That situation has caused rivers to **dry up**.

For Indigenous Peoples in Chile, water is a fundamental part of their way of life, spiritual rituals, and essence. “If the river is gone, all life is gone,” and “if the river dies, the culture dies too”, says Luza. The loss of water sources pushed people to start migrating to the cities. At the same time, large mining companies have continued **targeting** the territory and **threatening** the Indigenous Peoples who remain in the region.

Adapted from: Kiimi Ortiz, M. and Cherofsky, J. (December 19, 2022). “Green” Energy is Wiping Out Our Desert Water: The Case of Atacama, Chile. Retrieved from: <https://bit.ly/40dyZM1>

 U4\_ACT\_4

## MINIPROJECT

-  Make a diagram to show cause and effect of mining on indigenous people in Chile. Prepare a paper or digital poster adding the necessary pictures to illustrate your ideas. Show it to the class.

## LISTENING

**STRATEGY** You are going to listen to some students and their teacher talking. Before listening, look at the pictures and predict what they are going to say.

- 1 Explain what you know about these concepts. Then relate them to the pictures below.

global warming

greenhouse gases

fossil fuels

coal

natural gas

polar ice melting

car fumes



- 2 Listen to the conversation, and check your predictions.

- 3 Listen again, and decide which statements are mentioned in the recording.

**STRATEGY** As you listen, don't focus on the unknown words, but try to understand the whole general idea.

- It is important to understand the global warming phenomenon.
- Greenhouse gases trapped in the atmosphere produce global warming.
- Not all aerosols damage the ozone layer.
- Animals in polar habitats are in danger of extinction because the poles are melting.
- We can help the planet trying to reduce global warming.

## SPEAKING

- 1 **Preparing to speak** Listen and repeat these expressions.

global warming

greenhouse gases

atmosphere

environmental problem

- 2 **Modeling** Listen and read this dialogue. Then practice it several times and take turns.

**GREGORY** Hello Loren! Do you know anything about global warming?

**LOREN** Yes, I will present it for science. It is when people produce greenhouse gases. These gases get trapped in the atmosphere and come back to Earth.

**GREGORY** Wow, but what are the consequences?

**LOREN** As a result, the whole Earth gets warmer, the temperature increases, and summers and winters get warmer.

**GREGORY** Ah, I see! It is a very serious environmental problem.

**LOREN** Yes, it is! But we can take action to help the planet!

- 3 **Let's speak** Choose another environmental problem and create a short dialogue. Follow the model in activity 2, and use the expressions in the box.

### USEFUL EXPRESSIONS

- What are the consequences?
- Is it a serious problem?
- The gases get trapped...

# LESSON 2 Go green!

## VOCABULARY IN CONTEXT

- 1 👤👤 Look at the picture of a street trash can, and identify the objects and their materials. Follow the examples, and use the words in the boxes.



**Example:** *It's a glass bottle. They're plastic bags.*

**Materials:** plastic, paper, rubber, metal, leather, ceramic, wooden.

**Objects:** shoes, boxes, remote control, wheel, clothes, containers, book, bags, cans.

- 2 🗑️ Classify the items in activity 1 into the correct recycle garbage bin.



Glass



Metal



Plastic



Paper

- 3 👤👤👤 Discuss these questions.

- What type of waste should we reduce?
- What items do you usually recycle?
- What items do you usually reuse?

👉 Find more ideas to take care of the environment on this website <https://bit.ly/3LMdYEk>

# LISTENING

1 👤👤👤 Look at the picture and identify what it is.



**STRATEGY** You are going to listen to a podcast talking about a way to take care of the environment. Before listening, look at the picture and predict what the speaker is going to say.

2 🎧 👤👤 Listen to the recording and check your predictions.

**STRATEGY** As you listen, take notes of the relevant information that may help you confirm or correct your predictions.

3 🎧 👤👤 Listen to the recording again and put the pictures in order.



a.



b.



c.



d.

LET'S REFLECT

- What do you do with your home waste? Does it contribute to the environment?
- Which other actions can you propose to take care of the environment?

U4\_ACT\_5

1. Read these examples.

*First, buy a bin.*

*Second, gather your greens (and browns).*

*Next, layer it.*

*Finally, keep turning.*

2. Answer orally.

a. What do the words in bold indicate?

b. In what other context can you use them?

3. Provide an example of your own describing a sequence of events.

U4\_ACT\_6

SPEAKING

1 **Preparing to speak** Listen and repeat these words. Pay attention to the pronunciation of the letters in **bold**.

**j**acket

gar**ba**ge

**p**roject

**e**nergy

ch**an**ge

2 Listen to a tongue twister and practice it. Then tell it several times.

Jean, Joan, George and Gerald judged generally.

3 **Modeling** Listen and read this conversation. Then practice it several times and take turns.



**A** What do you think about the problem of CO<sub>2</sub> emissions?

**B** I think it's a serious problem.

**A** Is there anything we can do to help?

**B** Yes, course. We can plant more trees.

**A** That's a great idea!

4 **Let's speak** Choose one of the problems in the pictures, and create a similar conversation to the one in activity 3.






a. air pollution - ride bikes.



b. water scarcity - turn off the faucet while you brush your teeth.

U4\_ACT\_7

## READING

- 1  Look at the text and the picture in activity 2, and discuss its topic.
- 2  **Language and literature**  Listen and read the poem. Then check your predictions.

**STRATEGY** Before you read, preview the text and make a list of cognates (words similar to Spanish) in your notebook.

**STRATEGY** As you read, monitor your comprehension identifying the difficult parts. Ask for your teacher's help, and use the glossary to understand the highlighted words.

# If each house has a solar panel


If each house has a solar panel  
Built into its **roof**,  
Incentivizing so profitably  
That few will stay aloof,

Each will be, just like a leaf,  
A mini power plant,  
Of which there will be forests that  
Will **furnaces** supplant.

The Earth will breathe again, and keep  
Its streams and rivers wild,  
Its oceans free of thick, black **gook**,  
Its deserts **undefiled**.

Oh, yes, there will be power plants,  
But few and far between,  
As urban forests sprout leaves  
That turn the landscape green.

Adapted from: Gordon, N. (n.d.). If Each House Had a Solar Panel. Retrieved from: <https://bit.ly/2ZNVtQj>

- 3  Read the poem again and discuss these questions.

- a. What is the message of the poem?
- b. What feeling is the poet expressing?
- c. What does the poet mean by "Its oceans free of thick, black gook"? What does he refer to?

### DID YOU KNOW THAT'?

Ecopoetry generally refers to poetry about ecology, ecosystems, environmental injustice, animals, agriculture, climate change, water, and even food. It emerged in the 1990s as poets questioned the naturalness of "nature poetry," especially since nature itself was rapidly changing due to global warming and environmental destruction.

Adapted from: Santos Perez, C. (n.d.). *Teaching Ecopoetry in a Time of Climate Change*. Retrieved from: <https://bit.ly/3YMqHPM>

## WRITING

**1 Modeling** 👤👤 Read this eco-friendly leaflet.



U4\_ACT\_8

**2 Organizing ideas** Think of ten ideas to take care of the environment, and write them as instructions.

**3 Drafting** Put your ideas in activity 2 together into a list with sequence words.

**4 Revising and editing** Check your text. Correct spelling, punctuation, and grammar when necessary.

1. Turn of light.
2. Recycle.
3. Save food.
4. Plant a tree.
5. Clean trash.

**5 Writing** Write the final version of your eco-friendly leaflet, and add some pictures to it.

**6 Publishing** Stick it in a visible place of the classroom, and read it aloud to the class.

# LET'S HAVE FUN

**1 Green thinking** 🧑🧑 Spinning wheel. Turn a pencil over the wheel. When the tip of the pencil stops, have a look at where it lands. Provide an idea with the word inside the wheel and the phrases outside the wheel. Count how many ideas you said in 5 minutes. Follow this example.

**Example:** *Reduce your showers in the house.*



Plastic items

Clothes

Shoes

The use of electricity

The use of cars

Water consumption

Your shopping

Glass bottles

Plastic bottles

Plastic containers

Boxes and other containers

Cardboard and paper

Your showers

Garbage

Games outside

Healthy food

More water

## MINIPROJECT

🧑🧑🧑 Recycle materials you find at home to make useful crafts. For instance, make Bird Feeders (collect toilet rolls, fill them in with bird seeds, and hang them outside); or make Grocery Bags (take an old T-shirt, cut a single strap or two straps, and sew it). Any project you choose to make, you will contribute to take care of the environment!

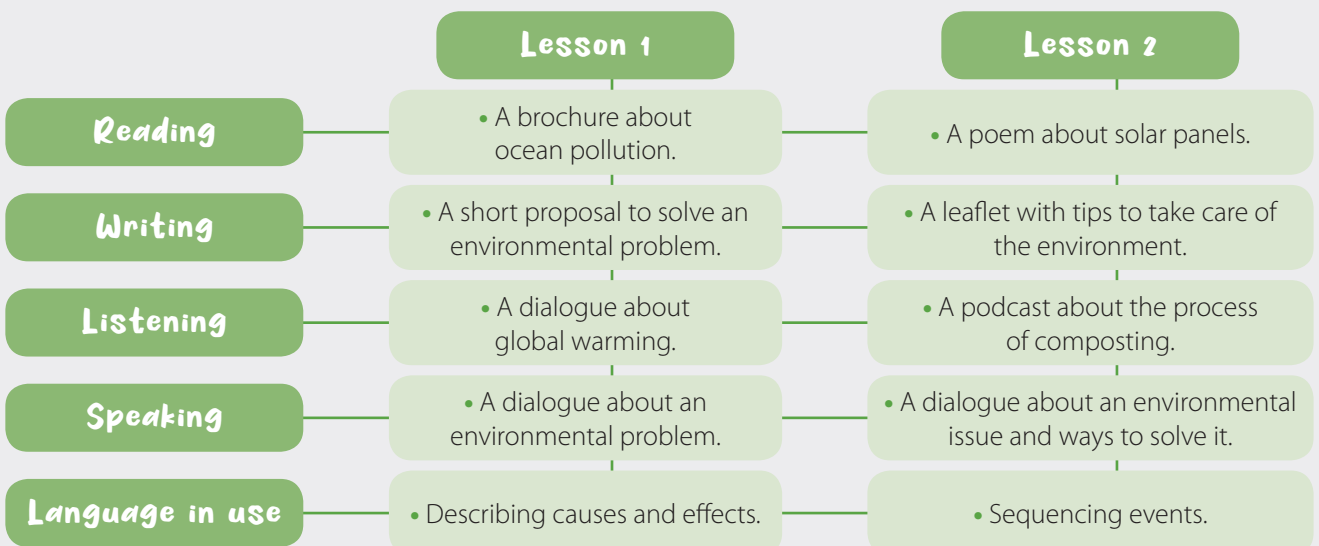
# PROJECT

## Science A mini ecosystem

- 1  Form small groups.
- 2 Follow the instructions to create a mini ecosystem.
- 3 Collect the materials: a clean jar, water, soil, small rocks, small plants or flower seeds, moss or algae.
- 4 Place small rocks at the bottom of the jar, and cover them with a little soil.
- 5 Place moss or algae on top of the soil, and add small plants or flower seeds on it.
- 6 Sprinkle a little water over the plants and moss. (Don't use tap water. Only use standing water from a natural source).
- 7 Put a lid to protect the mini ecosystem.
- 8 Place the jar at a sunny spot, and watch the water cycle along some weeks.
- 9 Record the process on video or in a diary, and share it with the rest of the class.



## LET'S SUM UP!



# Ode to a Chatroom

by Marie Lehmkuhl

One day I decided to get on the net,  
I thought a chat room would be my best bet.  
I saw names and words come up from where  
I knew not.

I soon took a chance and had a nice thought,  
Could I do this, it looked really neat.

I saw names on the screen that started with sweet,  
sweet smiles, Jo, and Smokey were there too,  
And then I saw it, "Oh, yes, we're talking to you,  
come on in and chat for a while."

And when I did I started to smile.

I saw Chuckie and Robbie and soon I was friends  
with quite a few people by the day's end.

And after a while they called me their friend.

Sometimes I come in and my friends are not there,  
But I'll go back again because I know that they care.  
Some live in the States and some do not.

But they always know when I need to talk.

I am so glad I took the leap and went into the  
Chat room where friends are so neat.

Taken from: Lehmkuhl, M. (1999). Ode to a Chatroom. Retrieved from: <https://bit.ly/3mpALvI>



# The Secret Diary of Adrian Mole

**Sunday, October 18<sup>th</sup>**

**8 p.m.** I've just returned from a two-day survival trip with our youth club. It's wonderful to be back in civilization. I slept on hard ground in a sleeping bag. I tried to cook chips over a camp fire. We walked through rivers. I couldn't have a bath or clean my teeth. No TV or radio.

I don't know how I survived. My eggs broke, my bread got wet and nobody had a **tin-opener**. Thank God cheese doesn't get wet, break or come in a tin. No school tomorrow. I can't walk!

**Saturday, December 26<sup>th</sup>**

I went out on my bike. I ate lunch at my grandma's. Then I went to give Pandora her present. She gave me a bottle of aftershave. It was a **proud** moment. I am now officially an adult.

Taken from: Townsend, S. (2003). *The Secret Diary of Adrian Mole, Aged 13 3/4*. New York, NY: HarperCollins Publishers.





# Basketball's My Favorite Sport

By Kenn Nesbitt

Basketball's my favorite sport.  
I **dribble** up and down the court.  
The ball goes bouncing off my toes  
and scores the teacher on the nose.

He **stumbles** back and grabs his nose  
and hits the wall and down he goes.  
The other players stop and **stare**.  
They've never heard the teacher **swear**.

With no one playing anymore,  
I grab the ball. I shoot. I score.  
I love this game! It's so much fun.  
The teacher cried, but, hey – we won!

Taken from: Nesbitt, K. (2007). *Revenge of the Lunch Ladies: The Hilarious Book of School Poetry*.  
New York, NY: Running Press Kids.

# Do your best

Turn off your computer,  
And turn off your TV.  
Go outside today,  
Pick up all the **litter** that you see.

Don't use too much plastic,  
'Cos it can end up in the sea.  
Buy a reusable bottle,  
And make sure all your friends see.

That you're doing your very best,  
To save the planet that you love.

Don't eat too much meat,  
Try something else instead.  
Do not leave the **tap** running,  
As you brush your teeth before bed.

Recycle everything you can,  
At your home and at your school.  
Recycling's not just an obligation,  
Recycling's really cool.

You're doing your very best,  
To save the planet that you love.

Do, do, do, do, do your very best.

Taken from: "Do Your Best." LearnEnglish Kids.  
<https://bit.ly/41ggqB>



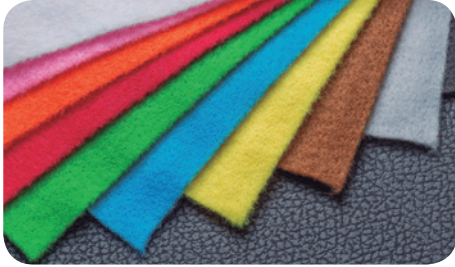
# Glossary

## Unit 1

**Bet (n.) (p. 70):** an opinion about what is likely to happen.

**Blood pressure (n.) (p. 7):** the pressure of blood as it travels around the body.

**Felt (n.) (p. 13):** a type of soft thick cloth made from wool or hair that has been pressed tightly together.



**Heart rate (n.) (p. 7):** how fast your heart is beating.



**Hopeful (adj.) (p. 10):** believing that something you want will happen.

**Knowledge (n.) (p. 13):** the information, understanding and skills that you gain through education or experience.

**Landscape (n.) (p. 13):** everything you can see when you look across a large area of land, especially in the country.

**Neat (adj.) (p. 70):** tidy and in order; carefully done or arranged.



**Unforgettable (adj.) (p. 19):** something you cannot forget because it is very beautiful, interesting, pleasant, etc.

## Unit 2

**Laughter (n.) (p. 23):** the act or sound of laughing.



**Moisture (n.) (p. 29):** very small drops of water or other liquid that are present in the air, on a surface or in a substance.

**Proud (adj.) (p. 71):** feeling pleased and satisfied about something that you own or have done, or are connected with.

**Roots (n.) (p. 35):** the parts of a plant that grow under the ground and take in water and minerals that they send to the rest of the plant.



**Skinny (adj.) (p. 34):** very thin, especially in a way that you find unpleasant or ugly.

**Tin-opener (n.) (p. 71):** a kitchen utensil for opening tins of food.



**Treatment (n.) (p. 34):** something that is done to cure an illness or injury, or to make somebody look and feel good.

**Wealthy (adj.) (p. 35):** having a lot of money, possessions, etc.

### Unit 3

**Nap (n.) (p. 50):** a short sleep, especially during the day.



**Reed fiber (n.) (p. 45):** a material such as rope that is made from the threads of reed (a tall plant that grows in or near water).



**Shore (n.) (p. 45):** the land along the edge of the sea, the ocean or a lake.



**Sledge (n.) (p. 45):** a vehicle for travelling over snow and ice, with long narrow pieces of wood or metal instead of wheels.



**Steady (adj.) progress (n.) (p. 50):** improving in a smooth, gradual, and regular way, not suddenly.

### Unit 4

**Furnace (n.) (p. 66):** a container in which water is heated to provide hot water and heating in a building or to produce steam in an engine.



**Gook (n.) (p. 66):** wet, dirty substance.

**Litter (n.) (p. 73):** small pieces of rubbish such as paper, cans and bottles, that people have left lying in a public place.

**Livestock (n.) (p. 61):** the animals kept on a farm, for example cows or sheep.



**Roof (n.) (p. 66):** the structure that covers or forms the top of a building or vehicle.



**Springs (n.) (p. 61):** a place where water comes naturally to the surface from under the ground.

**Tap (n.) (p. 73):** a device for controlling the flow of water from a pipe into a bath or sink.



**Undeclared (adj.) (p. 66):** immaculate; pure; very clean.

# List of Verbs

## Unit 1

**Dye (p. 13):** to change the color of something using a special liquid.



**Reach (p. 19):** to arrive at place, especially after spending a long time or a lot of effort travelling.

**Roll (p. 20):** to turn over and over and move in a particular direction.

**Share out (p. 18):** to give a part of something to someone else.

**Spin (p. 8):** to make something turn round and round quickly



**Surround (p. 13):** to be everywhere around something.

**Take care (p. 20):** to be careful about something.

**Take the leap (p. 70):** to go for something.

**Taste (p. 18):** to put food or drink in your mouth to find out what flavor it has.

**Weave (p. 13):** to make cloth by repeatedly crossing a single thread through two sets of long threads on a loom (special frame).



## Unit 2

**Avoid (p. 30):** to try not to do something.

**Care about (p. 30):** to feel that something is important and worth worrying about.

**Draw conclusions (p. 37):** to consider the facts of a situation and make a decision about what is true, correct, likely to happen, etc.

**Freeze-dry (p. 29):** to preserve food or drink by freezing and drying it very quickly.

**Grow (p. 29):** to increase in size, number, strength or quality.



**Join (p. 28):** to take part in something that somebody else is doing.

**Laugh (p. 23):** to smile while making sounds with your voice that show you think something is funny or you are happy.

**Melt (p. 29):** to become or make something become liquid as a result of heating.

**Season (p. 29):** to improve the flavor of food by adding salt, herbs, or spices when cooking or preparing it.



**Smash (p. 29):** to hit something very hard and break it, in order to get through it.

**Store (p. 29):** to put or keep things in a special place for use in the future.

### Unit 3

**Boast (p. 50):** to speak too proudly or happily about what you have done or what you own.

**Bounce (p. 47):** to (cause to) move up or away after hitting a surface.

**Defeat (p. 50):** to win against someone in a fight, war, or competition.

**Dribble (p. 72):** to move the ball along with several short kicks, hits or bounces.



**Glide (p. 45):** to move easily without stopping and without effort or noise.

**Grab (p. 52):** to take or hold somebody/ something with your hand suddenly or roughly.

**Paddle (p. 45):** to move a small boat through water using a paddle.



**Quit (p. 44):** to stop doing something.

**Rehearse (p. 53):** to practice or make people practice a play, piece of music, etc., in preparation for a public performance.

**Slide down (p. 45):** to fall or sink heavily.

**Stare (p. 72):** to look at somebody/something for a long time.

**Stumble (p. 72):** to walk or move in an unsteady way.

**Swear (p. 72):** to use rude or offensive language, usually because you are angry.

### Unit 4

**Breathe (p. 60):** to take air into your lungs and send it out again through your nose or mouth.

**Dry up (p. 61):** to become completely dry.

**Harm (p. 55):** to hurt someone or damage something.

**Prevent (p. 55):** to stop something from happening.



**Release (p. 55):** to give free movement to someone or something.

**Sprinkle (p. 69):** to shake small pieces of something or drops of a liquid on something.



**Target (p. 61):** to aim an attack, or a bullet, bomb, etc., at a particular object, place, or person.

**Threaten (p. 61):** to be likely to cause harm or damage to something or someone.

**Untangle (p. 58):** to separate pieces of string, hair, wire, etc. that have become twisted or have knots in them.



# Assessment rubrics

## Writing skills rubrics

Areas	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>I could highly control the target grammatical structures of the unit.</li> <li>I didn't make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I could control the target grammatical structures of the unit well.</li> <li>I made few and minor mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I could adequately control the target grammatical structures of the unit.</li> <li>I made frequent and/or major mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I could poorly use the target grammatical structures of the unit.</li> <li>I used basic structures.</li> <li>My mistakes interfered with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>I could barely use basic grammatical structures.</li> <li>I made multiple mistakes.</li> <li>I failed to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>I used a wide range of the target vocabulary of the unit.</li> <li>I didn't make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I appropriately used the target vocabulary of the unit.</li> <li>I made few and minor spelling mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I adequately used the target vocabulary of the unit.</li> <li>I made frequent and/or major spelling mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>I poorly used the target vocabulary of the unit.</li> <li>I used basic vocabulary.</li> <li>My mistakes interfered with the comprehensibility of the text.</li> </ul>	<ul style="list-style-type: none"> <li>I used basic vocabulary.</li> <li>I failed to communicate ideas.</li> </ul>
<b>Organization</b>	<ul style="list-style-type: none"> <li>I used a wide range of the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>I appropriately used the target cohesive devices of the unit among paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>I used basic cohesive devices among paragraphs.</li> <li>I depended on punctuation mainly.</li> </ul>	<ul style="list-style-type: none"> <li>Occasionally, I poorly used punctuation and simple connectors.</li> </ul>	<ul style="list-style-type: none"> <li>My paragraphs are not connected neither by punctuation nor by connectors.</li> </ul>
<b>Content</b>	<ul style="list-style-type: none"> <li>The structure of my text presents the corresponding features, and the content is coherent.</li> </ul>	<ul style="list-style-type: none"> <li>The structure of my text presents the corresponding features, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>The structure of my text presents minor omissions, and the content presents minor irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>The structure of my text presents major omissions, and the content shows multiple irrelevances.</li> </ul>	<ul style="list-style-type: none"> <li>My text is irrelevant and leads to multiple misinterpretations.</li> </ul>

## Oral skills rubrics

Areas	5	4	3	2	1
<b>Grammar</b>	<ul style="list-style-type: none"> <li>• I could highly control the target grammatical structures of the unit.</li> <li>• I didn't make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I could control the target grammatical structures of the unit well.</li> <li>• I made few and minor mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I could adequately control the target grammatical structures of the unit.</li> <li>• I made frequent and/or major mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I could poorly use the target grammatical structures of the unit.</li> <li>• I used basic structures.</li> <li>• My mistakes interfered with the comprehensibility of the speech.</li> </ul>	<ul style="list-style-type: none"> <li>• I could barely use basic grammatical structures.</li> <li>• I made multiple mistakes.</li> <li>• I failed to communicate ideas.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>• I used a wide range of the target vocabulary of the unit.</li> <li>• I didn't make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I appropriately used the target vocabulary of the unit.</li> <li>• I made few and minor mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I adequately used the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• I poorly used the target vocabulary of the unit.</li> </ul>	<ul style="list-style-type: none"> <li>• I made inadequate use of vocabulary.</li> <li>• I failed to communicate ideas.</li> </ul>
<b>Pronunciation</b>	<ul style="list-style-type: none"> <li>• I spoke clearly and imitated accurate pronunciation.</li> <li>• I didn't make mistakes.</li> </ul>	<ul style="list-style-type: none"> <li>• I spoke clearly and attempted accurate pronunciation.</li> <li>• I made few and minor mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• I spoke intelligibly.</li> <li>• I made frequent and/or major mispronunciations.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple mispronunciations interfered with the comprehensibility of my speech.</li> </ul>	<ul style="list-style-type: none"> <li>• I often spoke unintelligibly.</li> <li>• I failed to communicate ideas.</li> </ul>
<b>Fluency</b>	<ul style="list-style-type: none"> <li>• I presented a continuous smooth flow of speech.</li> <li>• I made natural pauses.</li> <li>• I never read.</li> </ul>	<ul style="list-style-type: none"> <li>• I generally presented a smooth flow of speech.</li> <li>• I made few self-corrections and/or hesitations.</li> <li>• I used written text only as help.</li> </ul>	<ul style="list-style-type: none"> <li>• I presented an irregular flow of speech.</li> <li>• I made frequent self-corrections and hesitations.</li> <li>• I depended too much on written text.</li> </ul>	<ul style="list-style-type: none"> <li>• I presented a slow flow of speech.</li> <li>• Multiple self-corrections and hesitations interfered with the comprehensibility of my speech.</li> <li>• I constantly read.</li> </ul>	<ul style="list-style-type: none"> <li>• I presented a stumbling speech, constant corrections, and hesitation.</li> <li>• I failed to communicate ideas.</li> <li>• I always read.</li> </ul>

**English 7<sup>th</sup> grade**  
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TÓMALO  
CON CUIDADO



NO LO RAYES  
NI SUBRAYES



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HOJAS Y NO DOBLES  
SUS ESQUINAS



ÚSALO ALEJADO  
DE COMIDAS  
Y BEBIDAS



GUÁRDALO  
EN UN LUGAR  
ADECUADO



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