

Activity Book

Get ready with English 8th grade

Cecilia Carolina Zárate Castel



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Universidad Nacional de Cuyo, Argentina



Name:

Class:

School:

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UNIT 1 LESSON 1

Art is everywhere

VOCABULARY IN CONTEXT

- 1  Complete the diagram below with the words in the boxes. Then give examples of each form of art.

drawing

poetry

dance

graphic design

drama

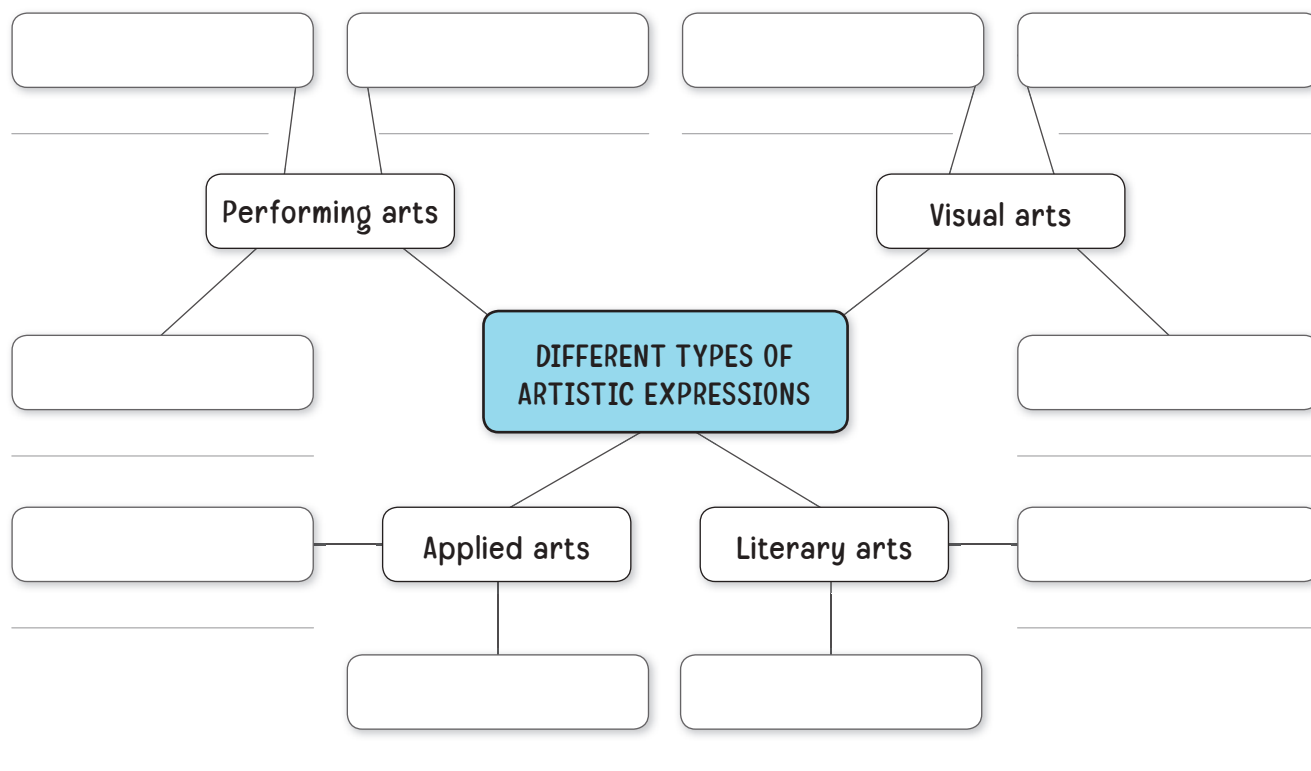
fashion

painting

music

creative writing

sculpture




- 2  Choose your favorite type of art expression in activity 1. Then research on it and share your findings.

- Type of art: _____
- Characteristics: _____

- Famous artists: _____



To learn how to express yourself through art, watch the video on: <https://bit.ly/3dtTux0>

- 1  Look at the pictures carefully. Discuss how they are connected to the text in activity 2.



- 2 Read the article and check your predictions in activity 1.

Temporary and reverse graffiti

As graffiti and technology expanded, many innovative street artists are combining media to create revolutionary hybrids of graffiti art, design, and technology. Some use high-tech equipment to project giant graffiti murals. Others use it to improve their street art and portability. Some use technology less directly – as a source of funny and smart inspiration.


Reverse and temporary graffiti are two of the most exciting forms of urban street art. Reverse graffiti **involves** the creation of patterns by cleaning surfaces selectively. Temporary graffiti is there and then it is gone, leaving no trace. What makes these two types of graffiti promising is that they are less destructive. They are even legal in some places.

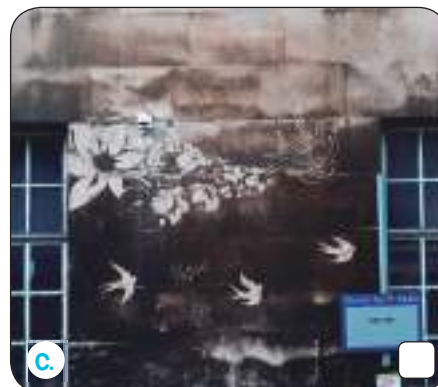
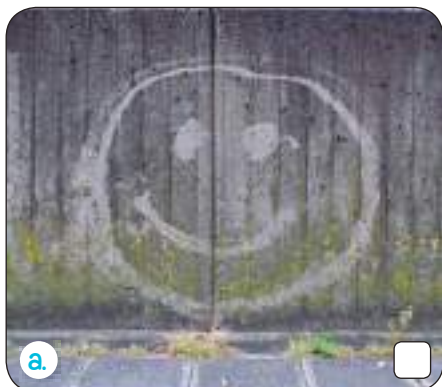
Illustrator and graphic designer, Scott Wade, became famous because of his works on the dirty windshields of cars. Some of his pieces are original murals. Others represent new scenes on classic works of art or show famous people in this innovative artful technique.

"When I am creating art at an event, people ask me: How do you get the dirt on there? There are two types of 'canvases' I work on, natural and artificial. In the beginning, there were only natural canvases. This means that cars get the rear window covered in a layer of dust after days of driving over dirt roads. In many ways, I really prefer the natural canvas. It has character and often suggests things to draw."

"But when you go to an event, you don't always have access to cars with lots of dust on the rear window. So, I had to think of a way to imitate the real thing. I **achieve** that with the help of a little oil, a hair dryer, and a bag of fine dirt, or powdered mineral. And... *voilà!* You have a canvas for creating your own dirty car art!"

Adapted from: Kohlstedt, Kurt. (n.d.). 42 Unusual Works of Geek, Temporary & Reverse Graffiti. Retrieved from: <https://bit.ly/3jXlo7C>

- 3  Read the article again and identify the types of graffiti mentioned. Write **T** (temporary) and **R** (reverse) in the correct picture.



- 4  Read the text once more and write the questions for the following answers.

a. _____ ?


It involves the creation of patterns by cleaning surfaces in a selective way.


b. _____ ?

Because they are less destructive or even legal in some locations.

c. _____ ?

He is an illustrator and graphic designer. He is famous for his works on the dirty windshields of cars.

- 5  Do you think that reverse and temporary graffiti are artful expressions? Give reasons for your answers.

- 6  Research on these types of graffiti in Chile and complete the table. You can even take pictures of them! Then discuss your findings with your classmates.

	Reverse graffiti	Temporary graffiti
Location		
Examples		
Characteristics		




LET'S REFLECT

- In your opinion, what are the pros and cons of reverse graffiti?

- What does this type of street art represent?

7 Read the text on page 5 again and underline the phrases describing objects in detail.

LANGUAGE IN USE  **Activity 3.**

 Look at the pictures and describe the objects in detail. Complete the sentences with adjectives.



a. The Statue of Liberty is a/an _____
_____ sculpture.



b. The Starry Night is a/an _____
painting by Van Gogh.



c. This is a/an _____
sculpture created by artists and volunteers.




d. The Eiffel Tower is a/an _____
_____ structure.



e. This is one of Banksy's _____
_____ graffiti.



f. The Moai in Easter Island are _____
_____ sculptures.

- 1 **Modeling**  You are going to write a short piece of art news. Before writing it, read this news article and discuss the questions with your partner orally.

Banksy creates mask-themed work on the subway

By Lanre Bakare July 14, 2020

Last week, Banksy created a new work on the London subway. He used stencils in his unique and recognizable style to create an image of rats using masks and dispensing hand sanitizer. Then Banksy posted a video of the creation to his undercover social network page.

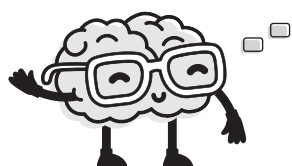
His work came as a response after the announcement that face coverings were a legal requirement on public transport, in order to fight the coronavirus pandemic that continued to cause devastation throughout the UK and the rest of the world.

Adapted from: Bakare, L. (2020, July 14). Banksy creates mask-themed work on London Underground. Retrieved from: <https://bit.ly/31B1Ctu>

- What is the topic of the news article? How do you know?
- What news article parts can you mention?


- 2 **Organizing ideas**  Choose an online article about art and complete the table below.

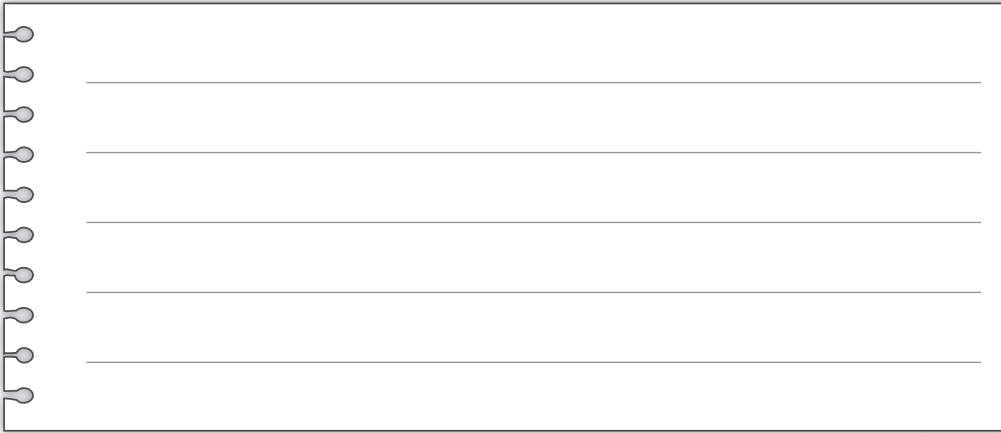
Who?	
What?	
When?	
Where?	
Why?	
How?	



LET'S REFLECT


- Why are graphic organizers like the table above important to a writer?

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




USEFUL EXPRESSIONS

- This artist created...
- It is a/an...
- It is made of...
- Last week/month/year,...

- 4 **Revising and editing**  Revise your paragraph(s) and answer these questions.

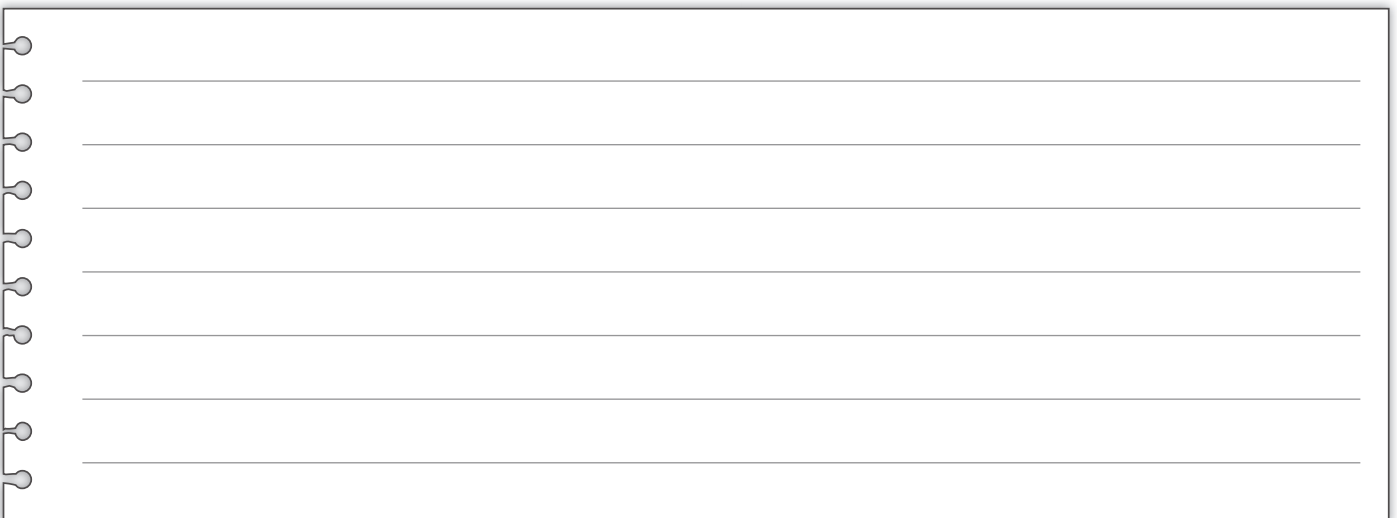
- a. Does our news article follow a similar structure as the text in activity 1?
- b. Have we included all the ideas in the table in activity 2?

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

EDITOR'S MARKS

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

- 6 **Writing**  Write the final version of your piece of news about art.








- 7 **Publishing**  Publish your news article in the school online magazine or read it aloud to your classmates.

LET'S HAVE FUN Activity 2.

Read the poems on page 14 of your Student's Book. Draw a picture for each of them, following the descriptions in the texts. Then describe your work to the class.

LISTENING

- 1  Discuss these questions.
 - a. What art movements do you know?
 - b. What is abstract art?
 - c. Which abstract artists can you mention?
- 2  Listen to a conversation between friends and check your ideas in activity 1.
- 3  Listen again and write **T** (true), **F** (false), or **DS** (doesn't say).
 - a. ____ Carol went to an art deco exhibition.
 - b. ____ David likes baroque art a lot.
 - c. ____ The first painting was a black and gray tree.
 - d. ____ The second painting was the most beautiful of all.
 - e. ____ David will go to the art gallery tomorrow.
- 4  Listen once more and circle the correct alternative.
 - a. David thinks modern art seems like **teenagers' / children's** painting.
 - b. Carol liked the first picture because the tree made her think of **winter / fall** season.
 - c. She thinks the second picture was **smaller / larger** than the first one.
 - d. She spent a **short / long** time looking at the last painting.
- 5  What do you think of modern art? Discuss and share your opinion.



To take a virtual tour of the MoMA (Museum of Modern Art) of New York, visit this website: <https://bit.ly/33crL2R>

LANGUAGE IN USE

Look at the following famous paintings and describe them. Then write your opinion about them, justifying your answer.



La Gioconda



The Starry Night



The Persistence of Memory

SPEAKING

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

Do you think so?

I think it was...

I **can't stand** modern art.

- 2 **Modeling** Listen and read an extract of the conversation on page 10. Pay attention to intonation and pronunciation.

David I can't stand modern art. It **seems** like children's painting to me.

Carol Really? Do you think so?

David Yes... Well, what did you see then?

Carol There was this painting which was mainly black and gray. I think it was supposed to be a tree.

David And what did you like about that one?

Carol Just the way the tree looked. I think it was made of hard, metal spikes and the mix of white and gray.

- 3 **Practicing** Select an art exhibition you have visited or find out about one you would like to see. Follow the model in activity 2 and create a short conversation giving your opinion. Then act it out in front of the class.

UNIT 1

LESSON 2

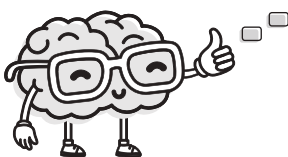
Different art expressions

VOCABULARY IN CONTEXT

- 1  Look at the pictures and identify the different forms of art they belong to.




- 2  Talk about the form of art you like the most and explain your reasons.



LET'S REFLECT

- How are music and emotions connected? Discuss and share your answer.

1  Discuss and write answers to these questions.

a. What type of text is the one in activity 2?

b. How do you know?

c. What is it about?

2 Read the biography of a virtuous pianist and check your predictions in activity 1.

Claudio Arrau

Musical genius, prodigy, and boy wonder are some of the words often used to describe Claudio Arrau. Chilean-American musician, was one of the 20th century's most renowned and virtuous pianists. For seven decades, he became famous for his performances of the music of Ludwig van Beethoven, Franz Liszt, Frédéric Chopin, Claude Debussy, and Robert Schumann. He also recorded widely, including the complete sonatas of Mozart and Beethoven.

Claudio Arrau was born on February 6th, 1903, in Chillán, Chile. At the age of 4, he **surprised** his mother because he played pieces of her piano students. The young boy gave his first public performance in Santiago the next year. After he studied privately in Chile for two years, Arrau went to Germany. There, he studied with Martin Krause, a pupil of Franz Liszt, from 1912 to 1918 at the Stern Conservatory in Berlin. His serious career began with a recital in Berlin in 1914. Then, during the next decade, he toured extensively in Europe, South America, and the United States.

In 1924, Arrau joined the faculty of the Stern Conservatory, and he **remained** there until 1940. In addition to teaching and performing, he won many prizes and piano competitions. In 1941, he left Europe and moved permanently to the United States. He did not **perform** in Chile until after 1967. He also played throughout the United States, Europe, and other parts of the world well past his 80th birthday. Arrau **developed** a classical approach that exhibited an extreme concentration on detail without sacrificing feeling. Claudio Arrau died on June 9th, 1991, in Müzzuschlag, Austria.

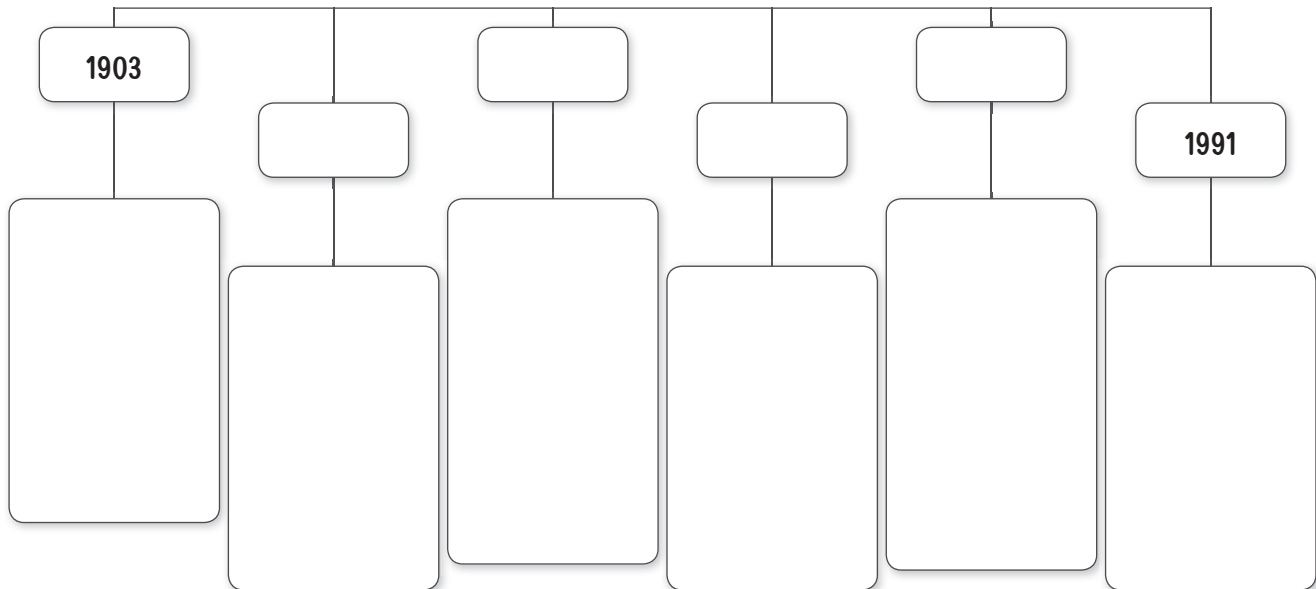



Adapted from: Claudio Arrau. (n.d.). Retrieved from: <https://bit.ly/3wDSxLR>

3  Read the biography again and finish the sentences.

- Claudio Arrau was _____.
- He was famous for _____.
- When he was 5 years old, he gave his _____.
- His serious career began in _____.

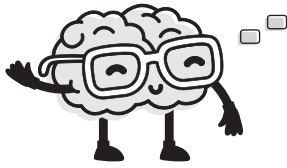
4 Read the biography once more. Complete this time line with the main events in his life.



5  What do you think about this virtuous Chilean pianist? Discuss and express your opinion.

6  Research on three other famous child art prodigies from around the world, and complete the table.

Full name			
Nationality			
Occupation			
Works			
Recognition			




LET'S REFLECT

- Do you think child prodigies are born or made? If made, what skills do they need to accomplish? _____
- What are the advantages and disadvantages of being a child prodigy?

- What are you really good at?

LANGUAGE IN USE Activity 3.

 Look at the pictures and join the two ideas. Use the following connectors: *because*, *until*, *then* and *so that*.



a.

The artist sat on an old row boat for hours.
He finished the painting of the pier.

_____.



b.

Dania is training really hard these days. She
can win the ballet national contest.

_____.



c.

Mike is taking a photo of the painting.
He likes it a lot and wants to share it in his
social network.


_____.



d.


The local artisans collected and dyed the
fabric. They started weaving the blankets to
sell at the fair.

_____.


- 1 Modeling**  You are going to write a brief biography of a famous artist. Before writing it, read this news article and discuss the questions with your partner.

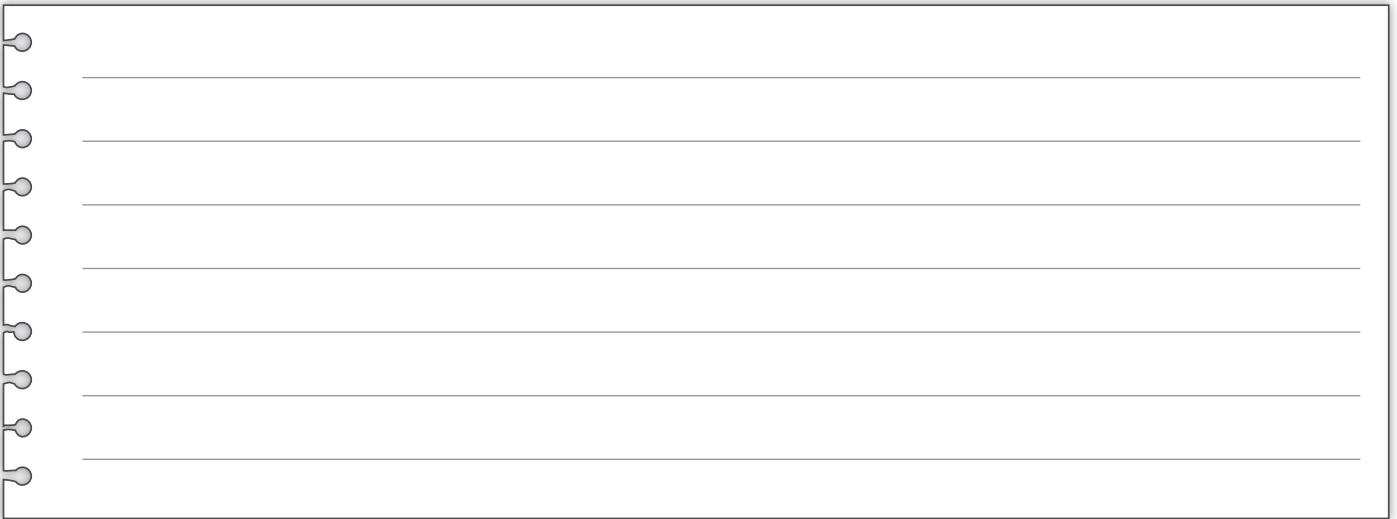
Magdalena Carmen Frida Kahlo was a Mexican painter. She was born on July 6th, 1907 in Mexico City. She painted many self-portraits and paintings of Mexican folklore. Frida went to the prestigious Escuela Preparatoria in Mexico City in 1922. At that time, there weren't many girls at this school. In 1925, at the age of eighteen, Frida had a terrible bus accident. She couldn't walk for a long time so she started painting. In 1929, she married the painter, Diego Rivera. The next year, they moved to New York, but Frida wasn't happy there. Then they returned to Mexico in 1935. She won a national art prize in 1946 and she became very famous in Mexico. She died on July 13th, 1954 when she was only 47 years old.




- a. How many facts of life does the biography present?
- b. What is the author's point of view?
- 2 Organizing ideas**  Discuss and choose a famous artist (painter, musician, sculptor, singer, etc.) from around the world. Then complete the diagram below.


Why is this person important? <hr/> <hr/>		What were his/her accomplishments? <hr/> <hr/>	
Birth information <hr/> <hr/> <hr/>	NAME OF PERSON <hr/> <hr/> <hr/>	Personal information <hr/> <hr/> <hr/>	
Important event #1 <hr/> <hr/> <hr/>	Quote <hr/> <hr/> <hr/>	Important event #2 <hr/> <hr/> <hr/>	

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



- 4 **Revising and editing**  Revise your paragraphs and answer these questions.

- a. Does our biography follow a similar structure as the text in activity 1?
- b. Have we included all the ideas in the diagram in activity 2?

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

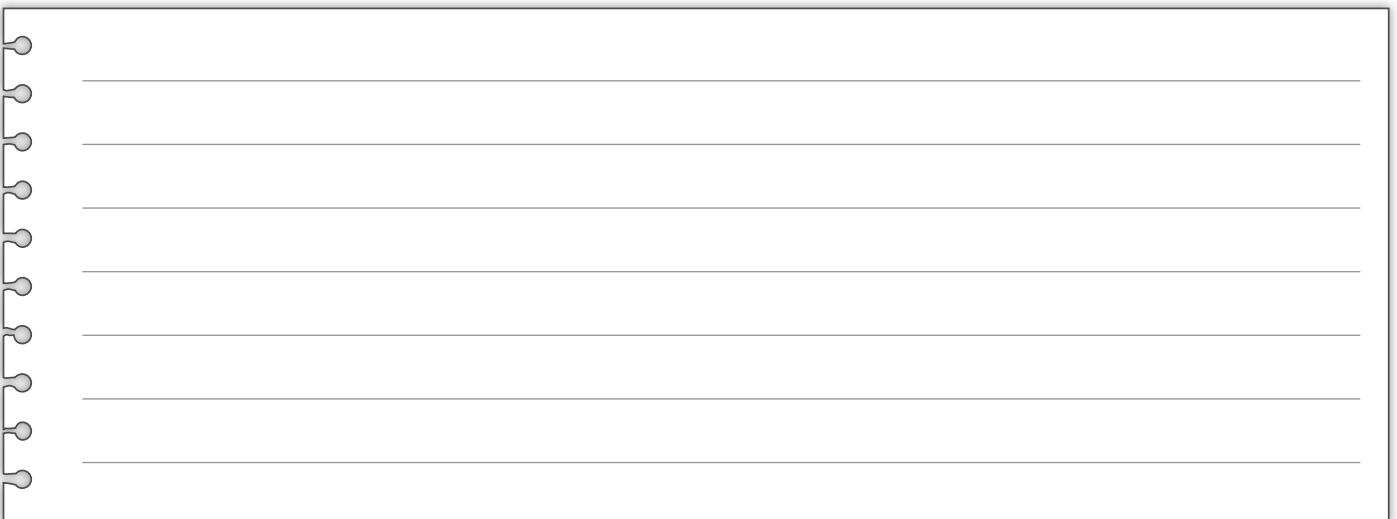
EDITOR'S MARKS


≡ Capital letter / Lowercase

○ Punctuation ✓ Add a word

ss s Check spelling ↻ Change place

- 6 **Writing**  Write the final version of the biography about a famous artist.



- 7 **Publishing**  Show your biography through Power Point presentation slides with a great number of visual information. Otherwise, write it on a poster and then stick it in a visible place in the classroom.

LISTENING

- 1 Read the words in the boxes and predict what the recording will be about.

visitor

art exhibition

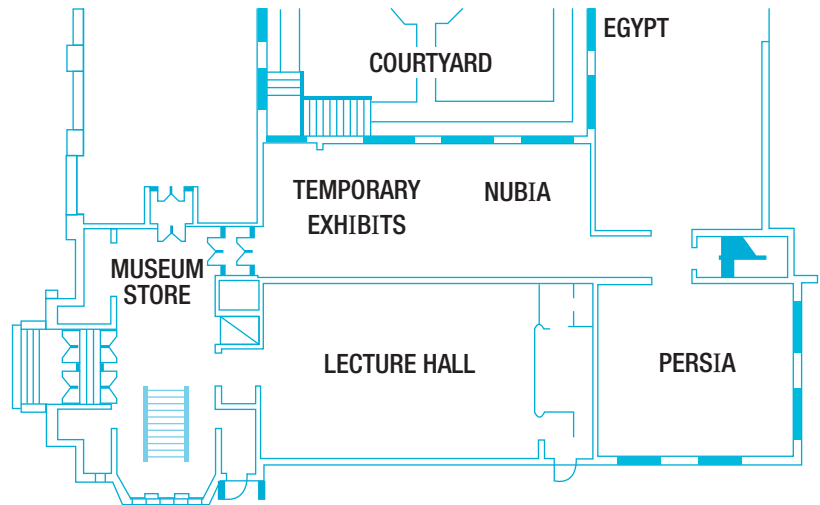
salesperson

floor plan

- 2 Listen to the conversation and check your ideas in activity 1.

- 3 Listen again and fill in the gaps with one word.

- a. The conversation occurs in a _____.
- b. The woman wants to go to the _____ hall.
- c. The man says it is _____ to the stairs.
- d. She has to go _____ of the store, first.



- 4 Listen once more and mark the route on the floor plan.

- 5 Have you visited an art museum?
If not, would you like to? Talk about it with your classmates.

LANGUAGE IN USE

- Choose a famous place in your town. Write a short dialogue asking and giving directions from your school to the chosen place. (4 entries)

You: _____

Your partner: _____

You: _____

Your partner: _____



To practice your listening skills on this topic, click on: <https://bit.ly/3rYBpR1>

SPEAKING

- 1 **Preparing to speak** Listen and circle the verbs you hear. Then pay attention to pronunciation and repeat them.

cooked


studied

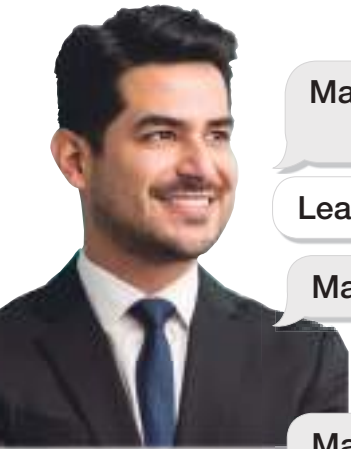
displayed

called

painted

invited

- 2 **Modeling**  Listen and read the conversation below. Pay attention to intonation and pronunciation.



Leah What did you do last night, Max?

Max I went to an art gallery. My friend, Jane, is an artist. She **displayed** her work there and invited me to the opening.

Leah Oh! I love art. When I was a child, I painted in my free time.


Max I didn't know that. I can **introduce** you to her.

Leah That would be great!

Max Awesome! Leah, what about you? What did you do last night?



Leah Not much... I cooked dinner and then studied for a math test.



- 3 **Practicing**  Create a similar dialogue to the one in activity 2. Remember to talk about an art expression of your choice. Then act it out in front of the class.

Subject connection

LITERATURE

- 1   Have a look at the painting *The Great Wave* by Katsushika Hokusai (1831). Then listen and read the extract of a poem, and answer these questions.

- What literary devices can you identify in the poem? Exemplify.
- What emotions did the poem provoke in you?
- Create and write your own poem about this painting.



The Great Wave: Hokusai

by Donald Finkel

It is because the sea is blue,
Because Fuji is blue, because the **bent** blue
Men have white faces, like the snow
On Fuji, like the **crest** of the wave in the sky the color of their
Boats. It is because the air
Is full of writing, because the wave is **still**: that nothing
Will harm these **frail** strangers,
That high over Fuji in an **earthcolored** sky the fingers
Will not fall; and the blue men
Lean on the sea like snow, and the wave like a mountain leans
Against the sky.


Taken from: Finkel, D. (1959). *The Great Wave: Hokusai. Poetry*. (p. 312). Retrieved from: <https://bit.ly/3ujk0mM>

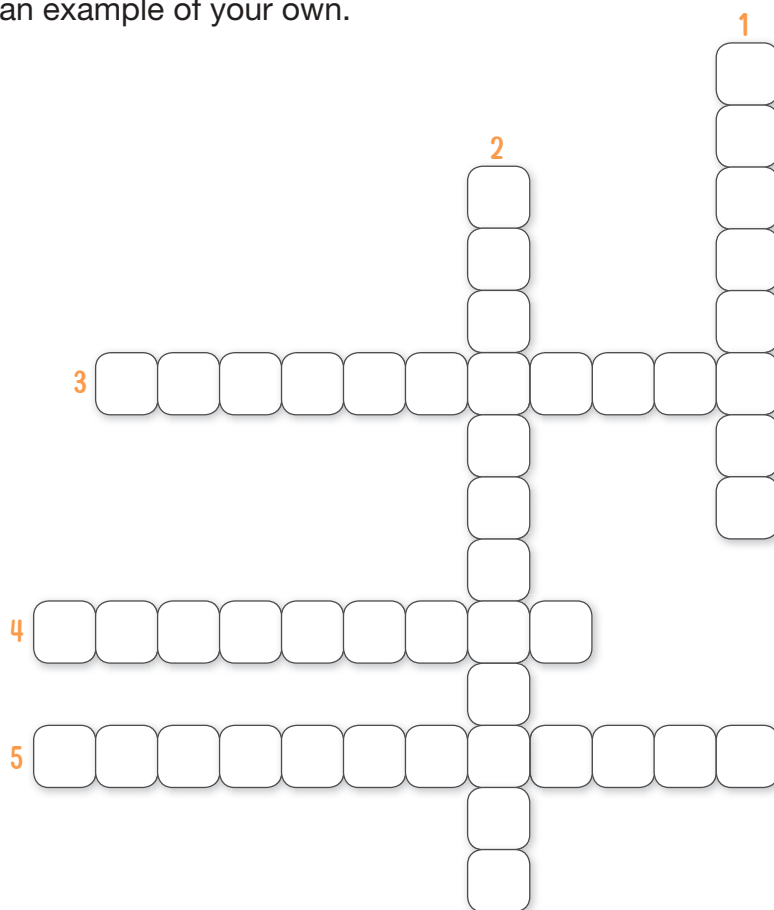
Bent (n.): inclination. **Crest** (n.): the foamy top of a wave. **Earthcolored** (adj.): having the color of soil or earth; reddish brown.
Frail (adj.): weak; fragile. **Still** (adj.): calm; quiet.

UNIT 2 LESSON 1

Discoveries and inventions

VOCABULARY IN CONTEXT

- 1  Solve the crossword puzzle about the vocabulary in your Student's Book. Then use each word in an example of your own.




DOWN

1. Proof; an indication or sign.
2. An important, sudden advance that removes a barrier to progress.

ACROSS

3. An act of exploring or investigating; examination.
4. The act of discovering, finding something out.
5. Something contributed.

- 2  Write examples for each category in the area of science. Then choose two and give your opinion about them.

- a. Discoveries: _____, and _____.
- b. Breakthroughs: _____, and _____.
- c. Contributions: _____, and _____.

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

- a. What type of text is it? _____.
- b. What is it about? _____.
- c. Who is its audience? _____.

2 Read an extract of a short story and check your predictions in activity 1.

LOST CITY

The boy looks at the mountains all around him. Last night, he dreamed of a tall stranger carrying a small black box. He cannot get the dream out of his mind. Suddenly, the clouds **burn off** and the sunlight beautifully bathes the mountains. The dream predicted something wonderful; he is sure. His father is already working in the terraced fields.

In Cusco, Hiram Bingham stares at the old Incan stone wall. He has come to Peru in search of Vilcapampa, the lost city of the Inca. But this is the most beautiful stonework he has ever seen. Huge stones cut so perfectly.

The next day, Bingham begins his search. He and his party leave by mule train for the sacred valley of the Urubamba River. They go to the old village of Ollantaytambo, long ago an important city. Its ancient stone terraces step up into the clouds.

Meanwhile, on the high mountains, the boy tries to help his father on the terraces. But he can't shake the dream from his mind. Who was this stranger with the black box? When would he come? What was in the black box? He anxiously searches the mountains for a sign.

In the north, the adventurers **come upon** a remote and wild canyon. Granite cliffs rise thousands of feet above the rapids of the Urubamba River. Bingham and his party climb very high until they get into dense jungle. Now, the slopes are slippery and the heat is terrible. His eyes search the jungle.

Has an hour passed? Two? Three? The travelers have **crept on** for hours. Finally, thirsty and tired, they break through the jungles into the sunlight. A little Quechua boy in a stone hut stands above them. What is he doing at the top of this mountain?


"Ama llulla, ama quella, ama su'a" (Don't lie, don't be lazy, don't steal.), the boy shouts in the traditional Quechua greeting. It is the tall stranger from his dream, carrying the black box! The boy's family **crowds** around to greet the travelers. They bring cups of cool water and boiled sweet potatoes.

Bingham asks, "Where are the ruins?" The boy says, "Amuy, amuy!" (Come, come!). Bingham follows the boy, and sees only stone terraces similar to the ones at Ollantaytambo. But soon he begins to see the outlines of a city!

"Here boy," he says while he opens the black box. He **breathes in** and focuses his camera. The first picture will be of the boy because he has led him to Vilcapampa, the lost city of the Inca.

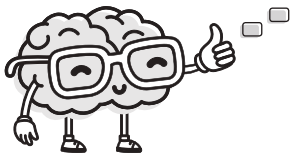
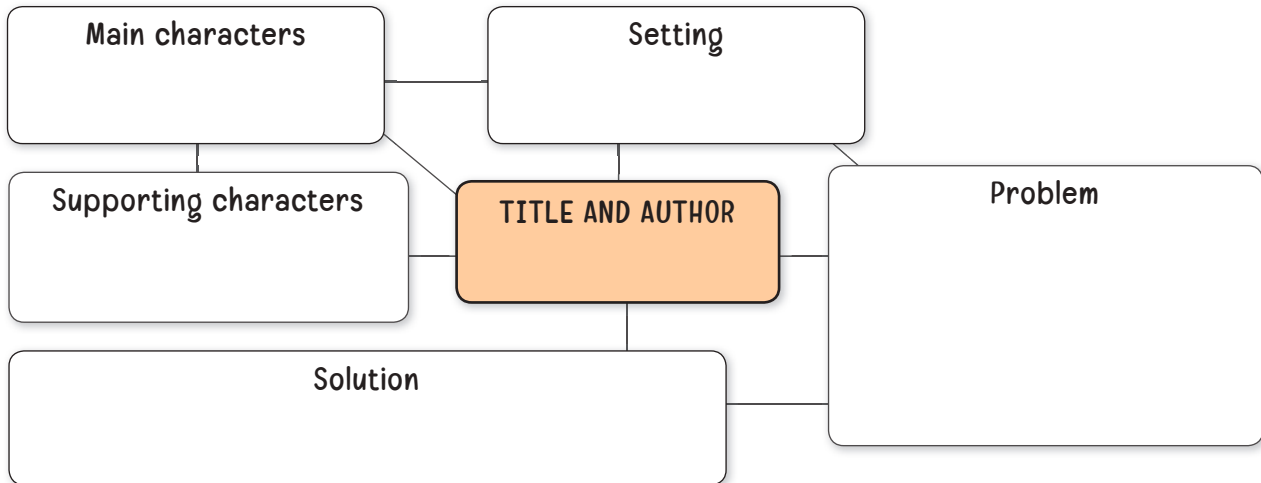
Adapted from: Lewin, T. (2012). *Lost City – The Discovery of Machu Pichu*.
London, England: Puffin Books.



3  Read the text again and write **T** (true), **F** (false), or **DS** (doesn't say). Correct the false statements.

- _____ The boy has dreamed of a stranger carrying a small black box.
- _____ Bingham starts his search alone and by train.
- _____ He is an archaeologist from New Zealand.
- _____ The boy greets him in Quechua language.
- _____ Bingham takes a picture of the lost city first.


4  Read the text in detail and complete the story map below.



LET'S REFLECT

- How did you like the short story? Why?

- What connection can you make with other texts?

5  Research on other three archaeological sites and prepare an oral presentation. Complete the chart with your findings.

Name of site	Country	Name of discoverer/s	Importance of discovery
1.			
2.			
3.			

LANGUAGE IN USE Activity 3.



Fill in the blanks with the correct form of the verb between parentheses. Use the Present Perfect tense and the prompts given.

- Bingham _____ (go) to Peru in search of the lost city of the Inca.
- The Quechua boy _____ (not / see) a camera before.
- I _____ (stay) at a beach cabin twice this summer.
- _____ (you / ever / ride) a camel?
- My family and I _____ (never / eat) octopus.

LANGUAGE IN USE



Look at the pictures and write sentences describing what has just happened. Use the Present Perfect tense.



a.




b.



c.



d.

- 1 Modeling**  You are going to write a brief description of an unusual discovery. Before writing, read this text and discuss the questions below.



The Antikythera mechanism

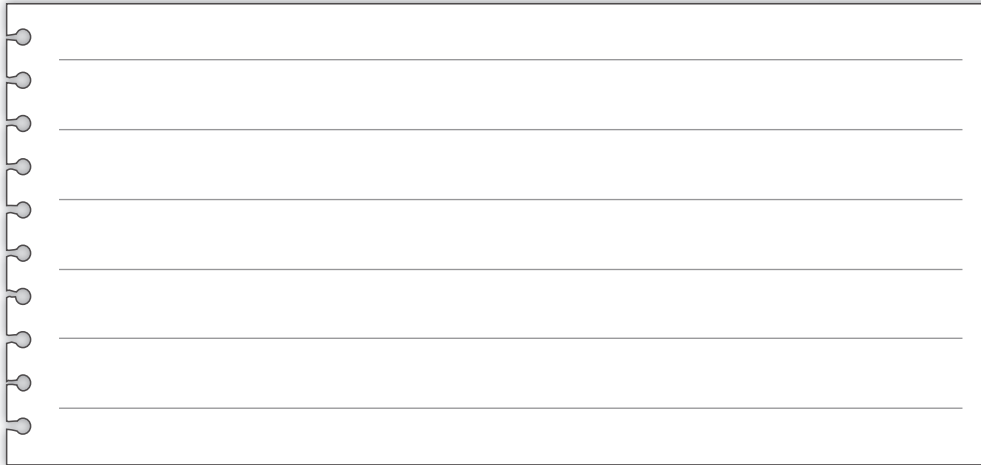
It is a mechanical calculator. It was an Ancient Greek analogue computer and planetarium. It was discovered in 1902 in a shipwreck off the coast of Antikythera, Greece.

A number of gears worked together, like in a mechanical clock. The device could predict astronomical positions, eclipses, the motions of the sun, the moon and probably some of the planets. This made it possible to use the device as a calendar. There were three big dials, and three small ones.

- a. How many ideas are there in the summary?
- b. How is the information organized?
- 2 Organizing ideas** Choose an unusual discovery and research on it. Then complete the table below with your findings.


Name of discovery	
Characteristics	
Discoverer	
Date	
Importance	

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



USEFUL EXPRESSIONS






- It is a/an...
- It was discovered...
- This device could...

- 4 **Revising and editing**  Take turns to revise your paragraph(s) and answer these questions.

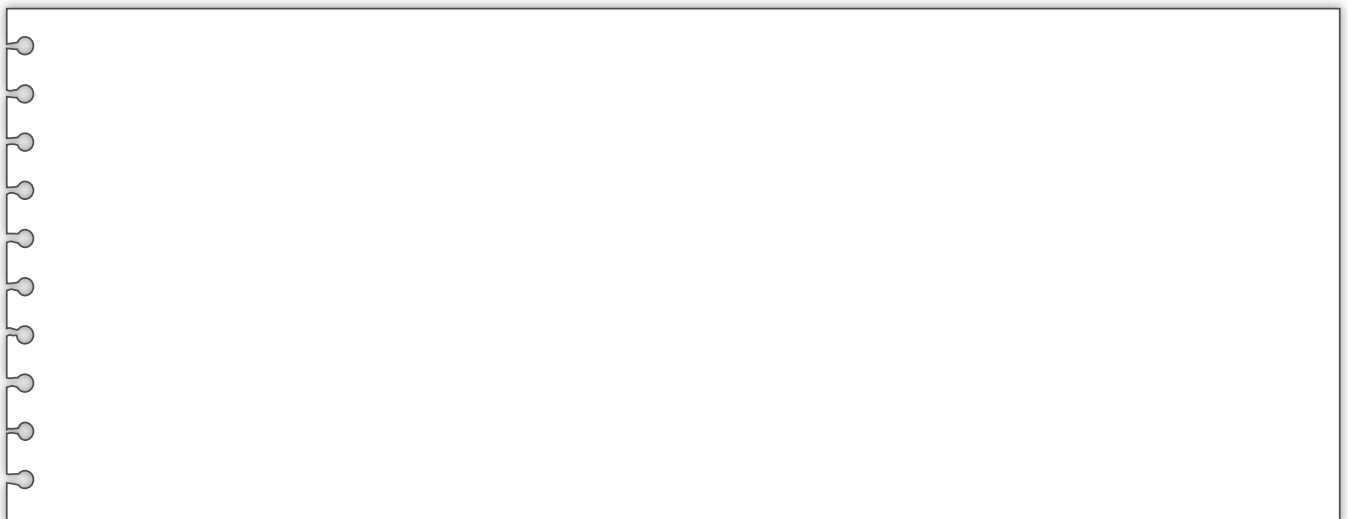
- Does my description follow a similar structure as the text in activity 1?
- Have I included all the ideas in the table in activity 2?

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

EDITOR'S MARKS


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

- 6 **Writing** Write the final version of your description.



- 7 **Publishing** Publish your description on a poster and stick it in a visible place of the classroom. If possible, publish your work in the school's online magazine.

LISTENING

- 1  Look at the pictures and identify the discoveries. Unscramble the words in the boxes.



a.

worimecav nevo




b.

clinipleni



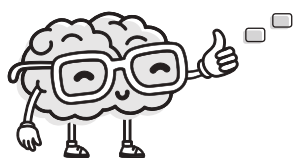
c.

clopepis

- 2  Listen to an interview about accidental discoveries and check your ideas in activity 1.

- 3  Listen again and circle the correct alternative.


- a. Frank Epperson was **eleven** / **seven** years old.
- b. He left a mixture of powdered **sugar** / **soda** pop and water on his porch.
- c. Alexander Fleming interrupted his experimentation with the **corona** / **influenza** virus.
- d. After his **vacation** / **medical leave**, he saw a mold had stopped the virus.
- e. Percy Spencer realized his **chocolate** / **candy** bar was **melted**.



LET'S REFLECT

- Which of these accidental discoveries is the most significant for you? Why?
_____.
- In which area would you like to try a discovery to improve people's lives?
_____.

LANGUAGE IN USE Activity 3.

-  Put the words in order and write the questions. Then answer them orally.


a. did / you / do / last weekend / What?

b. from / pop artist / Where / your / is / favorite?

c. invented / the / Who / printing press?

d. Which / tried / have / sports / you / extreme?

SPEAKING


- 1 **Preparing to speak**  Listen and repeat these questions. Pay special attention to the intonation.

What are you doing...?

Who discovered it?

Was it constructed in this millennium?

Why is it so important?

- 2 **Modeling**  Listen and read the conversation below between siblings.

Molly What are you up to, Jake?

Jake Just doing homework. It's about some of the most famous archaeological sites in the world.

Molly Aww... which do you think is the most interesting one?

Jake I think it's the "lost" Inca city of Machu Pichu, in Perú.

Molly Who discovered it?

Jake Explorer Hiram Bingham rediscovered it in 1911.

Molly Was it constructed in this millennium?

Jake Yes, it was, in the mid-1400s.

Molly Why is it so important?

Jake Because it shows the technological advances the Inca Empire had at that time, and how everyday people lived in this area.

- 3 **Practicing**  Choose one archaeological site from the pictures and do research. Create a conversation following the model in activity 2, and act it out in front of the class.



Chichen Itza (Mexico)



Petra (Jordan)

UNIT 2 LESSON 2

Archaeological discoveries

VOCABULARY IN CONTEXT

1  Label the pictures using the words in the boxes. There are two extra words.

milestone

clues


excavation

site

timeline


artifact



2  Match the synonyms. Then choose two and use them in examples of your own.

- a. milestone
- b. clues
- c. excavation
- d. site
- e. timeline
- f. artifact

- i. hole
- ii. place
- iii. breakthrough
- iv. object
- v. chronology
- vi. evidence

- 1  Look at the text in activity 2 and complete the KWL chart below.

K (what I know)	W (what I want to know)	L (what I learned)

- 2 Read the following text and check your ideas in activity 1. Then complete the third column of the chart.

“Lost Golden City” of Ancient Egypt discovered

Friday, April 9, 2021.



Archaeologists have discovered an old city near Luxor in Egypt. They found it while they were searching for Tutankhamun’s burial temple. The city has been there for about 3,500 years, since the period of Amenhotep III. They discovered a large number of objects, such as rings, scarabs, colored pottery vessels, and mud bricks.


Excavations started in September 2020. They have shown streets and village houses. Many of them have almost complete walls, and there are tools and

domestic items in the interiors. One important discovery is a storage vessel with 10 kilos of dried meat. It has the message: “Year 37, dressed meat for the third Heb Sed festival made by the butcher Iuwy.”


Betsy Brian is Professor of Egyptology at John Hopkins University in Baltimore, USA. He said “This lost city is the second most important archaeological discovery since the tomb of Tutankhamun. It has given us some idea of the life of the ancient Egyptians at that time.”

Adapted from: “Lost Golden City” of Ancient Egypt discovered. (n.d.). Retrieved from: <https://bit.ly/3eWXjMG>

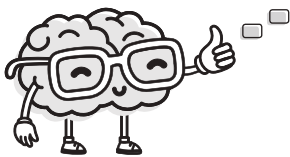
Dressed (adj.): prepared for serving, after cleaning, trimming, gutting, etc. Mud bricks (n.): blocks for construction made of soil. Pottery vessels (n.): containers made of ceramics, or clay. Scarabs (n.): stone beetles used in ancient Egypt as talismans.

3  Read the extract again and check (✓) the incorrect information. Then justify your answers.

- a. _____ The expedition made the discovery while they were looking for Amenhotep III's burial temple.
- b. _____ The excavations started a year before and they have shown houses and streets.
- c. _____ Many of the houses have complete walls, and everyday tools and domestic items.
- d. _____ One of the discoveries is a storage container with a piece of dried fish and an inscription that dates from the year 37 AD.
- e. _____ This lost city is the most important archaeological discovery since the tomb of Akhenaten.


4  Read the extract once more and write questions for these answers.

- a. _____ ?
This lost ancient city is near Luxor in Egypt.
- b. _____ ?
The city has been there for about 3,500 years.
- c. _____ ?
Archaeologists discovered a large number of objects.
- d. _____ ?
Betsy Brian said that this city is the second most important discovery.



LET'S REFLECT

- How important are these kinds of archaeological discoveries to humanity?
_____.
- What connection can you make between this text and others you have read?
_____.

5  Research on other archaeological discoveries from around the world. Choose one and complete the following chart with your findings.

Name of discovery	
Location	
Discoverer	
Date of discovery	
Main characteristics (material, colors, shape, etc.)	

LANGUAGE IN USE Activity 4.



Read the sentences carefully and circle the correct alternative. Use the expressions of time as guidelines.

- Two years ago, I **went** / **have gone** to the mountains on a school trip.
- Since 2010, my family **lived** / **has lived** in the suburbs.
- Did you read** / **Have you read** Harry Potter?
- My little sister **fell** / **has fallen** off from her tricycle last night.
- I **didn't see** / **haven't seen** the last *Batman* movie yet.

LANGUAGE IN USE



Look at the pictures and write sentences in the Present Perfect or the Past Simple tense. Use the time expressions given.



a.

for hours



b.

last year




c.

...ago



d.

already

- 1 **Modeling**  You are going to create a brochure of an archaeological site. Before writing, read this sample and discuss the questions below.



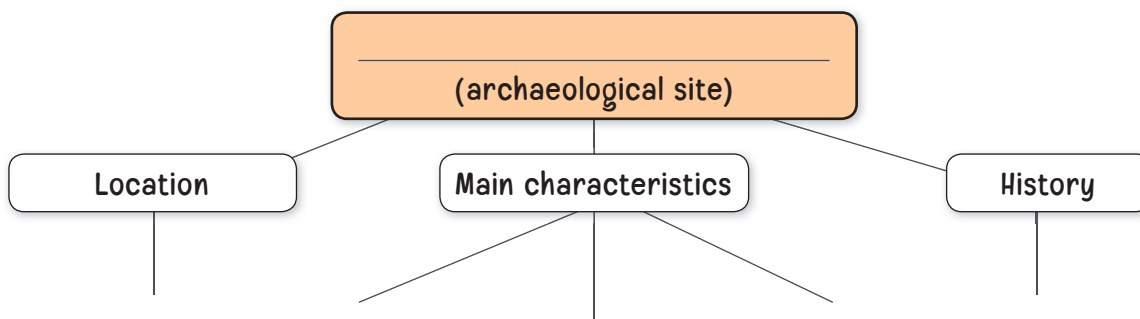
The Great Wall is 21,196 kms long and goes across half of China. It is the longest structure humans have ever built. The average height is 6 to 7 meters, and the highest section is of almost 14 meters tall. It is over 2,300 years old. There are over 7,000 lookout or watchtowers!

The Great Wall served as defense and border. It was not all built at the same time. The constructors built the first sections in the 7th century B.C., but the wall changed many times over the centuries. They rebuilt it completely between 1368 and 1644, and finished it in 1878.

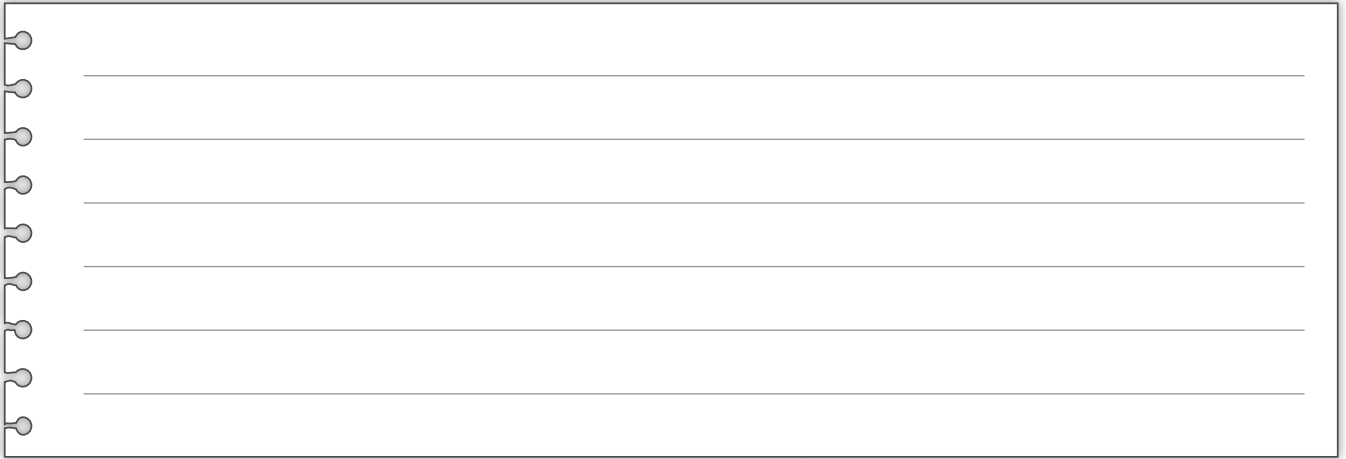
The first sections of the wall were made of earth, stones, and wood. Later on, workers used bricks, tiles and stone instead. During the Ming dynasty, they used a paste made out of sticky rice. It could **stick** the bricks of the wall together!


- How many ideas are there in the brochure?
- How is the information organized?

- 2 **Organizing ideas** Choose an archaeological site recently discovered and do research. Then complete the diagram below with your findings.



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



- 4 Revising and editing**  Take turns to revise your paragraph(s) and answer these questions.

- a. Does my brochure follow a similar structure as the text in activity 1?
- b. Have I included all the ideas in the diagram in activity 2?

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

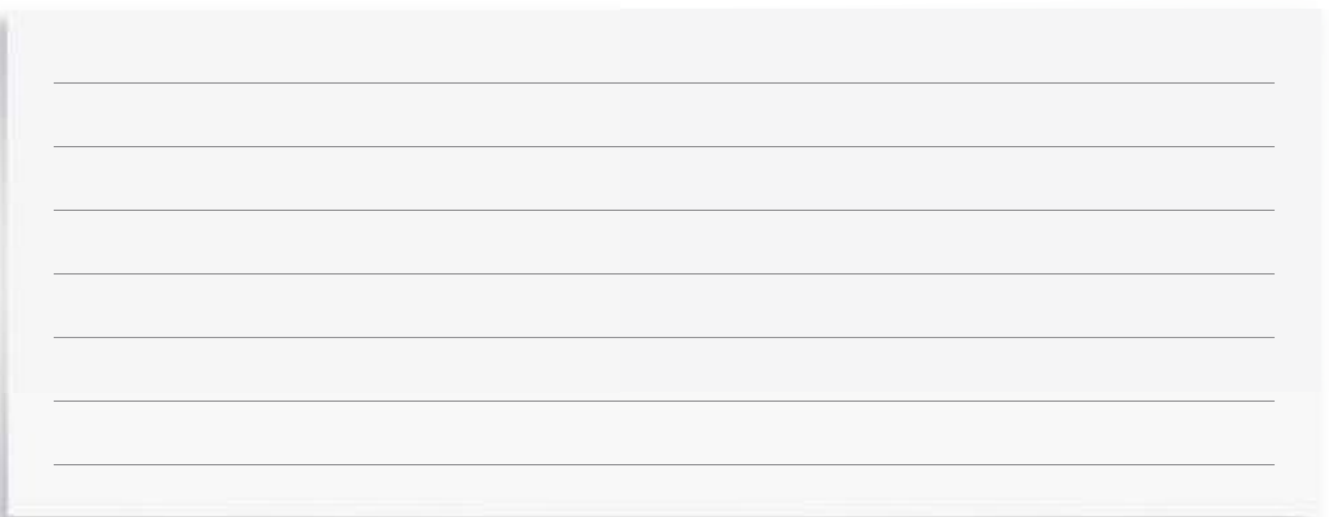
EDITOR'S MARKS

≡ Capital letter / Lowercase

○ Punctuation ✓ Add a word





ss s Check spelling ↻ Change place

- 6 Writing** Write the final version of your brochure.



- 7 Publishing** Display your brochure in a visible place in the classroom, or show it to your classmates. If possible, publish it in the school's online magazine.

LISTENING

- 1  Discuss these questions.
 - a. Have you visited any museums? Which one(s)? _____
 - b. What do you know about the British Museum? _____
 - c. What can a visitor find there? _____
- 2  Listen to a conversation at the British Museum and check your ideas in activity 1.
- 3  Listen again and circle the relics mentioned.
 - a. jewelry tiara / beaded crown
 - b. wooden comb / metal hair brush
 - c. steel calculator / porcelain abacus
- 4  Listen once more and fill in the blanks.
 - a. There are _____ speakers.
 - b. Their names are _____ and _____.
 - c. The girl has visited the museum _____ times.
 - d. They _____ allowed to take pictures.




LET'S REFLECT


- Which of the relics mentioned did you like the most? Why?


- What connection can you make with a local discovery?

LANGUAGE IN USE Activity 3.


-  Rewrite the sentences using possessive pronouns.
- a. This is Kevin's school bag. _____
 - b. Those are my running shoes. _____
 - c. That is our new house. _____
 - d. Are these your earbuds? _____

SPEAKING Activity 2.

- 1 **Preparing to speak**  Listen and write the corresponding symbol / ð / or / e /.
 - a. earth _____
 - b. brother _____
 - c. thief _____
 - d. than _____
 - e. them _____

- 2 **Modeling**  Listen and read about life-changing science discoveries. Pay special attention to pronunciation and intonation.

Louis Pasteur was a French scientist. He made important discoveries about the role of microbes (germs) in disease and in food spoiling. These discoveries have **saved** many lives. They made food safer to eat and protected the health of farm animals. Pasteur developed a method to stop disease called vaccination. It involves putting weak germs into a person's body. These germs do not make the person ill. Instead, the body "learns" how to **fight off** the disease that germ caused.

- 3 **Practicing**  Choose a life-changing discovery and create a short description following the model in activity 2. Then prepare an oral presentation with pictures and show it to the class.

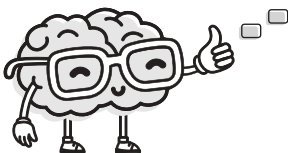
Subject connection

MUSIC

- 1  Look at the picture and identify the object. Then read the text and check your ideas.

In 1877, Thomas Edison invented the first machine that could capture sound and play it back. In fact, the phonograph was his favorite invention. A piece of tin-foil was **wrapped** around the cylinder in the middle. You shouted a short message into the piece on one side of the cylinder while you turned the handle. There was a needle inside this piece. Your voice made the needle shake, or vibrate. The sound vibrations went through the needle and made a line, or groove, into the tin-foil. A needle on the other side could play back what was just recorded. After just a few plays, the tin-foil **tore up** and the message could no longer be played. That is why the tin-foil recordings cannot be played anymore. Later phonographs played records. The first ones were in the shape of a cylinder, with the music on the outside. Later records were **shaped** like discs, or large CDs. Edison improved the phonograph over and over for the next fifty years.

Adapted from: The Phonograph. (February 26, 2015). Retrieved from: <https://bit.ly/3DX3ThJ>



LET'S REFLECT


- Why was this music breakthrough so important?

- What other discoveries in the music field can you mention?

UNIT 3
LESSON
1

Technology and sustainability

VOCABULARY IN CONTEXT

- 1  Classify the words below into the correct categories: technology and environment. Then add more examples of your own using a dictionary if necessary.

energy-efficient

biotechnology

solar-power

clean computing

digital detox

sustainable

technological tools

e-waste

carbon emissions

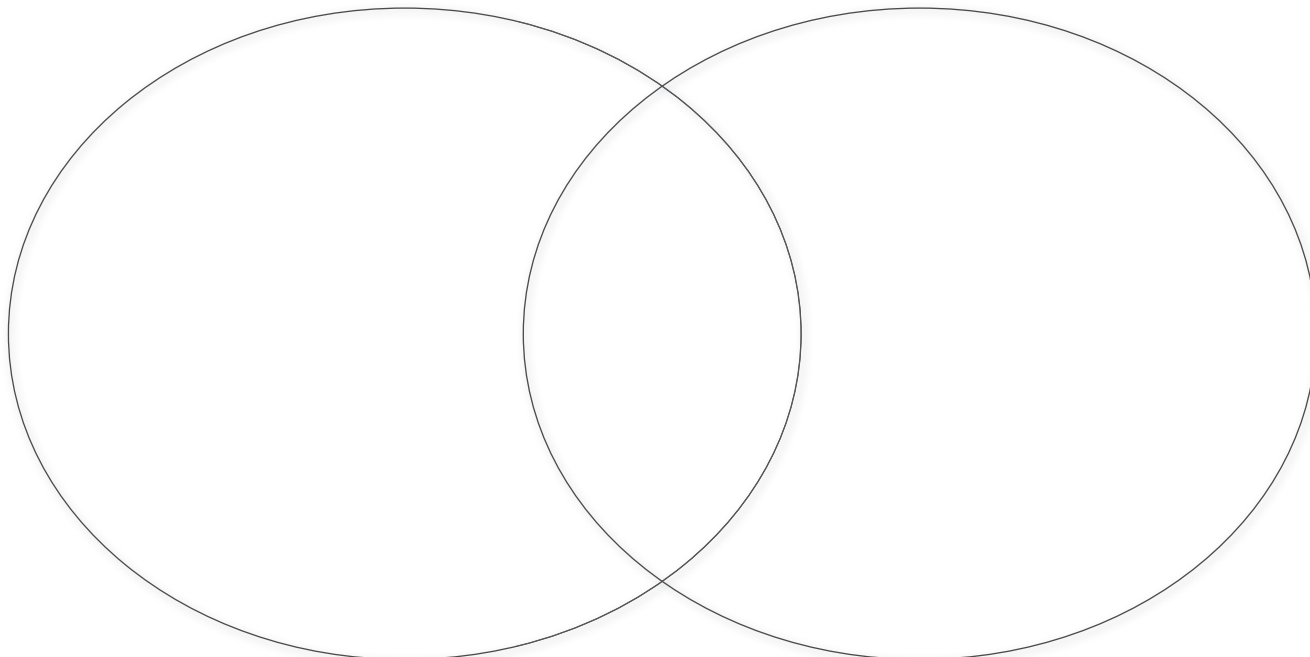
nanotechnology

greenhouse gases


biodiesel

TECHNOLOGY

ENVIRONMENT



- 2  How are these two fields interrelated? Discuss and give your opinion.

 To know more about the relationship between technology and sustainability, watch this video on vertical farming <https://bit.ly/3m1Cxix>

1  Have a look at the text in activity 2 and discuss the following ideas.

- a. Type of text: _____
- b. Topic of the text: _____
- c. Intended audience: _____

2 Read the article and check your ideas in activity 1.

Solar panels

If you change to green technology, you will help the environment. Solar panels are probably one of the most common examples of this technology. They catch solar energy with a flat-plate collector. And they can be in any place where the sun **shines**.

Here are the main uses of solar panels:

- **To make electricity**

Solar panels turn the light of the sun into electricity. Most of the tasks and devices at home use electricity to work. Besides, if you have portable solar chargers, you will be able to charge tablets and phones.

- **To heat**

Solar panels use the light of the sun to heat water or air that **flows** through pipes behind them. The heated water is used for doing the laundry and the dishes, bathing, and cooking. Also, if there is a swimming pool in your home, you can heat it with solar energy. The heated air is used to make your house warm during cold weather.

- **To light up the outdoors**

Solar panels are used to give security lighting in many homes. You can also make your garden or grass look great if you put solar lights there.

Adapted from: 15 Common Residential Uses of Solar Power in Your Homes. (n.d.).
Retrieved from: <https://bit.ly/3HmG5EO>



3  Read the article again and answer the following questions.

a. What does green technology mean?

b. What are solar panels?

c. What is solar power used for at home?

d. How do solar panels heat a house?

4  Read the article once more and complete the diagram with causes and effects.

CAUSES

EFFECTS

If you change to green technology

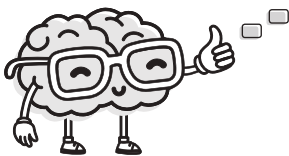




you can make it look great by having solar lights installed.

If you have portable solar chargers,






LET'S REFLECT

- What other green technological tools can you mention?

- How do you help reduce human impact on the environment?

5  Research on the applications of green technology in different areas and complete the table with your findings. Then prepare an oral presentation.

Area	Applications	Tools
Agriculture		
Construction		
Transportation		

LANGUAGE IN USE Activity 3.



Fill in the blanks with the correct form of the verbs between parentheses. Use the First Conditional.

- If you _____ (not / hurry), you _____ (be) late.
- I _____ (not / go) out tomorrow if it _____ (rain).
- If Mark _____ (drive) too fast, he _____ (have) an accident.
- Sarah _____ (pass) the final exam if she _____ (study) really hard.
- If the weather _____ (not / improve), we _____ (not / have) a picnic tonight.

LANGUAGE IN USE



Look at the pictures and complete the sentences with your own ideas and using the First Conditional.



a.

If we keep polluting our planet, _____
_____.



b.

The soccer team will win the championship if _____
_____.




c.

If you eat too much fast food and don't do exercise, _____
_____.



d.

My family will buy a new house if _____
_____.

- 1 **Modeling**  You are going to write a short web article about a technological device. Before writing, read this text and discuss the questions below.

Drones

What are drones?

A drone is an aircraft powered and controlled by computer technology. It doesn't need a pilot on board to fly it. It's also called a UAV (Unmanned Aerial Vehicle). A pilot can pre-program or control a drone remotely. An in-built GPS system or the pilot **guide** the drone.

What are drones used for?

There are mainly two types of drones: military and civilian. Both of them are used for a great number of purposes such as to observe and monitor, to deliver products and services, to photograph, etc. In fact, a majority of drones are used for non-military purposes.


Interesting Facts about drones

- Drones deliver food and aid to remote areas.
- Drones **map out** farmers' crops. They help check irrigation systems, and also determine which areas of crops are sick or healthy.




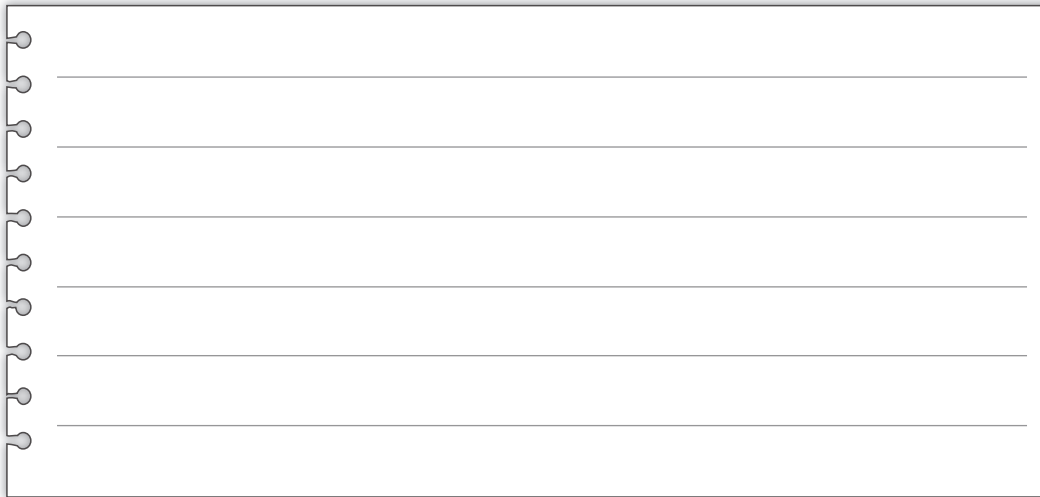
- Drones cover all kinds of news and international tournaments.
- Drones find users in all kinds of creative fields, from photography to music.
- Drones have a main role in the movie industry. They capture beautiful cinematic shots.
- Nowadays, drones are available for everyone to buy and use for really low prices.
- Drones are super cool!

- a. How many ideas are there in the description?
- b. How is the information organized?

- 2 **Organizing ideas**  Choose a technological device and do some research. Then complete the table below with your findings.


Name of device	
Definition	
Main uses	
Interesting facts	

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




USEFUL EXPRESSIONS






- It is a/an...
- It has...
- This device can...


- 4 **Revising and editing**  Revise your paragraph(s) and answer these questions.

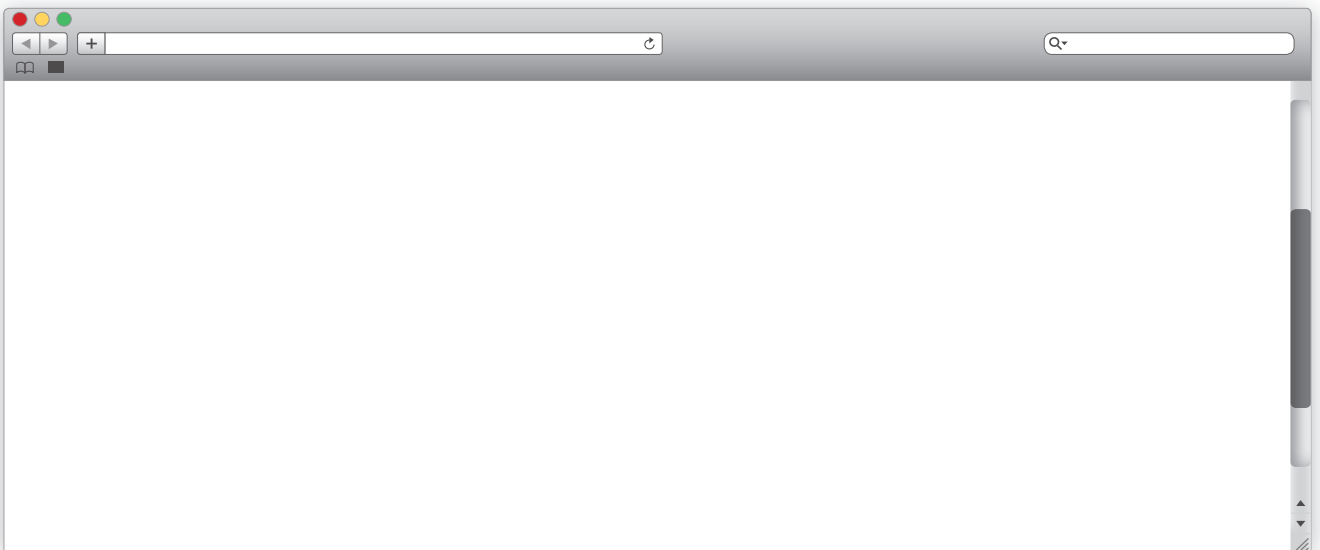
- Does our article follow a similar structure as the text in activity 1?
- Have we included all the ideas in the table in activity 2?

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

EDITOR'S MARKS


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

- 6 **Writing**  Write the final version of your web article.



- 7 **Publishing**  Print and show your article to your classmates. If possible, upload it in the school's webpage.


LISTENING


- 1  Read the words and predict what the recording will be about. Write your ideas in the space provided.

means of transport


instructions

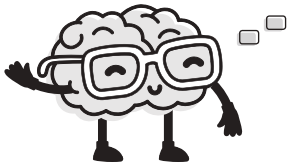
electric device

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

- 3  Listen again and number the steps in order.

- a. _____ **Grab** the handlebars, put one foot on the deck, and use the other to **kick off** the ground.
- b. _____ Make sure your scooter has enough power, and that the tires are inflated.
- c. _____ Place the scooter on a flat road or sidewalk of concrete.
- d. _____ Keep pressing the speed button to move, and use any brake system to stop.
- e. _____ Always, wear a helmet, protective gear and clothing.

- 4  Listen once more and draw the device described.



LET'S REFLECT

- How important are tutorials for you?

LANGUAGE IN USE Activity 3.

-  Join the sentences using the connectors *therefore* and *consequently*.

- a. It rained heavily. Our teachers **called off** the picnic.

_____.


- b. I knew I couldn't win the match. I didn't play and decided to practice more.

_____.

- c. Betsy studied Science really hard. She got an A+.

_____.


SPEAKING

- 1 **Preparing to speak**  Listen and repeat the following words. Pay special attention to pronunciation.


light bulbs

vertical farming

electric current

- 2 **Modeling**  Listen and read the description below. Pay special attention to pronunciation and intonation.

LED stands for Light Emitting Diode. These products generate light up to 90% more efficiently than old light bulbs. LED lights are vital outdoors as visual aids. Also, farmers have used them in vertical farming, and scientists have fought off malaria. Electric current passes through a microchip. This one illuminates the tiny light sources called LEDs. The result is visible light. A sink absorbs the heat that LEDs produce to **avoid** problems in their performance.

- 3 **Practicing**  Choose one technological advancement and describe it following the model in activity 2. Then present it to the class.



Electric cars



Aquaponics



Wind turbines



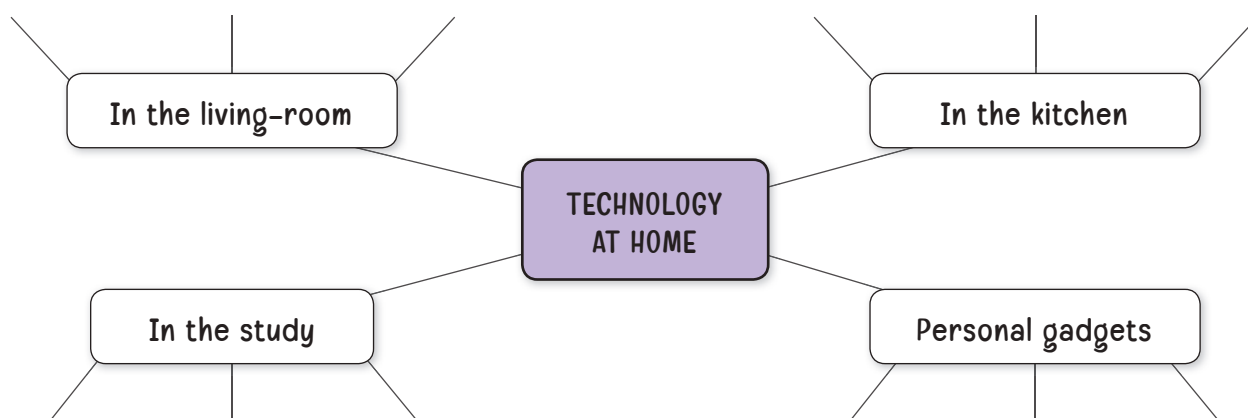
Portable solar chargers

UNIT 3 LESSON 2

Technology at home

VOCABULARY IN CONTEXT

- 1  Complete the diagram with these gadgets and add more examples of your own.



- 2  Classify the following words related to technology into the correct category.

computer crash

hacker

flash drive


software bugs

geek

solar-power batteries

frozen screen

People who are into technology	Gadgets and devices	Problems with technology

1  Read the underlined words in the text. Then discuss the questions below.

- What do the words refer to? _____
- How would you group them? _____
- What do you think the text is about? _____

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

LEVEL ONE

I took out my laptop and turned it on. It was a huge, heavy **beast**, almost ten years old. The processor was slower than a **sloth**, but it was fine for me. The laptop served as my portable research library, video arcade, and home-theater system. Its hard drive was filled with old books, movies, TV show episodes, song files, and nearly every video game made in the twentieth century.

Old video games always cleared my mind and made me relax. All I had to do was press the Player One button. There, life was simple: *It's just you against the machine. Move with your left hand, shoot with your right, and try to stay alive as long as possible.* But in the end, my fingers started to **cramp up** and I began to lose my rhythm. I burned through all of my extra lives quickly, and the worst words appeared on the screen: **GAME OVER**. I **shut down** the simulator and began to **browse** through my video files. I selected an episode of *Family Ties*, which was an '80s **sitcom** about an ordinary family in Ohio.

My own home life was never like the one in that sitcom, which was probably why I loved it so much... My dad, who was a cool guy, named me, Wade Watts. He thought it sounded like the secret identity of a superhero. My mother, Loretta, **raised** me on her own. We lived in a small




box in another part of the **stacks**. She had two full-time OASIS jobs. I was introduced to the OASIS at an early age, because my mother used it as a virtual babysitter. As soon as I could wear a visor and a pair of tactile gloves, my mom helped me create my first OASIS avatar. Then she **stuck** me in a corner, where I explored a new world, and she went back to work.

From that moment on, I was raised by the OASIS's interactive educational programs, which any kid could access for free. I spent most of my childhood **hanging out** in children's TV programs of virtual reality. I played interactive games and learned how to walk, talk, add, subtract, read, write, and share. I soon discovered that the OASIS was also the world's biggest public library, where I **found out** the truth.

Adapted from: Cline, E. (2012). *Ready Player One*. New York, NY: Crown Publishing Group.

Beast (n.): any nonhuman animal, especially a large, four-footed mammal. **Sitcom (n.):** a television or radio series made up of independent episodes showing the comic adventures of a fixed group of characters. **Sloth (n.):** a slow-moving, tree-dwelling tropical American animal. **Stack (n.):** an organized, neat pile.

3  Read the text again and write answers for these questions.

a. Where does the protagonist live?

_____.

b. What is his family like?

_____.

c. What is OASIS? What does it symbolize?

_____.

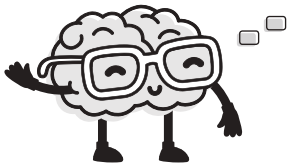
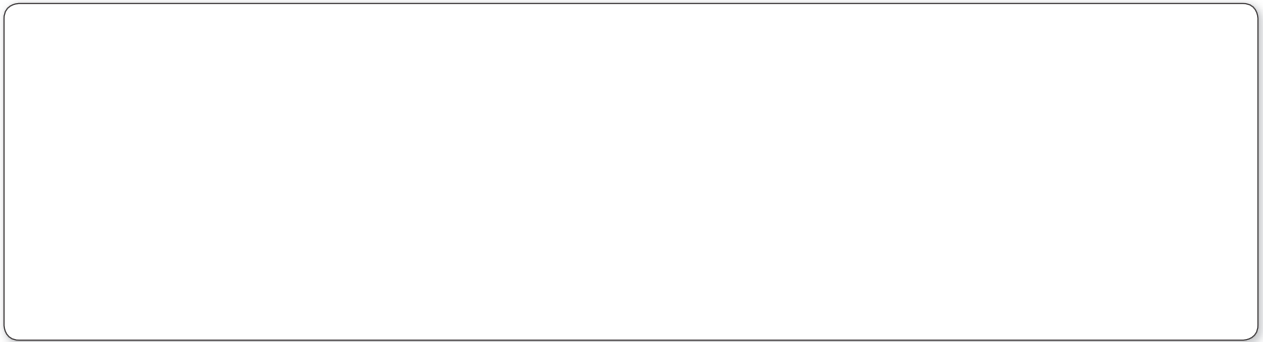
d. What is the role of technology in his life?

_____.

e. How do you think the story continues?


_____.

4 Reread the text and draw a diagram to classify the gadgets mentioned.




LET'S REFLECT

- What current technological device does the author anticipate in his 2012 novel *Ready Player One*?


5  Research on other technological innovations inspired by fiction. Complete the chart with your findings and prepare an oral presentation.

Name of innovation	Name of novel or short-story and its author	Name of innovation in real life	Differences between innovations
1.			
2.			
3.			

LANGUAGE IN USE

- Fill in the blanks with the correct relative pronoun. Use: *who*, *which*, *whose*, *where*, and *when*.
 - Mr. Richards, _____ is a taxi driver, lives next door.
 - I talked to the girl _____ car **broke down** in front of the shop.
 - That was the time _____ we first met.
 - I live in a house in Norwich, _____ is in East Anglia.
 - Stillwater is the village _____ I was born.
-  Join the two sentences using relative pronouns. Make all the necessary changes.
 - Please, bring me the flash drive. The flash drive is on the desk.
_____.
 - I know a man. He wears a prosthetic leg.
_____.
 - That is the boy. His skateboard was stolen last weekend.
_____.
 - This is the room. I keep my videogame console in this room.
_____.

LANGUAGE IN USE Activity 4.

-  Look at the pictures and add essential or extra information. Finish the sentences with your own ideas.



a.

Chiloe is the place _____

_____.



b.

This is my new computer, _____

_____.



c.

She is Miss Sánchez, _____


_____.

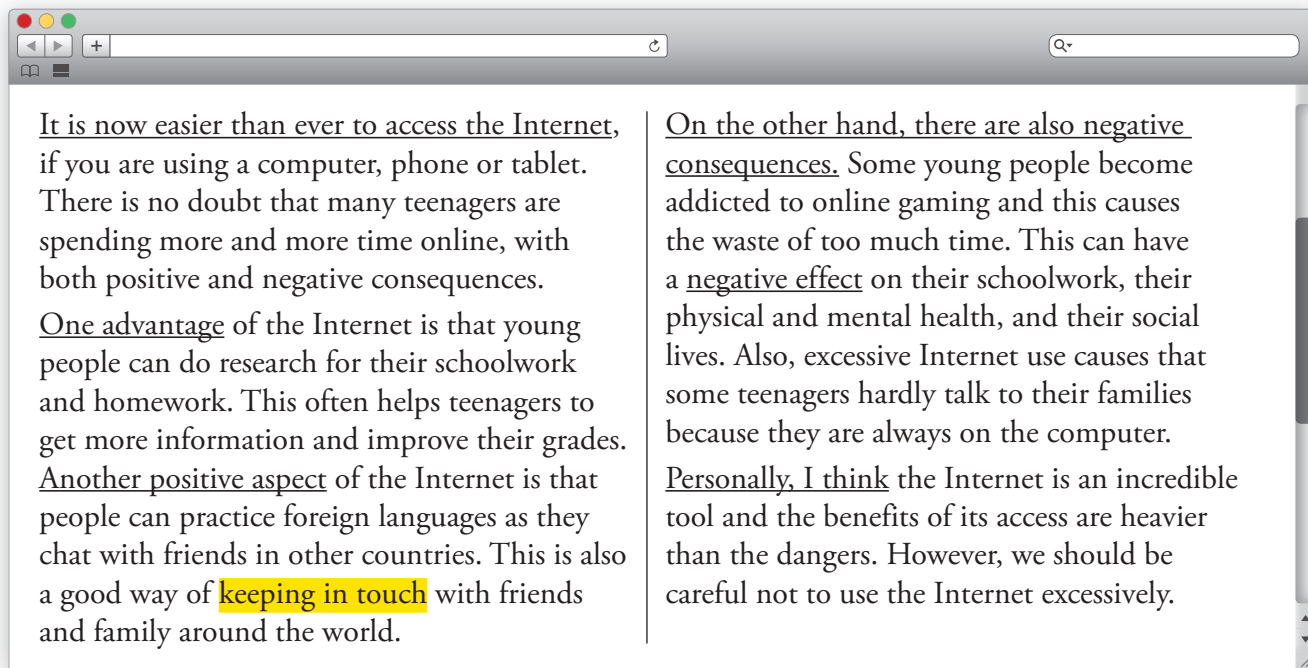


d.

This was the day _____

_____.


- 1 Modeling**  You are going to write about the pros and cons of a technological gadget or innovation. Before writing, read this text and discuss the questions below.




The screenshot shows a web browser window with a text document. The text is divided into two columns. The left column discusses the positive aspects of the Internet, while the right column discusses the negative consequences. The text is underlined in several places to indicate structure.

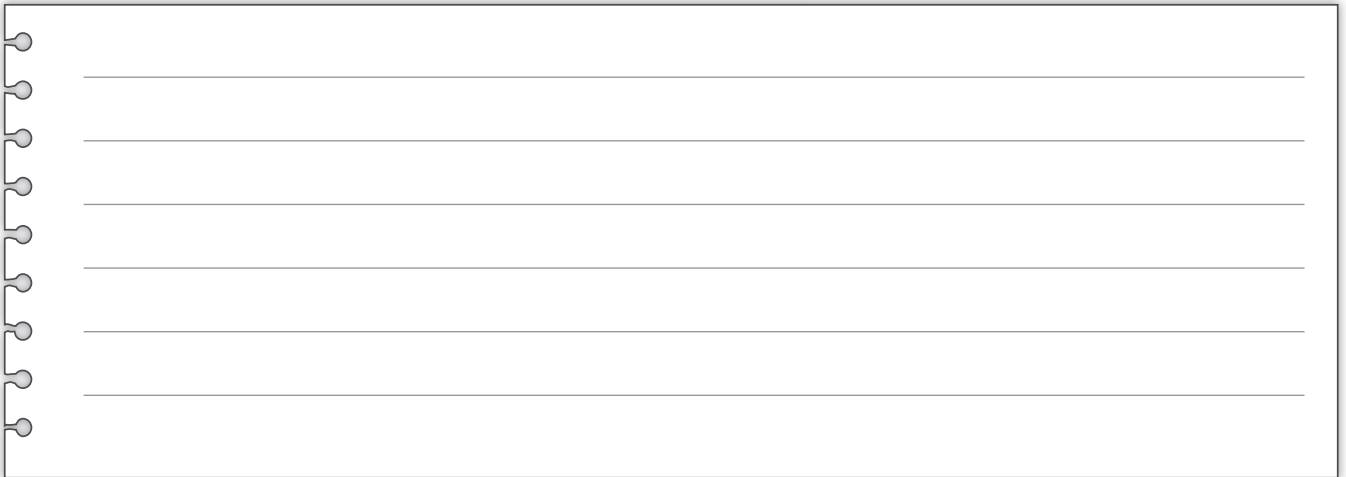
It is now easier than ever to access the Internet, if you are using a computer, phone or tablet. There is no doubt that many teenagers are spending more and more time online, with both positive and negative consequences. One advantage of the Internet is that young people can do research for their schoolwork and homework. This often helps teenagers to get more information and improve their grades. Another positive aspect of the Internet is that people can practice foreign languages as they chat with friends in other countries. This is also a good way of **keeping in touch** with friends and family around the world.


On the other hand, there are also negative consequences. Some young people become addicted to online gaming and this causes the waste of too much time. This can have a negative effect on their schoolwork, their physical and mental health, and their social lives. Also, excessive Internet use causes that some teenagers hardly talk to their families because they are always on the computer. Personally, I think the Internet is an incredible tool and the benefits of its access are heavier than the dangers. However, we should be careful not to use the Internet excessively.

- a. Read the underlined sections in the text. How is every paragraph structured?
- b. How are the opposing ideas introduced?
- 2 Organizing ideas**  Choose a technological gadget or innovation, and do some research. Then complete the diagram below with your findings.


TOPIC / STATEMENT	
<hr/>	
<p>PROS</p> <ul style="list-style-type: none"> • _____ • _____ 	<p>CONS</p> <ul style="list-style-type: none"> • _____ • _____
<p>CONCLUSION: personal opinion.</p> <hr/> <hr/>	

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



- 4 **Revising and editing**  Revise your text and answer these questions.

- a. Does our text follow a similar structure as the one in activity 1?
- b. Have we included all the ideas in the diagram in activity 2?

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

EDITOR'S MARKS


≡ Capital letter / Lowercase

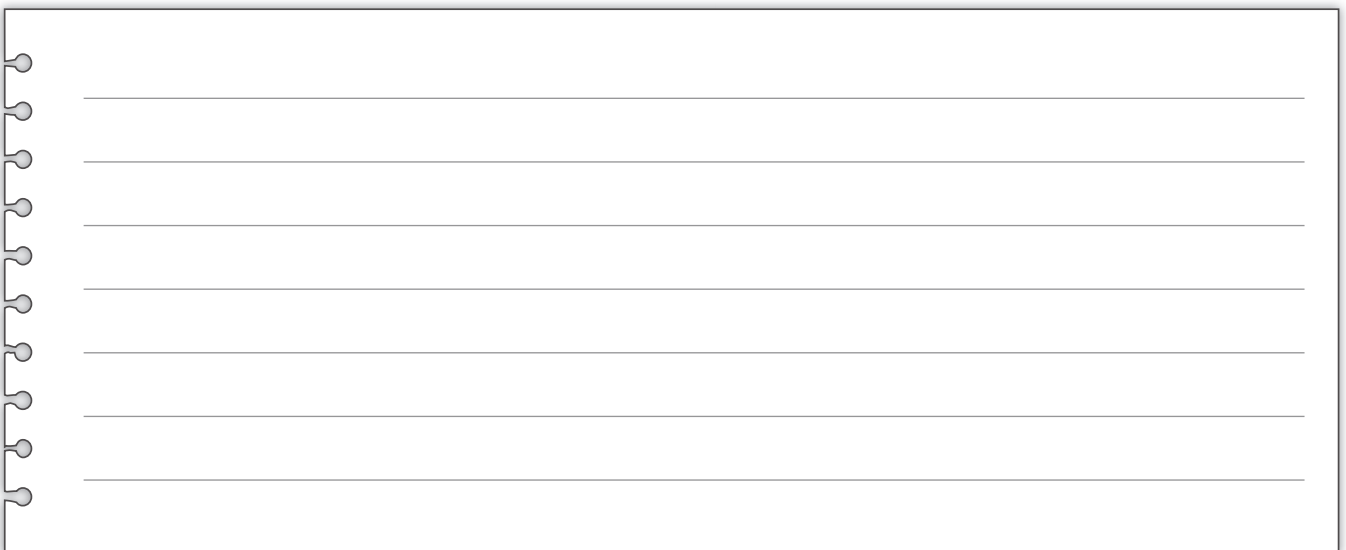
○ Punctuation


✓ Add a word

ss
g Check spelling




↻ Change place

- 6 **Writing**  Write the final version of your text.




- 7 **Publishing**  Print and share your text with your classmates. If possible, publish your work in the school's online magazine.

LISTENING

- 1  Discuss and write answers to these questions.
 - a. Who invented the first telephone? _____.
 - b. When was the first cell phone invented? _____.
 - c. Do you have a smartphone? What do you use it for? _____.
- 2  Listen to a podcast about an invention and check your ideas in activity 1.
- 3  Listen again and number the phones in the order they are mentioned.




LANGUAGE IN USE Activity 3.

 Look at the pictures in the previous activity and describe the different phones. Write sentences using relative pronouns.


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

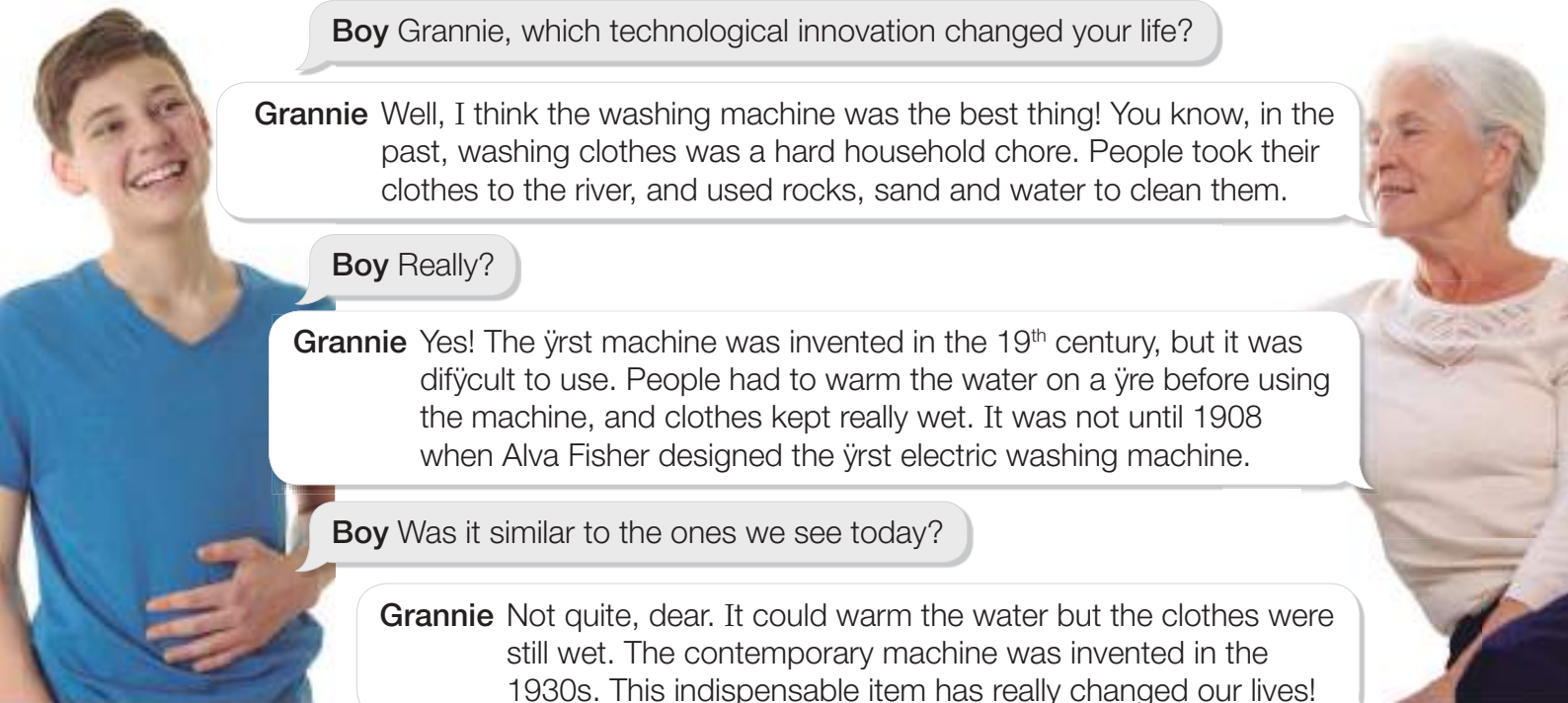
 To know about the history of the telephone, watch the video on <https://bit.ly/3gK77dy>

SPEAKING

- 1 **Preparing to speak**  Listen and circle the words you hear. Pay special attention to their initial sounds.

<ol style="list-style-type: none"> a. wed / red b. wing / ring c. wake / rake 	<ol style="list-style-type: none"> d. white / right e. weed / read f. walk / rock
--	--

- 2 **Modeling**  Listen and read a conversation about an important household appliance. Pay special attention to pronunciation and intonation.



Boy Grannie, which technological innovation changed your life?

Grannie Well, I think the washing machine was the best thing! You know, in the past, washing clothes was a hard household chore. People took their clothes to the river, and used rocks, sand and water to clean them.

Boy Really?

Grannie Yes! The first machine was invented in the 19th century, but it was difficult to use. People had to warm the water on a fire before using the machine, and clothes kept really wet. It was not until 1908 when Alva Fisher designed the first electric washing machine.

Boy Was it similar to the ones we see today?

Grannie Not quite, dear. It could warm the water but the clothes were still wet. The contemporary machine was invented in the 1930s. This indispensable item has really changed our lives!


Boy You're so right! Today, machines and gadgets do all the hard work for us while we sit and relax.

- 3 **Practicing**  Choose a technological innovation that changed people's lives. Create a conversation following the model in activity 2, and act it out in front of the class.



Subject connection

NATURAL
SCIENCE

- 1  How has technology improved people's healthcare? Read the text and check your ideas.

Technology in healthcare is a new thing. In recent years, there have been many innovative advancements in technology in healthcare.

• **3D printing**

It creates implants or even joints for surgery. It is also important in prosthetics because it can produce perfect matching limbs. They provide extra comfort and mobility to the patient.

• **Artificial organs:**

They are man-made organ devices or tissues which are implanted into a person. They replace a natural organ, or copy or expand a specific function.

• **Robotic surgery:**

It adds control, precision, and flexibility to a surgeon's hands to operate. It has made certain operations easier or even possible.

• **Health wearables:**

They began as a fitness tracker. They tracked heart rate and pace, and they marked healthcare potential. At present, they can detect heart problems earlier and avoid serious conditions.


These days, the technological advancements in healthcare are really life-changing for both patients and professionals.

Adapted from: Bouronikos, V. (November 17, 2020). Importance of Technology in Healthcare. Retrieved from <https://bit.ly/3rHYoi7>

UNIT 4 LESSON 1

What is diversity?

VOCABULARY IN CONTEXT

1  Read the definitions of some words in the Student's Book, and solve the word search below.

- A place where different people, styles, theories, etc. are mixed together.
- Identification with, or sense of belonging to, a particular group based on various cultural categories, including nationality, race, gender, and religion.
- The condition of having many different elements.
- Something that incorporates ideas, beliefs or people from many different countries and cultural backgrounds.

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

2  Use the words in activity 1 to fill in the blanks.

- The United States of America is one of the biggest countries in the world and is often considered the _____ of the world.
- The goal of _____ education is to help students understand and appreciate cultural differences and similarities.
- Since the 16th century, the people of Peru have fought to **retain** their _____ despite Western intrusion.
- Miss Rodriguez teaches us to have respect for different races and appreciate the _____ of other cultures.



To know about multiculturalism in Britain, watch this video <https://bit.ly/3sRVwjQ>

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

- What type of text is it? _____.
- What is it about? _____.
- Who is its intended reader? _____.

2 Read a chapter from a novella and check your predictions in activity 1.

My Name

In English, my name means hope. In Spanish, it means too many letters. It means sadness, it means waiting. It is like the number nine. A muddy color. It is the Mexican records my father plays on Sunday mornings when he is **shaving**, songs like **sobbing**.

It was my great-grandmother's name and now it is mine. She was a horse woman too. She was born like me in the Chinese year of the horse, which is supposed to be bad luck if you're born female. But I think this is the lie of some cultures which don't like their women strong.

My great-grandmother. I wish I had known her, a wild, horse of a woman, so wild she wouldn't marry. Until my great-grandfather carried her off. Just like that, as if she were a fancy chandelier. That's the way he did it.

And the story goes; she never **forgave** him. She looked out the window her whole life, the way so many women sit their sadness on an elbow. I wonder if she made the best with what she got or if she was sorry because she couldn't be all the things she wanted to be. Esperanza. I have **inherited** her name, but I don't want to inherit her place by the window.

At school, they say my name is funny like the syllables were made out of tin and hurt the roof of your mouth. But in Spanish, my name is made out of a softer something, like silver; not quite as thick as sister's name Magdalena, which is uglier than mine. Magdalena can come home and become Nenny. But I am always Esperanza.

I would like to **baptize** myself under a new name, a name more like the real me, the one nobody sees. Esperanza as Lisandra or Maritza or Zeze the X. Yes. Something like Zeze the X will do.

Adapted from: Cisneros, S. *The House on Mango Street*. (2019). New York, NY: Thorndike Press Large Print.

3  Read the text again and circle the correct alternative.

- a. Esperanza means **sadness** / **hope** in English.
- b. Her father **shaves** / **cleans** on Sunday mornings.
- c. She has the same name as her **grandmother** / **great-grandmother**.
- d. She doesn't want to **inherit** / **give** her place by the window.
- e. Nenny is her sister's **nickname** / **name**.

4  Read the text once more and answer these questions.


- a. Where does Esperanza's family come from?

- b. What does her name mean in Spanish, literally and metaphorically?

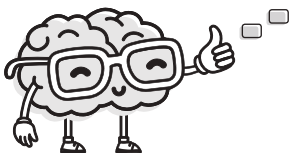
- c. What does she mean by "I don't want to inherit her place by the window"?

- d. In your opinion, are gender stereotypes changing in Chile? How?

- e. How do names affect the way we see ourselves and the way others see us?

5  *The House on Mango Street* is about a Hispanic girl growing up in Chicago, U.S.A. Research on it and complete the chart with specific information.


Protagonist's full name	
Her family members	
Her cultural background	
Major themes	




LET'S REFLECT

- What does your name mean?

- What is your cultural identity, and how important is it to you?

- 6  Compare your parents' cultural identity with yours, and prepare an oral presentation. Take notes on the: language, social behaviors, art, literature, and music.

LANGUAGE IN USE Activity 3.

-  Look at the pictures and fill in the blanks with the correct word to express quantity. Use numbers and the expressions: *lots of*, *many*, and *a great deal of*.



a. There were _____ protest signs at the march.




b. As the saying goes, _____ is a crowd.



c. It takes _____ courage to **face** discrimination.



d. _____ people were at the culture fair.

- 1 Modeling**  You are going to write a personal experience related to cultural identity. Before writing, read the following text and discuss the questions below.

I am a Bolivian and an American woman. I moved to the United States when I was eight years old because my father wanted to give his family a better life.

My sense of belonging was **wiped** clean when I moved to the United States. This country identified me and continues to label me as an “alien.” On U.S. documents, I am Alien Number xxx-xxx-xxx. I will not **let** that alien number define who I am: a proud Bolivian and American woman.

I was immediately an outcast as a young newcomer to this country. I was the new, exotic girl in class who did not speak a word of English. All of that led to

bullying. Growing up in a country that did not want me was hard.

To my peers, I am an immigrant, a Latina woman who can speak Spanish and comes from a country they have never heard of. To my family, I am a strong and smart Bolivian who is **succeeding** in this country she calls home.

People often ask me why I would ever want to identify as American. My answer to their question is simple: this is my home. My whole life is in the United States and I would never **trade** that for the world.

My heritage is rich and beautiful.

Created by publishing team.

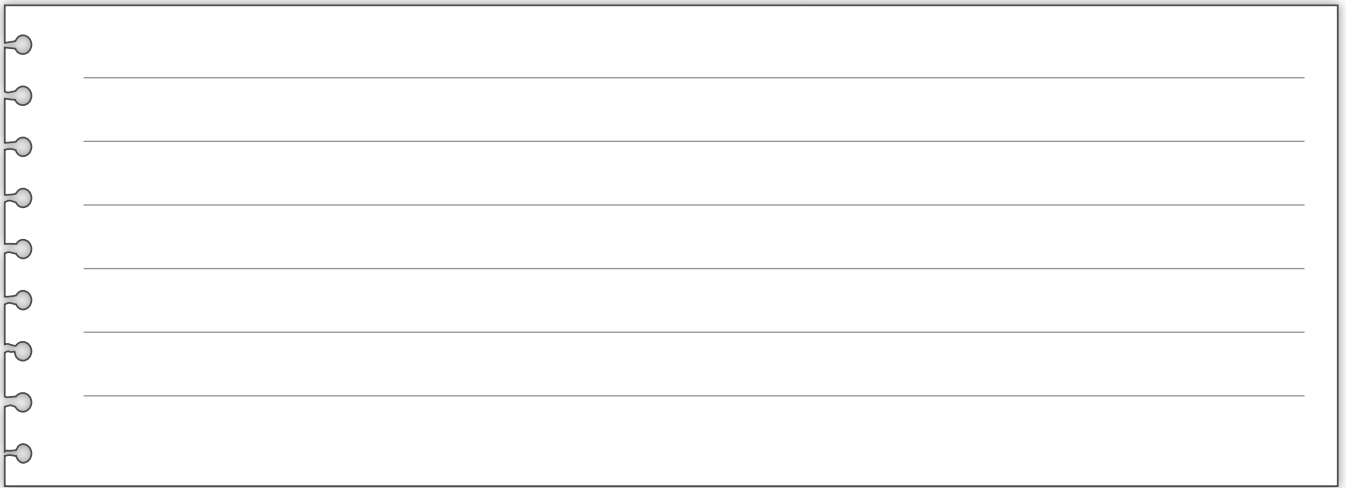



- What ideas are there in the narration?
- How is it structured?

- 2 Organizing ideas** Choose your own or someone else’s experience about cultural identity, and take notes in the diagram.

MAIN IDEA		
Detail # 1 <hr/> <hr/> <hr/>	Detail # 2 <hr/> <hr/> <hr/>	Detail # 3 <hr/> <hr/> <hr/>
Conclusion <hr/>		

- 3 **Drafting** Use the ideas in the previous step to write your first draft.





- 4 **Revising and editing**  Take turns to revise your paragraph(s) and answer these questions.


- a. Does my story follow a similar structure as the text in activity 1?
- b. Have I included all the ideas in the diagram in activity 2?

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

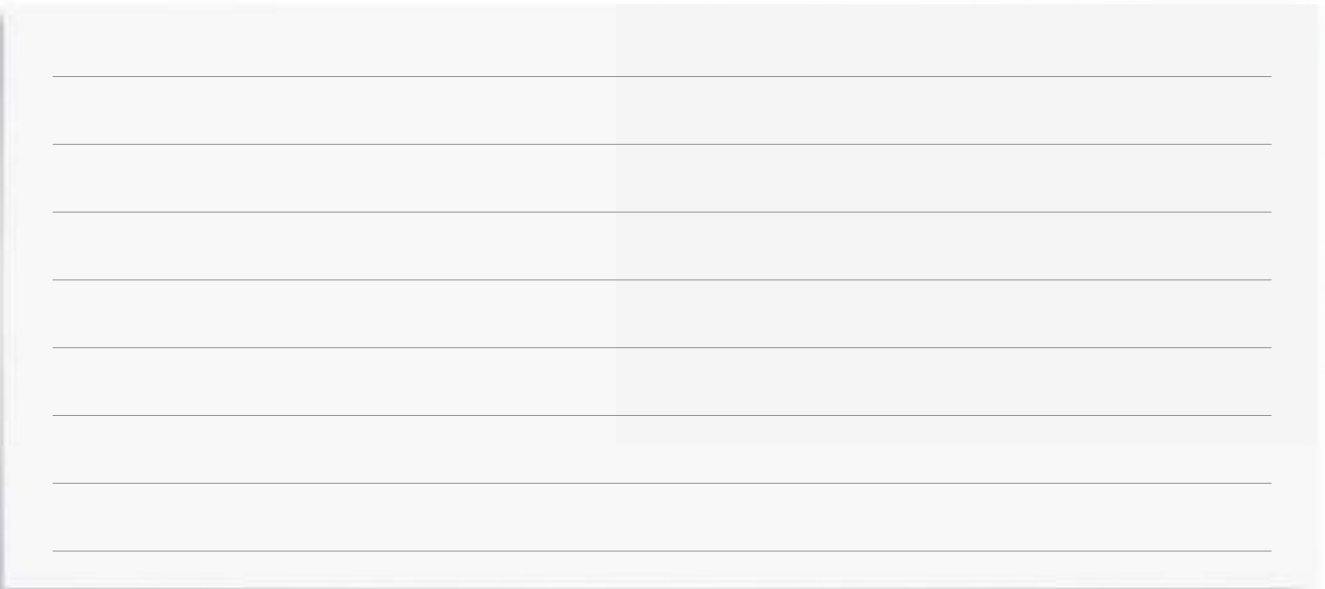
EDITOR'S MARKS

 Capital letter / Lowercase

 Punctuation  Add a word


 Check spelling  Change place

- 6 **Writing** Write the final version of your narration.



- 7 **Publishing** Tell your personal experience to your classmates. If possible, publish it in the school's online magazine.

LISTENING


- 1  Look at the picture and predict what you will hear. Take notes in the space provided.




a. Type of recording: _____

b. Topic: _____

c. Speakers: _____

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

- 3  Listen again and write T (true), F (false) or DS (doesn't say).

- a. _____ The Taste of Home event took place on Sunday night.
- b. _____ People from the town hall organized it.
- c. _____ There were stands from eighteen countries.
- d. _____ Kelowna is just one community.
- e. _____ There were traditional dances and signature dishes.

- 4  Listen once more and write short answers.

a. Where is Kelowna city?

b. What's the reporter's name?

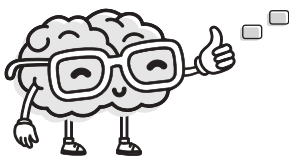
c. How many people were there at the event?

d. How often does this event take place?

LANGUAGE IN USE Activity 3.

-  Circle the correct word to express quantity.

- a. How **many** / **much** foreign food have you tried?
- b. There are **few** / **little** questions we have for the teacher.
- c. I don't know **many** / **much** traditional dances.
- d. There is **few** / **little** discrimination in our community.



LET'S REFLECT

- What do you like about the other cultures in Chile?

SPEAKING

- 1 **Preparing to speak** Listen and repeat the following expressions. Pay special attention to pronunciation and intonation.

I felt like...

That's not okay.

It's simply more diverse.

- 2 **Modeling** Listen and read a student's speech on racial issues and the role of diversity. Pay special attention to pronunciation and intonation.

In my old school, when kids talked to me, I felt like they always used to see my skin color, or they just **assumed** things about me before actually knowing me... They made comments and you were just like, well... That's not okay... They came up to me with these weird ideas of how my parents should be, of how I should be living...

I felt like they wanted me to fit inside a box, and I didn't really fit their definition of who they thought I was. Luckily, in my new school, I feel safer, less lonely and less bullied... It's simply a more diverse school. I also feel there's more tolerance and less prejudice towards students of other ethnic groups. If we accept people from other ethnic groups, religions, sexual orientations, and cultures, there will only be many positives to the world!

Created by publishing team.


- 3 **Practicing** Choose one picture or any situation of your own experience related to diversity. Create a monologue following the model in activity 2, and then tell it to the class. Remember to close your speech with a positive message!



UNIT 4 LESSON 2

Diversity and discrimination

VOCABULARY IN CONTEXT

- 1  Analyze the words related to discrimination (column A), and match them to their definition (column B).

A

- a. Stereotypes
- b. Intolerance
- c. Prejudices
- d. Racism

B

- i. Refusal to respect contrary opinions or beliefs, people of different ethnic groups or backgrounds, etc.
- ii. The belief that members of one ethnic group are superior to others.
- iii. Untrue beliefs about a group of people with a particular characteristic.
- iv. Negative attitudes and feelings of dislike toward a person or group because of ethnicity, gender, disability, sexual orientation, religion, etc.


- 2 Read some everyday examples and identify situations of intolerance, prejudice, racism and stereotypes. Write the problem detected on the lines provided.

a. They aren't successful in this society because they don't work hard enough.

b. I'm not a racist. I have several Black friends.

c. So who is the man in the relationship?

d. Why are you so quiet? We want to know what you think. Be more verbal!

- 1  Have a look at this picture and connect it to the text in activity 2. Discuss and write down notes.



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

Harriet Tubman

Harriet Tubman escaped from slavery in the southern United States. She then helped lead many other enslaved people to freedom. She also served the Union during the American Civil War. She was known as the "Moses of her people."

Harriet Tubman was born in about 1820 on a plantation in Dorchester County, Maryland, U.S.A. She was one of nine children of a family of enslaved people. Although she was named Araminta Ross at birth, she later changed her first name to Harriet, which was her mother's name.

In the year 1844, Harriet married a free African American called John Tubman. In 1849, after she heard that she was going to be sold, she escaped to Philadelphia, Pennsylvania, without her husband.


In Pennsylvania, Tubman became a "conductor" for the Underground Railroad. The railroad was a secret network that helped enslaved people find their way to free states in the North and Canada. By 1857, she had **freed** dozens of enslaved people, including her own parents. She said that




she "never lost a passenger," although slave-owners offered large rewards for her capture. During the American Civil War, Tubman went to South Carolina with the Union Army to serve as a nurse and a scout. She even led attacks against the Confederates.


After the Civil attacks Tubman **settled** in Auburn, New York, with her parents. There, she worked for racial justice and also for women's rights. She believed that the two struggles were linked. In 1908, she opened a home for aged and poor African Americans. Harriet Tubman died in Auburn on March 10, 1913.

Adapted from: Harriet Tubman. (n.d.).
Retrieved from: <https://bit.ly/3tg8iJ3>

 If you want to know more details about her life, watch this video <https://bit.ly/3u5MILJ>

3  Read the text again and check (✓) the incorrect information. Then correct those statements.

- a. _____ Harriet Tubman had nine siblings.
- b. _____ She was named after her mother.
- c. _____ She and her husband escaped to Pennsylvania.
- d. _____ She freed many slaves through a secret network.
- e. _____ She only worked for racial justice all along her life.


4  Read the biography once more and answer these questions.

a. Why do you think Harriet changed her name?

b. Why was she called “Moses of her people”?

c. How did she free enslaved people?

d. What was her role during the American Civil War?

5  Choose a moment in the life of Harriet Tubman and create a short interview to her. Write it in the space provided and act it out in front of your classmates. You may wear costumes for the occasion!

Interviewer: _____

Harriet: _____

Interviewer: _____

Harriet: _____

Interviewer: _____

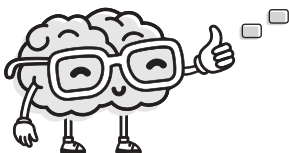
Harriet: _____

Interviewer: _____

Harriet: _____

Interviewer: _____

Harriet: _____



LET'S REFLECT


- What connection can you make to your own reality?

- How do public figures fight for human rights these days?

 Fill in the blanks with the passive form of the verbs between parentheses.

- a. The ruins of Machu Pichu _____ (discover) by Hiram Bingham in 1911.
- b. English _____ (speak) in many countries all over the world.
- c. Lots of TV series _____ (watch) every day.
- d. Coffee _____ (bring) to Europe by the Turks.
- e. Many diseases _____ (fight) every year around the world.

LANGUAGE IN USE

 Look at the pictures and write sentences using the Passive Voice.



a.

chopsticks



b.

the panpipe




c.

the first wheel



d.

pyramids

- 1 Modeling**  You are going to write a short letter about a situation of discrimination or inequality. Before writing, read the following letter and discuss the questions below.

Mr. John Brown,
24 Crescent Street
London SW4.


24 July, 2023

Dear Mr. Brown,
I am writing to you to complain about a situation of discrimination I experienced last weekend.

While I was trying to get into the building, the new security guard stopped me and asked for my ID. Although I told him I was a resident, he insisted on identifying myself. He even looked at me in a disdainful way. After minutes of disagreement, he finally wrote down my name, and let me in. He just said he didn't know me, and never **apologized** for his rudeness.

I am really very disappointed how I was **treated** because of my outfit. I kindly **urge** you to take into account this issue, and please find a solution to it.

Yours sincerely,
Javiera Sepúlveda.

- a. How many ideas are there in this letter?
- b. How are they organized?
- 2 Organizing ideas**  Choose a situation of discrimination or inequality you know of, and take notes in this diagram.

Greeting _____


Beginning _____

Middle _____

End _____

Closing _____


Body

- 3 **Drafting**  Use the ideas in the previous step to write your first draft.




USEFUL EXPRESSIONS

- I am writing to...
- While I was...
- After that, I...

- 4 **Revising and editing**  Revise your paragraphs and answer these questions.

- Does our letter follow a similar structure as the one in activity 1?
- Have we included all the ideas in the diagram in activity 2?


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

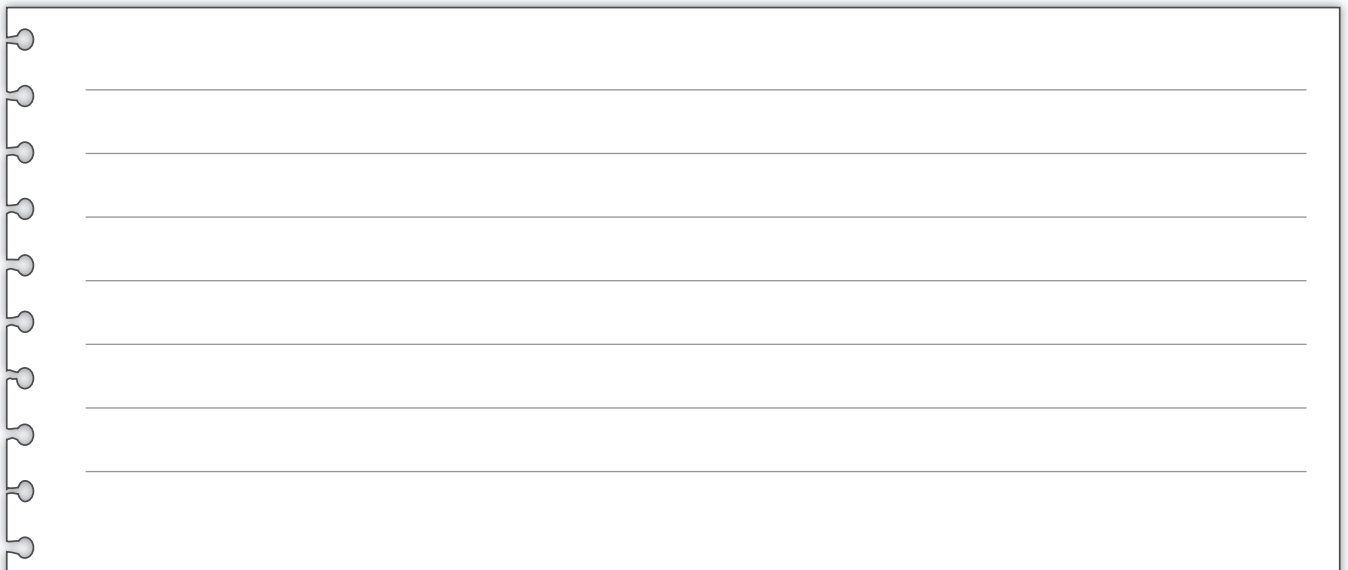
EDITOR'S MARKS


≡ Capital letter / Lowercase

○ Punctuation ✓ Add a word

ss s Check spelling ↻ Change place


- 6 **Writing**  Write the final version of your letter.




- 7 **Publishing**  Send the letter to your teacher. If possible, upload it in the school's online magazine.

LISTENING




- 1  Look at the picture and discuss how it is connected to what you will hear. Take notes of what you already know about this person.

- a. Name: _____
b. Nationality: _____
c. Famous for: _____

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

- 3  Listen again and circle the correct alternative.

- a. Malala is from **Pakistan / Palestine**.
b. She is speaking at the **Nobel Physics / Peace Prize ceremony**.
c. The word Malala means **bad / sad**.
d. She says she is the **happiest / richest** girl in the world.
e. She fights for **the disabled's / children's** rights.

- 4  Discuss these questions.

- a. Have you ever experienced or **witnessed** any kind of discrimination?
b. Why do people discriminate?
c. Which people are most discriminated against in Chile?
d. What can be done to face this problem?

LANGUAGE IN USE Activity 3.


-  Rewrite the sentences using the passive voice.

- a. In 1948, the Declaration of Human Rights made gender equality part of international laws.


b. Every year, the government calls schools to increase tolerance among young people.

c. Harriet Tubman freed hundreds of enslaved Americans for almost a decade.

SPEAKING

- 1 **Preparing to speak**  Listen to some words and distinguish the sounds of the "th" letters. Classify them into the correct category.

/ð/	/θ/

- 2 **Modeling**  Listen and read a dialogue about gender equality. Pay special attention to pronunciation and intonation.

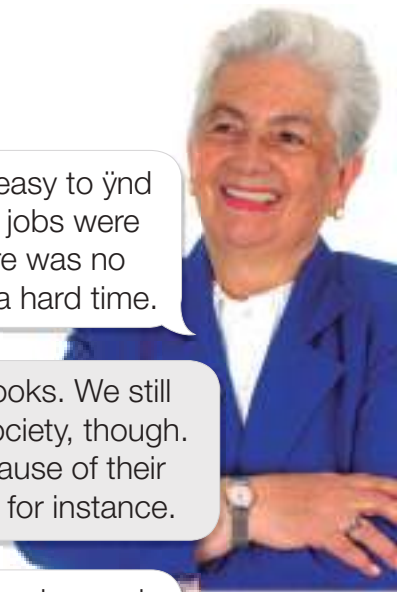



Grandson Morning, grannie! What household chores did men use to do when you were a teenager?

Grandma Good morning, Nick! Well... it was not easy to find young boys helping in the house. Such jobs were always considered to be feminine. There was no gender equality and women really had a hard time.

Grandson Yeah... I've heard and also read about it in my books. We still have some aspects of gender inequality in our society, though. It's not fair for women to be treated any less because of their gender. Everybody is responsible for housework, for instance.

Grandma You're so right, dear! It's good to see that things have changed in the society today. It was not always like this during our times.




- 3 **Practicing**  Choose a situation related to equality and diversity. Create a dialogue following the model in activity 2, and then act it out in front of the class.



Subject connection

LITERATURE

- 1  What is freedom for you? Listen and read this poem, and check your ideas.

“Freedom” by Langston Hughes

Freedom will not come
Today, this year
Nor ever
Through compromise and fear.
I have as much right
As the other fellow has
To stand
On my two feet
And own the land.
I **tire** so of hearing people say,

*Let things take their course.
Tomorrow is another day.*
I do not need my freedom when I'm dead.
I cannot live on tomorrow's bread.
Freedom
Is a strong seed
Planted
In a great need.
I live here, too.
I want my freedom
Just as you.

Taken from: Hughes, L. (2002). *The Collected Works of Langston Hughes*. Columbia, MO: University of Missouri Press.



List of Verbs

UNIT 1

ACHIEVE (p. 5)



I **achieve** that with the help of a little oil, a hair dryer, and a bag of fine dirt, or powdered mineral.

CAN'T STAND (p. 11)



I **can't stand** modern art.

DEVELOP (p. 13)



Arrau **developed** a classical approach that exhibited an extreme concentration on detail...

DISPENSE (p. 8)



...to create an image of rats using masks and **dispensing** hand sanitizer.

DISPLAY (p. 19)



She **displayed** her work there and invited me to the opening.

DYE (p. 15)



The local artisans collected and **dyed** the fabric.

INVOLVE (p. 5)



Reverse graffiti **involves** the creation of patterns by cleaning surfaces selectively.

INTRODUCE (p. 19)



I can **introduce** you to her.

LEAN (p. 19)



Lean on the sea like snow,...

PERFORM (p. 13)



He did not **perform** in Chile after 1967.

REMAIN (p. 13)



In 1924, Arrau joined the faculty of the Stern Conservatory, and he **remained** there until 1940.

SEEM (p. 11)



It **seems** like children's painting to me.

SURPRISE (p. 13)



At the age of 4, he **surprised** his mother because he played pieces of her piano students.

WEAVE (p. 15)



They started **weaving** the blankets to sell at the fair.

UNIT 2

BREATHE IN (p. 21)



He **breathes in** and focuses his camera.

BURN OFF (p. 21)



Suddenly, the clouds **burn off** and...

COME UPON (p. 21)



Traveling north, the adventurers **come upon** a remote and wild canyon.

CREEP ON (p. 21)



Has an hour passed? Two? Three? They have **crept on** for hours...

CROWD (p. 21)



The boy's whole family **crowds** around to greet the exhausted travelers.

FIGHT OFF (p. 35)



Instead, the body "learns" how to **fight off** the disease caused by that germ.

MELT (p. 26)



Percy Spencer realized his candy bar was **melted**.

SAVE (p. 35)



These discoveries have **saved** many lives.

SHAPE (p. 35)



Later records were **shaped** like discs, or large CDs.

STICK (p. 32)



...workers even used a paste made out of sticky rice to **stick** the bricks of the wall together.

TEAR UP (p. 35)



After just a few plays, the tin-foil **tore up** . . .

WRAP (p. 35)



A piece of tin-foil was **wrapped** around the cylinder in the middle.

UNIT 3

AVOID (p. 43)



A sink absorbs the heat that LEDs produce to **avoid** problems in their performance.

BREAK DOWN (p. 47)



I talked to the girl whose car **broke down** in front of the shop.

BROWSE (p. 45)



I shut down the simulator and began to **browse** through my video files.

CALL OFF (p. 42)



Our teachers **called off** the picnic.

CRAMP UP (p. 45)



But in the end, my fingers started to **cramp up**...

FIND OUT (p. 45)



...the world's biggest public library, where I **found out** the truth.

FLOW (p. 37)



...air that **flows** through pipes behind them.

GRAB (p. 42)



Grab the handlebars, put one foot on the deck...

GUIDE (p. 40)



An in-built GPS system or the pilot **guide** the drone.

HANG OUT (p. 45)



I spent most of my childhood **hanging out** in children's TV programs...

KEEP IN TOUCH (p. 48)



This is also a good way of **keeping in touch** with friends...

KICK OFF (p. 42)



...and use the other to **kick off** the ground.

MAP OUT (p. 40)



Drones **map out** farmers' crops.

RAISE (p. 45)



My mother, Loretta, **raised** me on her own.

SHINE (p. 37)



And they can be in any place where the sun **shines**.

SHUT DOWN (p. 45)



I **shut down** the simulator and began to browse through my video files.

STICK (p. 45)



Then she **stuck** me in a corner,...

TRACK (p. 51)



They **tracked** heart rate and pace,...

UNIT 4

APOLOGIZE (p. 64)



He just said he didn't know me, and never **apologized** for his rudeness.

ASSUME (p. 59)



...they just **assumed** things about me before actually knowing me.

BAPTIZE (p. 53)



I would like to **baptize** myself under a new name.

FACE (p. 55)



It takes a great deal of courage to **face** discrimination.

FORGIVE (p. 53)



Until my great-grandfather carried her off. (...) And the story goes; she never **forgave** him.

FREE (p. 61)



By 1857, she had **freed** dozens of enslaved people...

INHERIT (p. 53)



I have **inherited** her name.

LET (p. 56)



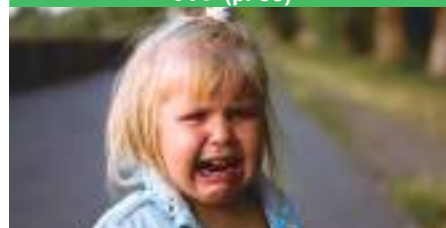
I will not **let** that alien number define who I am: a proud Bolivian and American woman.

RETAIN (p. 52)

...the people of Peru have fought to **retain** their identity...

SHAVE (p. 53)

It is the Mexican records my father plays on Sunday mornings when he is **shaving**...

SOB (p. 53)

It is the Mexican records my father plays on Sunday mornings (...), songs like **sobbing**.

SETTLE (p. 61)

After the Civil attacks, Tubman **settled** in Auburn, New York,...

SUCCEED (p. 56)

I am a strong and smart Bolivian who is **succeeding** in this country...

TIRE (p. 67)

I **tire** so of hearing people say.

TRADE (p. 56)

I would never **trade** that for the world.

TREAT (p. 64)

I am really very disappointed how I was **treated** because of my outfit.

URGE (p. 64)

I kindly **urge** you to take into account this issue,...

WIPE (p. 56)

My sense of belonging was **wiped** clean.

WITNESS (p. 66)

Have you ever experienced or **witnessed** any kind of discrimination?



Parque Nacional TORRES DEL PAINE

Normativas / Regulations



RESPECTE LAS REGLAS DEL PARQUE
NACIONAL TORRES DEL PAINE
(FOLLOW THE RULES OF TORRES DEL PAINE NATIONAL PARK)



ESTÁ PROHIBIDO EL
USO DEL FUEGO
(OPEN FIRES ARE STRICTLY
FORBIDDEN)



CAMINE SIEMPRE POR
SENDEROS AUTORIZADOS
(STAY ON ESTABLISHED
TRAILS)



ACAMPE SÓLO EN
SITIOS AUTORIZADOS
(CAMP ONLY AT AUTHORIZED
CAMPSITES)



NO ALIMENTE A LA
FAUNA SILVESTRE
(DO NOT FEED WILDLIFE)



LEVE CONSIGO
SU BASURA
(TAKE YOUR TRASH
OUT OF THE PARK)

CONSEVIR SU MATA / KEEP YOUR MOUNTAINS
LOS GUARDAPARQUES CON LA AUTORIDAD DEL PARQUE



Ministerio de
Educación

Gobierno de Chile



KB