



STUDENT'S BOOK

High School

ENGLISH

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2



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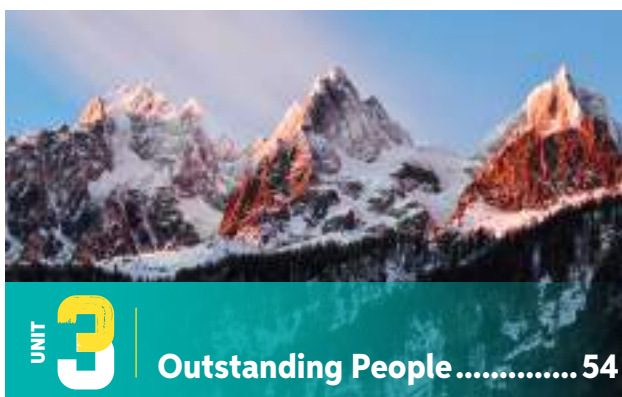
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THE ORGANIZATION OF YOUR BOOK

The book contains four units. Each unit has two lessons.



UNIT INTRODUCTION

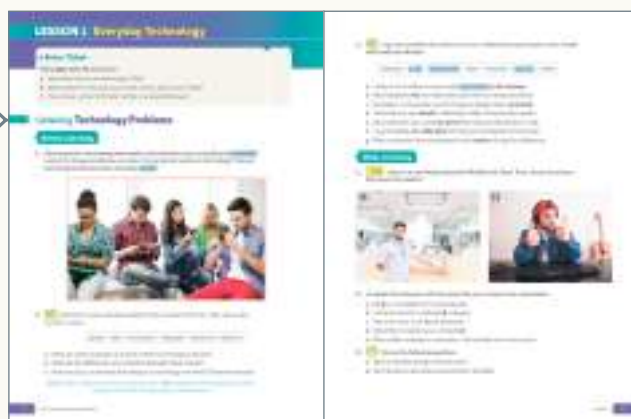
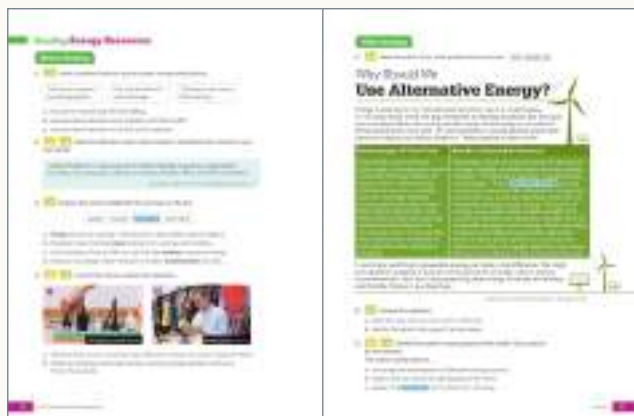
This section presents the topic and introduces the unit.

BEFORE YOU START

This section invites you to answer questions about the topic of the unit. This will help you get into the main contents, relating them to your experiences.

LISTENING

The listening lessons contain Before, While, and After Listening activities. The Before Listening activities will activate your previous knowledge, present new vocabulary and help you predict the content of the text.



READING

The reading lessons begin with activities that will activate your previous knowledge, present new vocabulary and help you predict the content of the text. There are Before, While and After reading activities.

The topics of the reading and listening texts are varied and interesting. They will help increase your knowledge about different subjects, while presenting new language in context and developing your listening and reading skills.

SPEAKER'S CORNER AND WRITER'S CORNER

These sections contain a meaningful task with guided steps to help you develop your speaking and writing skills in a functional and realistic way.



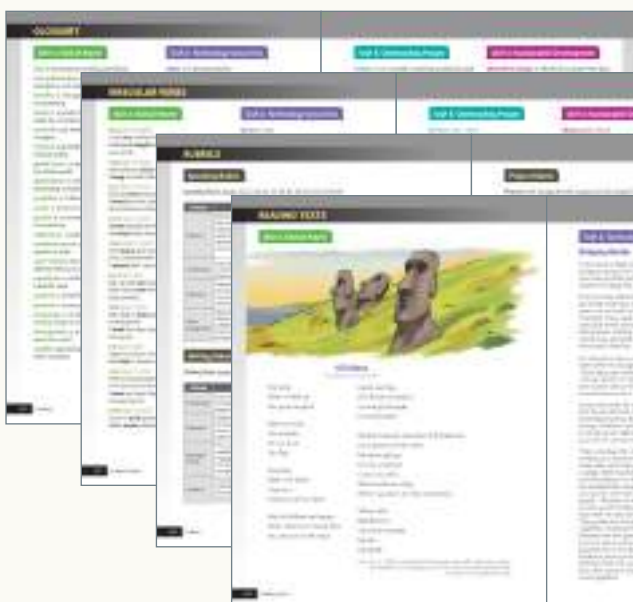


CROSS-CURRICULAR

A reading text with activities related to different areas of the curriculum.

PROJECT

Instructions for you and your group to create a project that applies and consolidates what you have learned.



SYNTHESIS

An instance for you to think about what and how you learned and to analyze how the unit contributed to your personal development.

CHECKPOINT

Activities to revise and consolidate what you learned in the unit.



BDA U1_ACT_01

This indicates which BDA digital worksheet is linked with a particular content, exercise or learned skill on that page.

CODES

You will find linked websites that will help you with different tasks. You can access them by introducing the given codes on the website www.auladigital.cl

GLOSSARY

Definition of new words, which appear highlighted throughout the texts.

LIST OF VERBS WITH EXAMPLES

RUBRICS

EXTRA READING TEXTS

ICONS USED



Pair work



Group work



Written work



01 Audio



Look around. This park is fantastic! There are people from all over the world.



Some people are eating different things. It's a great way to share with others and to exchange ideas.



But others are eating exactly the same thing. That's one of the effects of economic globalization. The world seems a smaller place now!



Most young people wear the same kind of clothes and use the same technology.

UNIT

1

GLOBAL WORLD

Look, those bins are for recycling trash!



Yes, and those people are picking up the trash. We really need to take action to protect the environment. The environment depends on us. Let's all start making a difference!

LEARNING OBJECTIVES

→ **Listening**

Demonstrate understanding of general ideas and explicit information in simple spoken texts such as conversations.

→ **Reading**

Respond to written texts by expressing opinions and evaluating information.

→ **Speaking**

Express opinions in conversations with others about global and local challenges.

→ **Writing**

Write personal ideas about global and local challenges using the unit's vocabulary and grammar.

BEFORE YOU START

This unit is about globalization and its effects. Look at the picture and the name of the unit and answer:

- What is happening in the pictures?
- What scene do you see reflected in your own community? Why?
- Do you agree with the opinions of the people in the final scene? Why or why not?
- In what ways is the idea of globalization present in your life?

CROSS-CURRICULAR

→ **Social Sciences**

Human Beings and Their Environment

Project: The Three R's

LESSON 1 Going Global


► Entry Ticket

Skim pages 8 to 15 and answer.


- What do you know about globalization?
- What contents in this unit do you think will be challenging? Why?
- How can you show respect for your own culture?

Listening A Radio Show

► Before Listening

-  Globalization has made clothes much cheaper to produce and to buy. Look at the photo and discuss in class: Do we have too many clothes? How is the mass production of clothes affecting the planet?



-  Read the messages and answer the questions below.



Charlie Douglas

8 Posts 12k Followers 2k Following

Edit Profile

@CharDoug

I think **#globalization** has a negative impact on world population because it affects the identity of each country. Also, it can be dangerous because it causes global economic dependence.

♥️ 💬 📌



Emily Mills

55 Posts 5k Followers 1k Following


Edit Profile

@MillsEm

I disagree! Globalization helps us because it promotes global interactions. We can still have an identity while learning about other cultures. In addition, our identities become integrated, so we can **#goglobal**.

♥️ 💬 📌

- Whose opinion do you support? Why?
- What could be changed to improve each argument?
- How do you think globalization relates to your own life?


3.  Copy and complete the sentences using the words in the box. There is one extra word.

stereotypes – population – go global – social media – online – millennium


- a. In Chile, the city of Santiago has the largest ■.
 - b. Many television shows have been accused of having cultural ■.
 - c. A lot of people prefer to shop ■, rather than go to a store.
 - d. Over the next ■, globalization is going to continue changing.
 - e. If we want to ■, we have to appreciate different ways of living.
4. Look at the pictures and discuss: How do you think technology has influenced globalization? Give examples.





While Listening

1.  01 Listen to a conversation about globalization. Choose the picture that best represents what the people are talking about.



2.  01 Listen again. How can focusing on key words help you understand a recording better?

3.  01  Listen again and write the complete sentences by matching the corresponding halves.

This is a complex phenomenon with...

Internet access has allowed us to...

Well, we can still see stereotypes...


It's important to think globally, which is a concept that...

- a. instantly connect with people online.
- b. on social media and online advertising.
- c. invites us to appreciate different ways of living.
- d. economic, political and cultural consequences.

4.  01  Listen again and answer.

- a. What examples does John mention to explain the **multidimensional** nature of globalization?
- b. What are the advantages and disadvantages of globalization that Angie discusses?
- c. Why does Mike think that stereotypes are dangerous?


► After Listening

- 1. Choose an opinion from one of the experts you listened to. Do you agree or disagree with their point of view? Why?
- 2.  How would you improve Mike's idea to overcome stereotypes? Give reasons to support your answers.
- 3. Look at the pictures below and answer. BDA U1_ACT_01




- a. Do the photos represent the idea of globalization given in the radio show? Why or why not?
- b. What aspects of the definition can you see in the pictures?
- c. What other pictures would you choose to represent this idea? Describe one.

Study Section • im- Prefix • Word Formation

1.  Read the examples and pay special attention to the words in **bold**. Then, relate the highlighted words with their definition.

- It seems **impossible** for you not to feel passionate about the subject!
- Technology can be **imperfect**. There are also disadvantages.

- a. Something that is not perfect.
 - b. Something that is not possible.
2. Think of more words that start with *im-*. Then, answer: What types of words can start with the prefix *im-*: adjectives, nouns or verbs?

3.  Copy and complete the sentences using the words in the box (there is one extra word).

BDA U1_ACT_09

impossible – imperfect – impolite – impractical

- a. Today it isn't ■ to be connected with people all around the world.
- b. You shouldn't be ■ when talking about other cultures.
- c. Dom's idea is an ■ solution. It will not work at all!

Speaker's Corner Globalization is Creating a Single Culture

1. Read the definition of cultural globalization and answer. How has this phenomenon affected your community?

Cultural globalization refers to the rapid movement of ideas, attitudes, meanings, values and cultural products across national borders. It refers specifically to the idea that there is now a global and common mono-culture.

Quotation rights from Thompson, K. (2017).
What is cultural globalization?



2. Imagine you are experts who will debate the following statement in a blog: "Globalization is creating a single culture for the world".
3. Enter the code **T2645011A** to find out more information about the topic. Decide if you will defend globalization or be against it.
4. Formulate three arguments to support your side, using some phrases from the Speaking Tips box. Then, debate with another group.
5. Evaluate your debate together. Did you have evidence to support your arguments? Were you respectful when discussing ideas?

BDA U1_ACT_12

Speaking Tips

In our opinion...

From our point of view...

What do you think of...?

We couldn't agree more...

I see what you're saying...

Reading The Impact of Globalization on Economic Growth

Before Reading


1.  Read the conversation below. Then, answer the questions.



Jane, have you ever bought products online? I only buy clothes from my local shop. I don't like shopping centers because fashion trends are the same everywhere.

Yes, sometimes I buy things online, but I prefer to use the Internet for social media. I really like that because I can chat with my friends who live across the world!




- a. Do you relate to these statements? Why or why not?
b. How is globalization a part of these people's daily lives?
2.  Compare how people communicated and bought things before and after globalization. Follow the example.


Before globalization	After globalization
We used to call friends and relatives over the phone.	We send text or voice messages with smartphone apps.

3.  Match the words in the box with their definition. There is one extra word.

wealthy – produce – economic – brand – product – online – dependence – goods

- a. Something that someone makes or grows so that they can sell it.
b. A product that is made by a specific company.
c. A situation in which you need something in order to live or succeed.
d. Making something, especially in large quantities and in order to be sold.
e. Objects that are produced for sale.
f. Relating to the economy of a particular country or region.
g. Having a great amount of money and resources.
4.  Read the title of the text on the following page. What type of information do you expect to find?

While Reading

1.  Read the article about globalization. Write the main idea of each paragraph.

The Impact of Globalization on Economic Growth

The **aim** of globalization is to benefit individual economies around the world by making markets more **efficient**, and increasing competition while attempting to distribute wealth more equally. *The Globalization of the World Economy Report* describes some of the benefits associated with globalization, while also warning about the risks that we should consider.

Benefits and Risks of Globalization

Some of the benefits of globalization include technological innovation and strong economies. On the one hand, several companies have been developing new technology for their products to make processes more efficient. On the other hand, globalization has reduced the costs and prices of goods for large corporations, which contributes to their profits. However, this can affect small businesses that have been trying to produce locally. In order to reduce this impact, national brands have been offering unique products, such as hand-made shoes.

Some of the risks of globalization include interdependence and the accumulation of wealth. In recent years globalization has

been leading to an increased economic dependence between nations. An example of this is the exportation of vegetables and copper from Chile to other countries: others require these products, and Chile provides them, contributing in this way to national economic **growth**.



Another risk of globalization is related to inequality, because the economic advantages of globalization mainly benefit wealthy corporations or nations. Small businesses cannot compete and, as a result, this has been creating progressively greater inequality.

Final Thoughts



Globalization presents many challenges: The **benefits** have helped rich countries and large companies, while this accumulation of wealth has been having a negative effect on the world as a whole. Neither industries nor organizations can predict the future of the global economy, which constantly changes and adapts according to the world's needs.




Adapted from Kuepper, J. (2020). *The impact of globalization on economic growth*.

2.  Are these statements true or false? Correct the false ones.
 - a. The main objective of globalization is to benefit wealthy nations.
 - b. Brands haven't been creating new technologies to improve efficiency.
 - c. Some national companies have been developing unique goods.
 - d. Globalization hasn't currently led to global economic dependence.
3.  Infer ideas from the article to answer the questions below. Support your answers with information in the text.
 - a. Is economic dependence described in negative or positive terms? Why?
 - b. What can we expect from globalization in the future?

▶ After Reading



1.  Write a summary of the pros and cons of economic globalization.
2.  Discuss: Do the benefits of globalization outweigh the problems it generates? Why or why not? BDA U1_ACT_02

▶ Study Section • Present Perfect Continuous • Grammar

1.  Read the examples in the box. When did the action begin: the past, the present or the future? Is it still in process? Choose the correct option to complete the sentence below.

- *Several companies have been developing new technology.*
- *Globalization has been leading to increased economic dependence between nations.*
- *Small businesses have been trying to produce locally.*


We use the present perfect continuous to describe...

- a. past events that have ended.
 - b. an action from the past that is continuing now.
 - c. plans and possible predictions for the future.
2.   Write the questions with their corresponding answers.

What has Pablo
been writing?

What have Theo and Manuel
been looking for?


What has Emma
been doing?

- a. They have been looking for local products.
 - b. He has been writing a book about the effects of globalization.
 - c. She has been working for a small business.
3.  Use the ideas in the box to guess what each of you has been doing recently. BDA U1_ACT_04
Follow the example.


read a book – text with your phone – cook a meal – study for a test –
watch movies – play sports – hang out with friends – talk to a classmate

Have you been reading a book? Yes, I have!

Speaker's Corner Large And Small Companies

1.  Look at the pictures and discuss. Which image shows an example of a large company and which one a small business? How can you tell?





2. Enter the code **T2645015A**. Take notes in your notebook.
3. Describe how the cloth industry has been changing recently.
4.  Write three ideas for each picture in Activity 1, using the phrases in the Speaking Tips box.

Speaking Tips

Large companies have been developing...

A small business has been creating...

Study Section • Word Stress • Pronunciation

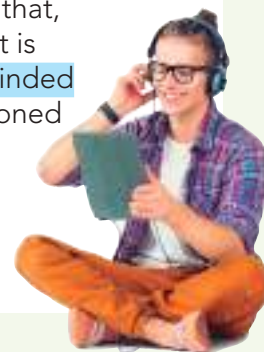
1.  **02**  Read and listen to the text. Pay special attention to the pronunciation of the words in **bold**.



Let's Go Global

Call me Matthew. Recently, I have been studying **globalization**, so I have been trying to find some **information** about the effects of this phenomenon. I usually listen to a podcast in **English**. The host of the show, Kelly, says that nowadays **people** "think globally", but they still have to overcome stereotypes: Where do these ideas come from? Is it fair to have only one notion about a whole nation?

She invited two guests from different cultures to **answer** these questions: a **Chinese** woman and a **Japanese** man.

First, the **Chinese** woman said that it is **better** to learn about other ways of living. Everyone can do this in a **number** of ways, such as travelling and reading online articles. After that, the **Japanese** man said that it is essential to show an **open-minded** attitude. **Secondly**, he mentioned that **people** can appreciate their own culture by learning about other traditions.



2.   Say the words in **bold** aloud. How many syllables can you count? Write the words indicating the number of syllables they have.

BDA U1_ACT_07

Exit Ticket



Evaluate your performance in Lesson 1.

- a. Name three things you learned in this section.
- b. Write down two things you want to learn more about.

LESSON 2 Global Issues

► Entry Ticket

Skim pages 16 to 24 and answer.

- What contents are new to you?
- What looks interesting to you? Why?
- How can you work collaboratively in the classroom?

REMEMBER!


- Be prepared to communicate, orally and in writing, in English about global problems.
- Don't forget to work in a responsible, proactive and collaborative way with your classmates.

Listening Climate Change

► Before Listening

- Climate change is a pressing issue discussed widely in educational materials, documentaries, and the media. How do you think these resources contribute to raising awareness about climate change?



-  Read the online opinions. What do the words in **bold** mean? Answer the questions below.

We **don't need** technology to do everything! People **might** need to learn how to do basic stuff because they **will probably** lose a lot of these skills. – Francisca




Public 

I've been researching the effects of globalization, so I think **I'm going to** start recycling and being friendlier to the environment. – Pedro








Public 








- What do you think about these opinions?
- What else can you do to be friendlier to the environment?
- What can people do to overcome the side effects of globalizations? Use the words *must*, *mustn't*, *should* and *shouldn't*.

3.  Copy and complete the sentences choosing the correct place ■ where the words in parentheses belong.
- People have ■ been talking a lot about the waste of water ■. It is definitely ■ a global issue. (lately)
 - I ■ have bought so many clothes ■, but I don't know ■ where to put them. (recently)
 - The ■ movement is critical ■ in relation to economic globalization. (anti-globalization)
 - Do you know what population ■ means? I believe ■ it refers to the increase in the median age of populations in the world. (aging)
4. Look at the pictures below. Match them with the sentences from Activity 3.




While Listening



-  03  Write the words with the definitions. Then, listen to the conversation. Number the concepts according to the order in which you hear them.
 - hot topic: something that everyone is talking about.
 - undeniable: something that cannot be denied.
 - taking action: doing something concrete about a problem.
 - engage in: participate in.
 - overproduction: to produce too much.
-  03   Listen to the conversation again and write down important ideas that you heard. Share your ideas with your classmates.

3.  03  Copy and complete the sentences with adjectives according to what you hear in the conversation.
- Well, I'm trying to stay .
 - I'm  students will engage in it.
 - I was a little concerned about it in the past, but now I'm deeply  about it.
 - So once they are , they end up in piles that nobody wants.
4.  03 Discuss: What is the most important issue discussed at the end of the dialogue?

► After Listening

1.  Look at the pictures. Discuss how the fashion industry affects the environment. Consider elements such as air, soil and water pollution.




2.   Discuss: What's the relationship between globalization and the environment? Write at least two conclusions that you reached.

► Study Section • Adverbs and Quantifiers

1. Read the example sentences below. What is the meaning of the words in **bold**? Match each of them with its corresponding option.

- It's an issue I was a **little** concerned about in the past.*
- We have been working on a new recycling project at school **lately**.*
- I know people are taking action and doing these things, but I think it's still very **little**.*

- a. At a recent time. b. Not enough. c. To a small degree.

2.  What's the difference between the three example sentences? Use the words **quantifiers** and **adverbs** to complete the definition below.

 *refer to the amount of something, while*  *describe actions or give additional details.*

3.  Read these sentences. Are the words in **bold** adverbs or quantifiers?




BDA U1_ACT_10

- Lately**, I have been reading a lot about climate change.
- Industries are still doing very **little** about taking care of the environment.
- There was a huge protest against climate change in my town **recently**.

Speaker's Corner **Critical Global Issues**

1. Name the type of problem shown in the three images and answer the following question:
“What in your everyday life can be changed to stop those problems? Are there solutions to prevent their effects?”



2.  Brainstorm reasons why you think those problems are relevant in our daily life. Consider the following questions.
 - a. What have you heard about this topic lately?
 - b. How does this problem affect your city?
 - c. What do we need to do to become aware of the danger of these climate challenges?
3.  Present your ideas to another group.
4.  Discuss the questions below, using phrases from the Speaking Tips box.
 - a. How are your ideas similar or different?
 - b. How are these three global issues related to each other?
5. Share your ideas with the class. What effects do you think these issues will have in the future?

Speaking Tips

I've recently heard about this topic on the news.

What do you think?


We're doing very little...

Maybe we could...

They are related because...

Reading **How Often Do You Think About Climate Change?**

▶ Before Reading

1.  Match each question with its corresponding answer.
 - 1 How do you inform people about your project?
 - 2 Why are you doing this project?
 - 3 Who is involved in the project proposal?
 - 4 How long will the project take?
 - 5 Where do the project meetings take place?
 - 6 When do the project meetings take place?

A My class is involved in the proposal, but we want the whole community to participate, **too**.

B We're creating posters with information **so that** people can understand the problem.

C We're doing this **because** we have been studying global issues lately.

D We always meet at school. We also meet our friends from other classes **later** to discuss more ideas.


E Meetings take place on Tuesdays **or** Thursdays.

F **Although** we're not sure, we think we will be working on this project for a few months.

2.   Explain the meaning of the words in bold in Activity 1. BDA U1_ACT_03

3.  Copy and complete the sentences below with words from the box.

threat – habitat – available – growth – threatening – global warming – food

- a. Water or ■ shortage refers to the lack of these essential resources.
 - b. The climate change crisis is ■ all the species on the planet.
 - c. Water shortage in some areas is a real ■.
 - d. ■ is an issue that we should be worried about. It's time to take action!
 - e. If we don't take care of the resources ■, we'll run out of them in the future.
 - f. Do you think population ■ has anything to do with climate change?
4.  Scan the article on the next page and look for words that grab your attention. What do you know about the predominance of gas and oil emissions? How do you think it is related to climate change?

While Reading

1.  Read the article about climate change. Write the main idea of each paragraph.

How Often Do You Think About Climate Change?

Scientists have been studying global warming for over 100 years, and their consensus is the following: climate change is happening, and it is mainly caused by the burning of oil and gas. If we act now, we can mitigate most of its threatening impacts.




The Basics. When released into the atmosphere, certain gases act like a blanket, preventing heat from escaping. One of these gases is carbon dioxide (CO₂), which is released when we burn fossil fuels like natural gas. All the emissions from these gases remain on Earth, warming the oceans, land and air. As temperatures increase, the planet changes too: eventually, entire regions will become uninhabitable.

The Impacts. Some of the consequences of climate change are already here: wildfires and heat waves continue breaking records. How long have people been noticing these events? Well, they have been talking about them for years! Besides the increase in temperatures that has been taking place, food and water shortages could lead to increased conflict and war.




The Evidence. How long have scientists been measuring CO₂ levels? They have been measuring them since the late 1950s. The results show that there has been a growth in emissions, so they are higher than ever before. The burning of fuel and deforestation exacerbate the issue rather than offering a solution.

Solutions. The impacts of climate change could be mitigated if we limit global warming. We can either use less electricity or buy eco-friendly products to help our planet. By 2050, we need to reach “net zero” global emission. This means that all the sources of heat-trapping emissions (burning fuels, for example) have to be counteracted with actions that remove these gases from the atmosphere (such as growing forests). Fortunately, we have resources and technologies available. We only need to act now!

Adapted from Union of Concerned Scientists. (2019). *Climate science*.

2. Think of the main ideas you wrote about the text. What is the idea that best resonates with you? Is there any new piece of information for you?
3.  Based on the information in the text, answer the following questions. BDA U1_ACT_06
 - a. How does climate change happen on Earth?
 - b. What does the evidence from scientists show?
 - c. What have the consequences of climate change been?
 - d. How is global warming related to climate change?
 - e. Do scientists have a positive or negative view about climate change in the future? Why?


After Reading

-  Write a two-line summary for each paragraph.
-  Find the definition of “net zero” in the text. Give one example to clarify its meaning.
-  Look at the pictures. How can planting trees, walking and cycling reduce your carbon footprint?




Study Section • How Often and How Long • Grammar

BDA U1_ACT_05



-  Read the examples. Choose the option that best describes the correct use of these phrases.

- **How often** do you think about global warming?
I probably think about global warming every month.
- **How long** have scientists been measuring CO₂ levels?
They have been measuring them since the late 1950s.

We use these phrases to ask questions about ...

- periods of time.
 - places or locations.
 - descriptions in detail.
-  Answer.
 - How long have you been using your current cell phone?
 - How often do you do fun activities with friends?

Speaker's Corner Help Protect the Environment

-  Brainstorm three actions that help the environment and three actions that damage the Earth.
-  Enter the code **T2645022A** to find more information. Take notes.
- As a class, describe how we can reduce emissions and counteract global warming, using the phrases in the Speaking Tips box. Take a vote to choose the best ideas.

Speaking Tips

We can help the environment by...

How would you do that?

How long have you been doing that?

BDA U1_ACT_11

Writer's Corner Recycling Project Proposal

1.  Read a project proposal and answer the questions below.

Recycling Project Proposal

Problem: There are no containers for recycling in our school, which makes students throw everything in the same garbage cans, even glass and paper.

Benefits: Students will develop a sense of collaboration and participation to achieve a very important goal. Also, we will be more informed about recycling and the importance of reducing our waste.

Solution: Create a fundraising activity to buy recycling containers. Also, we can organize Bingo nights or sell healthy snacks during class breaks.

Requirements: We need to use the school's hall to sell our products. Also, find an area for the new recycling containers.

Source: Archivo Editorial.



- What is the purpose of this text?
- What information can we find in each section?

2.   Write a proposal for a project in your community. Follow these steps.

Pre-writing

Define the purpose of your proposal and brainstorm ideas.

Drafting

Write connected sentences.

Revising

Are your ideas clear? Did you include all the necessary sections?

Editing

Check the spelling and organization of your text.

Publishing

Share your proposal so that people in your community can read it.

✓ Editing Checklist

Organization

- Catchy title
- Sections
- Clear ideas

Writing Conventions

- Spelling
- Formality level

3.  Share and evaluate other groups' texts using the Editing Checklist.



► Exit Ticket



Evaluate your performance in Lesson 2.

- Write three things you learned and three things you would like to know more about.
- What two questions would you like to ask about the topic of this lesson?

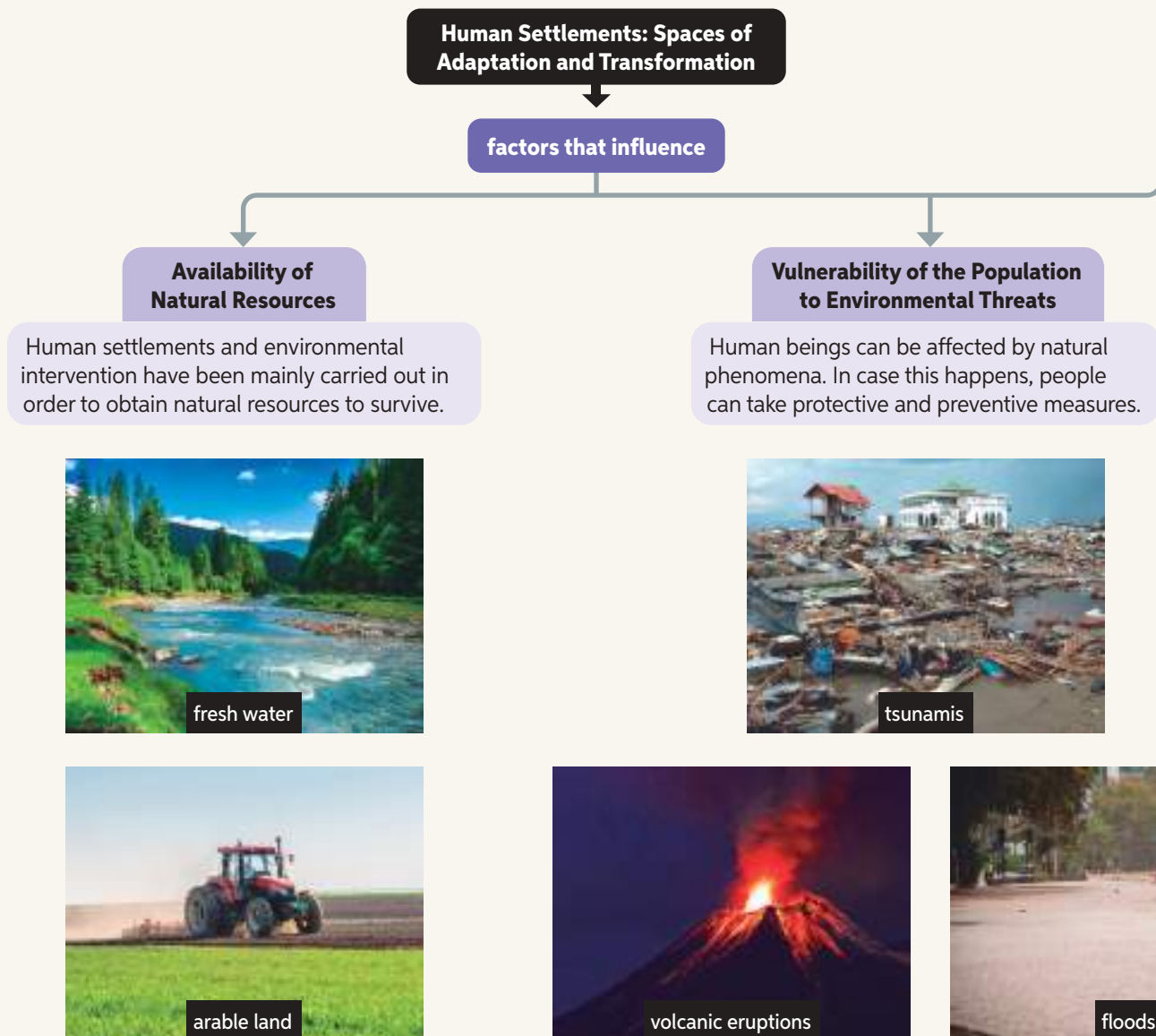
Human Beings and Their Environment

- 1  Look at the pictures. What do you think is happening?
- 2  Read the text and the diagram and write the main idea of each paragraph.

Adaptation and Transformation Processes

Human beings have altered the environment to create habitable areas mainly through two processes: **adaptation** and **transformation**. These processes have enabled humans to create settlements in accordance with the environmental conditions, but they have also frequently resulted in negative impacts on these areas.

Various disciplines, including Geography and History, study settlements. Their analyses have contributed to our understanding of the current precarious environmental situation, which has been exacerbated by human actions over many years.



Fragility of the Environment

The development of technologies and the growing levels of population have increased the effects of human intervention, which has shown the environment's fragility in the face of human manipulation.



air pollution




deforestation




biodiversity loss



global warming

- 3  Do research to describe adaptation and transformation processes that have taken place where you live, along with key resources that have made human survival possible there.

- 4  Select a global issue that affects your area. Investigate its historical causes and propose two solutions.

BDA U1_ACT_13


- 5  Look at the photo and discuss the questions.

- What is the robot doing?
- How do you think technology will transform the natural world in the future?
- Will the impact be positive or negative?
- How could robots be used to rescue the environment?



SYNTHESIS UNIT 1

BDA U1_ACT_17

1.  Analyze your performance. Read the statements and decide how you feel about them.
- I understood a situation related to global warming in English.
 - I was able to understand information in a diagram.
 - I successfully researched a topic.
 - I was able to work collaboratively in a team to complete a task.

1 Completely Disagree


2 Disagree

3 Neutral

4 Agree

5 Completely Agree

CHECKPOINT

- 1  Match the concepts with the photographs and write a sentence for each picture, using the concepts.

pollution – technological innovation – products – water shortage

forStudio/Shutterstock.com



- 2  Read the text and answer the questions below. BDA U1_ACT_14

"The Lickan Antay community as a whole organizes and controls the natural resources required for farming and decides on the inclusion of new members, as well as representing and defending the interests of the community in negotiations with the government and with other communities. This social structure can include multiple villages or adapt to population growth within a single settlement.

This traditional social framework is currently being threatened by the presence of the State, the market economy, migration to urban centers and the imposition of external cultural patterns. These factors tend to weaken the cultural autonomy of the Lickan Antay people, but at the same time they allow traditional ways to be reorganized and restructured."

Adapted from *Atacameño* - Museo de Arte Chile Precolombino. (n.d.) Museo de Arte Chile Precolombino. <https://precolombino.cl/wp/en/culturas-americanas/pueblos-origenarios-de-chile/atacamaeno/#/organizacion-social/>

- Do you believe your local community can use a similar organization?
- How does globalization affect this community?
- What is a solution you can propose for this problem?
- What is the best way to link the globalized world with local communities?

- 3  Read the statements and write questions related to the parts in bold for each one. BDA U1_ACT_08
Follow the example.

I have been studying science for a few years → What have you been studying?

- a. Brands have been developing new technology.
- b. William is going to buy recycling containers for our house.
- c. I have been posting on my environmental blog every Tuesday.

- 4  04  Listen to a radio interview. Copy and complete the sentences below with the words in the box.

eco-friendly – local – garbage – store – plastic – online

Interviewer: So, let us know more about your bulk What else do you sell?



Store owner: All sorts of things. Food, hair products... and even laundry detergent.

Interviewer: And how did you think of this? I mean, it's a great idea!



Store owner: Well, I was tired of buying so many products in bags or bottles. Most of these containers are not recyclable and end up in the can. So, I researched the topic and thought: Why don't I have my own store?

Interviewer: I see. It makes a lot of sense. And how do you promote it?

Store owner: Mainly through networks, we use technology in our favor. People can order what they need and sellers can get in touch with us.

- 5   Write three more questions to ask the store owner using the words in the box. Then, write at least two possible answers to the questions.

how – where – how long – when – who

- 6   Look at these pictures and list ideas about how these people can use BDA U1_ACT_15
technology and social networking in their favor.



PROJECT: The Three R's

Have you ever heard of the three R's?

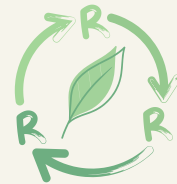
Follow the steps to learn more about how to lead a sustainable life.

Analyze

Read the text below and take notes on the most important ideas.

What are the “THREE R’S”?

The “**Three R’s**” of the environment refer to the phrase “**reduce, reuse and recycle**”. This principle is related to what we could do with our waste, instead of throwing out everything we think “is not useful anymore”. Fortunately, we can give a new life to our trash by paying attention to these rules:



1 Reduce: to decrease the amount of waste we produce.

2 Reuse: to find alternative uses for trash in order to avoid throwing it away.

3 Recycle: to transform waste materials into new objects that can be used again.

It's simple – think twice before tossing something into the trash! You might have the opportunity to reduce, reuse, or recycle right in your hands!

Source: Archivo Editorial.

Evaluate



Review the list of commonly disposed items and answer the questions below.

- Bottles
- Cardboard boxes
- Paper
- Plastic cups
- Snack bags
- Plastic cutlery




- What other products or materials would you add to this list?
- How can you reduce, reuse, or recycle these items?

Research




Enter the code **T2645028A** to find information about the topic. Take notes.

Prepare




- 1  Discuss these questions.
- 2 What items do you frequently buy?
- 3 What are the benefits of reducing, reusing and recycling?
- 4 How can you educate others about these practices?
- 5 What challenges do you anticipate when implementing the three R's, and how could you overcome them?
- 6  Brainstorm ways to reduce, reuse and recycle items that people usually throw away. Refer to your answers in the previous activity.
- 7  Create a poster using your ideas to help people practice the three R's. Assign roles to each member of the group: proofreaders, illustrators, writers, editors and presenters.




Write a First Draft

-  Present your ideas using simple and precise language. Devise a title and incorporate photographs or drawings that illustrate the main points of your poster.

Edit Your Work


- 1  Evaluate and correct your team's work. Use these questions as a guide:
 - a. Is the information clear and interesting?
 - b. Have they included all the important information?
 - c. Have they used correct grammar and punctuation?
- 2   Review the comments that the other group left on your presentation. Make changes to your information, if necessary.

Create a Final Product

-  Create your poster based on the first draft. Remember that everyone in the group has to take part.

Present

BDA U1_ACT_16

-  Present your poster to the rest of the class. Ask for feedback using the criteria below:

- a. Was the information clear and compelling?
- b. Were the concepts of reduce, reuse and recycle effectively communicated?



Wow! This fitness app shows that I've walked 8,000 steps today.

I'm so glad I can use this tablet to organize my work schedule!

UNIT
2

TECHNOLOGY AROUND US



My smartwatch measures my heart rate while I'm working out. Cool!

Hey, Jack! We can finally do a videocall. How's everything in Canada?

LEARNING OBJECTIVES

→ Listening

Demonstrate understanding of simple spoken texts about online safety and the impact of technology on society.

→ Reading

Demonstrate comprehension of written texts concerning social media and its impact on well-being.

→ Speaking

Share experiences orally with others about societal and personal relationships with technology and its impact on social interactions and individual well-being.

→ Writing

Write personal reflections on responsible online information sharing, using the unit's key vocabulary and grammar.

BEFORE YOU START

This unit is about technology and its effects. Look at the pictures and the name of the unit to answer the questions.

- What are these people doing?
- How have these technological objects evolved since their invention?
- How do these objects make people's lives easier?
- Skim this unit and find one picture that is interesting to you. Why did you choose it?

CROSS-CURRICULAR

→ Natural Sciences

X-Rays Through the Years

Project: Social Media Usage

LESSON 1 **Everyday Technology**

► **Entry Ticket**

Skim pages 32 to 39 and answer.


- How often do you use technology? Why?
- What contents in this unit do you think will be useful to you? Why?
- How can you share information online in a responsible way?

Listening Technology Problems

► **Before Listening**

- Advancements in technology have made communication more accessible and convenient. Look at the image and discuss as a class: Do we rely too heavily on technology? How are technological advancements impacting society?




-  Brainstorm words and ideas related to the concepts in the box. Then, discuss the questions below.

laptop – radio – smartwatch – telegraph – cell phone – television

- What are some examples of old and modern technological devices?
- What are the differences and similarities between these devices?
- How would you summarize the changes in technology over time? Follow the example.


Before 2010, cellphones were not touchscreen. After companies invented touchscreens, people could scroll through apps on their phones.

3.  Copy and complete the sentences in your notebook by replacing the words in **bold** with words from the box.


everyday – **useful** – **development** – allow – microchip – **regularly** – online

- a. I share a lot of selfies on my favorite **social media** **on the Internet**.
- b. My smartphone **lets** me make video calls with my friends and family.
- c. Nowadays, most people use technological gadgets quite **constantly**.
- d. The Internet is very **helpful**. It definitely makes communication easier!
- e. My smartwatch has a very **tiny piece** that measures the distance I walk.
- f. I use my laptop **on a daily basis**, for doing my homework or having fun.
- g. Many companies have participated in the **creation** of apps for cellphones.




While Listening

1.  05 Listen to a conversation between Michelle and Steve. Then, choose the picture that shows the situation.




2. Complete the sentences with the words that you can hear in the conversation.
- a. My **■** is not suitable for my everyday job.
 - b. I am a recruiter for a software **■** company.
 - c. The one I have is not **■** with Bluetooth.
 - d. Remember to register your computer **■**.
 - e. With my **■** knowledge of computers, I will probably have some issues.
3.  Discuss the following questions.
- a. What is Michelle doing in the tech store?
 - b. What products does Steve recommend to Michelle?

After Listening

1.  Discuss the following questions.
 - a. Did Steve actually help Michelle with what she needed? Why or why not?
 - b. What choice would you have made if you were Michelle? Why?
2.   Listen again. In your notebook, write down the words that begin with the *in*-prefix. Then classify them in a table like the example below.

BDA U2_ACT_09

Word	Meaning
<i>inadequate</i>	<i>not sufficient</i>


3. Decide whether you agree or disagree with this idea: “When purchasing a new technological item, I don’t pay much attention to its brand. I prefer to pay a fair price”. Use your list of words from Activity 2.
4.  Look at the pictures below. Choose one of the situations and write a conversation in which you purchase your own product.



5. Role play the conversation in front of the class.



BDA U2_ACT_02

Study Section • Ought to






1.  Read some examples from the previous conversation. Then, complete the sentence that follows.

- *I ought to buy a new computer.*
- *This other laptop is incredible. You ought to try it!*
- *He ought not to have recommended you that.*

We use this structure to...

- a. show that something is or was possible.
 - b. describe activities that happen at regular intervals of time.
 - c. strongly recommend something or express an objective truth.
2.  Discuss the following questions. Give examples.
 - a. What is the affirmative and negative form of the structures above?
 - b. Does the form *ought to* change with different pronouns?
 3.  Copy and complete the sentences in your notebook using *ought to* or *ought not to*. BDA U2_ACT_05
 - a. It's really sunny outside. You wear some sunscreen!
 - b. You use social media before finishing your homework.
 - c. Students break the rules of the institution, or they will be expelled.
 - d. The company have developed their microchip today. It's their deadline.

Speaker's Corner Problems with Technology

1.   Brainstorm a list of common problems people have with technology. BDA U2_ACT_11
2.  Enter the code **T2645035A** to find more ideas. Take notes.
3.  Choose four technology problems that happen regularly. For every problem, create two suggestions to solve it. Include the following:
 - a. Vocabulary from this lesson.
 - b. Three words with the *in-* prefix.
 - c. The structures *ought to* and *ought not to*.
4.  Discuss your recommendations for each problem. Use some phrases from the Speaking Tips box to communicate your ideas.
5. Create a brochure using your ideas from Activities 1 and 2.
6. Present your brochure to the class.

Speaking Tips


What problems do you think people have with...?

One solution is...

I think a better solution is...


Reading Frequency of Social Media Use Among Teens

Before Reading


1.  Read the words from the box. Then, describe the last time you did these activities. Follow the example.

use the Internet – download music – upload a picture – visit a website

I used the Internet last night to look up information for my science class.

2.  Read the following situations and explain how you feel about them, using the words in the box. Give reasons.

interesting – boring – annoying – exciting – terrifying – challenging

- a. Going one week without using your cellphone.
b. Visiting a store to replace an old technological gadget.
c. Reading about the latest launches of microchip technology.
d. Using the Internet to find information you are concerned about.
3.  Match the words in the box to their picture. There is one extra word.

devices – smartwatch – apps – online shopping – **streaming** – social media – search engine



While Reading

1. Read an article on social media. Identify how frequently teens use these sites.

Frequency of Social Media Use Among Teens

During a September 2019 survey, it was found that 25 percent of teens in the United States used Instagram the most out of all social networks. This is hardly surprising, as U.S. teens rated Instagram among their favorite social network for the past few years. During spring 2019, 35 percent of teenagers ranked this app as their most important social network.



Teens and Social Media in the United States

As evidenced by usually exasperated parents and teachers everywhere, social media is one of the most popular online activities among teenagers in the United States. Despite the near-constant social media usage, teens are frequently aware of the time they spent online. During an April 2018 survey, 54 and 41 percent of responding teens stated that they often spent too much time on their cellphone and on social media, respectively. Due to constant interaction with other people online, teens soon notice they can come across a wide range of personalities. The most common personality types that teens come across on the Internet are oversharers (people who often share too many personal details) and ranters (people who usually complain about things a lot). Some people do not post a lot of messages, which might make them seem rather shy.



Social Media and Emotional Well-being

One of the key benefits of social media is that it can make teenagers feel less lonely and more confident and popular. However, with teens who have a low social-emotional well-being, social media can exacerbate pre-existing problems such as feeling left out or being excluded, as well as feeling bad about themselves when their posts do not get enough likes or comments. In the end, online socializing can make up for the lack of friends IRL (in real life), but it can also make things worse for teens who are already in emotional turmoil.

Adapted from Clement, J. (2020).
U.S. teens: Most frequently accessed social networks 2019.

2.  Answer the following questions.
 - a. What social media is the most popular, according to the article?
 - b. What are the characteristics of this social medium that make it so popular?
 - c. What other activities are popular among teens on online platforms?
 - d. What skills do teenagers require to use social media efficiently?
3.  Read the article again and change the underlined words to another term, without changing their meaning.



After Reading

-  Discuss the following questions.
 - What is the relationship between social media and well-being?
 - Do the results of this U.S. survey apply to teenagers in Chile? Why or why not?
-  Which of these activities is the most popular in your school? Why?

streaming videos – using social media – shopping online – researching online – using entertainment apps


-  Look at the pictures below. Then, discuss the questions.




- What are these people doing in each picture?
 - What dangers could emerge from these situations?
-   Write a short paragraph to younger students in your notebook. Explain how they can share information on social media in a responsible way.

BDA U2_ACT_01


Study Section • Adverbs

-  Analyze the words in bold and classify them into degree, frequency, and time.

- Teens stated that they **often** spent too much time on their cellphone.
- During** spring 2019, 35% of teens expressed their preference for Instagram.
- Some people do not post a lot of messages, which might make them seem **rather** shy.



-  Copy and complete the sentences using the words in the box.

soon – usually – during – often

- Hopefully, more companies will develop useful apps ■.
 - Students are not allowed to use their cellphones ■ classes.
 - People are ■ not aware of the potential dangers of social media.
 - I ■ use my streaming video service at night. It's almost every day!
-  Read the article again and find other examples of adverbs. Then, classify them in categories from Activity 1 in your notebook.

BDA U2_ACT_03

► Study Section • Pronunciation

1.  Pronounce the words *time* and *device*. How does your mouth change when you pronounce each beginning sound?
2.  06 Read and listen to the poem. Pay attention to the words in **bold**.

Smartphones Nowadays

Tap, tap, tap

How many likes **did** you get on your **device**?
How many pictures have you **downloaded** so far?

You ought not to worry about making **time** to go to the store,
Because your **delivery** is already at your **door**.
Do we have human contact with all these apps, after all?





Tik tok, tik tok,

Goes your camera's **timer**.
Time flies when you **take** pictures of different items!

Ding, ding, ring, ring!

You have received **two** new notifications.
How much **time** will you spend online **today**?



3.   Say the bold words aloud. In your notebook, classify them into two categories based on their beginning sound.
4.   Write a stanza to conclude the poem about the importance of using technology responsibly.
5. Share your poem with the class. Vote on the most original ideas and explain your choices.

BDA U2_ACT_07

► Exit Ticket



Answer the questions and then compare your answers with a partner.

- a. What three things did you learn in this section?
- b. What two things do you want to learn more about?
- c. What two questions would you like to ask about the topic of this lesson?

LESSON 2 Always Connected

► Entry Ticket



Skim pages 40 – 47 and answer.



- How often do you think about privacy issues?
- How do you protect your privacy when using social media?

Listening Privacy Settings


► Before Listening

- Why is ensuring safety on social media crucial? Look at the phone and discuss in class. What are some potential dangers associated with not being cautious online and how can we prevent these from happening?



-   Read the messages below. Match the words in the box to their corresponding sentences.

why – what – where – when – how long – how often

- have you used your favorite social media app?
 - can people buy better deals on technology items?
 - do you text or send voice messages to your friends?
 - are some pieces of technology that you enjoy the most?
 - was the last time that you discovered an interesting app?
 - do some teenagers spend so much time on social media?
-  Share your experiences about the activities below. Follow the example.







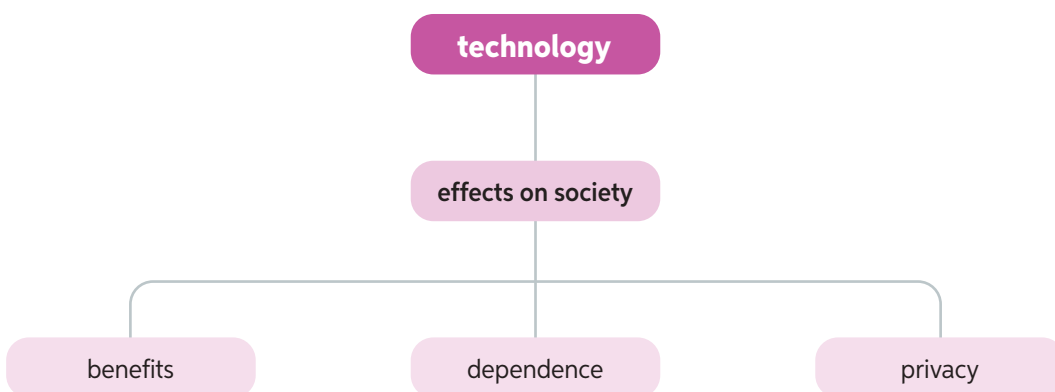
A





B

I have never used wireless headphones, but I would like to buy a pair someday!




4.  Read the following sentences. Infer the meaning of the words in **bold** based on their context.
 - a. Isolation can be one of the **long-lasting** effects of Internet addiction.
 - b. People who spend a lot of time on social media lead an online **lifestyle**.
 - c. Technology usually makes our lives easier, so it plays a key **role** in our lives.
5.  Check your answers from activity 4 with a dictionary, identifying if you guessed the meaning correctly.
6.   Associate the sentences from Activity 1 with the three sub-categories from the mind map below.






While Listening

1.  Look at the pictures below. What do you think is happening in each picture?
2.  07 Listen to the conversation between Pedro and Gloria. Then, choose the picture that shows what happened to Pedro.





3.  Decide if the following sentences are true or false. Correct the false ones in your notebook.
- Pedro and Gloria are talking about Instagram.
 - They think that Instagram will be a long-lasting app.
 - Gloria thinks that Pedro has a slight dependence on social media.
 - They think that people should be taught how to protect their privacy.
 - Pedro admits that he can share too much of his lifestyle on Instagram.
4.   Paraphrase the last piece of advice that Gloria suggests to Pedro.


▶ After Listening

1.  Discuss the following questions.
- How would you feel if you were in Pedro's position? Why?
 - What could be some of the consequences of what happened to Pedro?
2.   Look at the pictures. Write more tips to help keep Pedro safe online. Include the vocabulary and language from the unit.






3. Compare and contrast your ideas with another group. Which was the most useful piece of advice? Why?
4.   Answer the questions below.
- How important are **privacy settings** to you? Why?
 - What do you do to keep your information safe online?

Study Section • Expressing Quantities • Collocations

1.  Read some examples from the previous conversation. Pay attention to the words in bold and choose the option that describes their function.

- In 2016, a **large number** of people started to join Instagram.
- There is a **small amount** of Instagram users who never log on.










We use this structure to...

- a. show that something happened a long time ago.
 - b. describe the place in which an action occurs.
 - c. describe the size or scale of a quantity or group.
2.  Read the sentences. Copy and complete the sentences with either “large number of” or “small amount of”.
 - a. There is a ■ people who use streaming services to watch TV. In fact, many of them have monthly subscriptions to these services.
 - b. Eventually, a ■ users who use the Internet all day long might develop a serious addiction. This can interfere with a healthy lifestyle.
 3.   Use the phrases in the box to create sentences with the structures above in your notebook. Share your ideas with the class.

BDA U2_ACT_06

play games – stream music – share passwords – watch videos

Speaker's Corner Dos and Don'ts of Social Media

1.   Brainstorm a list of ideas for using social media safety.
2.   Enter the code **T2645043A** to find more information about the topic. Take notes.
3.   Create a poster about the dos and don'ts of social media. List six measures that can help students stay safe online. Include the following:
 - a. Vocabulary from this lesson.
 - b. Quantities to refer to people.
 - c. A detailed paragraph of each measure.
4.   Discuss your ideas regarding each measure. Use some phrases from the Speaking Tips box to communicate your ideas.
5.  Present your poster to the class. Ask your classmates and teacher for feedback on your presentation.

Speaking Tips

In my opinion...

From my point of view


What do you think of...?

I couldn't agree more...


I see what you're saying...

Reading Surfing the Web

Before Reading

1.  Read the statements. Take turns saying whether you agree or disagree with them, giving reasons for your answers.
 - a. I can use search engines appropriately for research.
 - b. I use a different password for each social media site I am on.
 - c. I know what to do when someone threatens me on social media.
 - d. I use appropriate privacy settings on social media to protect myself.


I agree with statement D. I do use privacy settings on social media because only people I know can see my profile.

2.  Look at the pictures. In your notebooks, describe what is happening in each situation using the connectors from the box. BDA U2_ACT_10

although – both – so that – also – until – so – neither...nor



Although the girl is on her laptop, she is also using her cellphone.





3.  Choose the correct concept for each definition. Then, write a sentence with the concept.

up to date – positive – disadvantage – out of date – advantage - negative

- a. A good feature or quality that something has.
- b. A bad or harmful effect.
- c. Including the most recent news and information.
- d. An unfavorable, inferior, or prejudicial condition.
- e. Something good or useful.
- f. Old and not useful or correct any more.

4.  Read the sentences. Copy and complete the sentences in your notebook. There is one extra word.

bar code – convenient – supervise – quality – disabilities

- The  of a laptop depends on the processor it has.
- Technology products always have a  to scan their price.
- Technology can help people with  do more things independently.
- Online shopping is often very  due to the comfort of choosing from home.

While Reading

1. Read the opinion article. What is the main position of the author?


Should the Internet Censor Young Users?

Have you ever come across the message “This page cannot be found” on a website? It may be because of censorship. Internet censorship is when what you view on the Internet is suppressed by regulators. The big question is: should the Internet be censored for young users, including kids and teens?



As soon as I read this, my immediate response was “Yes! It will keep young people safe!” Parents cannot always be present to supervise what their children are viewing online; and even on safe sites, there are links floating around that can lead to inappropriate websites. There is so much negative content on the Internet, such as racism and sexism, to name just a couple of risky search results. A young person should not be exposed to these things.

However, I have realized it is unreasonable to censor the Internet because this would be a disadvantage for kids and teens. This is a platform that people have used to keep their friends up to date on what is happening (including both the positives and negatives). Besides, inappropriate content will always be there, no matter what, so it is important to teach young people about the dangers and consequences of using the Internet. Quality education (and the convenience of having it at your fingertips) is, after all, the most powerful tool in the world. Additionally, it is not only on the Internet where kids and teens can come across information from out of date sources. Will we ban magazines, books, libraries and museums as well? After all, a young person can also learn about the dark side of humanity from those sources. Parents need to use this opportunity as an advantage to show kids how to use the Internet responsibly.


Adapted from Doshi, M. (2017).
Should the Internet be censored for young users?

2.  Answer the following questions.
 - a. What is Internet censorship and how does it impact users?
 - b. What are some examples of negative online content?
 - c. Why would censoring young users be impractical?
 - d. How can parents use the Internet censorship debate to protect their children online?


After Reading

-  Discuss the questions and write the answers in your notebook.
 - Is it important to teach kids and teens how to be safe online? Why or why not?
 - What would you recommend parents do in relation to Internet safety?
 - What alternative argument can you think of to support the opinion of the author?
-  Look at the pictures below. How can you relate these pictures to the article you read?




-  Write a letter about online safety to a younger person. Include the following: BDA U2_ACT_04
 - Mention the importance of staying safe on the Internet.
 - Explain how children can learn about Internet safety while growing up.
 - Give them the best piece of advice that you have learned so far.

Study Section • Past Perfect


-  Read the examples below. Then, choose the option that best describes the meaning of the words in bold.

- Steve *didn't have Internet* because the company had **lost power**.
- The children surfed the Internet freely because they **had learned** Internet safety.

We use this structure to...

- describe actions that happen in the past only.
 - describe actions that happen in the past and affect the future.
 - describe actions that happen before another action in the past.
-  Copy and complete the sentences with the words in parenthesis using the past perfect. BDA U2_ACT_08
 - I (**want**) a high - quality laptop because I (**have save**) up enough money.
 - If Internet safety (**be**) important, many children (**not have put**) in danger without even knowing.
 - She (**research**) Internet safety because she (**have choose**) it as her essay topic.

Writer's Corner Keeping Safe Online

1.  Read an informative text. Then, discuss the questions in pairs.


✕ □ _

Teenagers and ONLINE Independence

As soon as kids get older, it becomes harder to monitor their online activity. They usually carry a smartphone with them and crave privacy. This behavior is perfectly healthy because they're starting to become more independent from their parents. In this sense, the Internet can provide a safe "virtual" environment to explore these newfound freedoms, as long as precautions are taken. For example, parents can talk to their teens about online safety. By taking an active role in their kids' online activities, parents can make sure they enjoy the Internet while steering clear of any potential dangers.

Adapted from Ben-Joseph, E. (2018). *Internet safety*.



- a. What information is presented in the article?
- b. How do the underlined words help you understand the text more easily?
2.  Write an informative text about online safety from a teen's perspective. Follow the steps below.

Pre-writing

Brainstorm your ideas and choose an informative topic to write about.

Drafting

Write a paragraph. Include a clear title and use some underlined phrases from the model.

Revising

Is your message clear? Does it have a clear transition?

Editing

Check for things such as organization and spelling to make sure your text is well-written.

Publishing

Share your text with a partner. Compare your ideas.

✓ Editing Checklist

Organization

- Interesting title
- Relevant information
- Transition connectors

Writing Conventions

- Spelling
- Capital letters
- Full verb forms

► Exit Ticket



Evaluate your performance in this lesson.

- a. List three things you learned.
- b. Identify two areas where you feel you need further practice.
- c. Create one question about the topic of this lesson.

- 1  Skim the information below. What is the purpose of the infographic?

X-RAYS Through the Years

X-rays have allowed humans the ability to see through skin. Today this seems like a simple technology, but this technology was rather new a century ago. The timeline below highlights some of the important events in X-ray history, offering an overview of this technological development.



Adapted from Science Learning Hub. (2017). Developments in medical imaging.

- 2  Answer the questions.

- What is an X-ray?
- What is the function of a timeline?
- What are some of the important facts shown in the timeline?

- 3  Enter the code **T2645048A**. Choose one field of knowledge and take notes.


- 4   In groups, choose one field and brainstorm technological developments in this area. BDA U2_ACT_14


- 5   Organize the information into a table like the one below.

Field of work: DNA Testing	
Year	Technological Development
1920	Scientists identified 4 different blood types in humans.
1980	The first genetic test using DNA was developed.
2010	A new technique for genetic analysis was available.


- 6   Create a timeline that shows important technological advancements in your field of interest. Be sure to include:

- A catchy title.
- An interesting introduction.
- Vocabulary and language from the lesson.
- Eight relevant events from different decades.
- Images representing at least four of these technological advancements.

- 7  Swap timelines with another group for review and feedback. Comment on something they did well, and something they need to work on.

- 8  Practice your presentation with your group. When explaining your timetable, use the past perfect to refer to actions completed before a specific point in the past.

BDA U2_ACT_13


- 9  Present your timetable to the class, incorporating feedback received from the other group. Be ready to answer questions from your classmates.

- 10 As a class, discuss the following questions:

- What conclusions can you draw from the presentations?
- What are the ongoing challenges technology faces in various fields?
- How would our lives be different without technology and its developments?
- What type of technological developments do you expect to exist in the future?

► SYNTHESIS UNIT 2

BDA U2_ACT_17

1.  Analyze your performance. Read the statements and decide how you feel about them.
- I understood a situation regarding technology in everyday life.
 - I investigated technological developments in a specific field.
 - I was able to summarize information and represent it in a timetable.
 - I successfully explored how technology has influenced a career field.

1 Completely Disagree


2 Disagree

3 Neutral


4 Agree

5 Completely Agree

CHECKPOINT


1  Read the technology problems. Write a suggestion for each of them, using *ought to* and *ought not to*.

- a. My laptop takes forever to turn on.
- b. Someone stole Fred's password for Instagram.
- c. I wrote an essay for my history class. Now I can't find the document!
- d. A lot of people don't update virus protection on their computers.

2  Rewrite these sentences, replacing the words in bold with their synonyms in the box.


allow – out of date – role – **skills**

- a. Social media plays a big **part** in society.
- b. My mother **lets** my brother go online by himself.
- c. Young people have great **abilities** with technology.
- d. **Old** computers are more susceptible to viruses.

3  Look at the pictures. Write two sentences for each image using the words in the box.

useful – **efficient** – long-lasting – negative




4  Write more sentences based on the pictures from Activity 3, using adverbs from the box below. Follow the example.

during – rather – often – soon

María uses her tablet during the afternoon to read books.

5  Rewrite the following sentences using the past perfect.

- I lost my wallet. I could not buy a new computer.
- Sam didn't go to the library. She didn't finish her paper on time.
- Patrick went to work. He bought a new tablet.

6  Read the text. Answer the questions. BDA U2_ACT_12


The Evolution of Social Media

I'm Elena and I signed up for Facebook in 2009. Back then, only some people had accounts in my school. Also, there were no ads during this time. People could only write on their friends' walls and post random things.

Fast forward to today and *virtually* everyone has an account on this platform. With so many features to explore, many have observed that social media can be quite addictive. What's your take on it?

Source: Archivo Editorial.

- Replace the words in *italics* with quantity expressions.
- Rewrite the underlined sentences, using the past perfect.
- Write an answer to Elena's question, using vocabulary from the unit.

7   Listen to Jane's opinion on social media. In your notebook, write down the points she talked about.

Jane's Opinions on Social Media

- | |
|---|
| a. Social media isn't addictive at all. |
| b. People prefer to spend time with others than on their cellphones. |
| c. People do not interact as much as in the past. |
| d. Social media could trigger the release of endorphins in the brain. |

8 Look at the pictures. Which image shows an example of using technology responsibly and effectively? Why?



9  Discuss the questions.

- Is technology always a good thing? Why or why not?
- How would your life be different without cellphones?
- How can we teach people about technology safety?

PROJECT: Social Media Usage

How much time do you and your friends spend on social media?

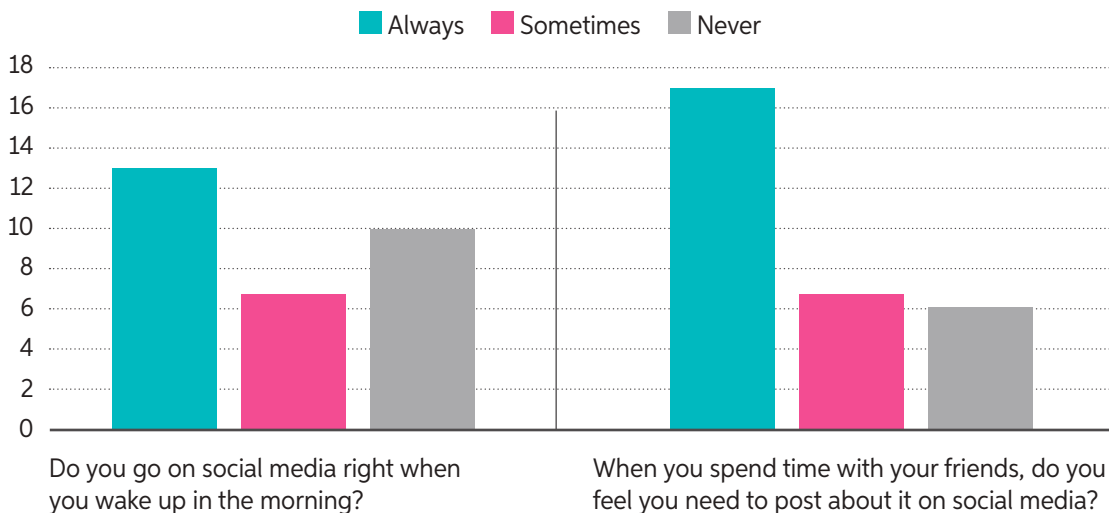
Let's create a survey and find out!

Analyze

BDA U2_ACT_15

Read the data and interpret the graph. Then, answer the questions that follow.

Social Media Usage



- What is the total number of people surveyed?
- What percentage of people answered “always” to the two questions?
- What is the main conclusion that you can draw from the graph?

Evaluate



Read the elements typically considered when creating graphs. Answer the questions.

- Title
- Labeled sections
- Sample size
- Numbers
- Diverse colors
- Data source
- Symbols key
- Close-ended questions
- Graph type




- Are all these elements present in the graph above? Why or why not?
- How can you improve the data and graph from the previous section?
- Do you believe that this data is accurate? Why or why not?

Research



Enter the code **T2645052A** to find out information about teens and social media. Take notes.

Prepare



- 1  Use the ideas from your research to brainstorm topics to ask on a social media usage survey.
- 2  Follow the steps to create your survey:
 - a. Choose four ideas from your list. Decide whether you will use questions or statements in your project.
 - b. Define the target audience for your survey.
 - c. Administer the survey to 10th graders or older students.
- 3  Assign roles for each member of the group: an interviewer, data collector, graph designer, editor / proofreader, etc.

Write a First Draft


Follow the model and create bar graph, including the elements from the Evaluate section. Discuss the questions.

- a. What is the most significant piece of information from your data? Why?
- b. Did you obtain the results that you had previously anticipated? Why or why not?
- c. What does the data say about the sample you used?



Edit Your Work

- 1  Switch your information with another group. Give feedback on each other's work using the following prompts.
 - a. Is the information clear and relevant? Why or why not?
 - b. Did they use appropriate grammar and vocabulary?
- 2  Review the comments that the other group left on your presentation. Make changes to your information, if necessary.


Create a Final Product

-  Create a graph with all the information detailed in the Write a First Draft section. Make sure that your data is attractive to other students.

Present

- 1  Prepare and rehearse a presentation of your data.
- 2  Present it to the class. Then, discuss what implications these results could have on your everyday lives.

BDA U2_ACT_16



We made it to the top of the mountain, Ken! After all our hard work, we're finally here!

Yes, it's awesome! It was definitely a team effort.

Come on, Frank! You're almost there. I know you can do it. Do you need any help?

I'm very tired, but I think I can make it with your help.

UNIT 3

OUTSTANDING PEOPLE



LEARNING OBJECTIVES

→ **Listening**

Listen to people talking about leadership qualities and success stories.

→ **Reading**

Respond to informational texts by expressing opinions and points of view on remarkable individuals and their achievements, as well as drawing connections between ideas presented in the texts and their personal experiences.

→ **Speaking**

Present information orally, integrating visual support to demonstrate effective organization of ideas.

→ **Writing**

Write simple texts about outstanding people who have made important contributions for society.

BEFORE YOU START

This unit is about goals and outstanding people. Look at the image and discuss the questions.

- What are the people doing?
- What is their accomplishment? How does this activity represent a common goal?
- What qualities do you believe were necessary to tackle this challenge? Why?
- Can you find one image in this unit that makes you curious? Explain your choice.

CROSS-CURRICULAR

→ **Natural Sciences**

Outstanding Contributions

Project:

Outstanding People in South America

LESSON 1 Leadership Skills

► Entry Ticket

Skim pages 56 to 63 and answer.


- What looks interesting to you? Why?
- What contents have you studied before?
- How can you learn from your mistakes while reaching your goals?

REMEMBER!


- Be prepared to communicate about personality traits and achieving goals.
- Remember to demonstrate an intercultural mindset, embracing respect and tolerance towards other cultures, including your own.

Listening What Makes a Leader?

► Before Listening

-  Look at the picture. What does success mean to you? What do you think makes someone successful? Is there room for everyone to succeed? Why or why not?



-  Write a question for each sentence, choosing the correct question word in the box.

Why...?



Who...?

What...?



How long...?

Where...?

When...?


- I started a recycling club with my classmates.
 - She was president of the student union in 2019.
 - Because we need someone who can guide us.
 - We will meet in front of the library.
 - It's a group where students can discuss global issues.
 - We have been working on art project for one week.
-  Compare your answers from Activity 2. What key words helped you identify the correct answers?
 -  Share your experience at school by answering the questions below. Follow the example.
 - Have you ever participated in school clubs or workshops?
 - Have you ever been part of a student union?

No, I haven't. But I would like to be part of the music group!

5.  Read the sentences. Explain the meaning of the words in **bold**, based on their context.
- She **discovered** by herself that she was good at leading teams, so, she **decided** to take a management course.
 - They have traveled **worldwide** to present their project and inspire people to do great things. Now, their **plan** is to stay in their own country.
 - He has been a skilled inventor since he was a **teenager**, so I'm sure he will be famous **someday**. He has achieved many things by **himself**.
 - I'm indecisive, so **making decisions** is hard for me; I'd **rather** consider my options. I'm not spontaneous **at all**!
6.  Look at the pictures and read their captions. Write three sentences for each picture, using different words from Activity 4.




While Listening

1.  09 Listen to a conversation. Write down the words and phrases from the lists that are mentioned.



- I agree
- I'd rather
- successfully
- introverted
- creative
- leader

- creator
- worldwide
- plan
- I believe
- low-profile
- development

2.  Read the sentences. Decide who said each statement: Felipe, Vanessa, Héctor, or their teacher.

- a. He/she thinks it's not essential to be a leader to **achieve** your goals.
- b. He/she says that people will probably listen to creators who are leaders.
- c. He/she considers himself/herself an introverted but successful person.
- d. He/she strongly agrees with Felipe at the end of their conversation.



3.   Answer the questions.

- a. What does Vanessa say about low-profile people?
- b. According to Hector, what is one of the advantages of being a leader?
- c. Why would Felipe rather be a low-profile inventor or creator?

▶ After Listening

1.  Discuss the questions.

- a. Which viewpoint from Vanessa, Héctor or Felipe do you agree with the most, and why?
- b. Who do you disagree with the most, and why?
- c. Do you consider yourself to be an introverted or extroverted person? Why?

2.   Look at the pictures and read the captions. List personality **traits** that could relate to the people presented.




3.   Discuss the questions.

- a. Which of these situations do you prefer? Explain why.
- b. Have you ever imagined being famous for accomplishing a goal? Why or why not?


BDA U3_ACT_06

Study Section • Expressing Opinions

1.  Read examples from the previous conversation. Match the expressions in **bold** to their corresponding option.

- I **believe** that it's not necessary for a person to be or act like a leader.
- I agree with Vanessa **because** in history we can find a lot of examples.
- **If I were** a product creator, I'd rather be low-profile.

We use this structure to...


- a. explain interpretations.
 - b. express feelings.
 - c. show points of view.
2.  Write complete sentences by pairing each expression with its corresponding half.

I believe that...

I disagree...



I believe in...

If I were you, ...

- a. with you. Your opinion isn't based on facts.
 - b. people shouldn't stress out about success.
 - c. I'd rather work on my own.
 - d. what you're saying. It makes a lot of sense.
3.  Discuss your opinions about leaders and personality traits, using the expressions from the previous activities.

BDA U3_ACT_05

Speaker's Corner What Does It Take?

1.   Read the goals. Describe the personality traits you believe each student needs to achieve these goals.





A
I would like to be a famous inventor.



B

I would like to be a well-known musician.



2.  Enter the code **T2645059A** to learn more about personality adjectives.
3.  Write down three life goals and their associated personality traits. Prepare a five-minute dialogue with this information. Include the following:
 - a. Explain the goals clearly.
 - b. Mention the personality traits they require.
 - c. Give personal opinions about the goals and traits.
4.   Evaluate your ideas, using phrases from the Speaking Tips box.

Speaking Tips

I think...




In my opinion...

I don't think...

You would need to be...



Reading How to Persevere While Working on Your Goals

Before Reading



-  Read the sentences and analyze the underlined expressions. What do they describe?
 - This building is beautiful. It was built by Marcela Diaz.
 - I really like that report. It was written by a famous journalist.
-  Write three sentences about achievements accomplished by someone else. Use the same structure from Activity 1.
-  Take turns asking and answering questions about your sentences.

A: What was invented by Thomas Edison?

B: The light bulb was invented by Thomas Edison.


-  Which of the following options best describe each sentence?
 - They describe actions in which we know the subject.
 - They refer to actions in which the subject is unknown or irrelevant.
-  Copy and complete the sentences by replacing the ■ with the words from the box. There are two extra words.

confident – independent – careful – hardworking – persistent – brave

- His sister is very ■. She never wants any help from anyone!
 - My dad is a ■ person. He's always doing something related to his job.
 - You must be ■ if you want to be an electrician. They're always exposed to hazardous conditions while handling electrical systems.
 - She has always been ■ because she doesn't think about the obstacles in her way, even if they are difficult.
-   Look at the pictures. Use the extra words to describe each picture.



While Reading

1.  Read the article. What are the main ideas and supporting ideas?

HOW TO PERSEVERE WHILE WORKING

ON YOUR GOALS

Persistence refers to a determined mindset that keeps you motivated, even in the face of **obstacles**. It's challenging to keep your enthusiasm when you've done a lot of hard work but haven't yet achieved your objectives. However, if you don't **give up**, you can accomplish your goals!

Have Only One Option

Individuals with only one goal are more likely to persevere, as they have no place to fall back on when faced with a challenge. However, if you have too many options, you may struggle to stay focused on a specific goal, often turning your attention to other tasks when faced with difficulty.

Use Positive Self-talk

Many individuals who persevere until they reach their goals often engage in positive self-talk. It can be challenging to continue working, especially when your mind is clouded with negative thoughts. To maintain courage and creativity, it's essential to inspire yourself with positive affirmations.

Don't Overthink the Outcome

Perseverance can be difficult if you're constantly focused on the result, as it often takes time before reaching a goal. Moreover, thinking only on the outcome can generate anxiety and demoralization, and make you give up. Instead, focus on the journey and don't worry excessively about the results.

Understand the Value of Persistence

Understanding what is on the other side of persistence will ensure that you work hard, even when facing obstacles, because you'll know that your efforts will help you achieve your long-desired goals. You will be proud to say that you did it!



Adapted from Wechuli, I. (2018). 6 factors that will make you persevere while working on your goals.

2.  Answer the questions.

- a. What does *perseverance* mean?
- b. Why does the author think that it's challenging to persevere?
- c. What happens when you only have one option to work on?
- d. Why does the author suggest to not overthink the result?

3.  Guess the meaning of the underlined words. Check your ideas with a dictionary.

After Reading

1.  Summarize the article in seven sentences. Include the tips given by the author.
2.  Read the problems and give people **advice** based on the article.




Gareth: I have a lot of things I would like to achieve this year, but it feels like I'm stuck. I haven't been able to finish anything since I started! What should I do?



Rachel: I'm really anxious about the outcomes of a project I'm working on. The results so far haven't met my expectations. I have no idea what to do.


Study Section • Reflexive Pronouns

1.  Read the examples. Complete the idea which explains their meaning.

- Many people often encourage **themselves**.
- You must always motivate **yourself** with positive words.






We use these structures to...

- a. talk about other people's actions and opinions.
- b. express emphases on the person who carries out an action.
- c. describe the same information using different words or phrases.


2.  Copy and complete the sentences using the correct reflexive pronouns from the box. There are two extra words.

BDA U3_ACT_03





himself – themselves – yourself – ourselves – myself – yourself – herself

- a. Sometimes it's better if we do things .
- b. I had to do it . No one was around to help me.
- c. He was so anxious that he looked for the results .
- d. She became famous because she created a company .
- e. If you want to achieve your goals, you should motivate .

Speaker's Corner Matching Goals and Personality Traits

1.  Look at the pictures. What tips can you give these people to help overcome their negative mindset while trying to reach their goals?



2.  Enter the code **T2645062A** to research tips on accomplishing goals. Take notes about three ideas.
3.  Choose one photo from Activity 1. Write a short text giving the person in the photo tips on how to achieve goals in their daily lives. Include:
 - a. Vocabulary from the lesson.
 - b. At least four different reflexive pronouns.
4.  Share your text. Decide if these tips are useful, using phrases from the Speaking Tips box.
5.  Afterwards, discuss how you can apply these tips to your daily life.

Speaking Tips


This is useful for me because...

This isn't useful at all...




I suggest you change...

BDA U3_ACT_04

▶ Study Section • The Sound /ʒ/ • Pronunciation

1.  Read the words in the box aloud. What do they have in common?

Asia – beige – television – garage

2.  10   Read and listen to some rhymes. Pay attention to the words in **bold**. Answer the questions.

A

We found the **treasure**, what a **pleasure**!
We looked for it with no **measure**.

B




Let's take a **decision**, it's our **vision**.
Let's turn off that **television**!

C

What's the **occasion**? Is there an **invasion**?
Something is not right about the **equation**.

D

What do people do for **leisure**?
Some of them usually enjoy travelling to **Asia**.

- a. Say the words in bold aloud. What are the similarities and differences between them?
Do they have the same or different spelling?
- b. What other words have a similar sound to these? Write down five examples.
- c. Listen to the rhymes again, paying special attention to these words. Repeat the rhymes as soon as you hear them.
3.   Write three rhymes using words with the same sound as the words in bold. Use a dictionary to help you.
4.  Practice the pronunciation of the words you find more difficult. Share your rhymes with the class.

BDA U3_ACT_07

▶ Exit Ticket



Evaluate your performance in Lesson 1.

- a. Name three things that you did not know before starting these activities.
- b. What are three things you think you need to practice?
- c. Create a list of the things you learned during this lesson.

LESSON 2 Remarkable People

► Entry Ticket

Scan pages 64 to 71 and answer.

- Have you ever considered these contributions? Why or why not?
- What personality traits might you share with these people? Why?
- How can you respect your own privacy on the Internet?



REMEMBER!

- Be prepared to communicate about people who contribute to our society and the planet.
- Don't forget to use technology responsibly when researching and creating products, respecting copyright laws.

Listening Role Models

► Before Listening

BDA U3_ACT_02

-  Look at the picture. Who are some inventors or innovators that you admire, and what impact do you think their inventions have had on society?
-  Read the conversation. Discuss the function of each underlined phrase.





Cindy: Hey, Jonathan! Did you have a hero when you were a child?

James: Hmm no, not really. I used to admire some artists, though. But having a hero is such a strong statement!



Cindy: Yes, you're right. In my opinion, being a hero to someone is almost being perfect. I think a lot of people use that word to express admiration.

James: Yes, I think so, too.


-   Answer the questions using the underlined phrases above.
 - What does "being a hero" mean to you?
 - What's the difference between a hero and a role model?
 - Who did you admire when you were a child? Why?
 - Is it good to have heroes or people we admire? Why or why not?

4.  Read and complete the sentences using the terms from the box.



contribution – youth – role model – follow – influential

- Musicians usually have an important impact on teenagers. Are there any ■ people in your country?
 - My grandmother developed a lot of important projects for our community in her ■. She's someone I really admire.
 - Being famous doesn't always mean being a ■, does it? Just think about well-known people with erratic behavior!
 - Painters, such as Picasso, have had a great influence on art and society. We must consider their cultural ■ in our lives.
 - My parents achieved a lot of special things in the past. I think I want to ■ their footsteps and be just like them.
5.   Look at the pictures and write two sentences for each picture, using vocabulary from Activity 1.






6.  Share your sentences. Which words did you associate with each picture?






▶ While Listening

1.  11  Listen to a conversation between two students discussing inventions. Discuss which inventor relates to each picture below.






2.  Read the statements and decide if they are true or false. Correct the false sentences.
 - a. Sofía suggests Mary Anderson for their class project.
 - b. She thinks that the windshield wiper is a great invention.
 - c. Martín suggests using a digital tool to make their presentation entertaining.
 - d. He says that many people consider Alexander Graham Bell a hero.
 - e. Sofía and Martín agree that Anderson and Graham Bell are very influential creators.
3.   Paraphrase the ideas that Sofía mentions for their presentation at the end of the dialogue. Take notes.


▶ After Listening

1.  Answer the questions
 - a. How do these inventions contribute to our everyday lives?
 - b. Considering the context of each invention, how did these creators influence society at the time they were made?
 - c. Would you consider these inventors heroes or role models? Why or why not?
2.   Imagine these inventions will be presented in your class. Brainstorm two entertaining ways that these could be presented.
3.   How did Graham Bell and Anderson contribute to society in terms of communication, transport and safety?



4.  Enter the code **T2645066A** to find more information. Take notes.
5.  Compare ideas. How are they similar or different?
6.  Discuss the following questions: BDA U3_ACT_11
 - a. Besides inventing new things, how else can people contribute to society?
 - b. Can you name examples of other individuals who have made significant contributions throughout history?

Study Section • Expressing Quantities


1.  Read examples from the dialogue. Match each sentence with its correct option. One of them can be used more than once.

- There are **a few** old wipers in my uncle's garage.
- There are **a large number** of people who use telephones nowadays.
- There is **little** time to make them ourselves.

We use this structure for...

a. countable nouns.

b. uncountable nouns.

2.  Write complete sentences by pairing the corresponding halves. BDA U3_ACT_10



Few people...

There was...



There were...



She says...

- a. a small number of heroes in the survey.
- b. have role models nowadays.
- c. that she has received little influence from others.
- d. a few people in our last meeting.

3.   Write five sentences about society and inventions using each of the words in bold from Activity 2. Then, share your answers.


Speaker's Corner A Famous Person I Admire



1.   Choose two people who have achieved something important in history. Brainstorm a list of their inventions or other contributions.

2.   Write two short paragraphs about these people, including as many details as possible. Follow these steps.

- Explain the influence of these people throughout history.
- Describe what they did and how their contribution helped society.
- Determine whether these people can be considered heroes nowadays.



3.  Practice the presentation using phrases from the Speaking Tips box to express your ideas.

4.   Read your text aloud to another pair. Reflect on the impact of these contributions nowadays.

Speaking Tips

I admire this person because...

I think her/his contribution...

She/He is influential because...

Reading A Real-Life Story of the Boy Who Saved His Hometown

Before Reading

1.  Read the comments below in Texts A and B. Complete the missing words with the correct connector.

BDA U3_ACT_09

so that – as soon as – although

A

Rita Carmody: I remember that ■ I read about his contribution to his hometown, I was interested in watching the movie “The Boy Who Harnessed the Wind.” I think what he did was essential ■ his village could have enough water to survive. ■ the movie can be sad at times, it definitely gives you a little bit of hope for the future!

then – and lastly – neither... nor – both

B

Duncan Brown: I’ve done ■ things: I read the article and watched the movie. I think ■ a written text ■ a film can really reflect what the boy did for his people. First, he persevered in what he believed, ■ he worked very hard, ■ he accomplished his objective, saving his village from a real catastrophe. It’s a story difficult to forget.

2.   Complete the following sentences using the information in parenthesis.


Louis Pasteur, who... (French scientist – discover pasteurization)

↓

Louis Pasteur, who discovered pasteurization, was a French scientist.

↓


- a. Marie Curie, who... (important chemist – discover polonium and radium).
- b. Thomas Edison, who... (American inventor – develop many devices).
- c. Katie Bouman, who is... (computer scientist – make the first image of a black hole).

3.  Match the words in the box to their corresponding definition. Then, compare answers.

famine – believe – entrepreneur – hometown – lead

- a. To guide or show the way to other people.
- b. The town or city in which a person was born.
- c. To be sure of the truth or existence of something or someone.
- d. Extreme and general lack of food within a large geographical area.
- e. A person who manages an enterprise, usually with considerable risk.

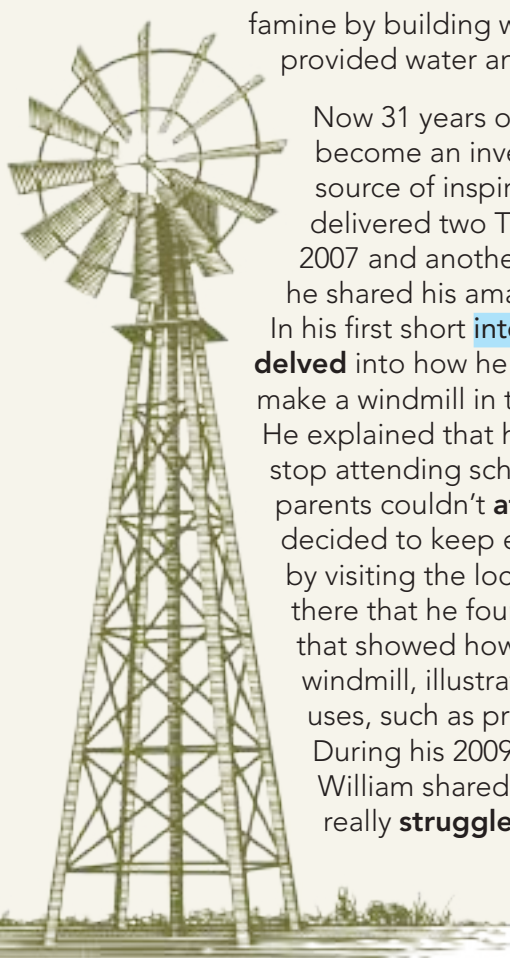
While Reading

1.  Read the article about a real story. What is the accomplishment of the person in the text?

BDA U3_ACT_01

The Real-Life Story of the Boy Who Saved His Hometown

The new Netflix drama, "*The Boy Who Harnessed the Wind*", portrays the remarkable true story of William Kamkwamba, a 13-year-old from Malawi who saved his hometown from famine by building windmills that provided water and electricity.



Now 31 years old, William has become an inventor and a source of inspiration. He has delivered two TED Talks, one in 2007 and another in 2009, where he shared his amazing journey. In his first short **interview**, William **delved** into how he decided to make a windmill in the first place. He explained that he was forced to stop attending school because his parents couldn't **afford it**, but he decided to keep educating himself by visiting the local library. It was there that he found a textbook that showed how to make a windmill, illustrating its various uses, such as providing water. During his 2009 conference, William shared that his family really **struggled** at the time with

their town's famine. He said people had not understood what he was doing and made fun of him. But once his invention worked, he became a notable innovator and leader, with people visiting his hometown just to witness his creation.

This allowed individuals from abroad to learn about his efforts in Malawi, with entrepreneurs **taking note** of his ideas and funding his education. William attended African Bible College Christian Academy, an international school in Malawi's capital, Lilongwe.



His life has changed significantly since then. After receiving recognition for his accomplishments, he **moved to** the United States to pursue studies at Dartmouth College, as reported by the university's newspaper. He received his bachelor's degree in 2014, and since completing his education, he has remained committed to helping others.

Those who have heard William's story have been inspired by his ambition to assist his country through innovation, beginning from a young age. With the film now available, he can **inspire** a new generation of inventors to believe in themselves.





Adapted from Bustle. (2019). *What's William Kamkwamba doing in 2019?*

2.  Answer the questions.



- Why did William stop attending school in his hometown?
- How was he able to educate himself after dropping out of school?
- Where did he learn how to build a windmill without prior knowledge?
- What happened when people didn't understand what he was doing?
- What did he decide to do after finally getting recognition for his efforts?

3.   Guess the meaning of the underlined words. Check your ideas with a dictionary.


► After Reading

- 
 Discuss the questions.
 - Do you find William's story inspiring? Why or why not?
 - What would have made his story easier? Give examples.
 - What piece of advice would you give someone who wants to follow his / her dreams?
- 
 Look at the pictures and captions. Read the article again. How can these resources help you better understand the text?




- 
 Answer the questions.
 - What could entrepreneurs do to contribute to your community?
 - How can role models, such as William, lead the way for other young people?
 - If you had the chance to help people in your hometown, what would you do?

► Study Section • Reported Speech

-  Read the examples. Pay attention to the words in **bold** and answer the questions.

- *He **said he had decided** to educate himself.*
- *He **told people** that his family really **struggled** at the time.*

- What's the main objective of these sentences?
 - What reporting verbs can you identify in the examples?
 - What past tenses can you identify in the phrases in bold?
-  Complete the following sentences with the correct form of the verbs in parentheses.

BDA U3_ACT_08

 - My teacher said we ■ (do) a great job.
 - The girl told us she ■ (feel) inspired by the story.
 - They said they ■ (help) their hometown because people needed it.
 - My parents told me my cousin ■ (obtain) a scholarship to study abroad.

Writer's Corner An Important Person's Profile

1.  Read a profile. Complete the tasks that follow.



Rayén Quital

Birth Date:
November 7,
1916

Hometown:
Iloca


On November 7, 1916, Rayén Quital was an outstanding Mapuche-Pikunche soprano born in the small village of Iloca, near the world's end in southern Chile.

Who is she?

At the height of her career, she would tour Europe, Canada and the United States, and she would become a regular in Latin-American cities as Santiago, Mexico and Buenos Aires. Rayén Quital, whose name means flower of fire in the language of the Mapuche people, would perform

honouring her first nations' heritage and dressed in traditional costumes and jewelry. She would become known for her role as Queen of the Night in the opera The Magic Flute. She had her debut in 1937 and retired in 1967. Rayén Quital is now remembered as a trailblazing woman who honoured her indigenous roots.

Adapted from Lanfranco, C. (2016). *This Day in Music – 1916: Rayén Quital was Born*. La Scena Musicale. <https://myscena.org/camilo-lanfranco/day-music-1916-rayen-quital-born/>

- a. What makes Rayén Quital outstanding?
b. Identify phrases that allow the writer to give additional information.
2.  You're a reporter for an online leaders' magazine and you've been chosen to write a profile on an important figure. Follow the steps.

BDA U3_ACT_16

Pre-writing

Brainstorm some names of current leaders and outline your text.

Drafting

Write a paragraph, following the model on this page.

Revising

Read your text. Is the information clear and relevant?

Editing

Check for things such as organization and spelling.

Publishing

Send your text to a classmate via e-mail or social media.


✓ Editing Checklist

Organization

- Profile introduction
- Relevant information
- Use of connectors

Writing Conventions

- Spelling
- Capital letters
- Formal language

3.  Give each other feedback on your profiles. Use the Editing Checklist


► Exit Ticket



Evaluate your performance in Lesson 2.

- a. What are three things you learned in this lesson?
b. What two things would you like to practice further?
c. Create one question based on the topic of this lesson.

Outstanding Contributions

1  Read the title of the press release and look at the pictures. Answer the questions.

- Why do you think that gorillas need to be protected?
- What elements of nature can you observe in the images?

2  Read the press release. Answer the questions. BDA U3_ACT_12

Chilean Advocate

Honored with Lifetime Achievement Award



Pamela Alfaro, executive director of Red Informativa del Movimiento Animal, received the prestigious Lifetime Achievement Award at the Animal Care Expo. This recognition, presented by the Humane Society of the United States and Humane Society International, honors her extensive contributions to animal welfare in Chile over the past two decades.



Alfaro's work includes developing initiatives to promote the sterilization of dogs and cats, providing guidance to government programs. Expressing gratitude for the recognition, Alfaro stated, "I am honored to have received this prestigious award.

My passion for animal welfare has been a driving force since childhood, and the knowledge and inspiration gained from this conference will further fuel my efforts to make a difference for animals in Chile."



Jeffrey Flocken praised Alfaro's innovative approaches to managing animal populations. The Animal Care Expo, held in New Orleans, Louisiana, drew over 2,500 participants from around the world, with HSI sponsoring individuals from multiple countries, including Chile. Among the attendees were representatives from various Chilean organizations dedicated to animal welfare.

Resource: <https://www.hsi.org/news-resources/chilean-recognized-with-lifetime-achievement-award-at-animal-care-expo/>





- What is a lifetime achievement award?
- What are some of Alfaro's contributions to animal welfare in Chile?
- How did Alfaro express her gratitude? What did you learn from her statement?

3   Brainstorm names of individuals from Chile who have contributed to the following areas of natural sciences.

chemistry – biology – physics – astronomy – ecology

4   Choose one of these important figures to create a press release. BDA U3_ACT_14
Include the following:

- A summary of their most important achievements.
- Back up information with quotes from specialists in the area.
- How this person was able to achieve this.
- At least two images that best represent their contribution.


- 5   Exchange your press releases with another group. Provide feedback on something they did well and something they need to work on.
- 6  Practice presenting your press release using reported speech to convey what specialists have said about this person.
- 7 Deliver your presentation to the class, incorporating feedback from the other group. Answer questions from your classmates.
- 8  After your presentations, discuss these questions.
 - a. What visuals did you use?
 - b. Can you suggest other ways to present the information?
 - c. How did your important figure make a significant contribution to their area of expertise?
 - d. Which presentation did you find most interesting and why?

► SYNTHESIS UNIT 3


How Did I Do?

BDA U3_ACT_17



Assess your performance in this section by completing the following tasks.

1.  Write three sentences about individuals who have achieved important goals in an area of natural sciences. Use the phrases in the box to help you.

leadership qualities, advocating for positive change, inspiring future generations, innovative solutions, global challenges, empowered individuals

2.  Read the text. Guess the meaning of the underlined phrases based on their context. Use a dictionary to check your answers.

● Paula Jofré's groundbreaking contributions to galactic astronomy have made her an influential figure in the scientific community. Many youths in Chile look up to her as a role model and are inspired to follow her path in exploring and understanding the cosmos.

3.  Complete the sentences with the correct form of the verbs in parenthesis.
 - a. The scientist told us she ■ (achieve) a major breakthrough in her research.
 - b. They said they ■ (accomplish) their goal of protecting endangered species because of their effort in wildlife conservation.
 - c. The team leader expressed that she ■ (feel) proud of her team's achievements.
4.  Write complete sentences by pairing each expression with its corresponding half.

A few stars...

Few students...

A small number ...

- a. of participants completed the survey.
- b. were present during the lecture.
- c. in the galaxy are visible to the naked eye.

CHECKPOINT


- 1  Look at the pictures. Describe them using the terms from the box.

hardworking - admire - role model - invention - contribution - goal - influence



- 2  Write complete sentences.

- I / persistent / achieve / goals.
- Remember / famous / hometown.
- My friends / show / inventions / people.
- She / follow / role models / social networks.

- 3  Read this article about an outstanding person in Andean architecture. Then, answer the questions.



Freddy Mamani is a Bolivian architect coming from an Aymara family. His neo-Andean constructions are mainly located in the city of El Alto, above La Paz. Inspired by the Aymara culture, he has developed a unique, colourful, highly ornamented architecture and a new typology, the cholet.

Mamani has built more than a hundred cholets, most of them in El Alto. This self-proclaimed neo-Andean architecture, however, is built in an unusual way. The structure, a mixture of concrete and brick filling, is thought out in advance, and the first part built is monochrome. Once on the building site, Mamani and the workers draw the colourful decorative elements, representing the nuanced patterns of Andean cultures.

The ornamentation of the façades can be found in the interior, especially in the ballroom, the “brand image” of the building. It delivers an atypical, cultural but no less functional architecture for a new population that has the financial resources to build these cholets.





Adapted from Senses Atlas. (2020). Freddy Mamani's Neo-Andean Architecture. Senses Atlas. <https://www.sensesatlas.com/freddy-mamani-neo-andean-architecture/>

- What do you think of this way of mixing Andean architecture with other styles?
- Would you like something similar in your hometown? Why or why not?
- Can you think of other outstanding people that represent local communities through their work?

- 4  Read the statements and complete them with the words in the box.

a few – a large number of – a small number of – little – few

- a. She has ■ objectives for this year. She doesn't want to feel stressed.
- b. I need two more days to finish the proposal. We had very ■ time at first.
- c. Jeremy invited ■ classmates to the event. It was a very small celebration.
- d. Very ■ people came to the meeting. I think we didn't promote it enough!
- e. ■ of students in the class believe in themselves. I think that's wonderful.

- 5  12  Listen to the conversation. Identify if the statements are true or false. Correct the false ones.

Statements
a. Matilda and Alonso have to write an essay about role models.
b. Alonso says there are too many people that he admires.
c. Matilda wrote a list of people and their main personality traits.
d. She was not able to choose only one person.
e. They are confused about the concepts of role models and heroes.
f. They decided to include a final reflection on their project.

- 6   Look at the pictures. Write four sentences using reported speech.



- 7  Discuss the questions. Then, share your ideas with the class.

- a. What are your main personality traits?
- b. What do you do when you set a new goal?
- c. Do you have any goals set for the near future? Which ones?
- d. What would you recommend to a friend who is feeling frustrated about reaching an important goal?

PROJECT: Outstanding People in South America

Have you ever heard of any outstanding athletes in South America?

Work in groups and follow the steps to learn more.

Analyze

BDA U3_ACT_13



Read a news article. Discuss the questions.

Chile Strikes Gold: Making Waves in Rowing!

Chilean athletes showcased their exceptional talent at the 2023 Pan American Games Qualification Regatta in San Pedro de la Paz, Chile, mirroring their historic success at the 2019 Pan American Games. Among the standout performers were the Abraham quadruplets—Alfredo, Antonia, Ignacio, and Melita—who dominated the rowing events with unparalleled skill. They contributed to Chile's record-breaking performance, securing a total of seven medals out of the team's ten.

Born into a family with a rich athletic heritage, the Abraham siblings defied expectations by excelling in rowing. Ignacio's initial venture into the sport paved the way for his siblings, and together, they found victories in multiple categories, including the Women's Quadruple Sculls and the Women's Four.

Melita and Antonia, in particular, shone brightly, earning three gold medals and eight overall, making them the most decorated female athletes in Chilean Pan American Games history. Their success extended beyond Santiago, with Melita and Antonia securing an Olympic quota for Chile in rowing at the 2024 Paris Games. With their sights set on future Olympics, including Gangwon 2024, Milano Cortina 2026, LA 2028, and Brisbane 2032, the Abraham sisters continue to elevate Chilean rowing onto the global stage, leaving an indelible mark on their sport and inspiring future generations of athletes.

Adapted from Aragón, A. (2023); Harris, J. (2023); Olea & Villegas (2023); Palmer, D. (2023); Santiago 2023 (2023).

Evaluate



Read the following sports disciplines. Then, answer the questions.

- Running
- Soccer
- Boxing
- Gymnastics
- Cycling
- Athletics

- How would you classify these sports?
- Which sport sounds more interesting to you and why?

Research








1 Choose a sport from the list above and research important South American athletes. Enter the code **T2645076A** to find out more information.



2 Choose a person from the list and research articles that explain their accomplishments.

Prepare


-  Write a news article about the accomplishments of a South American athlete. Include the vocabulary and language from the unit.
-  Create a profile for the athlete, following the model from the previous page. Use a digital tool, such as PowerPoint or Prezi.
-  Include pictures or drawings representing the athlete's accomplishments, along with a description of their achievements.
-  Include details of how they achieved their goals and the steps they followed to accomplish them.
-  Assign roles and responsibilities for each member of the group, such as drawing pictures, writing, editing, proofreading, etc.




Write a First Draft

Write a news article about the athlete's accomplishments. You can use a computer and online resources. Don't forget to include relevant and clear information.

Edit Your Work


-  Evaluate and correct your work. Use the criteria as a guide.
- Is the information relevant and accurate?
 - Have you used appropriate vocabulary and grammar?
 - How do the pictures or drawings represent the athlete's achievements?

Create a Final Product

-  Create your presentation. Reflect on why you chose this athlete and why their achievements or goals are significant to you and your group.

Present

BDA U3_ACT_15

-  Present to the class and ask for feedback on the following aspects:
- Was the information new or familiar? Why?
 - Was there anything missing in our presentation?
 - Do you think this athlete is outstanding? Why or why not?
 - Are there any other important details you would like to know about this athlete?




I love living by the ocean!
I hope people and
companies take care of
this natural beauty.

Biking is my
favorite mode of
transport. I can
exercise and it's
also eco-friendly!

UNIT 4

SUSTAINABLE DEVELOPMENT



This station is so cool!
It converts clean solar
energy into electricity!

LEARNING OBJECTIVES

→ **Listening**

Listen to people discussing about pollution problems and sustainable practices.

→ **Reading**

Respond to spoken texts by expressing opinions on environmental issues and linking them to real-world actions and the impact on their environment.

→ **Speaking**

Present to an audience ideas about sustainability to persuade them about their habits and perspectives.

→ **Writing**

Write an argumentative text defending a position regarding the use of renewable resources.

BEFORE YOU START

This unit is about pollution problems and solutions. Look at the images and discuss the questions.

- What are the people in the image doing?
- How do these situations contribute to reducing pollution?
- Do you think it's possible to implement these measures where you live? Why or why not?
- Go through this unit and find one article that makes you curious. Explain your choice.

CROSS-CURRICULAR

→ **Natural Sciences**

Alternative Sources of Energy

Project: Human Impact on Ecosystems

LESSON 1 Pollution Problems

► Entry Ticket

Skim pages 80 to 87 and answer.


- What looks interesting to you? Why?
- How do you think pollution affects your daily life?
- How can continuous learning contribute to sustainable development?

REMEMBER!

- Be prepared to communicate about pollution and sustainable development.
- Remember to show interest in ongoing learning as a way to contribute to problem-solving in society.


Listening An Ocean in Distress

► Before Listening


-  Look at the picture. How do you think ocean pollution affects marine life and ecosystems? What are some practical steps that individuals can take to reduce their contribution to ocean pollution?

BDA U4_ACT_01




-  Classify the actions in the box into two categories: activities that help the environment and those that damage it. Add two ideas for each.

use natural light – print documents – unplug devices – take long showers

-  Choose the correct concept for each definition. Then, write a sentence with the concept.


environment – impact – look after

- To be responsible for or to take care of something.
- The natural world where people and animals live.
- To have an effect on someone or something.

4.  Label each picture using the words from the box.

oil – seashore – starfish – polluted




5.  Discuss how you could relate the definitions in Activity 3 to the pictures from Activity 4.







► While Listening

1.  13  Listen to a phone conversation between Joe and Kelly. Choose the flyer that Joe describes.



2.  Copy and complete the sentences.
- There was an event last weekend that ■ the seashore.
 - There are a lot of ■ stains on the ocean, which are black.
 - It's our responsibility to ■ all living things on our planet.

► After Listening


1.  Discuss the questions.
 - a. In your opinion, what actions truly show that a person genuinely cares about the environment?
 - b. If you were in a similar situation to the previous dialogue, what solutions would you offer to a person who is calling a conservation organization?
2.  13   Listen to the dialogue again. Write down the words with the *il-* prefix. Then, express your opinion using those terms.
3.   Read the quote. Look at the pictures and answer the questions.

“You have a responsibility to keep your homes, surroundings and city clean.”
Lailah Gifty Akita




- a. Which picture best represents the quote? Why?
- b. What is your opinion on this quote? Give reasons or examples.

► Study Section • The Prefix *il-* Word Formation



1.  Read the examples from the previous conversation, paying attention to the words in **bold**. Then, complete the sentence that follows.

- It definitely sounds like there was some **illegal** event there.
- I know it sounds **illogical** to organize it so quickly, but the wildlife is being harmed.


We add the *il-* prefix to a root word to show...

- a. that the word means the opposite of its root word.
 - b. that the word means the same as its root word.
2.  Brainstorm other words that have *il-* prefix. Include their root word like BDA U4_ACT_09 the example below.

- **illegal** – not legal

3.   Compare your lists. Categorize the words into adjectives, nouns and verbs.


Study Section • Adverbs of Frequency

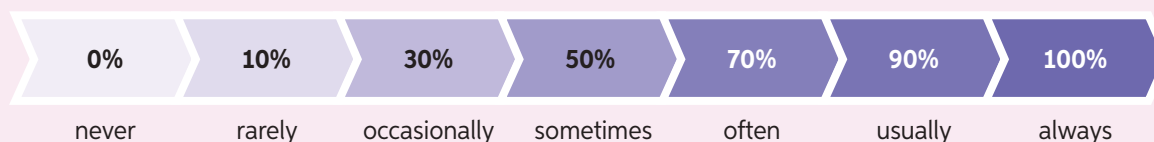
1.  Read examples from the previous conversation. Then, complete the sentence.


- We **often** get a lot of calls from concerned citizens.
- This **rarely** happens in my community, so I was shocked!
- Your organization is **always** helpful!

We use the words in **bold** to describe...

- how often an action or event occurs.
- the manner an action or event is done.
- the intensity or degree of an action or event.







2.  Analyze the diagram. What does it represent?



3.  Describe how often you do the activities. Give complete answers.

recycle – clean up the plaza – walk around town – help stray animals

Speaker's Corner Keep Your Community Clean

-   Brainstorm a list of measures that your community can take to keep their environment clean.
-  Enter the code **T2645083A** to do research on how people from across the world look after the environment. Take notes.
-   Use a digital tool to create a presentation. Compare the communities you investigated to Chile, including:
 - Adverbs of frequency.
 - Vocabulary from this lesson.
 - At least three words with the *il-* prefix.
 - Explain the positive impact of these measures on the environment. Use some phrases from the Speaking Tips box to explain your ideas.
-  Present the information to the class. Then, discuss: How can Chileans get more involved in environmental issues?




Speaking Tips

Did you know in... they...?
What do you think about... as a solution?
We could propose...

BDA U4_ACT_06

Reading Reducing Waste

Before Reading

1.  Look at the pictures. Give three suggestions for what people should or shouldn't do in each situation.



People should try to fight for new air quality laws. What do you think?

2.   Read the list of problems and devise a solution for each one.

plastic production – water pollution – deforestation – overfishing



People need to carry reusable water bottles to diminish plastic production.

3.  Read the text. Then, match the words in **bold** to their corresponding definition.




I'm Vicente and I'm really interested in **sustainable** development, which refers to using resources without damaging the environment. So, it's directly related to **economic growth**. If we don't care about this, future generations will probably **grow** up without easy access to natural resources. For this reason, it's essential for us to be **environmentally friendly**. An example of this is using reusable bags, which is an **affordable** action with a positive impact!

- 1 Reasonably priced, or not requiring a lot of money.
- 2 Having no or little impact on the natural world.
- 3 An increase or development in financial activity.

4.   Look at the pictures. Then, identify which terms in **bold** from Activity 2 they represent.



While Reading

1.  Read the informative article. Identify the main and supporting ideas. BDA U4_ACT_04

Green Eco Tips for Sustainable Living

Many organizations have been urging people to start living a sustainable lifestyle and use environmentally friendly products to help counter global warming. But still, some people hardly ever attempt to live a green life. They often ask themselves: “What can I do to lead a sustainable life? What would happen if I took care of the environment? What can I do to help reduce the impact of pollution?” Well, here are some tips that can help you make simple changes that will contribute to saving the world.

Reducing

Firstly, you can promote a greater awareness of the importance of the “Reduce” part of the Reduce-Reuse-Recycle rule. You could reduce your impact on the planet by replacing disposable products with reusable items and using cloth instead of paper. We should often ask ourselves the following: “What if everyone in my community reduced their waste to zero? What would be the positive impact on my country?”. Well, pollution would be reduced significantly, while companies could still increase their economic growth.



Reusing

The media has done a wonderful job of selling us the attractiveness of buying “new”, “improved” and “special” products. Items like bottled water often seem cheap enough for us to justify continual consumption. Yet, collectively, we already own so many goods that could sustain us for quite a while if we chose to reuse them. What if you went without buying new things? What would happen?



Recycling

You can have a positive impact on the environment and not just on your own! As a consumer, you have enormous power to help grow the sustainable packaging movement. Many companies are exploring ways to maximize non-toxic, recyclable and compostable packaging content. So, why not send emails to the companies you buy from, asking them to switch to 100% sustainable packaging?


Adapted from Global Stewards. (2019). *Green eco tips for sustainable living*.

2.  Read the statements and decide if they are true or false. Correct the false ones.
- Some people hardly ever try to lead a sustainable life.
 - Pollution will never be reduced due to economic growth.
 - One example of the “Reducing” rule is going to garage sales.
 - There are so many products in the world that we could live without buying them for some time.
 - Consumers cannot do anything about big corporations wasting so much disposable packaging.
3.  Analyze the underlined words and infer their meaning based on their context. Check your answers with a dictionary.

► After Reading


-  Answer the questions.
 - What is your opinion of the Reduce-Reuse-Recycle rule?
 - What alternative can you propose to the three main ideas that are described in the text?
-  Choose two questions from the article and create a table to offer possible consequences.

Questions	Possible consequences
What if everyone in my community reduced their waste to zero?	If everyone reduced their waste to zero, there would be less air pollution.
How can reusing items help reduce waste?	Reusing items can prevent people from buying unnecessary products.


-  Read the quote. Then, debate with your group: Do you agree with this opinion? Why or why not?



“It’s sometimes annoying when people say, ‘Oh, you children are the hope, you will save the world.’ It’d be nice if you could help a little.”
Greta Thunberg (2019)



-  Answer the questions. BDA U4_ACT_02
 - What can you do to help reduce waste in your community?
 - Why do you think that some people have a desire to look after the environment?

► Study Section • Collocations

-  Read examples from the previous article. Then, answer the question.


- Some people hardly ever attempt to live a green life.
- Items like bottled water often seem cheap enough for us to justify continual consumption.

What do the sentences above have in common?

- Two syllables are put together to create a single word.
 - Two sentences or more are joined to give additional information.
 - Two words are linked together to emphasize ideas or create a new meaning.
-  Read the article again and find more examples of collocations. How do these expressions help emphasize certain ideas?
 -  Write down three sentences using each of the collocations above. Use the prompts from the box.


using plastic bags – attending protests – proposing solutions

▶ Study Section • Initial clusters /sp, st/ • Pronunciation

1.  In pairs, read each group of words aloud. How do your lips and tongue change as you pronounce different initial sounds? BDA U4_ACT_07

stem – stick – stop

sparrow – spill – spoon






2.  14 Read and listen to a email that Jerry wrote to his online pen pal. Pay attention to the pronunciation of the words in **bold**.

New message

Dear Lucy,

How are you doing? I hope you are well. This week I found a **sparrow**, which is a bird, with an injured wing sitting on the **stump** of my tree. Of course, I took him in to help him! He looked really sick, so I took him to the veterinarian. She told me he needed to have a nest made out of **sticks** and **stems** in order to feel safe. There was also a vet **student** who suggested to me that I give the bird some water. I tried to use a **spoon** to offer him water, but I **spilled** all the liquid. I had to **stop** and clean it up, so I used a **spare** bowl instead. Now the **sparrow** is great, and he can even fly **steadily**. How is the rabbit you rescued last week? Please, let me know.

Your Friend,
Jerry

3.   Answer the questions.
- What do the words in bold have in common? Separate them into two lists, based on their initial sounds.
 - Add three more words to each list.
 - Read the letter aloud again. Correct each other's pronunciation.
4.  Write an answer to Jerry's message. Include at least three words from each category of your list.
5.   Read your letter to a partner. Give each other feedback on your pronunciation.

▶ Exit Ticket



Evaluate your performance in Lesson 1.

- Name three things that you didn't know before starting this lesson.
- Write down three things you think you need to practice.
- Write down at least three things that you learned during this lesson.

LESSON 2 Clean Energy

► Entry Ticket

Skim pages 99 to 107 and answer.



- What contents are new to you?
- How do environmentally friendly measures reduce pollution?
- How can you respect different opinions when working in groups?

REMEMBER!



- Be prepared to communicate about environmental issues and solutions.
- Don't forget to work responsibly and proactively with your classmates toward a common goal!

Listening The Greenhouse Effect

► Before Listening

-   Look at the photos.
We produce carbon dioxide through actions like using electricity, transport, clothes, and food. Think about daily activities that might impact the environment, such as using lights at home or driving to school. What are some ways that you could reduce your carbon footprint?






-   Write down questions about the pictures, using each of the words in the box.


which – what – where – why – who – when – how



Which of the places in the pictures seems to be more polluted?

-   Go around the classroom and interview your classmates, using the questions from Activity 2.
-  Report the most relevant ideas to the class. Follow the example.



Katie said that she thinks picture B looks more polluted.

5.  Read the definition. Choose the picture that best reflects this process.

The **greenhouse effect** is the natural process that warms the Earth's surface. Carbon dioxide, methane, and other "**greenhouse gases**" trap heat that would otherwise escape Earth's atmosphere. In the right proportion, these gases make life on Earth possible, since it would be too cold for living things.

Adapted from Climate Reality Project. (2018). What is the greenhouse effect?





6.   Read the sentences. Copy and complete using the words in the box.


greedy – ozone layer – urbanized

- a. Most people live in ■ areas, such as towns or cities.
- b. The ■ absorbs most of the Sun's ultraviolet radiation.
- c. ■ companies only care about making money and don't protect the planet.



► While Listening

1.   Look at the pictures and listen to a conversation about globalization. Where did Matías hear the information about the weather? Choose the picture that best represents it.



2.  Read the following statements and decide if they are true or false. Correct the false ones.



- a. There aren't many daily actions that contribute to carbon dioxide emissions.
- b. Matías says that the greenhouse effect is contributing to the heat.
- c. Carla mentions that the ozone layer protects us from harmful UV rays.
- d. Cars and factories have rapidly increased pollution levels.
- e. **Urbanization** is not a contributing factor to global warming.

3.   Read the words in the box and use them to create your own definition of the greenhouse effect.


BDA U4_ACT_05

natural process – escape – Earth – trap – greenhouse gases



► After Listening

1.   Answer the following questions.


- a. What were some examples of daily activities that contribute to carbon dioxide emissions?
- b. What other details would you mention to support the view that the greenhouse effect has become a problem for Earth?
- c. What do you think will happen to our planet if we do not do something about increasing temperatures?

2.  Look at the pictures. Then, choose one and describe how companies can reduce their harmful greenhouse emissions.






3.  In the conversation, Carla said: “We know the problem and its causes. The only question left to answer is: How do we stop this?”. Write down two possible solutions.
4.  Work with another group. Evaluate the ideas and identify which ones would be more effective. Give reasons.

Study Section • Relative Clauses

1.  Read some examples from the previous conversation. Pay attention to the words in **bold** and complete the idea.

- There's an area **where** new factories were built, that has shown an increase in temperature.
- Scientists announced that the ozone layer hole was smaller **when** researchers published a study.









We use these two words to ...

- a. include essential information about a person.
 - b. make it clear which time or place we are talking about.
 - c. describe actions or events happening around a specific time.
2.  Complete the sentences. Decide if you have to use the word *when* or *where*.
 - a. The house ■ I live is going on sale next week.
 - b. The winter ■ I moved to an urbanized area was very rainy.
 - c. The seashore, ■ the oil spill took place, is extremely polluted.
 3.   Read the situations. Choose one and write a short news story about it, using the relative classes *when* and *where*.

BDA U4_ACT_10

volunteers for clean-up – landfill disaster – **illegal** wastewater

Speaker's Corner Devastating Consequences

1.   Brainstorm a list of negative consequences that the greenhouse effect can have on the environment.
2.  Enter the code **T2645091A** to research more about the topic. Take notes.
3.  Evaluate your ideas and decide on three of the most devastating consequences, based on evidence and your own opinion.
4.   Create a poster about the information you collected and include:
 - a. Vocabulary from this lesson.
 - b. Relative clauses (*where* and *when*).
 - c. A solution for each consequence.
 - d. Pictures that illustrate each situation.
5.  Discuss your ideas regarding each consequence. Use phrases from the Speaking Tips box.
6.  Present your poster to the class and place it around your school. Discuss: How do these negative consequences relate to current events?

Speaking Tips


The problem started when...

One solution is...

I think a better solution is...

Reading Energy Resources

Before Reading



1.  Write complete sentences by pairing the corresponding halves.

The factory created a recycling program...

Rita sent her friend a voice message...

The beach was closed that morning...

- a. because he had already left the building.
- b. because there had been some problems with their landfill.
- c. because there had been an oil spill on the seashore.

2.   Read the definition about carbon footprint. Paraphrase the concept in your own words.


carbon footprint: n. the amount of carbon dioxide a person, organization, building, etc. produces, used as a measure of their effect on the environment.

Quotation rights from macmillandictionary.com

3.  Replace the words in **bold** with the synonyms in the box.

panels – change – **humankind** – alternative


- a. **People** should do anything in their power to reduce their carbon footprint.
- b. Engineers have invented **newer** energy forms, such as wind turbines.
- c. In the Northern Zone of Chile we can find solar **stations** to produce energy.
- d. Everyone can adopt simple measures to make a **transformation** on Earth.

4.   Look at the pictures. Answer the questions.



- a. Which of these actions would be more effective to reduce our carbon footprint? Why?
- b. Write two sentences about each picture, using the present perfect continuous. Follow the example.

While Reading

1.  Read the article. Then, write another title for the text.

BDA U4_ACT_08

Why Should We Use Alternative Energy?

Energy is essential in our lives because we either use it on a daily basis, or it is required by small and big companies to develop products. But have you ever wondered about the environmental impact of electricity on our planet? Some people have even said, "If I were president, I would develop alternative options to reduce our carbon footprint." Keep reading to learn more!



Disadvantages of Fossil Fuels

Fossil fuels, such as oil and natural gas, are important natural resources that take millions of years to form. Unfortunately, fossil fuels are non-renewable sources of energy. Besides, power plants burn them faster than nature makes them; and, when they are burned, factories create harmful emissions for the environment. Consequently, they significantly contribute to humankind's carbon footprint on Earth.

Benefits of Renewable Resources

Nowadays, there are various forms of alternative energy available, probably because some people thought, "If I became a scientist, I would change many things." These **alternative energy** sources come from nature and do not harm or change the environment as much as fossil fuels. One form of renewable energy is solar energy. This form of energy uses panels, which collect sunlight and convert it directly into electricity. Another form of renewable energy is wind energy, which uses large turbines with blades that generate electricity. Some of these power plants are connected to batteries so they can supply electricity even when the sun is not shining, or the wind is not blowing.



In summary, switching to renewable energy can make a big difference. We might see significant progress if activists were pushing for stronger rules to protect our environment. Let's join in by supporting clean energy initiatives and making eco-friendly choices in our daily lives.



Adapted from Read Works (2013). *Energy for life*.

2.  Answer the questions.

- Write the main idea for each section of the text.
- Identify the details that support the main ideas.

3.   Identify the author's main purpose for the article. Give a reason for your answer.

The author mainly wants to...

- encourage the development of alternative energy sources.
- express that we cannot do anything about the future.
- explain that **solar panels** are the best form of energy.



► After Reading

1.  Discuss the questions, supporting your ideas with arguments or examples.


- What is the relationship between fossil fuels and a large carbon footprint?
- What is your opinion of the author's point of view in the article?

2.   Look at the pictures. Then, answer the questions.






- Which energy sources do you think are more effective? Why?
 - Do you think that these alternative energy sources would work in your community? Why or why not?
3.   Think about the energy resources in your community. Then, propose a new or different form of alternative energy.
4. Create a list of two pros and two cons of the alternative energy you suggested. Then, share your proposal with the class and vote on the most viable option.

► Study Section • Hypothetical Situations

1.  Read the examples from the article. Then, complete the sentence.

- "If I were president, I would develop alternative options to reduce our carbon footprint."
- "We might see significant progress if activists were pushing for stronger rules to protect our environment."

This structure is used to...

- describe situations in detail.
 - describe situations that are not real.
 - describe how people overcome situations.
2.  Complete the sentences with the correct tenses.
- Renewable energy (be) less expensive if governments (invest) more in it.
 - If we (be) experts in environmental issues, we (create) solar panels.
 - Factories (not require) fossil fuels if they (work on) alternative energy.
3.   Write four sentences about hypothetical situations regarding environmental issues. Then, share your ideas with the class.

BDA U4_ACT_03


Writer's Corner Renewable Forms of Energy

1.  Read an argumentative text. Then, discuss the questions.

In any discussion about climate change, renewable energy typically tops the list as a primary change the world could undertake to mitigate the severe impacts of rising temperatures. That's because renewable energy sources, such as solar and wind, don't emit carbon dioxide and other greenhouse gases that contribute to global warming.

However, the benefits of clean energy extend beyond just being "green." The growing clean energy sector creates jobs, makes electric grids more resilient, expands energy access in developing countries, and helps lower energy bills. All of these advantages have contributed to a renewable energy renaissance in recent years, with wind and solar power breaking records in electricity generation.

Quotation rights from the National Geographic. (2019). Renewable energy, explained.

- a. What is the purpose of the first paragraph?
- b. What are some of the arguments mentioned by the author?
2.  Write an argumentative essay in favor of / against the use of renewable forms of energy in your community. Follow the steps.

Pre-writing	Think of reasons or arguments that support your position.
Drafting	Create a text, including a title and different paragraphs.
Revising	Make sure that your position is clear and that your arguments are solid.
Editing	Check for things such as structure and spelling.
Publishing	Share your text with a partner, evaluating your ideas.


Editing Checklist

Organization

- Interesting title
- Introduction
- Clear arguments

Writing Conventions

- Spelling
- Punctuation
- Capital letters

3.  Share your text. Give feedback on each other's work, using the Editing Checklist.



► Exit Ticket



Evaluate your performance in this lesson.

- a. List three things you learned.
- b. Write down two things you want to learn more about.
- c. Create one question about the topic of this lesson.

Alternative Sources of Energy

- 1  Look at the pictures in the article below. What is the energy source? BDA U4_ACT_12
- 2  Read the experiment. Then, answer the questions.



Electric Fruit

Bio-batteries work because two different metals suspended in an acidic solution create a chemical reaction that generates electricity. All batteries (including bio-batteries) consist of three key parts: a cathode (the positive end of a battery), an anode (the negative end of a battery) and an electrolyte solution (the medium that allows the electric charge to flow between the cathode and anode).



The following steps can be used to make a successful fruit battery, but try experimenting with different types of fruit, and different metals for electrodes.

- 1 Give your lemon a gentle squeeze to make sure the insides are extra juicy.
- 2 Carefully use a knife or scissors to cut two slots in opposite ends of the lemon.
- 3 Insert the copper coin and the zinc nail into the pre-made holes.
- 4 Connect the nail and the coin (your electrodes) with the alligator clips. Make sure that one end is attached to the nail, and the other to the coin.
- 5 Once you've joined up the lemon battery you should be left with two free clips at either end – one coming from the nail and the other from the coin.




To complete the circuit, attach the clips to the LED lamp.

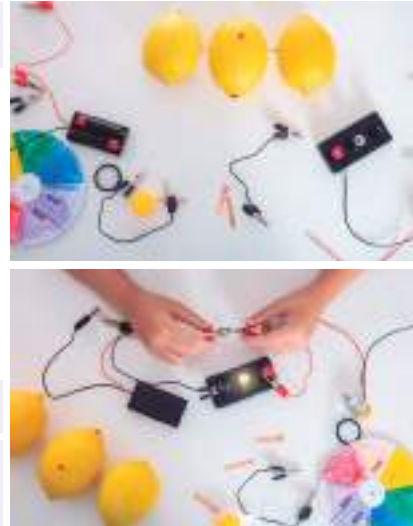
Adapted from 4-H. (2018). *Fruit batteries*.




- a. What materials do you need for the experiment?
- b. What do you think the purpose of the experiment is?
- c. What conclusions can you draw from this simple experiment?

- 3   Enter the code **T2645096A** to find out more about the following forms of alternative energy:

wind energy – solar power – water energy – geothermal energy – wave power

- 4   Choose one of the forms of energy from Activity 3 and find an experiment that demonstrates the effectiveness of this natural resource.
- 5  Collect the materials you need and create a poster to explain your experiment. Include:
 - a. Name of the experiment.
 - b. Procedure: Describe the steps to be followed.
 - c. Explain the science behind the experiment (or why it works).
 - d. Mention the benefits of this form of energy for the environment.




- 6**  Practice your presentation with your group, using adverbs of frequency when explaining your experiment.
- 7**  Conduct the experiment in front of the class and present your poster. Be prepared to answer questions from your classmates.
- 8**  After your presentations, discuss these questions as a class. BDA U4_ACT_16
- Which experiment was the most interesting? Why?
 - How could governments use the information that you collected?
 - As the leader of a fossil fuel company, how would you address the pollution you produce?

► SYNTHESIS UNIT 4



How Did I Do?

BDA U4_ACT_17

Assess your performance in this section by doing the following tasks.

- 1.**  Write down some of the pros and cons of alternative forms of energy. Use the phrases in the box to help you.

sustainable development, economic growth, energy independence, technological advancements, environmental impacts

- 2.**  Complete the sentences below, using the correct tenses.
- If I (**have**) enough resources, I (**start**) a sustainable development project.
 - Industries (**reduce**) their environmental impact if governments (**implement**) stricter rules on carbon emissions.
 - If individuals (**be**) more conscious of their carbon footprint, they (**adopt**) eco-friendly lifestyle choices.
- 3.**  Read the conversation. Use the words from the box to complete the missing words represented by the symbol.

greedy – change – impact – pollute – humankind


Mark: Alice, have you heard about the negative ■ that oil has on the world?

Alice: What? No, I haven't heard of that at all. Can you tell me more?

Mark: Well, for many years, ■ has used oil to power their machines and cars. As a consequence, an excessive amount of greenhouse gases ■ the air.


Alice: Okay, now I remember our teacher telling us that in Biology. It sounds like we need to make a ■. It's now or never! Also, ■ business owners need to stop making money at the expense of the Earth.

CHECKPOINT

- 1  Rewrite these sentences, replacing the words in **bold** with their synonyms in the box.

toxic gases – sustainable – impact – urbanization

- a. The **big** city where I live has recycling centers.
- b. Waste material has a negative **effect** on us.
- c. The **emissions** from fossil fuels are harmful.
- d. **Long-term** protection of the Earth is urgent.

- 2  Look at the pictures. Write down two sentences for each picture, using the words in the box.

renewable energy – greenhouse effect – carbon footprint – wind turbine



- 3  Read the text. Then, answer the questions.


BDA U4_ACT_11

The Diaguitas of Huasco Alto, in the Tránsito River Valley, have an extensive territory they inherited from the old colonial “Indian Town,” which covers 370,000 hectares and was registered as part of the “Estancia Diaguita de los Huascoaltinos.” In this vast territory they grow crops, raise livestock, mine for minerals and collect plant resources. Families live on small plots of land in the valley bottom, where they cultivate traditional crops and keep orchards alongside their dwellings. Goat herders raise their flocks in the ravines, hills and mountains of Pinte, Colpe, La Plata and

La Totorá (Chancoquín), as well as at the summer grazing grounds of Laguna Grande, Laguna Chica and Cazadero. The Tránsito River Valley is very fertile, and its inhabitants produce surpluses that they then sell at market. Today, however, the valley is being colonized by vineyards of grapes destined for export grown by large enterprises that have acquired estates in the Diaguita territorial zone.

Adapted from *Diaguitas* - Museo de Arte Chile Precolombino. (n.d.) Museo de Arte Chile Precolombino. <https://precolombino.cl/wp/en/culturas-americanas/pueblos-origenarios-de-chile/diaguita/#/economia/>



- a. How has the Tránsito River Valley been affected by the economy?
- b. What problems can the overuse of resources cause in local communities?
- c. Write a sentence with a hypothetical situation in which this problem is fixed or improved.

4  Read the statements. Take turns explaining how often you do these activities. Ask follow-up questions.


- a. I recycle waste material.
- b. I turn off the lights when I leave a room.
- c. I read information about renewable forms of energy.
- d. I think of new ideas on how to reduce my carbon footprint.

5  Answer the questions.

- a. If you were president, what environmental policies would you suggest?
- b. What would you do if you saw litter on the seashore of a beach?
- c. If you were a scientist, how would you inform people about the impact of fossil fuels?

6  16  Listen to Benjamín's speech on environmental issues. Reorder the ideas as he mentions them.

Benjamín's Speech on Environmental Issues
a. Our carbon footprint has increased temperature levels.
b. "If I were president, I would make environmentally friendly laws."
c. I truly believe we need to take a stand now.
d. Authorities need to stop greedy corporations.
e. Also, it's the only planet that we inhabit!

7  Look at the pictures. Write down two sentences about each picture, using the words in the box.

hardly ever – look for – cheap enough – look after



8  Discuss the questions. BDA U4_ACT_13

- a. How can we stop people from polluting the Earth?
- b. How can you help make your community sustainable?
- c. Why is it important to work together to keep our planet clean?

PROJECT: Human Impact on Ecosystems

Throughout history, human activities have significantly influenced the Earth's ecosystems. Work in groups to investigate these impacts.

Analyze

BDA U4_ACT_14



Read the article. Answer the questions.

DEFORESTATION EXPLAINED

Deforestation has widespread consequences, impacting both human communities and biodiversity. Some 250 million people living in forest and savannah areas depend on them for subsistence and income—many of them among the world's rural poor. Eighty percent of Earth's land animals and plants live in forests, and deforestation threatens species including the orangutan, Sumatran tiger, and many species of birds. Removing trees deprives the forest of portions of its canopy, which blocks the sun's rays during the day and retains heat at night. That disruption leads to more extreme temperature swings that can be harmful to plants and animals.

Quotation rights from Nunez, C. (2017). Deforestation explained.



- Who is affected by deforestation?
- How does deforestation harm the environment?

Evaluate

1

Read the following list of ecosystems in Chile. Then, answer the questions below.

- Atacama Desert
- Central Andean Dry Puna
- Southern Andean Steppe
- Valdivian Temperate Rain Forests

- Which of these ecosystems captures your interest the most, and why?
- Which ecosystem do you believe faces the most environmental challenges?

2




Choose one of the ecosystems to investigate. Discuss why you want to research this ecosystem and not the other ones.

Research





Enter the code **T2645100A** to find out information about how humans affect ecosystems in different ways. Take notes.


Prepare

- 1  Use your research to brainstorm ideas to raise awareness about the issues that affect the ecosystem you chose.
- 2  Create a video campaign focusing on the chosen ecosystem. Follow the steps:
 - a. Explain what your ecosystem is like.
 - b. Mention its main characteristics.
 - c. Describe how humankind has affected it and explain its consequences.
 - d. Propose a solution for this situation, using successful foreign policies on environmental issues.
 - e. Include engaging pictures that represent the urgency of this issue.
- 3  Assign roles to each member of the group: screenwriters, narrators, proofreaders, video editors, etc.

Write a First Draft

-   Draft a storyboard, including the key points from the Prepare section. Choose the pictures that you will include in your video. Discuss and reflect on the questions:
- a. Why do you think people need to become aware of this issue?
 - b. What would be the positive impact of this campaign on the ecosystem?

Edit Your Work


-  Exchange storyboards with another group. Give constructive feedback on each other's drafts in terms of relevant information and appropriate use of language.

Create a Final Product

-  Produce a 5-minute video with all the information you collected.

Present

BDA U4_ACT_15

- 1  Deliver your video presentation to the class.
- 2 Engage in a class discussion: How could authorities use this information to create more effective environmental policies?

GLOSSARY

Unit 1: Global World

- aim:** n. the purpose of doing something.
- anti-globalization:** n. political belief opposed to the emergence of a single world market.
- benefits:** n. The good outcomes or advantages of something.
- brand:** n. a product that has its own name; it is made by a company.
- economic:** adj. relating to the economy of a country or region.
- efficient:** adj. Getting things done well with minimal waste.
- global issue:** n. a problem affecting the whole world.
- globalization:** n. the idea that the world is developing a single economy and culture.
- go global:** v. to become available around the world.
- goods:** n. items for sale, or things that you own.
- growth:** n. an increase in the size or importance of something.
- millennium:** n. period of 1,000 years.
- multidimensional:** adj. Having many different aspects or sides.
- open-minded:** adj. willing to consider ideas different than your own.
- population:** n. all the people living in a specific area.
- product:** n. something that is made to be sold.
- promote:** v. to encourage something to happen.
- stereotype:** n. an idea of a particular type of person or thing, which is not often true.
- think globally:** v. to carefully consider facts that are about the world.
- wealthy:** adj. having a large amount of money or other valuables.

Unit 2: Technology Around Us

- allow:** v. to give permission.
- application (app):** n. a computer program designed for a specific purpose.
- convenient:** adj. easy to do; not causing problems or difficulties.
- development:** n. change, growth, or improvement over a period of time.
- device:** n. a cellphone, tablet, or other piece of technology.
- disability:** n. something that reduces the ability to do an action.
- efficient:** adj. working in an effective and quick way.
- lifestyle:** n. the way a person lives.
- long-lasting:** adj. to continue for a long period of time.
- out of date:** adj. not containing the latest information.
- privacy settings:** n. the part of a social networking website, internet or software, that allows you to control your public and private information.
- regularly:** adv. often, ordinarily.
- role:** n. the purpose something plays.
- skill:** n. an ability to do something well.
- social media:** n. computer platform that allows people to interact online.
- society:** n. people living in a community.
- streaming:** n. the act of watching something online.
- up to date:** adj. containing the latest information.
- useful:** adj. something that helps you achieve something.

Unit 3: Outstanding People

achieve: v. to succeed in reaching a particular goal.

advice: n. an opinion or a suggestion.

at all: adv. in any way or respect; to the least extent or degree.

believe: v. to feel or have confidence that something is true.

brave: adj. willing to do things that are difficult or dangerous.

discover: v. to be the first person to become aware of something.

entrepreneur: n. someone who starts their own business.

famine: n. a situation where there is not enough food for a mass number of people, causing illness and death.

hardworking: adj. putting a lot of effort into a job and doing it well.

hometown: n. the place where you were born or lived as a child.

influence: n. effect a person or thing has on someone else.

influential: adj. having the power to change people or things.

interview: n. a meeting in which someone asks a person questions.

overthink: v. to think about something too much.

persistent: adj. doing something without giving up.

role model: n. a person that people admire.

someday: adv. at some point in the future.

traits: n. particular characteristics that can produce a specific behavior.

youth: n. the period between puberty and adulthood.

Unit 4: Sustainable Development

alternative energy: n. electricity or power that does not harm the environment or uses up resources.

cheap: adj. something that is low cost and affordable.

effort: n. attempt to do something that is difficult or involves hard work.

environment: n. air, land, and water where people, animals and plants live.

greedy: adj. wanting more money, things, or power than you need.

greenhouse effect: n. gradual heating of the atmosphere by air pollution.

greenhouse gas: n. a gas that stops heat from escaping from the atmosphere and causes the greenhouse effect.

grow: v. to become bigger or taller as time passes.

humankind: n. people in general.

illegal: adj. not allowed by the law.

illiterate: adj. someone who cannot read or write.

impact: n. an effect or an influence on something or someone.

oil: n. a thick liquid that comes from under the Earth's surface and is used as fuel.

ozone layer: n. layer of the atmosphere that prevents most UV rays from entering the Earth.

polluted: adj. dirty and dangerous for people to use.

solar panel: n. a device that changes energy from the sun into electricity.

sustainable: adj. able to continue at a certain rate or level.

urbanization: n. when more people leave the countryside to live in the city.

windmill: n. a building with long parts at the top that turn in the wind, used for producing power.

Unit 1: Global World



Ki Te Reva

by Mata-U'iroa Atan

Everyday
When I wake up
You give me grief

With my wind
You breathe
On my land
You flap

Everyday
When I sit down
I see you
And you nail my heart

Hotu's children are happy
When walking in Hanga Roa
You are not on the mast

Listen war flag
Of Chilean ancestors
Let me go/through
Let me breathe

If/when I see the red color of the Reimiro
On a piece of white cloth
My heart gallops
For my ancestors
Cover my coffin
With the Reimiro flag
When I go down to Tahai (cemetery)

White cloth
Red Reimiro
You have my body
My life
My death

Atan, M.-U'. (2022). Lived Beliefs: Persuasion and self in Rapa Nui poetry.
(M. Makihar & J. Rodríguez, Trans.). The City University of New York.
(Original work published 2020)

Unit 2: Technology Around Us

Bridging Worlds

In the quiet village of Colla, nestled between the rugged mountains and whispering trees of Chile, lived Don Carlos. At the age of eighty years old, his face was wrinkled with lines of hard work and wisdom. His days marked by the rhythm of village life.

Every Sunday afternoon, Don Carlos would go to the local taco stand for lunch. Over the years, he noticed how the young people had changed. They used to look each other in the eyes and share stories. Now, everyone was on their phone, looking at social media. He would watch boys and girls glued to their screens, too busy to look up.

He refused to have a phone or a computer, even when his daughter, Mariana, would say, "But Papa, you could see your grandson in Australia." He would shake his head, "He can knock on my door if he wants to see me.". The only way of contacting Don Carlos was on his landline, but he was rarely home, and when he was, he would always miss it.

It was only when he watched the local musicians play their guitars and marimbas that he would think of his grandson, Federico. His chest would tighten remembering how that little boy would sit on his lap and pluck at his guitar strings. Federico had left Chile five years ago to chase his dreams across the seas to study music. Mariana would beg Don Carlos, "Papa, if you just let me show you how to use my smartphone, you could see him."

Then, one day, Don Carlos got very sick and ended up in hospital. Mariana visited him every day, until one day she arrived holding a tablet. With trembling hands, Don Carlos took the device, his heart pounding as he watched the screen come to life on a young man with dark brown eyes. The man spoke, "Abuelo, it's been too long." Don Carlos couldn't believe that he was face to face with his very own grandson, Federico. They spoke for hours, their voices stringing together a sweet symphony. Federico showed him the apartment and his view from his balcony, he could even see the big blue sea in the background. But when Federico took out his guitar and started to sing, that was when Don Carlos felt him the most. His voice boomed through the speakers and his guitar sounded like a live concert. Don Carlos could see it all, as if they were sitting in the same room together.



Source: Archivo Editorial.

Unit 3: Outstanding People

Martín Chambi:

Pioneering Photographer of the Andes

“ I feel that I am a representative of my race; my people speak through my photographs. ”

Martín Chambi



Self-portrait of Martín Chambi, 1956.

In 1891, Martín Chambi was born to a Quechua family in the Coast district of Southern Peru. He was not just a photographer, but a storyteller, visual historian, and voice for the indigenous communities of the Andes. His remarkable journey from a gold miner to one of the first indigenous photographers of Latin America is as captivating as the photographs themselves.

Chambi would accompany his father to work in the mines, and at the young age of 14 he had his first contact with photography, learning the basics from the photographers of the Santa Domingo Mine. He moved to Arequipa to assist a renowned photographer who trained him in technical and aesthetic fundamentals of artistic portraiture and outdoor photography.

Driven by a desire to showcase the beauty and resilience of his people, Chambi traveled to Cusco, a city full of life and history. There, amidst Inca ruins and colonial architecture, he found his calling as a portrait photographer. But Chambi's lens didn't discriminate; he welcomed people from all walks of life into his studio, from wealthy elites to humble Quechua farmers.

Chambi's photographs are more than just images; they are windows into the soul of Peru. With his camera in hand, he documented rural life in the Andean countryside. From busy marketplaces to remote mountain villages, Chambi's lens captured the essence of Peruvian culture.

As one of the first indigenous photographers in Latin America, he shattered stereotypes and paved the way for future generations of artists. His photographs are a testament to Peru's indigenous culture, inspiring young people to embrace their heritage and tell their own stories.

Source: Archivo Editorial.

Unit 4: Sustainable Development

Seeds of Change

Augustín eats crisps, watching his son dig into the dirt of their unkempt garden. Matías wipes his muddy hands on his overalls and looks up to his father, "Can you help?" Augustín puts down his soda and sighs, "What are we doing exactly?" Matías points to a raised bed of soil with wooden planks – it's full of glossy leaves and shades of emerald green. "This is my herb garden. That's basil and this is thyme." Augustín shakes his head, "And what do they do?" Matías picks a mint leaf and rubs it between his fingers. He holds it out to his father to smell. Augustín inhales the fresh menthol scent, "Smells pretty good." Matías grins, "Wait till you try it in a pasta."



The earth beneath their feet is cool and damp. There are heavy clouds in the sky. Augustín warns, "There's a storm coming." Matías hands him a shovel, "That's why I need your help." Matías directs his father around the garden, having him dig a trench and space out seeds in the tomato plot.

Matías signals to the blue-black sky, "We better get inside." Augustín nods, "Do you want to get some hotdogs for dinner?" Matías holds out a basket with a fresh harvest of vegetables. Augustín laughs, "Do I look like a rabbit?"

Inside, the kitchen is full of cereals, candy bars and biscuits. Augustín bites into a chocolate bar as he watches his son chop cucumbers and radishes into a bowl. When they sit down to eat a pesto pasta with baked potatoes and garden salad, Augustín can't help but dream of fried chicken. There's no way that rabbit food could taste better than a meatloaf sandwich or mac and cheese. He takes a bite of the pasta, expecting the worst. But instead, he looks up at Matías, shocked. He takes another bite. "What did you put in this?" Matías laughs and Augustín raises his glass to make a toast. He stops to look at the floating mint leaves and cucumber in his water, not the usual dark brown soda that he's used to. Augustín shrugs his shoulders and taps his glass with Matías's, "To our garden."



Source: Archivo Editorial.

RUBRICS

Speaking Rubric

Speaking Tasks: pages 11, 15, 19, 22, 35, 39, 43, 59, 62, 63, 67, 83, 87

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Delivery	Speaks confidently throughout the conversation and dialogue, effectively expressing opinions and points of view, demonstrating clear pronunciation.	Speaks confidently through most of the conversation and dialogue, effectively expressing some opinions and points of view, demonstrating an appropriate level of pronunciation.	Attempts the conversation and dialogue, expressing at least one opinion and point of view, demonstrating understandable pronunciation even if not entirely clear.
Vocabulary	Uses adequate and diverse vocabulary learned in the lesson clearly.	Despite some errors, uses generally varied and adequate vocabulary learned in the lesson.	Uses limited vocabulary unclearly. Shows difficulties in expressing a message.
Grammar	Adequate use of grammatical structures learned in the lesson. Produces well-formed statements.	Despite some errors, generally has an adequate use of grammatical structures learned in the lesson.	Unclear use of grammatical structures learned in the lesson.
Work Assignment	Demonstrates a proficient ability to carry out assigned collaborative tasks, effectively contributing to the team's objectives.	Generally fulfills assigned responsibilities for the designed role, enhancing overall group performance.	Displays limited proficiency in carrying out assigned responsibilities and struggles to fulfill the task in a group setting.

Writing Rubric

Writing Tasks: pages 14, 22, 23, 38, 39, 46, 47, 62, 63, 67, 71, 86, 87, 91, 94, 95

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Vocabulary	Uses adequate and diverse vocabulary learned in the lesson clearly.	Despite some errors, uses generally varied and adequate vocabulary learned in the lesson.	Uses limited vocabulary unclearly. Shows difficulties in expressing a message.
Grammar	Adequate use of grammatical structures learned in the lesson. Produces well-formed statements.	Despite some errors, generally has an adequate use of grammatical structures learned in the lesson.	Unclear use of grammatical structures learned in the lesson.
Message Clarity	The written text is understandable, clear and engaging. The reader does not require additional context or explanation.	The written text is understandable, clear and engaging. The reader requires some clarification in areas for better comprehension.	The written text is understandable; however it does require the reader to decipher areas and seek clarity in meaning.
Content	The topic is relevant and proficiently executed, relating to what has been taught in the lesson.	The topic is mainly relevant and well executed, relating to what has been taught in the lesson.	The topic is irrelevant and not well executed, with very little connection to what has been taught in the lesson.

Project Rubric

Projects: Unit 1 page 28, Unit 2 page 52, Unit 3 page 76, Unit 4 page 100

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Vocabulary	Uses diverse and adequate vocabulary to discuss hypothetical situations and world issues effectively.	Despite some errors, discusses hypothetical situations and world issues with adequate vocabulary.	Presents challenges to discuss hypothetical situations and world issues clearly.
Grammar	Uses grammatical structures to convey messages regarding hypothetical situations and world issues effectively.	Despite some errors, generally has an adequate use of grammatical structures learned in the lesson.	Uses isolated grammatical functions and phrases. Has difficulty producing cohesive sentences.
Pronunciation	Demonstrates clear pronunciation paying attention to tone and intonation. Very easy to understand words and phrases.	Comprehensible pronunciation. Most words and phrases are understandable, with some issues easily overcome.	Communication is unclear and it is challenging to understand full sentences and words. Coaching is required to obtain meaning.
Interactive Communication	Engages in conversation confidently. Does not require prompting or help with continuing the dialogue.	Engages in conversation, however, does require some prompting and help in areas.	Has difficulty engaging in conversation and requires a lot of prompting and assistance to continue the dialogue.

Self-Evaluation Rubric

Checkpoint and Exit Tickets: Unit 1 pages 15 and 26, Unit 2 pages 47 and 50, Unit 3 pages 63 and 74, Unit 4 pages 71 and 98

Criteria	Excellent (3)	Good (2)	Needs Improvement (1)
Research Skills	I used different sources of information that fit the research needs.	I used a limited range of subject-relevant information sources suitable for the research.	The information sources used were not appropriate for the research or assignment.
Use of Technology	I proficiently selected and used technology tools to efficiently gather, analyze, and present data for class assignments, presentations, and projects.	I employed accurate terminology and selected suitable tools and technology resources to complete various tasks and resolve issues.	I encountered difficulties in researching and assessing the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources related to real-world problems.
Text Organization	My organization is logical and fitting for the assignment, with well-developed and appropriately divided paragraphs, connected by smooth transitions.	My organization is competent, displaying adequate paragraph structure and satisfactory transitions, though lacking sophistication.	My organization lacks coherence, featuring fragmented and formulaic paragraphs with poor transitions and sequencing.

IRREGULAR VERBS

Unit 1: Global World

buy (past: bought)

I only **buy** clothes from my local store.

Stephanie **bought** some material to make her own shirts.

hang (past: hung)

Who did you **hang** out with yesterday?

I **hung** out with friends at the environmental march.

hear (past: heard)

Did you **hear** about the water shortage?

I **heard** that the climate change crisis is impacting all creatures on the planet.

know (past: knew)

I **know** people are taking action now.

We **knew** they were talking about overproduction.

mean (past: meant)

This **means** that we need to take better care of our environment.

It **meant** that I was ready to make a difference.

see (past: saw)

We can still **see** stereotypes on social media today.

When they **saw** the news alert online, they called their parents.

take (past: took)

We need to **take** action today to make a difference on the planet.

It **took** five days to pick up the trash from the beach.

try (past: tried)

I **try** to produce all my products locally.

We **tried** to launch a new eco-friendly business.

wear (past: wore)

Most young people **wear** the same kind of clothes and use the same technology.

I **wore** my dress from the second-hand store today, it looked great!

write (past: wrote)

I love to **write** poems about nature.

Pablo **wrote** a book about globalization.

Unit 2: Technology Around Us

be (past: was)

It **is** important to set your privacy settings online.

If Internet safety **was** important, we would take it more seriously.

come (past: came)

Did you **come** to the rally last week?

Steve was impressed by the picture that his parents **came** across.

do (past: did)

I **do** have problems with the way people recycle.

Did he help her with her password?

find (past: found)

I **find** people spend too much time online.

What have you **found** from your research into social media?

get (past: got)

How many likes did you **get** on your page?

I **got** 150 likes!

lead (past: led)

The company **leads** the industry in developing technology initiatives.

They both worked from home and **led** a very online lifestyle.

let (past: let)

My smartphone **lets** me make video calls with my friends and family.

My parents **let** me use their computer last night to do my homework."

make (past: made)

I **make** my own bread at home.

Has technology really **made** our lives better?

spend (past: spent)

I **spend** a lot on petrol each week.

Last week, my daughter **spent** too much time on her cellphone.

think (past: thought)

Why do you **think** some apps are more popular?

How often have you **thought** about privacy issues?

Unit 3: Outstanding People

be (past: was / were)

They **are** both scientists that work with plants.
If I **were** a product creator, I'd rather be low-profile.

become (past: became)

To **become** good at anything, you need to practice.
He **became** a great photographer over the years.

begin (past: began)

They will **begin** training for the race next week.
I **began** studying about alternative energy last year.

build (past: built)

He learned how to **build** a windmill.
They **built** solar panels for my sustainable home.

meet (past: met)

We will **meet** in front of the library.
Have you **met** any of your role models?

stick (past: stuck)

You need to **stick** to your goals.
It feels like I am **stuck** in my job and
I need a change.

strive (past: strove)

She **strives** for her goals even when it is difficult.
He has finally reached the goal he **strove**
for so bravely.

dwell on (past: dwelt on)

To **dwell on** the outcome can cause anxiety.
Her mind **dwelt on** the future instead of
the present.

overthink (past: overthought)

Why does the author suggest to not **overthink**
the result?
When he **overthought** the process, he ended up
not doing it.

write (past: wrote)

I **write** when I wake up in the mornings.
He **wrote** a paragraph on achieving your dreams.

Unit 4: Sustainable Development

choose (past: chose)

He **chooses** the photo that best reflects the process.
I **chose** to join an organization to raise awareness
on climate change.

forget (past: forgot)

Don't **forget** to respect other people's opinions.
I **forgot** to turn off the lights last night.

fight (past: fought)

People should try to **fight** for new air quality laws.
He **fought** for recyclable materials to be used at the
school cafeteria.

give (past: gave)

We need to **give** back to the planet.
They **gave** a lot of money to the foundation
to plant trees.

grow up (past: grew up)

If we don't care about this, future generations
will probably **grow up** without easy access to
natural resources.
I **grew up** believing that I could change the world.

read (past: read)

I try to **read** most mornings before school.
I **read** the article about how to use recycling in art.

sell (past: sold)

The media **sells** us on the attractiveness of buying
"new", "improved" and "special" products.
What if you **sold** second-hand goods?

send (past: sent)

So, why not **send** emails to the companies you
buy from, asking them to switch to 100%
sustainable packaging?
I **sent** an idea for a sustainable project to my boss.

take care of (past: took care of)

I **take care of** the recycling at home.
What would happen if I **took care of**
the environment?

tell (past: told)

My daughter **tells** me why trees are important
every day.
She **told** me he needed to have a nest made out of
sticks and stems in order to feel safe.

This 2° Medio Student's Book is part of a project by SM S.A.
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This textbook corresponds to 2° Medio and it has been elaborated according to the decreto supremo n° 614/2013 for this level by the Ministry of Education, Chile.

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229.916 copies of this book were printed in December, 2024.

ISBN: 978-956-403-427-0 / Depósito legal: 2024-A-11342

Printed in Chile by A Impresores.

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Educación

Gobierno de Chile



ISBN-13: 978-9564034270



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