

ACTIVITY BOOK

# English 7<sup>o</sup> básico

María Teresa Valenzuela



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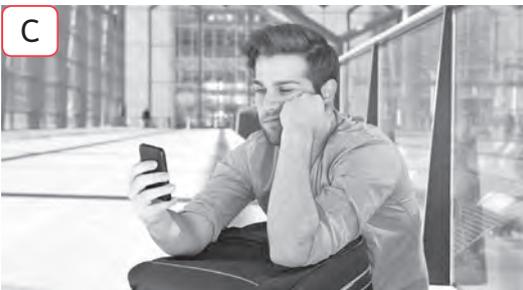
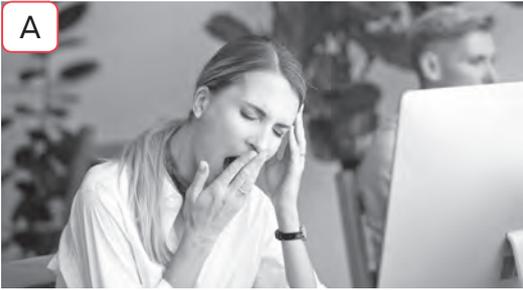
# Unit 1: Feelings and Opinions

## Lesson 1 This Is Me!

### Writing

1. Use the adjectives to label the pictures.

bored - tired - happy - sad



2. Complete the sentences with the same adjectives from the previous activity.

- a. I feel \_\_\_\_\_ when I get good grades at school.
- b. Francisca feels \_\_\_\_\_ when her brother asks her to watch soap operas with him.
- c. Daniel feels \_\_\_\_\_ after exercising too much after work.
- d. I feel \_\_\_\_\_ when I don't spend time with my family for a long time.

3. Use the adjectives to write three sentences about yourself.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_

## Listening

1. Listen to the girl talking about her movie preferences and choose the correct words. 

When people ask what my favorite movies are, they are *surprised* / *bored* that I answer animated movies, no doubt! I just *love* / *hate* them. I really *enjoy* / *dislike* watching Shrek over and over again. It's hilarious!... Oh, and my favorite animated movie is Ratatouille. If you ask me about movies I *can't stand* / *prefer*, I would say horror movies... most of the time I know exactly how they will end... and I don't understand the point of getting scared in your free time!



2. Write a text about your likes and dislikes. Use the corresponding words in each text.

dislike - like - prefer - love - don't like - hate - like - can't stand - enjoy

likes

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dislikes

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## Speaking

1. Discuss these questions with a classmate. Use your texts to guide your answers.
  - a. What's your favorite movie? What kind of movies do you prefer?
  - b. Are there any movies you dislike? Which ones? Why?
  - c. Is there any movie you can't stand? Which one? Why?

## Reading

1. Complete the phone conversation with the correct words.

tired - worried - well rested - anxious - busy

Antonio: Hello?

Jessica: Hi! Are you \_\_\_\_\_ ?

Antonio: Hey Jess, not at all, how are you?

Jessica: I'm ok, I guess, but I'm \_\_\_\_\_ about that History test!

Antonio: Hmm... have you studied? I feel a bit \_\_\_\_\_ , but I think we will be ok!

Jessica: Yes, I studied a lot, but still... maybe I'm overreacting.

Antonio: Maybe, but we can review tomorrow again. You should go to bed and be \_\_\_\_\_ to study again.

Jessica: Yes, you're right! I'm sure we will be happy at the end... You should rest, too!

Antonio: Yes, I'm going to bed now, I'm \_\_\_\_\_. See you tomorrow, Jess!

Jessica: See you! Don't forget the English dictionary!

Antonio: Don't worry, I won't! Good night...

2. Read the adjectives and write about what makes you feel that way.

a. annoyed \_\_\_\_\_

b. anxious \_\_\_\_\_

c. relaxed \_\_\_\_\_

d. delighted \_\_\_\_\_

## Speaking

1. Compare your ideas from the previous activity with other classmates and answer the questions.

a. How are your ideas different or similar?

b. What was the most common idea about these feelings?

## Vocabulary

1. Use the following intensifiers and adjectives to make sentences.

so - really - a little - super - a bit - very

- a. \_\_\_\_\_ (afraid)  
 b. \_\_\_\_\_ (annoying)  
 c. \_\_\_\_\_ (worried)  
 d. \_\_\_\_\_ (mean)  
 e. \_\_\_\_\_ (lucky)

2. Write about something that happened last week using the following connectors. Use the correct punctuation and spelling.

first - second - then - next - finally

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## Reading

1. Read the paragraph about Paul's routine. Underline the affirmative statements and circle the negative sentences.

Hi, I'm Paul, and this is my daily routine.

First, I get up at 7am, take a shower and brush my teeth. I go to school by 7:40. I don't take a bus because I walk with a friend from school. We usually have breakfast there. Then, we have lunch at around 1:45. My favorite dish is lentils! We finish school at 4:15. I walk back home and clean my room. After that, I do my homework or study for an hour or two. I don't study the same subjects everyday. Then, at around 7:00 I have dinner with my family. I don't like to have dinner late because if I do so I don't sleep well. I usually go to bed at 10:00. That is what I generally do on a normal day!



## Language Focus

1. Write the verbs in the correct form to complete the sentences.
  - a. Samantha \_\_\_\_\_ (play) football with her friends every Sunday.
  - b. Martin \_\_\_\_\_ (not / have) lunch at home.
  - c. I \_\_\_\_\_ (feel) tired this week. I think I will rest during the weekend.
  - d. Do you \_\_\_\_\_ (know) any good restaurants around town?
  - e. That plan \_\_\_\_\_ (not / sound) very good. I \_\_\_\_\_ (prefer) to stay home.
  - f. I \_\_\_\_\_ (not / eat) fish, or meat. Remember that I'm a vegetarian.

## Writing

1. Write about your habits or routines. Remember to use the present simple tense.

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2. Tell about your habits or routines to a partner. As you listen to what they say, take notes using the correct form of the verbs.

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3. Report what your partner told you to a third partner. Then, in groups, compare your ideas.

## Speaking

1. Use the questions to interview a partner. Write his/her answers here.

a. What do you usually do on weekends? \_\_\_\_\_

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b. How many hours do you sleep every night? \_\_\_\_\_

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## Writing

1. Read the following opinions and write your own opinion about each one.

a. Children and teenagers should do more physical and outdoor activities. I think they're spending too much time playing videogames or watching TV. \_\_\_\_\_  
\_\_\_\_\_

b. People should be careful when sharing pictures and personal information on the Internet. \_\_\_\_\_  
\_\_\_\_\_

## Speaking

1. Share your ideas from the previous activity with a partner. How are your opinions similar or different? Compare them and take notes.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Discuss your ideas with the class.

## Vocabulary

1. Write the adjectives in the correct column.

lucky – delighted – mean – friendly – terrified – annoyed –  
afraid – anxious – relaxed – happy – bored – confident

Positive feelings

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Negative feelings

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Write two more adjectives in each column. Use a dictionary.

## Final Task

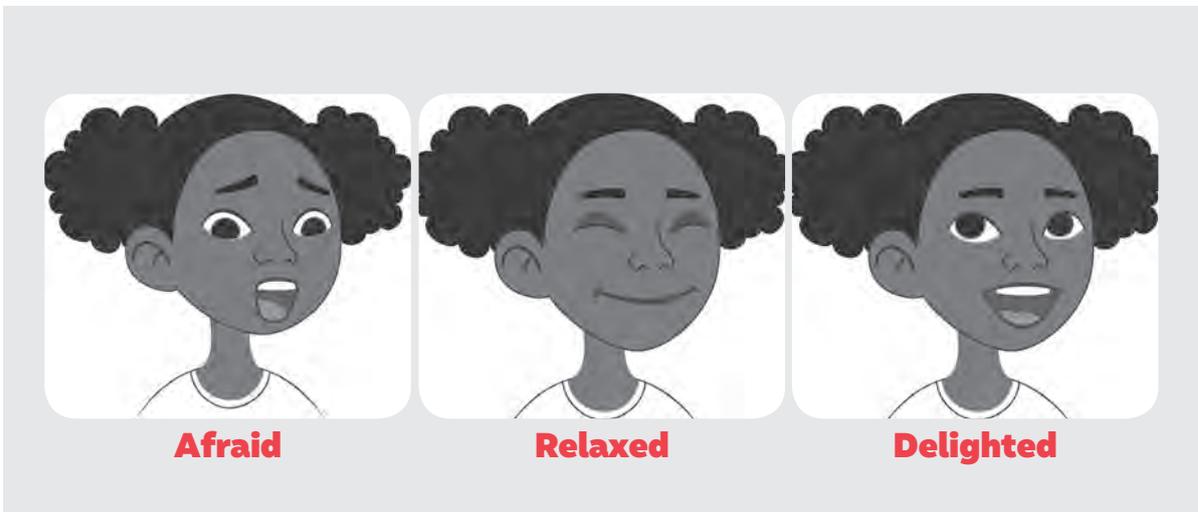
- 1 In groups, go through the unit and take notes on the adjectives related to feelings. You can include other adjectives as well.

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- 2 Create flashcards for each emotion or feeling. Use these ones as examples. Make at least 10 flashcards.



- 3 Create a game using the cards. Write its name and rules here.

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- 4 Exchange your flashcards and game rules with a different group. Were you able to play the game? Write feedback to your classmates on how they can improve it.

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- 5 Answer the questions to evaluate your performance. Answer orally.

- a. Did everyone participate creating the flashcards and the game?
- b. What could you improve the next time you work in groups?

## Self- evaluation

- After the game session on pages 16 and 17 in your Student's book , complete the table to assess your work.

| Content                | Me | Team work        | Me | Design                           | Me |
|------------------------|----|------------------|----|----------------------------------|----|
| Use of vocabulary      |    | Division of task |    | Explanation to the audience      |    |
| Consistent information |    | Group feedback   |    | Correct use of mimicry and rules |    |
| Organization           |    | Behaviour        |    | Volume and pronunciation         |    |

- Work with your group. Answer the following questions.

- How can we improve the things we didn't achieve successfully?

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- How can we help other classmates to improve on the things they still need practice with?

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- Was it good to work in groups? Why?

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## Speaking

- As a group, reflect on the following statements and take notes of your ideas.

It's important to express our feelings and emotions.

Listening to different opinions helps us understand different points of view.

All opinions should be respected.

If people express their feelings, I can be more empathetic.

- Discuss the questions as a class. What are your conclusions about the unit?

## Reading and Writing

1. Read the text and underline the words you don't know.

## The Emperor's New Clothes

Hans Christian Andersen (1805 – 1875)

Many years ago, there was an emperor who was so fond of clothes that he spent all his money on them.

Life was happy and energetic in the country, and many strangers came to it every day. One day, two impostors arrived, saying that they knew how to weave the most exquisite fabric imaginable. Not only were the colors and patterns beautiful, but the clothes had the property of becoming invisible to people who were stupid.

“Those must be valuable clothes,” thought the emperor. “By wearing them I should be able to distinguish wise men from fools. I want pants, a jacket, and a cape.” And he paid a large sum of money in advance to them, as they required.

So they settled in palace and pretended to weave. They asked for the finest silks and the purest gold thread, all of which went into their own bags, while they worked at their empty looms.

“I want to know how those weavers are advancing with my pants, jacket and cape,” thought the emperor. But he thought it was better to send someone else first. “I will send my faithful old prime minister,” thought the emperor, “because he is a man of sense.”

So the minister went into the room to visit the impostors. “Oh, no, I can't see anything at all!” thought the old man. But he did not say anything.

“Well, sir, what do you think?” asked one of the pretenders.

“Oh, it is the most elegant, the most beautiful!” lied the old man. “What a fine pattern, and what fine colors! I will certainly tell the emperor how pleased I am with it.”

“We are very glad,” said both the weavers. “Look, we even made a hat!”



2. In pairs, look for the words you don't know in a dictionary. Then, read the text again.

3. Imagine you are in the position of the prime minister. What would you do?

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4. Work in pairs. Write an ending for the story.

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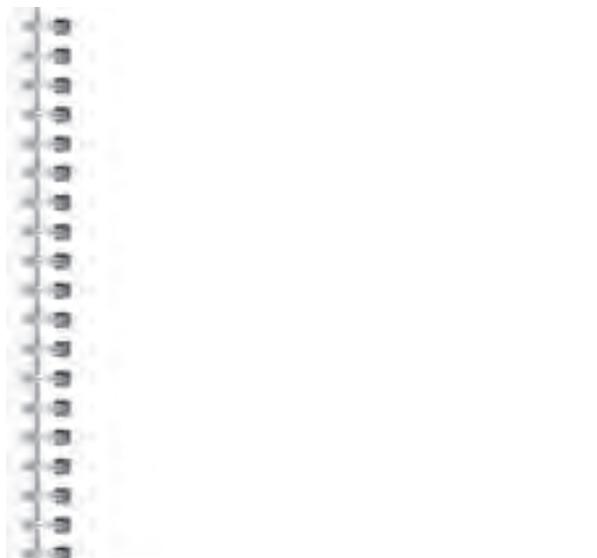
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## Speaking

1. In groups, create a new fashion product and fill in the chart. Create a drawing for it.

|                         |
|-------------------------|
| Product:                |
| _____                   |
| Name:                   |
| _____                   |
| Slogan:                 |
| _____                   |
| Who is the product for? |
| _____                   |



## Vocabulary

1. Circle the correct adjective in each sentence.

- I like to wear good *quality* / *friendly* clothes.
- This pocket is too *small* / *ugly*. I can't put anything in it, not even a coin!
- I love your pants! They look so *big* / *trendy*. Where did you get them?
- I need to get *cheap* / *comfortable* clothes for that trip. We will walk a lot.

## Listening

1. Listen to these people talk about their style. Fill in the missing information. 

### Alex

When people ask me what my favorite clothes are, I always answer a) \_\_\_\_\_ clothes! I don't work out every day, but these clothes are so b) \_\_\_\_\_ that I just can't stop wearing them... I have my own design company so I work from home most of the time, so I can c) \_\_\_\_\_ anything I want! A T-shirt, sweatpants and a d) \_\_\_\_\_ are enough to start my day...



### Tania

I'm a skater and I wear e) \_\_\_\_\_ clothes most of the time. I love f) \_\_\_\_\_, loose-fitting pants, sneakers and g) \_\_\_\_\_ shirts. My mom doesn't like my clothes very much, but I always tell her that my style is part of my personality. I usually don't wear h) \_\_\_\_\_ because they can be i) \_\_\_\_\_ when you're actually skateboarding.



2. Which style from above do you like the most? Why?

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## Vocabulary

1. Choose the correct clothes for each style.
- a. **Hip-hop:** baggy pants / tight pants / beanie / cap / big sneakers
  - b. **Emo:** loose jeans / tight jeans / wristbands / white clothes / sweatpants
  - c. **Comfy:** casual dress / smart clothes / leggings / T-shirt / high-heeled shoes
  - d. **Sporty:** hoodie / sweatpants / sandals / sneakers / belts

2. Go through the lesson and classify the items into the correct groups. You can include other words related to clothes you know.

|                               |                             |                           |
|-------------------------------|-----------------------------|---------------------------|
| Accessories<br>_____<br>_____ | Headwear<br>_____<br>_____  | Legwear<br>_____<br>_____ |
| Footwear<br>_____<br>_____    | Upperbody<br>_____<br>_____ |                           |

3. Compare your answers with a partner. Do they have any words you don't know?

4. Write the correct word for each definition.

- \_\_\_\_\_ : comfortable.
- \_\_\_\_\_ : a type of headwear.
- \_\_\_\_\_ : something that costs less than it usually does.
- \_\_\_\_\_ : cheap.
- \_\_\_\_\_ : loose clothes.

5. Use the correct words to complete the sentences.

warm - sporty - expensive - colorful - difficult

- We went to the shopping mall for clothes, but we didn't buy anything. They were too \_\_\_\_\_.
- She always wears \_\_\_\_\_ clothes. It would be strange to see her in black clothes.
- I can't wear \_\_\_\_\_ clothes in the office. They would tell me not to do it again.
- If we go to the beach, try and bring \_\_\_\_\_ clothes. It gets cold at night.
- These types of clothes are \_\_\_\_\_ to find nowadays. I think it's because they're old-fashioned!

## Language Focus

- Choose the correct words to complete the sentences.
  - Anita and José **are playing / is playing** football right now.
  - Camila **is wearing / are wearing** a pink hoodie and black pants.
  - Johnathan **are having / is having** lunch with a friend at the shopping mall.
  - I **am studying / are studying** English at the moment.
  - My parents **is traveling / are traveling** to Arica. They should arrive at night.
- Describe what you're wearing. Then, compare your writing with a partner.
 

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- Look at the pictures and describe what they're wearing.



- Describe what clothes or accessories one of your classmates is wearing without writing their name. Include colors and sizes.
 

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- Get in pairs. Read your description to your partner and ask them to guess who the person is.

## Listening

1. Listen and fill in the missing information. 

### How to Bargain

Not everybody has the money to buy what they want. Fortunately, we can sometimes a) \_\_\_\_\_ prices. Bargaining is not appropriate at b) \_\_\_\_\_ stores or malls, but is an old tradition that is still popular at some markets or swap meets around the world. Bargaining takes a bit of c) \_\_\_\_\_, but it is good fun once you learn how to do it. Here are a few bargaining tips and rules!

1. When you ask "How much...?" the store owner will respond with the d) \_\_\_\_\_ price. This is sometimes much more than he or she actually expects to receive.
2. Always offer lower than you are willing to e) \_\_\_\_\_ - but not too low!
3. You can only raise your price. If you start at \$5, your next f) \_\_\_\_\_ must be \$51 at least.
4. Smile each time you make an offer.
5. Walk away if the store owner does not g) \_\_\_\_\_ your final offer (if it is a fair price).

Remember, if the store owner is smiling when you finally h) \_\_\_\_\_ something, you did not bargain enough. Try harder next time!

## Speaking

1. Role-play the following situation: You are a store owner and have different items on sale. Write what these items are and their prices. Your partner will be a customer who wants to bargain. Include the prompts below in your dialogue.

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#### Customer:

- How much is it? / How much does it cost?
- Do you accept...?
- I can't pay more than...
- Ok, I'll take it... Thank you.

#### Store owner:

- It is... / It costs ...
- I can't accept that, sorry.
- I can't accept less than...
- Ok, I accept that.
- Have a nice day.

2. Move around the classroom looking for more bargains. Talk to another partner to see what he or she is selling.

## Reading

1. Read the text. Underline the words you don't know.

### Music and Fashion

There is a strong link between music and fashion. We can often associate certain types of music with a particular type of clothing or hairstyle.

In the 1960s, hippies listened to protest songs that talked about peace and love. Hippie style consisted of peace symbols printed on old T-shirts and long hair. The practice of printing messages of protest or support on T-shirts is still common.

Biker culture influences rock fashion: a leather jacket over a simple T-shirt, torn jeans and studded belts. Bands such as Guns n' Roses and Aerosmith wear these types of clothes.

Punk became popular in the 1970's, and some people still follow punk style today. Famous punk bands include the Sex Pistols from London, and the Ramones from New York. Military boots and coats, safety pins on a torn T-shirt, together with a dyed Mohawk hairstyle are common features.

Singers like Madonna and George Michael influenced 1980s fashion, which is becoming popular again. When we walk down the street, we can see girls wearing skirts over leggings, and lots of accessories such as multiple bracelets.



2. Look for the words you underlined and read the text again.

3. Answer the following questions.

- a. How are music and fashion connected?

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- b. What things does the article say people can do with T-shirts?

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- c. How are punk and rock fashions similar?

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- d. Which styles do we still see today?

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## Final Task

1. Work in groups and brainstorm new music styles we can see nowadays.

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2. Choose one of them and make an informative poster about it. Include its name, what music the people listen to and the clothes they wear.
3. Present your poster to your classmates. Which was the most popular style? Do you like it? Why? Discuss with your group.

### Self- evaluation

1. After your presentation, use the following table to asses your performance. Check the boxes of the things you did well at.

| Content                    | Me                       | Team work         | Me                       | Design                       | Me                       |
|----------------------------|--------------------------|-------------------|--------------------------|------------------------------|--------------------------|
| Use of vocabulary          | <input type="checkbox"/> | Division of tasks | <input type="checkbox"/> | Explanation to the audience  | <input type="checkbox"/> |
| Consistent information     | <input type="checkbox"/> | Group feedback    | <input type="checkbox"/> | Use of images/drawings       | <input type="checkbox"/> |
| Organization of the poster | <input type="checkbox"/> | Behaviour         | <input type="checkbox"/> | Volume, tone and eye contact | <input type="checkbox"/> |

2. Read the statements and write your opinion about them.

It's important to respect other people's styles.

Music and fashion styles are part of our culture.

Music preferences and fashion styles help us learn about other people's cultures.

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## Lesson 3 Healthy Food

### Vocabulary

1. Unscramble the words.

a) jnku ofod: \_\_\_\_\_

b) mrbugerah: \_\_\_\_\_

c) aods: \_\_\_\_\_

d) steew dofo: \_\_\_\_\_

e) enhcFr reisf: \_\_\_\_\_

f) aslppe: \_\_\_\_\_

g) eartw: \_\_\_\_\_

h) ythalhe: \_\_\_\_\_

2. Write four sentences about your eating habits using the words from the previous activity.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

### Writing

1. Read about Lisa's eating habits. Then, make some changes to make them healthy.

Hello, I'm Lisa! This is my food routine: for breakfast I usually drink milk and eat a chocolate muffin or a piece of brownie. Then, for lunch, I eat a sandwich with ham and cheese, and soda or pineapple juice with sugar, of course. For dinner, I usually have something quick, like cookies or bread and butter, oh, and a glass of soda, for sure! I don't have much time to cook, but I guess I could eat healthier, what do you think?



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## Reading

1. Read the text and underline the words you don't know.

### Water and Your Body

#### Your body and the blue stuff – water facts

Do you know that approximately 66% of the human body is water? Water exists in all our organs and is transported through our body to assist with physical functions. The total amount of water in the body of an average adult is 37 liters. Human brains are 75% water, human bones are 25% water, and human blood is 83% water. Humans drink an average of 75,000 liters of water throughout their lives.

A person can live for a month without food, but only for a week without water. If a human does not absorb enough water, the body will dehydrate.

Water helps regulate the temperature and removes waste from the human body. If you have a fever, you should drink lots of water. Healthy people should drink two liters of water daily.

Water is extremely important to us, but it can cause serious damage to our health when it is contaminated by bacteria or other microorganisms. Never drink water straight from a lake or river, as it can damage your health. In most cities and towns, drinking water is treated so that people don't get sick with diseases such as cholera and typhoid. However, 25% of the world's population is at risk from untreated water.

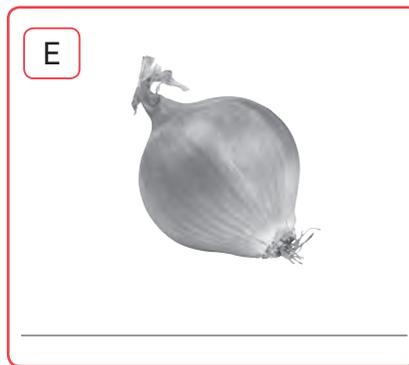
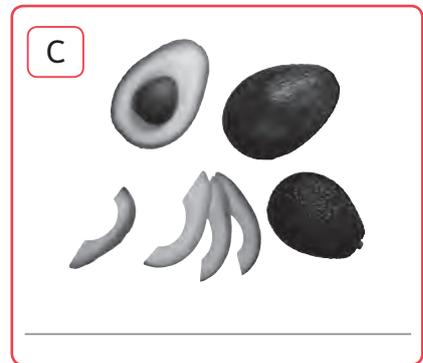
Adapted from: [www.lenntech.com](http://www.lenntech.com)  
(Accessed 30-04-2015)



2. Look up the words you underlined and read the text again.
3. Answer the following questions:
  - a. Which three parts of the body mentioned in the text contain large amounts of water?  
\_\_\_\_\_
  - b. What are the functions of water stated in paragraph three?  
\_\_\_\_\_
  - c. What types of diseases are caused by bacteria in water?  
\_\_\_\_\_
4. In pairs, discuss the following questions: How much water do you drink everyday? Do you think it is enough?

## Vocabulary

1. Label the pictures with the correct words.



## Speaking

1. Read the sentences and discuss with a partner whether you agree or disagree with them. Use the prompts below to help you.

No, not really...

Mmm, I'm not sure...

Oh yes, completely!

Of course!

Well, yes, but...

Yes, that's right!

- a. Olive oil is healthier than other types of oil.
- b. Garlic has a strong flavor, so you have to be careful when adding it in your dishes.
- c. Avocado is usually very expensive, but it is one of the favorite foods in the country.
- d. Mushrooms are difficult to find, but they are very cheap.
- e. Toast can be healthy; it all depends what you put on it.

## Writing

1. In pairs, think of a typical unhealthy food in your city or country and write a recipe to make it healthy. Remember to use the following words.

first - second - next - finally

2. Present your recipe to your classmates and say why it is healthy and when people should eat it (for example, as a snack, for breakfast, lunch or dinner).
3. Define, in your own words, the following concepts. Then, write three examples for each.

a. Healthy food: \_\_\_\_\_

b. Fast food: \_\_\_\_\_

c. Junk food: \_\_\_\_\_

## Listening

1. Listen and complete the following sentences.  19
  - a. I need to drink more \_\_\_\_\_. My head hurts all the time!
  - b. \_\_\_\_\_ is bad for your body, you should try to eat more vegetables.
  - c. I think \_\_\_\_\_ is not necessarily that bad, there are healthy restaurants with this type of food too.
  - d. My sister eats \_\_\_\_\_ for lunch all the time. She says she doesn't have time to cook at home.
  - e. My mom cooks the best \_\_\_\_\_ soup. It's delicious and healthy!

## Writing

1. Look for words related to food and classify them in the correct columns. Use a dictionary to help you.

| Countable (C) | Uncountable (U) |
|---------------|-----------------|
| <hr/>         | <hr/>           |

2. Write sentences using the words you found and the following quantifiers.

much - many - some - any - a few - a little - a lot of

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## Language Focus

1. Read the sentences and circle the correct options.
  - a. How *much* / *many* chocolate bars did you eat? You should save some for later.
  - b. How *many* / *a lot* of apples did you tell me I should bring? I left the recipe at home.
  - c. How *much* / *many* sugar should I add to the pie? Not too *much* / *many*!
  - d. Is there *any* / *a little* juice left in the fridge? I'm very thirsty!
2. Write three sentences about you using the words from the previous activity.

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**3.** Read the sentences and mark them correct or incorrect. Rewrite the incorrect ones in your notebook.

- a. \_\_\_\_\_ I should buy many honey. It's winter time and we always add it to the tea or coffee.
- b. \_\_\_\_\_ My mom bought a lot of empanadas, but they were all vegetarian.
- c. \_\_\_\_\_ Can you bring a little potatoes? We want to cook something special tonight.

## Speaking

**1.** Interview a classmate. Take notes on his/her answers below.

- a. How much sugar do you eat everyday?

\_\_\_\_\_

- b. How many glasses of water do you drink everyday?

\_\_\_\_\_

- c. Do you eat potato chips every weekend?

\_\_\_\_\_

**2.** Share the information you obtained with a different classmate. Are your classmates healthy? Why? Why not?

## Writing

**1.** Look at the pictures and classify them in the correct food groups.



**2.** In pairs, think of healthy advice using the foods from the previous activity.

## Final Task

- 1 Listen and complete the text with the correct words.  20

Obesity in Latin America is an a) \_\_\_\_\_ problem. More and more children and teens are becoming b) \_\_\_\_\_ or obese. There are many possible causes for this problem. These include an increase in c) \_\_\_\_\_ living, dietary changes towards unhealthy US-style d) \_\_\_\_\_, and a more sedentary lifestyle that involves watching TV and playing video games. In Mexico, Congress passed legislation in 2010 in order to decrease the amount of e) \_\_\_\_\_ food schools sell to children. Specialists also suggest that schools should f) \_\_\_\_\_ students with at least thirty minutes of g) \_\_\_\_\_ per day.



## Speaking

- 1 Get in pairs and write ideas about how people can fight obesity in your city or town.

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- 2 Choose three ideas and make a healthy magazine. Include pictures and drawings.

- 3 Present your magazines to your class. Remember to justify your choices by saying why and how these would help avoid obesity.

- 4 While other pairs present their ideas, take notes on what they say.

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- 5 Get in groups and discuss these ideas. Are they good? Are they bad? How would you put into practice these healthy measures?

## Self-evaluation

- 1 After presenting your healthy menus, use the following table to assess your work. Check the boxes of the things you did well at.

| Content                    | Me | Team work         | Me | Design                       | Me |
|----------------------------|----|-------------------|----|------------------------------|----|
| Use of vocabulary          |    | Division of tasks |    | Explanation to the audience  |    |
| Consistent information     |    | Group feedback    |    | Use of images/ drawings      |    |
| Organization of the poster |    | Behaviour         |    | Volume, tone and eye contact |    |

- 2 Read the statements and write your opinion about them.

It's important to keep a healthy lifestyle to do what we like.

In general, people are not aware of how unhealthy their eating habits are.

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- 3 Share your ideas with a partner. Then, answer the questions together.
- What new healthy habits did you learn during this lesson?
  - How can you improve your healthy habits?
  - Do you think eating healthy food is related to other healthy habits?
- 4 Work in pairs. Read the following statement and take notes on your ideas.

*Taking care of your body is taking care of your mind.*

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## Lesson 4

# A World of Healthy Habits

### Writing

1. Label the pictures with the correct words.

exercise - traffic lights - cyclist - muscles - inside - road

A



B



C



D



E



F



2. Read the following sentences expressing obligation and suggestion, and correct them.

a. You shouldn't help clean the neighborhood.

\_\_\_\_\_

b. You could throw papers on the street!

\_\_\_\_\_

c. You must speak loudly in the library.

\_\_\_\_\_

d. People mustn't always respect the traffic lights.

\_\_\_\_\_

**3.** Write sentences expressing obligation, suggestion and prohibition using words from activity 1.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## Speaking

- 1.** Work in pairs and think of:
  - a. Three sentences that express prohibition in your school.
  - b. Three sentences that express obligation in your city.
  - c. Three sentences that express suggestion to a friend who wants to take up a healthier lifestyle.

## Reading

**1.** Match the concepts with the correct pieces of information.

- |          |          |
|----------|----------|
| a. Walk  | e. Sleep |
| b. Games | f. Relax |
| c. Dance | g. Read  |
| d. Cook  |          |

Probably the easiest one to do. You can create a new healthy habit if you do it every day.

There are plenty of these that you can play with your friends which are also great physical activities.

Do you like music? Then this might be your favorite activity, if you do it for more than 15 minutes.

Doing it for 8 hours a day is very important for your health, especially when you are growing up.

Some people love it because they find it relaxing and fun. It is also a great opportunity to start eating healthier too.

Sometimes, the best thing to do if your mind needs a break is to do nothing. Just rest!

It is great for your imagination and will help you discover worlds that are hidden inside the pages.

## Writing

1. Think of other ways how these activities can help you have a healthier lifestyle.

a. Go running: \_\_\_\_\_

\_\_\_\_\_

b. Listen to music: \_\_\_\_\_

\_\_\_\_\_

c. Play video games: \_\_\_\_\_

\_\_\_\_\_

## Language Focus

1. Write how often you do these things using frequency adverbs.

a. Study: \_\_\_\_\_

b. See your friends: \_\_\_\_\_

c. Go to the dentist: \_\_\_\_\_

d. Drink water:  
\_\_\_\_\_

e. Go to a park: \_\_\_\_\_

2. Share your sentences with a partner and think of suggestions with their sentences. For example: You should see your friends more often.

## Speaking

1. Look at the pictures in pairs and think of ideas about yourselves.



2. Share your ideas with the class. How are they similar or different?

## Listening

1. Listen to these people talking about their favorite leisure time activities and answer the questions. 

### Karina

I love solving Sudoku puzzles. They are fun and make me think a lot, which is good for my brain. I usually do it while I commute to work or when I'm at home. My children have also developed their interest in puzzles. We sometimes solve them together!



### Diego

I think my favorite leisure time activity is drawing. I think I could be an illustrator because I do it all the time. I enjoy drawing portraits of people or just drawing what I see while I walk on the streets. I sometimes go to the park and look for a nice spot to sit down. I always carry colored pencils and a small notebook. You never know when you'll find something worth drawing!



- a. What does Karina like?

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- b. What is Sudoku good for?

---

- c. Do you agree with Karina? Why?

---

- d. What is Diego's favorite leisure time activity?

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- e. What does he think he could be?

---

- f. What does he do in the park?

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## Language Focus

1. Match the functions with the examples.

a. be, go, learn, jump

d. up, down, at

b. table, dog, happiness

e. I, they, him, her

c. very, always, quickly

f. and, but, because

\_\_\_\_\_ Name persons, places, things, or ideas.

\_\_\_\_\_ Describe verbs, adjectives, and other adverbs.

\_\_\_\_\_ Join words and phrases.

\_\_\_\_\_ Take the place of nouns.

\_\_\_\_\_ Show actions or being.

\_\_\_\_\_ Indicate time, place, or position.

2. Replace the part of the speech underlined for a word with the same function.

a. The other day I had a sandwich for lunch.

\_\_\_\_\_

b. I'm looking for a gift for my brother. It has to be nice and useful.

\_\_\_\_\_

c. Carolina didn't like the play. She would have preferred to watch TV in her house.

\_\_\_\_\_

d. My book was on the table, but I couldn't see it. It was a very silly situation.

\_\_\_\_\_

3. Write three sentences using the words in activity 1. Remember to think of their function and use them correctly.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

4. Compare your sentences with a partner. Correct the mistakes you find.

## Reading and Writing

**1.** Complete the text with your own ideas.

Some ways to change your body and get fit easily

a) Hide the TV remote control. \_\_\_\_\_

\_\_\_\_\_

b) Don't wait for the bus. \_\_\_\_\_

\_\_\_\_\_

c) Carry objects. \_\_\_\_\_

\_\_\_\_\_

d) Relax. \_\_\_\_\_

\_\_\_\_\_



**2.** Get in groups and make a list of the best ideas to get fit easily.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Speaking

**1.** Interview a classmate and take notes on their answers.

**a.** What do you do to stay healthy?

\_\_\_\_\_

**b.** Are you trying to get fit? How?

\_\_\_\_\_

**c.** What would you recommend to someone who wants to get fit? Why?

\_\_\_\_\_

## Final Task

- 1** Get in groups and take notes on different ideas for a healthier lifestyle.

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- 2** Choose the top three ideas and make a flyer with the information of each activity. Include the following:

- A picture
- A description
- Recommendations
- If you can do it together or alone
- When to do it

- 3** Share your flyer with another group and check their work. Take notes on how they can improve their flyer.

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- 4** Exchange your notes and make corrections to your flyer, if necessary.

- 5** In the same groups, discuss the following ideas.

- a.** It's easy to get fit if you're willing to do it.
- b.** Getting fit is only for people who have enough time.
- c.** In general, people are not interested in having a healthier lifestyle.
- d.** It's important to be healthy in order to do the things we like.

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## Self-evaluation

- 1** After presenting your healthy day, use the following table to assess your work. Check the boxes of the things you did well at.

| Content                         | Me | Team work         | Me | Design                       | Me |
|---------------------------------|----|-------------------|----|------------------------------|----|
| Use of vocabulary               |    | Division of tasks |    | Explanation to the audience  |    |
| Consistent information          |    | Group feedback    |    | Use of images/drawings       |    |
| Organization of the information |    | Behaviour         |    | Volume, tone and eye contact |    |

- 2** Discuss with your group how you could improve on the things you didn't do well. Take notes on your ideas here.

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- 3** Share your ideas with a different group. How are your ideas similar or different?

- 4** Work in pairs. Read the following statement and take notes on your ideas.

*Having free time is as healthy as practicing sports and doing exercise.*

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- 5** In pairs, take turns answering the following questions about the unit. Discuss your answers as a class.

- Did you know that there were so many ways to be healthy?
- Is there any activity that you would like to know more about? Which?
- How can you apply what you learned to your daily life?
- Do you think leisure activities are different in other countries? Why?

## Lesson 5

# The Wonderful World of Sports

### Writing

1. Write the correct name for each sport.



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

2. Work in pairs. Write the equipment you need for these sports.

a. Tennis: \_\_\_\_\_

b. Football: \_\_\_\_\_

c. Karate: \_\_\_\_\_

d. Basketball: \_\_\_\_\_

### Speaking

1. Answer the questions with a partner.

a. What is your favorite sport?

b. What do you need to play it?

c. Is there a sport you don't like? Which one?

## Reading

1. Read the statements and match them with the sport, according to your own opinion. There are no incorrect answers.
 

|   |   |
|---|---|
| <ol style="list-style-type: none"> <li>a. Running</li> <li>b. Judo</li> <li>c. Swimming</li> <li>d. Basketball</li> </ol> | <p>... is my favorite sport in the world.</p> <p>... seems like a good way to exercise.</p> <p>... is very exhausting to do.</p> <p>... is fun to do with friends.</p> <p>... is a little boring.</p> |
|---|---|
  
2. Share your opinions with a partner and try to explain why you think so about each one.

## Writing

1. Choose one of the sports below and research an important athlete in your country who plays it. Write the information you find in the space provided.

gymnastics - ski - cycling - swimming - weightlifting - tennis

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2. Share your work with a partner and answer the questions.
  - a. Did you know about the athlete before researching information about him/her?
  - b. What other important Chilean athletes do you know?

## Speaking

1. Read the following statement and write whether you agree or disagree. Then, share your ideas with a partner.

Taking part is more important than winning.

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## Listening

1. Listen to the text and complete it with the correct words.  31

### Who is the fastest runner in the world?

On Sunday 16 August 2009, 23-year-old Usain Bolt from (a) \_\_\_\_\_ became the fastest runner in the world when he ran the 100 meters in a world (b) \_\_\_\_\_ of 9.58 seconds. This works out to 37.58 kilometers/hour (km/h).

To recognize this outstanding (c) \_\_\_\_\_, he was awarded the (d) \_\_\_\_\_ of the Order of Jamaica at the National Honours and Awards Ceremony on 20 October 2009.

In Río (2016), Bolt won (e) \_\_\_\_\_ in 100m, 200m, and 400m relays once again, but his (f) \_\_\_\_\_ was not as fast as in 2009. He took 9.81 seconds to cover 100 meters which comes to 36.7km/h.



## Reading

1. Read the text from the previous activity and mark the statements as True or False. Correct the false ones.

a. \_\_\_ Usain Bolt is from the United States.

---

b. \_\_\_ He completed the 100 meters in 9.58 seconds in 2009.

---

c. \_\_\_ He participated in the 100m, 200m, and 500m relays in Río 2016.

---

d. \_\_\_ In Río 2016, Usain Bolt was faster than in 2009.

---

e. \_\_\_ He took 9.81 seconds to cover 100m in 2016.

---

## Writing

1. Answer the question.

a. In your opinion, what does it take to be a successful athlete? Why?

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2. Share your ideas with a partner.

## Language Focus

1. Use the correct form of the verbs to complete the sentences.

a. I \_\_\_\_\_ (break) my leg while I \_\_\_\_\_ (play) football.

b. I \_\_\_\_\_ (lose) my trainers when I \_\_\_\_\_ (change) clothes.

c. She \_\_\_\_\_ (drop) her wristband when she \_\_\_\_\_ (play) tennis.

d. We \_\_\_\_\_ (watch) the match when my mom \_\_\_\_\_ (arrive).

e. They \_\_\_\_\_ (talk) about the upcoming sport event when they \_\_\_\_\_ (see) their favorite Chilean athlete.

2. Write about three things you were doing last week when something interrupted you. Use the correct form of the verbs.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## Vocabulary

1. Label the pictures with the correct words.

gloves - boots - ball - bat - helmet - goggles



## Language Focus

1. Use the words to write sentences in the past simple tense.

a. You / arrive / late / yesterday

---

b. I / be / tired / after the soccer match

---

c. He / not have / to cook / because / we / order / pizza

---

d. My favorite team / lose / the game / last week.

---

e. I / enjoy / the match / even though / I / not be / in the mood / to watch TV

---

2. Share your answers with a partner and correct the mistakes you find in his/her or your sentences.

## Speaking

1. Work in pairs and ask the following questions to each other. Remember to use the correct form of the verbs as you answer.
  - a. What did you do yesterday?
  - b. Did you watch TV last weekend? If so, what did you watch?
  - c. What did you do during your last summer vacation?
  - d. What did you have for lunch two days ago?

## Reading and Writing

1. Read the following characteristics and think of a sport that has all of them. Then, justify your choice.
  - a. It's easy to play. Sport: \_\_\_\_\_
  - b. It can be hard. \_\_\_\_\_
  - c. It's very diverse. \_\_\_\_\_
  - d. It's very exciting. \_\_\_\_\_
  - e. It's easy to understand. \_\_\_\_\_
2. Share your ideas with a partner. How are they similar or different?

## Language Focus

1. Rewrite the sentences using possessive 's.
  - a. That racket is of Ben.  
\_\_\_\_\_
  - b. He is the son of Nicholas.  
\_\_\_\_\_
  - c. Let's go to the court of the National Stadium.  
\_\_\_\_\_
  - d. We are playing football with the ball of Mark and Sue.  
\_\_\_\_\_
  - e. The gloves of my teacher are on the table.  
\_\_\_\_\_

## Final Task

### Reading

1. Read the text and highlight important facts or events related to the topic.

#### The Football World Cup

The first competition for the Cup was organized in 1930 by the Fédération Internationale de Football Association (FIFA) and was won by Uruguay. Held every four years since that time, except during World War II, the competition consists of international sectional tournaments made up of 32 national teams leading to a final elimination event. Unlike Olympic football, World Cup teams are not limited to players of a certain age or amateur status, so the competition serves more as a contest between the world's best players. Referees are selected from lists that are submitted by all the national associations.

The trophy cup awarded from 1930 to 1970 was the Jules Rimet Trophy, named for the Frenchman who proposed the tournament. This cup was permanently awarded in 1970 to then three-time winner Brazil (1958, 1962, and 1970), and a new trophy called the FIFA World Cup was put up for competition. Many other sports have organized "World Cup" competitions.



Retrieved from: [www.britannica.com/sports/World-Cup-football](http://www.britannica.com/sports/World-Cup-football)

2. Check your answers with a partner.

### Writing

1. Research on the Internet and answer the following questions.
  - a. Does Chile have an important achievement in an international competition? Which?  

---
  - b. In your opinion, is it important to support Chilean athletes when they participate in international sporting events? Why? How can we support them?  

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**2.** Think of these people's roles in sports and write what they are. Use your own words to define each.

**a.** Player:

---

**b.** Spectators:

---

**c.** Coach:

---

**d.** Sports reporter:

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## Self- evaluation

**1.** Use the following table to assess your work on the sports fair. Check the boxes corresponding to the things you did well.

| Content                   | Me | Team work                   | Me | Design   | Me |
|---------------------------|----|-----------------------------|----|--|----|
| Use of vocabulary         |    | Cooperation with your group |    | Performance                                    |    |
| Clear questions           |    | Division of tasks           |    | Use of images/ drawings                        |    |
| Organization of the sport |    | Group feedback              |    | Volume, tone and eye contact with the audience |    |

**2.** Answer the following questions with your work group.

**a.** Were there any problems while completing the task? Which ones?

---

**b.** What strategies did you use to complete the task?

---

**c.** How can you improve your teamwork?

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# Lesson 6 My Hobbies

## Reading and Writing

1. Read the list of free time activities and mark the ones you do.

- a. Watching movies or series
- b. Dancing
- c. Reading books or comics
- d. Rollerblading
- e. Taking pictures
- f. Writing
- g. Handcrafting
- h. Playing sports

2. Choose one of the free-time activities you marked and explain when and where you do it, and if you do it alone or with friends. If you didn't mark any, write about a different activity.

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## Speaking

1. Interview a classmate and take notes on his/her answers.

a. Do you have any hobbies?

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b. When did you start doing it?

---

c. What do you need to do it?

---

d. Would you recommend it to a friend? Why?

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2. Practice the verbs with -ed endings with a partner and classify them in the correct column, according to how they sound.

wanted - loved - talked - cleaned - used - walked -  
needed - started - helped

| /ɪd/ | /d/ | /t/ |
|------|-----|-----|
|      |     |     |

## Vocabulary

1. Match the concepts with the correct description.

- |              |   |
|--------------|---|
| a. outdoor   | _____ something that happens inside a building.         |
| b. indoor    | _____ someone that does little or no physical activity. |
| c. active    | _____ something that happens outside a building.        |
| d. sedentary | _____ busy with a particular activity.                  |

2. Complete the sentences using the words from the previous activity.

- a. I think the children should play an \_\_\_\_\_ game today. It is very cold outside.
- b. A \_\_\_\_\_ lifestyle is unhealthy for people of any age.
- c. In order to stay \_\_\_\_\_, I walk to work every day, even if it's cold.
- d. Let's do an \_\_\_\_\_ activity today. It looks like it will be a sunny day.

## Listening and reading

1. Listen and complete the text. 



### The Importance of Play

Do you remember when you were a small **a)** \_\_\_\_\_?  
 What games did you play? Kicking a ball? Jumping a rope? Creating  
 an **b)** \_\_\_\_\_ world? Experts agree that playing is important  
 for children to develop into **c)** \_\_\_\_\_ adults. Here are five ways that  
 play benefits kids:

1. Play helps children develop their own **d)** \_\_\_\_\_.
2. When they play, children learn how to make **e)** \_\_\_\_\_ and solve problems.
3. Children learn how to control their emotions, such as anger and fear, when they play.
4. Play helps children make **f)** \_\_\_\_\_.
5. Play makes children happy!

Play is not just for kids, but for teenagers and adults as well. It helps us learn, it relieves  
**g)** \_\_\_\_\_, and it makes us more productive at school and at work. Play isn't a  
 luxury- it is a necessity. So when you have some free **h)** \_\_\_\_\_, don't just sit  
 and watch TV. Engage in some brain-stimulating play!

2. Match the sentences to the five benefits.

- a. \_\_\_\_\_ Climbing trees is frightening but fun!
- b. \_\_\_\_\_ Children laugh and joke when they play.
- c. \_\_\_\_\_ When I play, I do what I want to do, not because I have to do it.
- d. \_\_\_\_\_ We make the rules for the games we play.
- e. \_\_\_\_\_ We all enjoy playing. If somebody is not happy, we change the game.

3. Read the list and mark the reasons why you play.

- |                           |                            |                      |
|---------------------------|----------------------------|----------------------|
| a. _____ to learn         | b. _____ to create         | c. _____ to compete  |
| d. _____ to pass the time | e. _____ to relieve stress | f. _____ to be happy |

4. Share your answers with a partner. How are they similar or different?

## Writing

1. Read the sentences and add the highlighted words in bold to the table.
  - a. **I dislike** going to the cinema.
  - b. **I prefer** to take it easy with friends.
  - c. **I love** to study!
  - d. **I don't like** to study either!
  - e. They **hate** playing basketball outdoors.
  - f. Do you **like** reading?
  - g. **I can't stand** watching TV.
  - h. Manuel **enjoys** skateboarding.

| Expressing likes | Expressing dislikes |
|------------------|---------------------|
|                  |                     |

2. Write four sentences about your likes and dislikes using words from the previous activity.

- a. \_\_\_\_\_
- b. \_\_\_\_\_
- c. \_\_\_\_\_
- d. \_\_\_\_\_

## Language Focus

1. Circle the correct option in each sentence.
  - a. We *were playing* / *played* football when it suddenly *was starting* / *started* to rain.
  - b. Yesterday, I *was going* / *went* rollerbalding in the park.
  - c. In the last 10 years, students *were preferring* / *preferred* basquetball instead of chess.
  - d. He *was doing* / *doing* karate when he *was broking* / *broke* his arm.
  - e. She *was winning* / *won* the tournament but there was a sudden change in the last match.

## Reading

1. Read the following text and underline the words you don't know.

### The Health Benefits of Gardening

Gardening is popular in many parts of the world. This outdoor activity not only gives us beautiful plants, and fresh fruits and vegetables, but also many health benefits.

- **Healthy for children:** It is a great activity to do with children. It gets families outdoors and off computers, televisions and other electronics.
- **Gardening can be a great teacher:** People can learn about nature and wildlife. Gardening can teach about where food comes from and healthy eating. It can also help to understand the limits of natural resources and the importance of using them wisely.
- **Vitamin D:** When you are in your garden, you might feel the sunshine on your skin. This means you are getting Vitamin D, which helps our bodies use calcium. That is necessary to keep bones strong.
- **Exercise:** All the different movements needed for gardening – bending, twisting, stretching and lifting – work small muscles in the body. You can easily get a good workout when you are digging holes or pulling weeds.



Adapted from: <https://learningenglish.voanews.com/a/health-lifestyle-benefits-of-gardening/4334096.html>

2. Use a dictionary to find the meaning of the words you underlined.
3. Work in pairs and think of two other benefits of gardening. Take notes on your ideas.

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## Language Focus

1. Use when or while to connect the sentences below.
  - a. I was working on my book. He was watching his favorite series.  
\_\_\_\_\_
  - b. Marta was walking to work. She saw her best friend cycling.  
\_\_\_\_\_
  - c. My dad was cooking pasta. I was baking a cake.  
\_\_\_\_\_
  - d. It went dark. He was riding his bike to Guillermo's house.  
\_\_\_\_\_

## Speaking

1. Mark the following actions as (H) healthy or (U) unhealthy. Then, share with a partner and explain your answers.



## Final Task

- 1 In groups, go through Unit 4 and make a list of the healthy activities you find.

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- 2 Choose a sport or physical activity. Research how it could help teenagers to have a healthier lifestyle.

- 3 Make a poster with the information. Include a motivating title and drawings to encourage people to take it up.

- 4 Present your posters to your classmates. As you listen to their presentations, take notes on the ideas they present.

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- 5 Answer the following questions: Was there any physical activity that caught your attention? Why? Would you like to take it up?

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## Self- evaluation

- 1 After presenting your healthy day, use the following table to asses your performance. Check the boxes of the things you did well.

| Content                | Me | Team work         | Me | Design                       | Me |
|------------------------|----|-------------------|----|------------------------------|----|
| Use of vocabulary      |    | Division of tasks |    | Explanation to the audience  |    |
| Consistent information |    | Group feedback    |    | Use of images/ drawings      |    |
| Organization           |    | Behavior          |    | Volume, tone and eye contact |    |

- 2 With your group, discuss the following statement.

*Collaboration among the group is the key for a successful presentation.*

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- 3 Individually, think of ways to improve your work in an upcoming presentation.

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- 4 Reflect on how this unit helped you to understand new ways of being healthy and how you can use them to improve your own lifestyle. Take notes on your ideas.

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## Lesson 7 Protecting the Environment

### Listening

1. Look at the images. Then, relate them to the concepts you hear. 



2. Use the words to complete the text.

decompose - artificial - pollution - dioxide - air - water  
 agricultural - oxygen - burning - factories

a. \_\_\_\_\_ happens when nature does not know how to  
 b. \_\_\_\_\_ an element that was not introduced in the environment naturally. If we put in the environment c. \_\_\_\_\_ things like plastic, we pollute the environment. There are many types of pollution. First, there is d. \_\_\_\_\_ pollution. Some of the main sources of this kind of pollution are the e. \_\_\_\_\_ of fossil fuels and emissions of carbon f. \_\_\_\_\_ from vehicles and g. \_\_\_\_\_. Then, there's h. \_\_\_\_\_ pollution. Sources of this kind of pollution include the waste from i. \_\_\_\_\_ fields, industrial sites and urban areas. Additionally, if fertilizers get thrown into the sea, algae grows too much, which reduces the amount of available j. \_\_\_\_\_ for other species.

## Speaking Task

1. Fill in the table with the corresponding pollutants, with a partner.

| Air pollution | Water pollution |
|---------------|-----------------|
|               |                 |
|               |                 |
|               |                 |

2. Discuss the following questions, in pairs.
  - a. Is there any kind of pollution in your city? If so, what kind?
  - b. Do you do anything to fight against these types of pollution? What do you do?
  - c. How could you teach younger students in your school to protect the environment?

## Writing

1. Use the ideas from the previous activity and write possible solutions to the problems you mentioned. Use *could* to describe your ideas.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

d. \_\_\_\_\_

e. \_\_\_\_\_

## Reading

1. Read the following statements and mark them as (G) good or (B) bad for the environment. Correct the bad ones to make them good.

a. \_\_\_\_\_ People who buy plastic bags could keep on doing so.

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b. \_\_\_\_\_ Cars could emit less carbon dioxide by using other types of fuel.

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c. \_\_\_\_\_ Urban areas could throw more waste in the sea.

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## Writing

1. Read and match the ways of volunteering with the pictures.

A Working for an animal rescue foundation.

B Helping the elderly at a senior citizen home.

C Picking up trash in a polluted area.



2. Choose one of the ways of volunteering from the previous activity and explain how it could help the environment or people.

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## Speaking

1. Interview a classmate and take notes on his/her answers.
  - a. Have you ever worked as a volunteer? How? If you haven't, do you know anyone who has?

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- b. Can you mention three positive things about volunteering?

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- c. Do you know any other ways to volunteer in your city? Which ones?

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## Reading

1. Use the correct word to complete each sentence.

rescue - teenagers - friends - experience - help

- a. More \_\_\_\_\_ volunteer now than in the past.
- b. Volunteers like to \_\_\_\_\_ people, animals and the environment.
- c. Volunteering is more fun if you do it with \_\_\_\_\_.
- d. People can get \_\_\_\_\_ doing volunteer work.
- e. Teenagers can work for an animal \_\_\_\_\_ foundation if they like animals.

## Reading

1. Read what people say about volunteering. Then, mark the statements **True** or **False**.



Hi, my name is Sara. I've worked as a volunteer for two years now. We collect food that people donate and we distribute it in homes where they need it. It's a lot of fun! We get to share with the elderly and children all the time. We sometimes stay longer in a home playing games or just talking with the people. I love what I do!



Hello! I'm Rodrigo and I have loved gardening since I was a little child. My favorite way of volunteering is planting trees in areas where there have been fires. Unfortunately, wildfires are a common thing in my region, and I've helped to reforest these places with endemic trees and plants. I'm usually very tired afterward, but I would never stop doing it, it makes me happy!

- a. \_\_\_ Sara has worked as a volunteer for 4 years.
- b. \_\_\_ Sara distributes food in homes where people need it.
- c. \_\_\_ Sara sometimes stays longer in these homes, playing games or talking with people.
- d. \_\_\_ Rodrigo has loved gardening since he was a teenager.
- e. \_\_\_ Wildfires are not a common thing in Rodrigo's region.
- f. \_\_\_ Rodrigo usually feels tired after planting trees, but he would never stop doing it.

2. Correct the false statements orally with a partner and take notes on your ideas.

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## Writing

1. Read the statements and write whether you agree or disagree with them. Explain why.
  - a. Volunteering is a waste of time rather than a way to get experience.  
\_\_\_\_\_
  - b. Schools should encourage students to volunteer.  
\_\_\_\_\_
  - c. The main purpose of volunteer work is to offer people new experiences.  
\_\_\_\_\_
  - d. Most people can't volunteer because they are too busy to do it.  
\_\_\_\_\_
  
2. Share your answers with a partner. How are your answers similar or different?

## Speaking

1. Work in groups. Discuss these questions and take notes on your answers. Then, share your ideas with the class.
  - a. How could schools encourage students to volunteer?
  - b. What could you do in your town to volunteer?

## Vocabulary

1. Complete the table with the correct words.

enjoy - voluntary - organize - helpful - help - organized

| Adjective | Verb |
|-----------|------|
|           |      |
|           |      |
|           |      |

## Writing

1. Order the words to make sentences. Remember to use the correct punctuation.

a. you / it's what you / if / want to do / should / volunteer

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b. once a week / at an animal rescue center / could / volunteer / you

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c. you / in / can / sponsored walks / or bike rides / take part

---

d. can / for just / a few hours a week / volunteer / you

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2. Match the statements to the sentences in Activity 1.

1. \_\_\_\_ I enjoy the outdoors. I love sports and I'm very active.

2. \_\_\_\_ My friends volunteer and my mom's making me volunteer, too.

3. \_\_\_\_ I want to volunteer, but I need time to study.

4. \_\_\_\_ I want to be a vet when I'm older. I love animals!

## Language Focus

1. Complete the sentences with the correct words.

don't have to - can - shouldn't - should

- a. You look really tired. You \_\_\_\_\_ work today if you don't want to.
- b. You \_\_\_\_\_ go there alone, it's dangerous.
- c. If you love animals, there are many things you \_\_\_\_\_ do. Why don't you work at an animal rescue center or study to be a vet?
- d. If you see trash on the floor, you \_\_\_\_\_ pick it up and put it in the garbage can.

## Reading

1. Read the text below and underline the modal verbs you find.

### Doing a Sponsored Bike Ride

Why not organize a sponsored bike ride for your school? First, you should ask for permission from your teachers. Then, you can ask for sponsors. People could sponsor you per kilometer you ride, or give you a fixed total amount. You can write their names on a list and the amount they have to pay when you complete the ride. You shouldn't make the ride too long or people won't take part in your project.



## Speaking

1. In pairs, read the text again and discuss the questions.
  - a. Is it a good idea to do a sponsored bike ride for your school? Why?
  - b. For what good purpose would you come up with to do a bike ride?
  - c. Do you usually do any sponsored activities at your school? Which?

## Listening

1. Listen to and answer the questions.  42

a. Where did Tina learn about the tsunamis?

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b. What causes a tsunami?

---

c. Who did Tina's parents talk to?

---

d. What did people in the hotel do?

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2. Identify the type of questions. Mark if the intonation rises (↑) or falls (↓) at the end.

a. \_\_\_\_ Did you go back to the hotel?

b. \_\_\_\_ Where did you stay after the tsunami?

c. \_\_\_\_ How long did you stay there for?

3. Complete the questions with the words in the box. Then match the question to the corresponding answer.

who – what – where – why – when

a. \_\_\_\_\_ did you arrive late to class?      \_\_\_\_ To the movies with Mary.

b. \_\_\_\_\_ was the person at the door?      \_\_\_\_ Last Tuesday.

c. \_\_\_\_\_ did Joshua talk to you about?      \_\_\_\_ Because there was a traffic jam.

d. \_\_\_\_\_ did you go on Saturday?      \_\_\_\_ He asked me out on Friday!

e. \_\_\_\_\_ was your literature exam?      \_\_\_\_ The biology teacher.

## Speaking Task

1. Work in pairs. Imagine you experienced a natural disaster. Interview each other about your experiences, using the prompts below.

**What**

Ask about the situation and your partner's actions.

What \_\_\_\_\_?

**Where**

Ask about the place.

Where \_\_\_\_\_?

**When**

Ask about the time.

When \_\_\_\_\_?

**Who**

Ask about the people involved.

Who \_\_\_\_\_?

**Why**

Ask the reasons behind the natural disaster or behind your partner's actions.

Why \_\_\_\_\_?

2. In groups of four, choose the most interesting story and recreate it in front of the class. Use the guide below to plan your re-creation.

**Roles**

**Dialogues**

**Student 1:**

**Student 2:**

**Student 3:**

**Student 4:**

## Reading and Vocabulary

- 1.** What do you know about the earthquake of 2010? Read Luis' experience and discuss as a class.

At 3.34 am local time, Chile, my country, suddenly changed. The earthquake lasted about three minutes. My world, and that of my countrymen and women, became a massive horror story played out on the world stage. I was in Santiago because I had a soccer match with my team. We were resting after the match in a hotel when the earthquake started. The earth screamed; a sound of thunder came from its belly as it violently shook the plants, the cars, the walls, and the room I was in. It seemed like a very long time. Then silence. From floor fifteen, I looked down at the city below while the building was still swaying and saw a

huge cloud of dust. After the earthquake, there was a tsunami, which devastated six regions.

The day started off as a fun soccer practice and finished with a horrible earthquake. There was no way I could have gotten out of the building. It was shaking too hard. I stood in a doorway to try to protect myself. Everything that was standing fell over. Once the earthquake stopped, I ran to the window that looks down over the city. Screaming, crying, yelling, and panic coming from the city. Many of the houses nearby collapsed. It was really scary.

- 2.** Read the article and write T (true) or F (false). Correct the false statements.

**a.** \_\_\_\_ The earthquake lasted three seconds.

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**b.** \_\_\_\_ Luis was in Santiago for a soccer match.

---

**c.** \_\_\_\_ Before the earthquake, there was a tsunami.

---

**d.** \_\_\_\_ The tsunami affected the entire country.

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- 3.** Put the events in the correct order.

**a.** \_\_\_\_ Luis saw a cloud of dust.

**d.** \_\_\_\_ Luis played a soccer match.

**c.** \_\_\_\_ Luis and the team were resting in the hotel.

**e.** \_\_\_\_ There was a tsunami.

## Language Focus

1. Complete the sentences with the correct form of the the verbs in parentheses.
  - a. We \_\_\_\_\_ (stay) at the mountains, at my father's cabin.
  - b. I was telling James it was very dangerous, when he \_\_\_\_\_ (pick) up his backpack and got out of the house.
  - c. When James \_\_\_\_\_ (climb up) the mountain, some rocks \_\_\_\_\_ (loose) and he \_\_\_\_\_ (fall) downhill and hurt his arm and head.
  
2. Look at the images and write sentences about what happened.



A James \_\_\_\_\_  
when I \_\_\_\_\_



B \_\_\_\_\_  
\_\_\_\_\_



## Cross-Curricular

- 1 Think of a natural disaster that could occur where you live. Write a list of safety recommendations.

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- 2 Look at the images below. In groups, discuss which natural disaster might have occurred.



# Final Task

## Newspaper Stories

1 Use this space to write notes about local news stories, or news about past school events.

- Make sure you have all the essential information: who, what, when, where, why, and general and specific details.

|       |  |  |
|-------|--|--|
| Who   |  | <b>Notes:</b><br><hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |
| What  |  |  |
| When  |  |  |
| Where |  |  |
| Why   |  |  |

2 Use this space to write a draft of your story, write a possible title and make notes on possible pictures you can include.

|  |  |
|--|--|
| <b>Title:</b>  |  |
| <b>Story:</b><br><hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> | <b>Possible pictures:</b><br><hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> |



### Verbs

#### Note

- We use the short forms of verbs in spoken English and in informal writing. Short forms are provided in parentheses.

#### Present Simple Verb to be

##### Use

- We use the verb to be in the present simple tense to give information about people or things.

##### Form

###### Affirmative and Negative

|                   |  |            |
|-------------------|--|------------|
| I                 | am (I'm)<br>am not (I'm not)                       | at school. |
| He<br>She<br>It   | is (He's/She's/It's)<br>is not (isn't)             |            |
| We<br>You<br>They | are (We're/You're/<br>They're)<br>are not (aren't) |            |

##### Questions

*Where is the boy? Why is free time important?*

##### Short Answers

|                    |  |
|--------------------|--|
| Are you a student? | Yes, I am.<br>No, I am (I'm) not.            |
| Is he a teacher?   | Yes, he is.<br>No, he is not (isn't).        |
| Are they students? | Yes, they are.<br>No, they are not (aren't). |

#### Present Simple

##### Use

- We use the present simple tense to indicate:
  - Something that happens over a long period of time or is a regular, habitual activity.  
I always *do* my homework.

- A permanent situation.  
I *play* video games on weekends.
- A timetabled event.  
The train *leaves* at 6 o' clock.

##### Form

- The form only changes in the third person singular.

##### Affirmative and Negative

|                        |                                       |
|------------------------|---------------------------------------|
| I<br>We<br>You<br>They | play tennis.<br>don't play tennis.    |
| He<br>She<br>It        | plays tennis.<br>doesn't play tennis. |

##### Questions

|       |      |                        |           |
|-------|------|------------------------|-----------|
| Where | do   | I<br>we<br>you<br>they | hang out? |
|       | does | he<br>she<br>it        |           |

##### Short Answers

|                                 |   |
|---------------------------------|---|
| Do you study on the weekends?   | Yes, I do.<br>No, I do not (don't).           |
| Does she study on the weekends? | Yes, she does.<br>No, she does not (doesn't). |

##### Questions

- Questions can begin with question words:

**what, where, which, how, who, when, why, whose.**

**What** do you do to rest and relax?

**When** do you rest and relax?

**Why** do you think free time is important?

**How** often do you practice sports?

The answer to questions without a question word is **yes** or **no**.

## Verb Patterns

### Verb + *-ing* or *to* + base

|        |  |
|--------|--|
| like   | hanging out with friends<br>to hang out with friends |
| love   |  |
| hate   |  |
| prefer |  |

**Note:** When expressing likes and dislikes, we usually use the *-ing* form.

### Verb + *-ing*

|             |                 |
|-------------|-----------------|
| enjoy       | watching TV for |
| can't stand | hours           |

### Verb + base

|              |                                 |
|--------------|---------------------------------|
| would rather | be rollerblading in the<br>park |
|--------------|---------------------------------|

### Verb + *to* + base

|              |              |
|--------------|--------------|
| would like   | to go to the |
| would prefer | movies       |

## Present Continuous

### Use

- We use the present continuous to describe an action that is going on at or around this moment in time.

*This year, they **are playing** basketball for the school team.*

### Form

- We form the present continuous tense with the present simple of the verb to be plus the present participle (*-ing*).

### Affirmative and Negative

|                   |  |                   |
|-------------------|--|-------------------|
| I                 | am (I'm)<br>am not (I'm not)                       | wearing a<br>cap. |
| He<br>She<br>It   | is (He's/She's/It's)<br>is not (isn't)             |                   |
| We<br>You<br>They | are (We're/You're/<br>They're)<br>are not (aren't) |                   |

## Questions

|      |     |                   |                                       |
|------|-----|-------------------|---------------------------------------|
| What | is  | he<br>she<br>it   | learning in other<br>school subjects? |
|      | are | we<br>you<br>they |                                       |
|      | am  | I                 |                                       |

## Short Answers

|                                      |   |
|--------------------------------------|---|
| Are you going swimming this weekend? | Yes, I am.<br>No, I am (I'm) not.       |
| Is she going swimming this weekend?  | Yes, she is.<br>No, she is not (isn't). |

## Past Simple

### Use

- We use the past simple tense to indicate:
  - An action that is now finished.  
*It rained a lot.*
  - A sequence of events in the past.  
*I came home and collapsed on the sofa.*

### Form

- The form of the past simple is the same for all persons.
  - The normal rule is to add *-ed* to the base form of the verb:  
*rain-rained*
  - We add *-d* to the base form of verbs ending in *e*:  
*observe-observed*
  - We eliminate the *y* and add *-ied* to the base form of verbs ending in a consonant + *y*:  
*try-tried*
  - We double the consonant and add *-ed* to verbs ending in a single vowel + consonant:  
*stop-stopped*
  - There are many common irregular verbs.

## Grammar Reference

### Affirmative

|           |                       |
|-----------|-----------------------|
| I         | camped near a stream. |
| He/She/It |                       |
| We        |                       |
| You       |                       |
| They      |                       |

### Negative

- We use the auxiliary verb **did not (didn't)** before regular and irregular verbs in the base form to form the negative in the past simple tense.

|           |                           |
|-----------|---------------------------|
| I         | did not (didn't) see him. |
| He/She/It |                           |
| We        |                           |
| You       |                           |
| They      |                           |

### Questions

- We use the auxiliary verb **did** in questions in the past simple tense. The main verb always stays in the base form.

|          |                                     |                      |
|----------|-------------------------------------|----------------------|
| When did | I<br>you<br>he/she/it<br>we<br>they | arrive at Swan Hill? |
|----------|-------------------------------------|----------------------|

### Short Answers

|                                |  |
|--------------------------------|--|
| Did you go camping last night? | No, I did not (didn't).<br>Yes, I did.     |
| Did she feel sad yesterday?    | No, she did not (didn't).<br>Yes, she did. |

## Sequencing Words

### Use

- We use the words **first, then, next, after that, finally** to establish the order or sequence of events.

**First**, the Beagle left Plymouth in England on December 27, 1831. Charles Darwin was not a good traveler.

**Next**, at Chiloé Island in Chile, Darwin saw a volcanic eruption on Mount Osmo.

**Then** in February 1832, Darwin saw the Brazilian rainforests.

After that, Darwin observed giant turtles on the Galapagos Islands. He even jumped on one's back.

Finally, he published On the Origin of Species in 1859.

### Note:

We use a comma after: **first, next, after that** and **finally** but not after **then**.

## Past Continuous

### Use

We use the past continuous tense to indicate longer actions in the past. It indicates actions or activities that have longer duration.

*They were laughing and singing.*

### Form

- We form the past continuous tense with the auxiliary **was/were** + the present participle.

### Affirmative and Negative

|      |                            |                          |
|------|----------------------------|--------------------------|
| I    | was<br>was not (wasn't)    | driving the family home. |
| He   |                            |                          |
| She  |                            |                          |
| It   |                            |                          |
| We   | were<br>were not (weren't) |                          |
| You  |                            |                          |
| They |                            |                          |

### Questions

|     |      |                      |                |
|-----|------|----------------------|----------------|
| Why | was  | I<br>he<br>she<br>it | carrying Erin? |
|     | were | we<br>you<br>they    |                |

### Short Answers

|                                 |   |
|---------------------------------|---|
| Were you watching TV yesterday? | Yes, I was.<br>No, I was not (wasn't).          |
| Was she watching TV yesterday?  | No, they were not (weren't).<br>Yes, they were. |

## Countable and Uncountable Nouns

### Use

- **Much/many**

We use **much** with uncountable nouns (money, bread, water, etc.)

We use **many** with countable nouns (friends, bags, bottles, etc.)

*How much birthday cake do you want?  
How many friends do you want to invite?*

- **Some/any**

**Some** and **any** are used when the speaker cannot specify or does not need or want to specify a number or an exact amount.

We use **any** in questions and negative sentences.

We use **some** in positive statements.

We can use **some** in questions when offering or requesting:

*Is there any soda?*

*Yes there is some in the kitchen, but there*

*isn't any popcorn.*

*Would you like some more tea?*

*Could I have some milk, please?*

- **A little/a few**

We use **a little** and **a few** to express a small amount or number in a positive way. This means that although there is only a small amount, it is enough.

We use **a little** with uncountable nouns and **a few** with countable nouns.

*Sprinkle them with a little glitter.*

*I only invited a few friends to the party.*

- **A lot of**

We use **a lot of** to refer to a large amount or number of people or things. We use it before both countable and uncountable nouns:

*There are a lot of chips.*

*There is a lot of soda.*

## Zero Conditional

### Use

- We use the zero conditional to express condition with a real result.

*If there is low water supply, vegetables die.*

*If the human body doesn't absorb enough water, the body dehydrates.*

### Form

- We form the zero conditional with if + present simple, ... present simple.

#### Affirmative and Negative

|    |   |  |
|----|---|--|
| If | a pandemic spreads,<br>we don't<br>contaminate, | people get sick.<br>we protect the<br>environment. |
|----|---|--|

### Questions

- What do you do if there is an earthquake?
- How do we survive if there is a tsunami?

### Short Answers

- If you don't water vegetables, do they survive?
- Yes, they do.
- No, they don't.

# Irregular Verbs

| Base form | Past simple | Past participle |
|-----------|-------------|-----------------|
| be        | was/were    | been            |
| become    | became      | become          |
| begin     | began       | begun           |
| break     | broke       | broken          |
| bring     | brought     | brought         |
| build     | built       | built           |
| buy       | bought      | bought          |
| catch     | caught      | caught          |
| choose    | chose       | chosen          |
| come      | came        | come            |
| cost      | cost        | cost            |
| do        | did         | done            |
| drink     | drank       | drunk           |
| drive     | drove       | driven          |
| eat       | ate         | eaten           |
| fall      | fell        | fallen          |
| feel      | felt        | felt            |
| fight     | fought      | fought          |
| find      | found       | found           |
| fly       | flew        | flown           |
| forget    | forgot      | forgotten       |
| get       | got         | gotten          |
| give      | gave        | given           |
| go        | went        | gone            |
| grow      | grew        | grown           |
| have      | had         | had             |
| hear      | heard       | heard           |
| hit       | hit         | hit             |
| keep      | kept        | kept            |
| know      | knew        | known           |

| Base form   | Past simple | Past participle |
|-------------|-------------|-----------------|
| leave       | left        | left            |
| lose        | lost        | lost            |
| make        | made        | made            |
| meet        | met         | met             |
| pay         | paid        | paid            |
| put         | put         | put             |
| read /ri:d/ | read /rEd/  | read /rEd/      |
| ride        | rode        | ridden          |
| run         | ran         | run             |
| say         | said        | said            |
| see         | saw         | seen            |
| sell        | sold        | sold            |
| send        | sent        | sent            |
| shut        | shut        | shut            |
| sing        | sang        | sung            |
| sit         | sat         | sat             |
| sleep       | slept       | slept           |
| speak       | spoke       | spoken          |
| spend       | spent       | spent           |
| steal       | stole       | stolen          |
| swim        | swam        | swum            |
| take        | took        | taken           |
| tell        | told        | told            |
| think       | thought     | thought         |
| throw       | threw       | thrown          |
| understand  | understood  | understood      |
| wake        | woke        | woken           |
| wear        | wore        | worn            |
| win         | won         | won             |
| write       | wrote       | written         |

# Mock Test

## Use of English

1. Complete the following text according to the options given below. (5 points)

There is a variety of **1.** \_\_\_\_\_ attitudes in every culture. It is important to identify **2.** \_\_\_\_\_ attitudes in order for real communication to take place. Remember there are **3.** \_\_\_\_\_ stereotypes about different nationalities that are not necessarily true. The first **4.** \_\_\_\_\_ to do is listen and observe. Some people are very eloquent, others quiet and modest, and others are direct and practical. Learning effective communication across **5.** \_\_\_\_\_ takes time.

- 1. a. different      b. the same      c. other      d. equal
- 2. a. this      b. these      c. that      d. them
- 3. a. much      b. few      c. many      d. like
- 4. a. thing      b. object      c. way      d. manner
- 5. a. cultures      b. cities      c. countries      d. languages

2. Put the following examples in the correct box. (10 points)

water - carrot - sugar - bread - potato -  
orange - apple - cucumber - soda - cream

| Countable | Uncountable |
|-----------|-------------|
|           |             |

## Mock Test

3. Complete the following sentences using the verb in brackets in *past simple* or *past continuous*. (4 points)

a. A: I saw my best friend running in the park.

B: Really? And what a) \_\_\_\_\_ (you/do) there?

b. A: What did you do last Saturday?

B: I b) \_\_\_\_\_ (go) to the shopping mall with my mom.

c. A: What happened to Tania?

B: She c) \_\_\_\_\_ (break) her arm while she

d) \_\_\_\_\_ (play basketball)

4. Write a paragraph giving advice on how to have a healthier lifestyle (50-70 words). (20 points)

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|          |                  |
|----------|------------------|
| Content  | _____ / 5 points |
| Grammar  | _____ / 5 points |
| Cohesion | _____ / 5 points |
| Spelling | _____ / 5 points |

\_\_\_\_\_ / 39 points

# Text Templates

## E-mails

E-mails can be long or short, formal or informal and you can send them to friends, relatives, teachers, or employers.

**When writing e-mails, always include:**

- **The subject:** Friday, Tim's birthday party
- **An introduction:** How are you? I'm writing to invite you to my party....
- The main information about when, where, what time the party is, the type of party, and what they should bring. My birthday party is on Friday...
- **A closing:** Let me know if you want to come.

The screenshot shows an email client interface with a sidebar on the left containing options: Reply, Forward, Delete, Inbox, Compose (highlighted), Addresses, and Logout. The main area displays an email draft with the following content:

To: sue8@zmail.com

Subject: My birthday party Next | Back

Hi Sue,

How are you? I'm writing to invite you to my birthday party next week. It's on Friday, September 24. I'm going to have it at the bowling alley. I've invited about eight friends, so it's going to be fun. The address is on Winston Road, near the cinemas. You should get there early. Don't forget to bring socks!

Could you please let me know if you can come because I have to book.

Hope to see you there.

Paola

## Task

You have some extra tickets for a concert. Write an e-mail to a friend asking him or her if they would like to go (35–50 words)

- Explain what the concert is about.
- Write where and when it is.
- Tell him/her what he/she should do.

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### Essays

An essay is a formal text to express an opinion about a topic.

**When writing an essay, always include:**

- A title: Is Technology a Bad Thing?
- The introduction to the topic: Technology is part of our daily life...
- A body with opinions for and against the topic: In my opinion *technology is a great tool for students. On the other hand it can make students lazy...*
- Conclusion. *To sum up, technology is here to stay...*

#### Is Technology Bad for Us?

- Nowadays, technology is an essential part of our lives. Some say it helps us by making things easier, while other people say it makes us lazier. I think it is a mix of the two.
- Technology can make things much easier. You can read a book, buy concert tickets, order dinner, and talk to someone in another country just with a computer.
- On the other hand, technology can make us very lazy. Most kids today use the internet to search for information and don't go to libraries. There is no need to leave your house when you have all the information in your hand.
- In conclusion, I think we need to have a balance in our lives. We should take advantage of the good things technology offers, but we should also remember to go out into the world and interact with real people, real books, and real situations.

### Task

Write an essay about video games. Are you for or against them? (85-100 words).

- Write a title.
- Introduce the topic.
- Write a paragraph with opinions for video games.
- Write a paragraph with opinions against video games.
- Write a conclusion making predictions.

## Notes

Notes are short, informal texts usually written to friends or relatives.

**When writing a description, always include:**

- A greeting: Hey Mom.
- A body: I am riding my bike with Patricia. We are going to the store. I'll be right back.
- An informal closing: Isidora

*Hey Sebastián,*

*I'm talking to the English teacher about my grade. Please take my school bag and save me a seat at the cafeteria next to you.*

*Thanks!*

*Alejandro*

## Task

Write a note to a friend to help you with something (35-50 words).

- Explain what you are doing now.
- Ask your friend to do something for you.

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## Articles

A news article is an informative text that can usually be found in newspapers and magazines.

When writing news articles, always include:

- A title: Hero Rescues Girl
- Who: Alan Townsend, a firefighter...
- What: One of the strongest hurricanes in US history...
- When: This hurricane season...
- Where: New Orleans, Louisiana...
- Why: The levee system failed...
- Details: He rescued a 13-year-old girl from the roof of a house...
- A conclusion: In the end, he was the hero of the day.

### Hero Rescues Girl

A Category five hurricane hit the state of Louisiana yesterday. The torrential rains caused flooding in New Orleans because the levee system failed. The flooding forced many people to go to the roof of their houses to be safe. A 13-year-old girl was trapped on a roof for ten hours until firefighter Alan Townsend rescued her. He became the hero of the day during one of the strongest hurricanes in US history.

## Task

Write a short news article for the school magazine. Write about a natural disaster you have heard about or experienced (35-50 words).

- Write information about who, what, when, where, and why.
- Include details and an opinion.
- Write a conclusion saying what happened in the end.

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# Text Types and Useful Language

## Prepositions In - On - At

| Preposition        | Time  | Examples                                 | Place                                  | Examples                                    |
|--------------------|---|--|--|---|
| in (general)       | centuries<br>decades<br><b>years</b><br>months<br>weeks | <i>We are in 2019.</i>                   | country<br><b>city</b><br>neighborhood | <i>I live in Concepción</i>                 |
| on (specific)      | <b>days</b><br>weekends                                 | <i>On Monday, we have English class.</i> | <b>streets</b><br>avenue               | <i>My school is on Manuel Montt street.</i> |
| at (very specific) | <b>hours</b>  | <i>Our break is <b>at 11</b> o'clock</i> | <b>adress</b><br>specific location     | <i>I will see you at the shopping mall.</i> |

## Connectors

We use connectors to express relationships between ideas and to combine sentences.

| Introducing a contrasting idea | Reason or cause | Add information | Example  |
|--------------------------------|-----------------|-----------------|--|
| however                        | because         | and             | I went to the library because I needed to do some research on a very difficult topic, and I thought that I wouldn't find any information on the Internet. However, I found everything I wanted on a website. |
| but                            | due to          | In addition     | María invited Carlos to her birthday party, but I think he didn't show up. I think that happened due to the fact that they're not very close friends. In addition, María's house is very far.                |

## Expressing Quantity

We use quantifiers when we want to give someone information about the number of something.

|          |   |  |
|----------|---|--|
| A lot of | We generally use a lot of in positive   | Examples<br>I always drink a lot of water after running.                     |
| All      | We use all with plural countable nouns and uncountable nouns. We use all to talk about every person or thing in the world, or in the group you are talking about. | I will invite all my friends. I'm sure they will be happy to see that movie. |

## Asking for and giving advice

These expressions can help you ask for and give advice.

| Asking for advice              | Giving advice         | Examples  |
|--------------------------------|-----------------------|---|
| What do you think I should do? | I think you should... | A: I lost my wallet! <b>What do you think I should do?</b><br>B: I think you should block all your credit cards.          |
| What do you suggest?           | Why don't you...?     | A: I need to go downtown, but it's raining. <b>What do you suggest?</b><br>B: <b>Why don't you</b> take a taxi?           |
| What should I do?              | You could...          | A: I forgot my best friend's birthday! <b>What should I do?</b><br>B: <b>You could</b> call her and explain your reasons. |

## Giving opinion

These expressions are very useful to express a personal point of view.

| Expression         | Examples  |
|--------------------|---|
| I'm sure...        | <b>I'm sure</b> we will have a great time.                            |
| I don't think...   | <b>I don't think</b> watching TV and playing video games is that bad. |
| In my opinion, ... | <b>In my opinion</b> , you should drink more water.                   |
| I believe...       | <b>I believe</b> that technology is advancing very fast.              |
| I suppose...       | <b>I suppose</b> I will do what you suggest.                          |

TÓMALO  
CON CUIDADO



NO LO MANCHES  
CON COMIDAS,  
BEBIDAS Y/O AGUA



NO DOBLES  
SUS ESQUINAS  
NI SAQUES HOJAS



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