Global English

EDICIÓN ESPECIAL PARA EL MINISTERIO DE EDUCACIÓN PROHIBIDA SU COMERCIALIZACIÓN

Jolanta Polk Reyes

Ministerio de Educación

STUDENT'S BOOK





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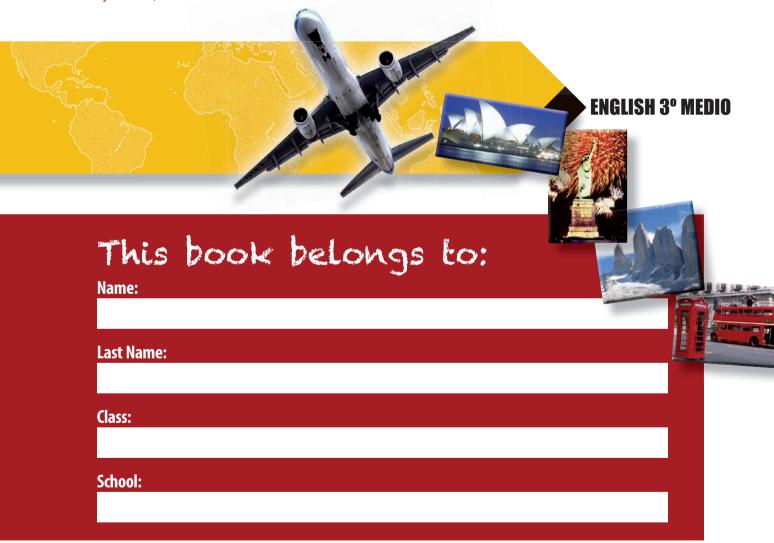


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Global English

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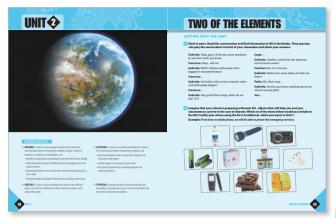


Te lo ha hecho llegar gratuitamente el Ministerio de Educación a través del establecimiento educacional en el que estudias.

Es para tu uso personal tanto en tu colegio como en tu casa; cuídalo para que te sirva durante todo el año. Si te cambias de colegio lo debes llevar contigo y al finalizar el año, guardarlo en tu casa.

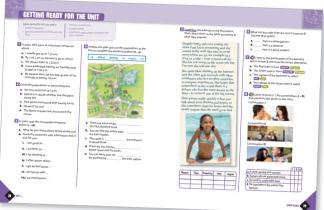
◆ GET TO KNOW YOUR BOOK

Welcome to Global English 3° medio. This book will be your quide, and hopefully your friend for the next school year. Enjoy it!

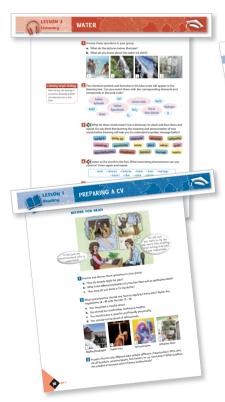


Examine your book and answer these questions.

- 1. How many units are there?
- **2.** What is there at the beginning of each unit?
- **3.** How are the units divided? What sections can you find?
- **4.** What are the titles of the units?
- **5.** What can you find at the end of the book?

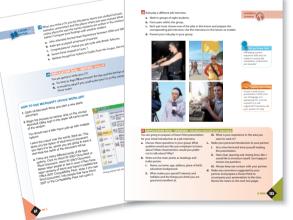


The activities in this section will activate your previous knowledge of the language and prepare you to deal with the new contents.



There are two lessons in each unit, one based on a reading text and one based on a listening text. They are divided into:

BEFORE YOU READ / LISTEN WHILE YOU READ / LISTEN AFTER YOU READ / LISTEN



The **AFTER YOU READ** section includes an **APPLICATION TASK** to help you to develop your writing skills and the **AFTER YOU LISTEN** section includes an

APPLICATION TASK to help you to develop your speaking skills.



Each unit has an additional part called **JUST FOR FUN**, which includes a specific **CHILEAN CONNECTION**. They are for you to enjoy and learn new things independently.



These tests at the end of the units will help you to discover what you have learnt well and what you need to reinforce.

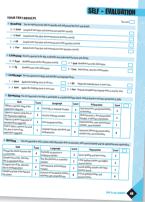
These attractive and entertaining activities will motivate you to study and put into practice what you are learning.



These tests evaluate what you have learnt in several units.
1 and 2, 1 to 4, and 1 to 5.



This section will help you to get involved in your evaluation, discover your strengths and weaknesses, and make you reflect on your involvement in the development of values.





These additional pages offer you further practice in reading, listening, grammar, and vocabulary.

Examine the icons below. What do they mean? What kind of activity do they represent?



The tasks will help you to develop strategies to improve your understanding of written texts.



Listening

The tasks will help you to develop strategies to improve your understanding of spoken messages.

Language Note

This section will help you to understand important English structures.



Writing target strategy

This section shows you strategies that will help you develop your writing skills.



This section provides strategies that will help you develop your speaking skills.



Did you know that..

This section provides additional information on the main topic of the lesson or on some of the activities.



This is an additional tool to make learning more accessible and contents easier to understand.

Listening target strategy

This section provides strategies that will help you develop listening skills.

Reading target strategy

This section will help you develop better reading skills.

Useful expressions

Commonly used expressions that you can use in dialogues and conversations.



These texts are related to the students' world.



These texts are related to the academic world.



These texts are related to the working world.

QUICK SELF-CHECK Each lesson has a short evaluation activity that will allow you to analyse your performance.

Highlighted words: The meaning of words you may need to understand a text is given at the bottom of the page, in the form of a glossary.

WORKBOOK

Extra activities for each unit to offer you more practice.

◆ PLAN OF THE STUDENT'S BOOK



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LEARNING OBJECTIVES

- READING: to read teenagers' letters and an agony aunt's answers that contain the communicative function of asking for and offering advice, consider the importance of teen issues, include a variety of connectors and introductory expressions, and
 - identify main ideas by choosing a title for the text.
 - find specific information by answering questions.
 - match information by relating letters and replies.
 - discriminate between correct and incorrect information by correcting wrong information.
- WRITING: to write a letter of advice that contains the introductory expressions studied and follows the correct pattern of a letter.

- LISTENING: to listen to a television programme that contains the communicative function of expressing conditions and reflects the acceptance of and respect for different opinions, and
 - identify speakers by choosing the right names.
 - discriminate between correct and incorrect information by choosing the right word.
 - find specific information by answering questions.
- SPEAKING: to role play a television programme using expressions learnt, correct pronunciation, and the correct structures in order to narrate an event.

ADVICE AND SUPPORT

GETTING INTO THE UNIT

- 1 In your opinion, which of these issues are most frequently discussed by Chilean teenagers? In your group, discuss and rank them from the least to the most serious.
 - a. Being bullied or discriminated against
 - **b.** Communication with parents
 - c. Fashion and clothes
 - d. Internet safety

- e. Boyfriends and girlfriends
- f. Drugs and alcohol
- **q.** Health and nutrition
- h. Plans for the future
- 2 Where do you normally look for advice and support? Name four other alternatives.

Examples: I talk to my friends.

I write letters to newspapers.

Match these pictures (1 - 4) with the comments in the bubbles (a - d).





That looks heavy.
Why don't you take some things out?

b Why don't you share the toy instead of fighting?





According to my wife, I'm wearing the wrong size clothes.

C

I think that we should pay more attention to protecting the Earth.

4 Which of the comments in Exercise 3 express a personal opinion, a piece of advice, and a suggestion?

Advice: (noun) an opinion or a suggestion about what sb should do in a particular situation.

GETTING READY FOR THE UNIT

Before starting this unit, you need to know:

- characteristics of different types of sentences.
- how to find main idea(s) in written texts.
- how to use some connectors.
- Talk and write about habits and routines.
- Talk and write about future events.
- how to identify number of speakers in an oral text.
- how to adapt and role play a dialogue.
- 1 Study these definitions and examples of three types of sentences.
 - a. A simple sentence has a subject and a verb.
 Examples: After school, James played football.

The young girl sprinted after the scruffy cat.

The kettle boiled.

b. A **compound** sentence is made when you join together two main clauses using a connector: *for, and, nor, but, or, yet, so.*

I love grapes. I don't like bananas. \rightarrow I love grapes, **but** I don't like bananas.

c. A **complex** sentence is formed when you join a main clause and a subordinate clause using a subordinator: *because, since, after, although, when* or a relative pronoun: *that, who, which.*

If you are hungry, I will make you an omelette. Main clause: it has a noun and a verb, and it makes sense on its own.

Subordinate clause: It has a noun and a verb, but it doesn't make sense on its own.

- 2 Identify which of these are simple (S), which are compound (Cd), and which are complex (Cx) sentences. Compare and discuss your answers with a partner.
 - **a. i.** _____ You should follow my advice.
 - ii. ____ They followed my advice, but they did not pass the exam.
 - iii. _____ If you follow my advice, you will pass the exam.
 - **b. i.** Greg and Barb went to the movies after they finished studying.
 - **ii.** _____ Greg and Barb started to study as soon as they got home.
 - When they got home, Greg and Barb revised for the test again.

when I see him next.

ii. I will see John on Monday.

iii. I will see John on Monday or I will write him an e-mail.

d. i. The bridge was designed by a Greek firm and constructed by a French one.

I will give John your message

- **ii.** The bridge wasn't properly built by the construction company.
- iii. ____ The bridge fell down because it was not properly built.
- Read the sets of sentences (**a d**) in Exercise **2**. Match each set with one of these main ideas.
 - **a.** Someone is offering advice to get better exam results.
 - **b.** Someone is offering to carry a message.
 - **c.** There has been a construction problem.
 - **d.** Two kids combine work and fun.
- 4 Look at the jumble of different words and circle all the connectors we can use to join main clauses to form compound sentences.

and as because
but similar hello
incredible never so
while working yellow

Work in pairs. Use *and, because, but* to join the simple sentences that describe these pictures. Read the new sentences to your partner and then check with your teacher.





a. The ice-cream will melt. It is terribly hot.





b. Susan went to the supermarket. Susan also visited the library.





c. Victor can roller–blade. Victor is not a good cyclist.

6 Analyse the sentences in the table below. Which of them express the Future (**F**) and which of them express the Present (**P**)? Compare your answers with another student.

| a. I find it hard to study arithmetic. | |
|--|--|
| b. Jenna will plant rose bushes and gardenias. | |
| c. Paul always looks tired and upset. | |
| d. They spend their evenings working at the computer. | |
| e. We will move to a bigger house next year. | |
| f. Will you have an ice cream or a soda? | |

- 7 Listen to the recording in Lesson 2 of this unit. How many speakers can you identify?
- In your notebook, match the corresponding parts from **A** and **B** to form dialogues.

| A | В |
|--|--|
| a. Do you think red suits me? | i. Yes, it looks just the right size. |
| b. Is this the right size for me? | ii. Yes, it goes very well with your complexion. |
| c. Which T-shirt do you think I should buy? | iii. Mm, probably thinner lines will make you look taller. |
| d. Will this print make me look shorter? | iv. In my opinion, the red one looks great. |

Work with a partner and create a dialogue, using some of the useful expressions from the box. Follow the model in Exercise 8. Practise and role play the dialogues in front of the class.

Useful expressions

Do you think ... suits me?
It looks great!
In my opinion, it looks just ...
Probably ... will make you look ...
Will ... make look ...?
Which ...?
Is this ...?



LETTERS TO AUNT ANNE



BEFORE YOU READ

- 1 Talk about these statements in your group. Which one(s) do you most agree / disagree with?
 - a. Generally, people write to newspapers about silly problems.
 - **b.** It is right / wrong to ask strangers for advice.
 - **c.** Only older people can give me advice I can trust.
 - **d.** Only my friends can give me advice I can trust.

Reading target strategy

Skimming
Before reading skim the text and try
to get an idea of what it is about. This
will help you understand it better.

- 2 Look at the titles of letters written to a newspaper agony aunt. What do you think the letters are about?
 - a. Computer addiction.
 - **b.** My parents don't get my style.
 - **c.** Too much food when depressed.
 - **d.** Friendship or love?
- 3 Which of the following words look or sound similar in Spanish? What do they mean?
 - blouse habits physical pickles recently recommend style · terrible
- 4 There are several time expressions highlighted in the texts, such as a few hours a day. Find them and classify them in the table below under the correct heading. Copy and complete the table in your notebook.

| Referring to repeated actions | Referring to one action |
|-------------------------------|-------------------------|
| | |

5 Examine the words in **bold** in the letters on Page **11**. What do they mean?

Did you know that...

an agony aunt is a newspaper columnist who gives advice to people with problems, especially personal ones?

Reading target strategy

Getting the main idea First, try to get a general idea of the text. Then, you can pay attention to details.

WHILE YOU READ

6 Read the letters (I – IV). Choose from the titles in Exercise 2 (a – d) the one that best describes each letter.

The Newbury Reporter

LETTERS TO AUNT ANNE

January 20, 2011

I. Dear Anne,

I really need your help. At the beginning of this school year, a new boy came to my school. He was shy and didn't feel happy, so I talked to him and asked him to sit next to me. Since then, we have become very good friends. Several times a week, we do homework together and visit each other, and at the weekend we go to the cinema or to parties together, but a few weeks ago I noticed that my feelings for him were changing. I now think that what started off as friendship has become more than that. Now, I like him more and more; however, I can't really tell if he feels the same way. I don't know for certain if it's OK to tell him about my feelings. What can you recommend?

II. Dear Anne,

Since I was a child I have never been good at physical exercise. I only took part in activities as long as they were intellectual things such as reading or listening to music. Last year, I got a new computer for Christmas. **Although** at first I only used it a few hours a day, after a few, weeks things got out of hand. I started chatting with people from other cities and now I chat 6 or even 10 hours a day. I can be connected to the Internet the whole night. I have

stopped going out **because** I spend all my free time chatting and surfing. I am sure it is not healthy and **besides,** my parents get really annoyed with me. What can I do?



III. Dear Anne,

Until some time ago I believed that I was a normal 16-year-old with normal hobbies and interests. I go to the gym twice a week, get good and bad grades at school, just like any other kid, and I love going to the mall with my friends to shop for clothes.

However, I have recently noticed that when I get sad or depressed I start eating. I'll eat anything, **provided that** it is sweet: chocolate, jam, biscuits, jelly beans, and even sugar! Once, I ate a whole tub of vanilla ice-cream! I feel terrible every time I binge and then I get even more depressed.

In the last few weeks, I've noticed that it happens more and more often, and **because** I eat so much, my dresses and my school skirt don't fit me any more. I know it's not right, I'm really worried and I don't know what to do.

IV. Dear Anne,

I decided to write to you because my parents and I are having serious problems about the clothes I wear.
Until last year, I dressed in the clothes my mother bought for me, but then I started wearing

baggy trousers, heavy boots, and sweatshirts, which my parents hate. I also decided to cut my hair really short and my dad nearly had a fit! He says that when he looks at me he's not certain if he's looking at a boy or a girl! When I want to go out with friends, my father says I can't because I'm not wearing the proper clothes! I love my parents very much, **so** I don't want to make them sad or upset. I'm a good student and I usually listen to my parents, **but** I feel that they just don't understand my style.





Useful expressions

I think you should...
The best way to...
I would recommend...
How about...?
I believe you have...
The only way you...
Why don't you...?
You could...
From my point of view...
If you ask me...
I'm not sure, but...



- 7 Read the letters again and answer these questions orally. Work with a partner.
 - a. What activities do the kids in Letter I do together?
 - **b.** How long does the writer of Letter **II** spend chatting on the Internet?
 - **c.** What indicates that the writer of Letter **III** had normal hobbies and interests?
 - **d.** What kind of clothes does the writer of Letter **IV** wear now?
- 8 Read parts of the answers Anne has written to her readers (**a d**) and match them with the letters on Page 11 (**I IV**).

Dear Reader,

I think you should see a doctor. Mood swings in teenagers can be dangerous, therefore, a visit to a psychologist can help to determine the cause of your depression. Don't wait any longer and get some professional help immediately.

Dear Reader,

Only you can tell what your feelings are. I believe you have two options: you can suffer in silence and wonder what your friend feels about you or talk to him and tell him how you feel. Although he might tell you that he just wants to be friends, it is also possible that he wants something more than friendship.

Dear Reader,

The best way to cure what you think is an addiction is to look for alternative activities. I don't know how close you are to your friends, but I would recommend you spend more time with them. And how about some easy physical activity such as walking?

Dear Reader,

The only way you can solve your problem is talking to your parents. State your point of view without anger or violence. Why don't you tell your parents that when they were young they also had their own style which their parents probably didn't understand?

- 9 Read the letters on Page 11 once more and correct these false statements.
 - **a.** The writer of Letter I doesn't see this boy very often.
 - **b.** The writer of Letter II goes out very often.
 - **c.** The writer of Letter **III** feels happy when she eats things from the fridge.
 - **d.** The writer of Letter **IV** wears the clothes her parents like.

AFTER YOU READ

10 Fill in the blanks in these sentences ($\mathbf{a} - \mathbf{g}$) with the expressions in **bold** in Anne's letters in Exercise 8.

| a | ask for help if you have a problem. |
|----|---|
| b | you can start studying now or be prepared to fail the exam. |
| с | finish sooner is to work harder. |
| d | you talk to your teacher immediately. |
| e | a little present like a flower or a card? |
| f | can find out the truth is asking your friend directly. |
| a. | organise an outing for this weekend? |

LESSON Reading

Language Note

LINKING WORDS

- 1. Read these sentences from the text and notice how we link sentences in English.
 - **a.** Every day I like him more and more; **however**, I can't really tell if he feels the same way.
 - **b.** I only participated in activities **as long as** they were intellectual things such as reading.
 - **c.** I will eat anything, **provided that** it is sweet.
 - **d.** I'm sure it is not healthy and **besides**, my parents get really annoyed with me.
 - e. I love my parents very much, so I don't want to make them sad or upset.
- 2. We usually use shorter sentences when speaking and longer sentences when writing. Linking words provide a text with cohesion and illustrate how its parts relate to each other.

We use **but/however/although** to indicate a **contrast** between ideas.

We use **besides** to say that there is something *additional* included.

We use **therefore** / **so** to express the *result* of something.

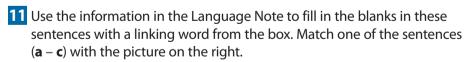
We use **as long as / provided that** to express a *condition* (replacing *if* in conditional sentences).

3. Find more sentences with these linking words in the letters. Copy them into your notebook and write what the connector indicates: contrast, something additional, a result of something, a condition (replacement of if).



Learning tip

Assign a special section of your notebook to write more examples of the topic of the Language Note. Include the name of the point (Linking words), an explanation (however is used to indicate contrast), and an example.



| | • although | • besides | • however | • provided that | • SO | • therefore | | |
|----|---|-----------|-----------|-----------------|---------|-----------------|-----|--|
| a. | • Children, we can have a picnic the weather is nice. | | | | | | | |
| b. | She went out in a T-shirt and shorts | | | ts it wa | s reall | ly cold and rai | ini | |
| c | We don't ha | ve enouah | money | we can't | no on | holiday this y | ıea | |





Grammar, connectors. http://www.eslgold.com/grammar/sentence_connectors.html



- 12 Read Aunt Anne's first letter again. Match the names (**a f**) with the corresponding part of the letter (**i vi**).
 - a. Address
 - **b.** Greeting
 - c. Signature
 - **d.** Date
 - e. Body of the letter
 - f. Closing

- i. 75 East Payton Drive, Newbury, CA 00001
- ii. 28 January, 2010
- iii. Dear Reader,
- iv. I think you should see a doctor. Mood swings in teenagers can be dangerous, therefore, a visit to a psychologist can help to determine the cause of your depression. Don't wait any longer and get some professional help immediately.
- v. Yours truly,
- vi. Anne

13 Listen and repeat this model dialogue. Practise with a partner and then role play it in front of your group.

Marianne: I'm still unsure what to

study in college.

Tom: How about something you

really like and are good at?

Marianne: Like what?

Tom: You are good at languages

and you like good food.

Marianne: So?

Tom: You could take up tourism

or cooking.

Marianne: Should I listen to my

parents' advice?

Tom: Of course you should, but

mainly, follow your heart.

W W W W W W W W

- Work with a partner and prepare a conversation like the one in Exercise 13.

 Use the Useful expressions on Page 12 and your own concerns to ask for advice. Practise and role play your conversation in front of your classmates.
- **15** QUICK SELF-CHECK You have recently studied linking words.

 Read this letter and choose the best option in each case. ◆ 6 pts.

Hi, Anne,

I need some advice, so / but I'm writing to you. Yesterday, I noticed that my favourite T-shirt was missing,

so /although | asked my sister if she had it, therefore /but she said she didn't. This is not the first time that I haven't been able to find my clothes

although / as long as they soon reappear!

However, / Besides my clothes, other things, such as my make-up, also go missing!

I'm certain it's my sister who takes my things. I don't mind lending her my clothes provided that / although she asks me first! How can I stop this situation?

- 16 Study these rules for the use of capital lettters. Which of them applies to each case in the letter in Exercise 12?
- LESSON 1
 Reading

- **1.** The first words of a sentence.
- **2.** Proper nouns (the names of specific people, places, organisations, and sometimes things).
- **3.** *North, South, East,* and *West* when used as parts of a city or country, but not as compass directions.
- **4.** The days of the week, the months of the year, and holidays.
- 5. The names of countries, nationalities, and languages.
- 17 In pairs and in an oral way, complete these sentences with information that is true for you.
 - **a.** Although it's raining, ...
 - **b.** Ok, I'll give some of my snack, as long as ...
 - c. I'm grounded, so ...
 - d. I like singing; however, ...

18 APPLICATION TASK – WRITING A letter of advice

- **a.** Read the letter in Exercise **15** again and answer these questions in your group.
 - i. What does the letter tell you about the person who wrote it?
 - ii. How does the person feel about the situation?
- **b.** Discuss these questions to find solutions.
 - i. How would you feel if you were in the person's position?
 - ii. What advice would you give?
- c. Brainstorming. Write down a few ideas.
- **d. Drafting.** Write an answer to the letter using the correct letter format (see Exercise 12).

Use expressions such as I think you should, I believe, Why don't you?, etc.

e. Editing. In pairs, check for errors, punctuation and coherence. Make use of the checklist below.

| | 1 | X | If (x) , possible solution |
|------------------------|---|---|------------------------------|
| Subject of letter | | | |
| Format of letter | | | |
| Correct grammar | | | |
| Appropriate vocabulary | | | |
| Correct punctuation | | | |
| Group work | | | |

f. Writing. Write the final version of your letter (about 50 words).

- 19 Consider what you have done in this lesson.
 - **a.** Read the statements in Exercise **1**, Page **10** again. Has your opinion changed? How? Why? Why not?
 - **b.** What have you learnt about letter writing? Is the same format used in Chile?
 - **c.** Discuss these questions in your group.
 - **i.** Do you think that embarrassing moments at school can be the reason behind some cases of bullying?
 - ii. Who can help if somebody is being bullied?



Writing target strategy

Consider the text format. Letters begin with a greeting (Hil, Dear Anne) and finish with a closing (Bye!, See you soon, Take care). Check that these elements are present in your letter.

WORKBOOK page 144



EMBARRASSING MOMENTS



BEFORE YOU LISTEN

Listening target strategy

Before listening, read the title and the guestions. This will give you an idea of what the recording you are going to listen to is about.

1 Talk about these statements in your group. Which one(s) do you most agree / disagree with?

Example: I agree / disagree with the idea in letter... because...

- **a.** I feel embarrassed when people compliment my appearance or something I have done.
- **b.** Embarrassment is something only weak people feel.
- **c.** There are some things people just don't do for fear of embarrassment.
- 2 Read the title of the lesson. What kind of experiences do you think the speakers will talk about?
- Examine these pictures and describe the situations in your group. Follow the examples.
 - **a.** Which of them do you find the most embarrassing? E.g. I think the most embarrassing situation is ... because ...
 - **b.** Based on the title and these pictures, which of these situations do you think will be mentioned in the listening text? E.g. I think ... and ... will appear in the listening text.









- 4 11 What do these words mean? Use a dictionary to check.
 - a. Listen and repeat them.
 - **b.** Underline the letters that correspond to the sound $/\Lambda$ /in each word.

anyone breath daring crush sleepover garlic pick up hang up / hung up

WHILE YOU LISTEN

5 Listen to the recording once and check your predictions in Exercise 3b.



Listening target strategy

While listening, listen to the questions carefully, try to focus on the information that answers them, and ignore the rest.

c. _____: What happened to you?

d. _____: No, but I called my friend.

e. : I was so embarrassed!

7 Listen again and circle the word you hear.

a. If it happens to me/you, it can happen to anyone/everyone.

b. If we stay at home/school, I will not meet anyone else today/tonight.

c. After / As I hung up, I looked down the hall / stairs.

8 Listen once more and answer these questions orally.

- a. Who came to visit Belinda?
- **b.** What was her problem?
- c. What did Peter tell his friend?
- **d.** Why was this a problem?

Useful expressions

What happened to you? This happened when... I was at...

I was _____-ing...
The problem was that...
I was so embarrassed!

AFTER YOU LISTEN

- In your group, share the information you collected in the listening activities and write a summary about both stories in your notebook. Read your summaries in front of the class, and compare what you have.
 - a. Belinda was walking around town with her friends, who dared her to...
 - **b.** Peter's sister has a lot of beautiful friends, and when they came to his house...



Language Note

THE FIRST CONDITIONAL

- 1. Read these sentences taken from the listening text.
 - **a.** If you are brave and daring, you will eat a piece of pizza with a lot of garlic.
 - **b.** If we stay at home, I won't meet anyone else tonight.
 - **c.** If my best friend comes over, we will be the only boys.
- 2. What do the sentences refer to?
 - **a.** Things that are possible in the future.
 - **b.** Things that were possible in the past.
 - **c.** Things that are possible in the future and in the present.

The answer is **c**.

3. The First Conditional usually consists of two clauses:

If you are brave and daring + you will eat a piece of pizza.

When the *if* clause comes first, a comma is usually used. When the *if* clause comes second, there is no need for a comma.

4. Notice the structure:

If + Present tense + Subject + Future tense

5. Listen to the text again (or borrow the script from the teacher) and find one more example of the First Conditional. Write it in your notebook using a colour code as in Points 3. and 4. above.



10 Now that you have learnt how to express actions that are likely to happen, complete the sentences that refer to British superstitions. In your group, explain if they also exist in Chile. The pictures on the left illustrate them.

Example: If you break a mirror, you will have bad luck for seven years.

- a. If a black cat walks towards you, you will ...
- **b.** If someone is sweeping the floor and sweeps over your feet, ...
- **c.** If your right hand starts to itch, ...



11 Sisten and repeat this monologue. Then, in your group, take turns to say different parts of it. Role play it as a group for the class.



I wonder what to do this weekend. If it's sunny, I think I'll go to the seaside. If my best friend Linda doesn't have to study, she'll go with me. If my father isn't using his car, he'll probably lend it to us, but if he has to use it, then we can go by train. We can either take the 10:30 from Central Station or the 10:45 from Northern Station. If we go by car, then we can take a picnic basket with us, but if we go by train, we can have lunch at a seafood restaurant. If I see a nice gift at the craft fair on the beach front, I'll buy it for Tom. If Tom likes my gift... who knows? He might ask me out!

WORKBOOK page 146

12 QUICK SELF-CHECK Complete these sentences with your own ideas.

♦ 10 pts.



- a. If you talk with your mouth full, ...
- **b.** ..., you will get wet.
- **c.** Your dog will be delighted, ...
- **d.** ..., they will not catch the plane.
- e. If Sandra doesn't see that film, ...

13 APPLICATION TASK – SPEAKING A role play describing own experiences

You are going to role play the TV programme If it happens to you, it can happen to anyone.

- **a.** In your group, discuss this saying: "Life is stranger than fiction." Do you agree? Why? Why not? (5 minutes).
- **b.** Choose one student to be the presenter. The rest of the group gets into pairs and chooses an embarrassing experience to tell the audience (7 minutes). Use these questions to organize your narration (7 minutes).
 - i. When / Where did this happen?
 - ii. Who were you with?
 - iii. What was the problem?

c. Rehearse and then present your role play to the class (5 minutes). Use the Useful expressions on Page **17**.

| | / | X | If (x), possible solution |
|----------------------------------|---|---|---------------------------|
| All points in d. included | | | |
| Interesting dramatisation | | | |
| Correct grammar | | | |
| Appropriate vocabulary | | | |
| Group work | | | |

14 Choose one of the embarrassing moments in Exercise 13 or one of the situations in these pictures (1 - 3) and describe it in a letter to a friend. Remember to use the letter format you have studied.









Take notes as you organise your role-play. Don't forget that notes are not a script. Your notes must be key words and phrases that will help you remember what you want to say.

Example:

- i. School, 8th grade
- ii. With Sarah
- iii. Lost my balance. People laughed.

- 15 Answer and discuss these points in your group.
 - **a.** Has your opinion about the statements in Exercise 1, Page 16 changed?
 - **b.** When is a joke funny and when is it not, and might turn into bullying?
 - **c.** What can you do if you or a friend are the victims of unpleasant jokes?

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CONSOLIDATION ACTIVITIES

- 1 Read this letter carefully.
 - a. Decide where to put these extracts in the letter.

are only going to flirt

flirt with her boufriend

he dumps his girlfriend

What will happen

I'll answer it again

not harmless fun

person you want to be

if you keep chatting with him

- **b.** Answer these questions.
 - i. What is Alice's problem?
- ii. What advice does she get?

Guilty Alice,

I feel like I've answered this question a thousand times already, but if you really want my advice, (a.) You shouldn't do ANYTHING! Don't talk to him online if _____.You have to think about what kind you two (b.) of a friend and (c.) _____. Do you want to go behind a ? How would you feel if friend's back and (d.) someone did that to you? It's not ok and it's . He's being disrespectful and you shouldn't encourage him. Finally, think ahead. (f.) continue to chat online? How will you feel if - your friend - for you? Will you trust him not to do the same thing to you? There are other guys out there who wouldn't dream of behaving like this guy. This guy is bad news and so are you (h.)

2 Look at the pictures and say what will happen. Compare your answers with another student.



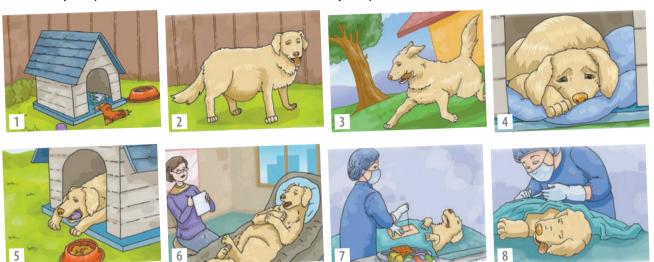






Example: If that girl crosses the street without looking, she will have a serious accident.

- 3 You are going to read an e-mail about a dog.
 - **a.** In pairs, look at these pictures (1 8) and put them in the order you think is correct. Retell the story to your partner. Then, read the e-mail and check your predictions.



- **b.** Read the e-mail again and answer these questions with your partner.
 - i. How did Karl know that Bailey was ill?
 - ii. How was Bailey's operation similar to a magic trick?
 - iii. Is Bailey all right now?



Check spelling ~

Dear Jenny,

You asked me if I like animals; I love them, but sometimes they're really crazy! Take our dog, Bailey, for example.

Bailey is a golden retriever; he has always been very playful and loves running around the house looking for stuff to play with, but last month he suddenly got very quiet and we noticed that his tummy had a big bump, so we took him to the vet. The vet examined his belly, but she was not certain if it was a tumour or something else, so she decided to operate immediately.

The operation lasted nearly two hours and when the vet came out, she had a plastic bag in her hand. We were all really shocked when out of the bag she pulled two gloves,

one hand towel, and five socks, all taken out of Bailey's stomach.

The vet says that Bailey's operation was like performing a magic trick on the stage - she opened the dog's stomach and just kept pulling things out!

Bailey is fully recovered, but now we are not sure what to do. It seems he didn't learn anything from his traumatic experience. Right now, I can see him in the garden, eating a tennis ball! I also found a pair of cotton socks in his house.

The vet suggested we should take him to a dog psychologist who can train him not to eat dangerous things, but I am not so sure. What do you think?

Karl

Send

Save Now

Discard

Taken from: ECC files

JUST FOR FUN

SUGGESTIONS ON HOW TO GIVE YOUR CAT A PILL

- I. Anyone who owns a cat (or should we say those who are owned by a cat?) and needs to give it a pill, should read the following instructions very carefully.
- II. Pick up the cat and put it on your left arm, as if holding a baby. Put your left forefinger and thumb on both sides of the cat's mouth and gently apply pressure to the sides, holding the pill in your right hand. As the cat opens its mouth, pop the pill into its mouth. Allow the cat to close its mouth and swallow.
- **III.** Retrieve the pill from the floor and the cat from behind the sofa. Put the cat on your left arm and repeat the first step.
- IV. Retrieve the cat from the bedroom and throw the wet pill away. Take a new pill. Put the cat on your left arm, holding back its legs tightly with your left hand. Force the cat's mouth open and push the pill to the back of its mouth with your right forefinger. Hold the cat's mouth shut and count to ten.

V. Retrieve the pill from the goldfish bowl and get the cat from the top of the

wardrobe. Call your mother in from the garden. Kneel on the floor with the cat between your knees and hold its front and back legs. Ask your mother to hold the cat's

head firmly with one hand, while forcing a ruler

- into the cat's mouth. Drop the pill down the ruler and rub the cat's throat vigorously.
- VI. Retrieve the cat from the curtain and get another pill. Carefully sweep the broken porcelain figurines from the floor. Wrap the cat in a large towel and get your mother to lie on the cat, with its head just visible. Put the pill in the end of a drinking straw, force the cat's mouth open with a pencil, and blow down the drinking straw. Then, check the label on the cat medicine to make sure the pill is not harmful to humans; drink a glass of water to take the taste away.
- VII. Retrieve the cat from your neighbour's shed. Take the last pill from the packet. Place the cat in the cupboard with its head just showing. Force the cat's mouth open with a dessert spoon. Flick the pill down the cat's throat with an elastic band.

VIII. Ring the fire brigade to retrieve the cat from a tree across the road. Apologise to the

neighbour who crashed into a fence while trying to avoid the cat. Get your mother to drive you to the hospital. After you come back, phone the local animal shelter to see if they will exchange the cat for a turtle or a hamster.

Taken from: Nancee Belshaw. (2008). How to give your cat a pill in twenty easy steps. Retrieved November 5, 2008, from http://www.nanceestar.com/CatPill.html

- 1 Match the definitions with words from the text.
 - a. Bring back (e.g. an animal) from somewhere. (Paragraphs 3 7)
 - **b.** The finger next to the thumb. (Par. 2, 4)
 - **c.** Small, round medicine. (Par. 1 7)
 - **d.** To have or keep something in your hands. (Par. 2, 4, 5)

In pairs, look at the pictures and match them with the paragraphs from the text on Page 22. Then, retell the story using your own words and the vocabulary from Exercise 1.

















CHILEAN CONNECTION

 Read this letter sent by a Chilean teenager to a blog that collects embarrassing experiences around the world. Can you identify the experience? Have you had a similar one? Talk about it with a partner.



This happened to me when I was 16 years old. My girlfriend, her parents, and I had gone to the 'fondas' organised to celebrate Independence Day. I challenged my girlfriend to play several games, as I was sure I would be the absolute winner. We started with the game where you have to throw balls at cats standing on different shelves. I aimed carefully and threw the first ball, but it rebounded off the wall and hit her father right in the middle of his forehead! Everybody started to laugh at him and I felt really bad.

Adapted from: Jodi. (2010). Seventeen Magazine for Teenagers.
Retrieved November 2010 from http://www.seventeen.com. Seventeen Magazine, Hearst Communications Inc.





Forehead: (noun) the part of the face above the eyes and below the hair.

TEST YOUR KNOWLEDGE

SEEKING SUPPORT **READING**



Hi, Anne.

I am an 18-year-old senior a few weeks away from graduating and I am totally at a loss as to what I am going to do with my life. To put it in short - I am a complete mess, I'm not sleeping, my grades are slipping, and I am totally freaked out. Normally, I would to my parents about this, but they are also having problems at work, so I don't want to bother them too much. I don't feel that I have a right to complain to them or tell them how I feel because they are both almost sixty and have been working for 35+ years, but on the other hand I feel totally deserted and completely _. I am an only child, so I don't even have a brother or a sister to ask. I've talked to my friends, but of course they say I should do what I think is best for me.

What can I do? Should I approach my parents about this situation? _if you can help me with this. I will be really (c.) _

Ш

Thanks, Charlie

Dear Anne,

I have a really serious problem. I don't really know how to start because I feel that nobody will understand me. I am 15 years old and for years I have lived in a loving and (d.) _____ family. We went on holidays together, had fun going to the cinema, and we had lunch together every Sunday.

However, for the last six months my parents have been fighting all the time. At first, they would (e.) _____ in their room so as not to disturb me and my little sister (she is only 9), but then things got worse and worse and now they argue all the time - even at the dinner table. In the evening, I can hear them argue very loudly in their bedroom.

I love both my parents and I am very sad that they fight. My little sister is (f.) _____ too and I don't know what to tell her.

I don't know who is right and who is wrong and the worst thing is that I don't know why they are fighting. What can I do? I really want things between my mom and dad to get back to normal, as it used to be. Thanks for listening and all the best,

Nina



Taken from: ECC files

- Read the two letters and choose a title for each one.
 - **a.** Choosing a career
 - **b.** Difficult family situation

- c. Tough life decision
- **d.** What is wrong with my parents?

◆ 2 pts.

- 2 Read the letters again and choose one option (i iii) for each gap (a f). ◆ 6 pts.
 - a. i. discuss
- **d. i.** united
- ii. talk
- ii. disfunctional
- iii.ask
- iii.strange
- **b.** i. alone
- **e. i.** whisper
- ii. surprised
 iii. indifferent
- ii. cry iii.argue
- **c.** i. cheerful
- f. i. upset
- ii. grateful
- ii. complicated
- iii. disappointed
- iii.hopeful
- Read the letters once more and answer these questions. 4 pts., 2 each
 - **a.** Why doesn't Charlie want to talk to his parents about his problem?
 - **b.** How do we know that Nina's family was a happy one?

LISTENING TAKING AN EXAM

- 4 Listen to this lecture. Cross out the tips that are not mentioned. 6 pts.
 - **a.** Drink a glass of milk or some orange juice.
 - **b.** Do some mild activity.
 - **c.** Take some tranquilisers.
 - **d.** Practise some relaxation techniques.
 - **e.** If you are nervous, tell someone.
 - f. Study every day before the exam.
- 5 Listen again and circle the word you hear. 4 pts.
 - **a.** You should also act/eat healthily.
 - **b.** Your *brain* / *body* will benefit from good nutrition.
 - c. You will get rid of access / excess energy.
 - **d.** If you prepare for the exams *properly* / *poorly* you will do fine.

- 6 Listen once more and answer these questions. 4 pts., 2 each
 - a. Who is this lecture addressed to?
 - **b.** What kind of exercise can you do to oxygenate your brain?

LANGUAGE

7 Fill in the blanks in this text (a − e) with the five linking words in the box. ◆ 5 pts.

· although · as long as · but · however · therefore

I wanted to do something this summer it had lots of good-looking (a.) guys participating as well. I signed up for the wood shop. I thought it was quite , I would a male activity, (b.) have the chance to meet someone nice. In fact, there was this attractive guy he didn't working near me (c.) even look in my direction. (d.) at one moment I had to cut a board. I started trying to catch his attention. Suddenly, a piece of wood flew across the room. It hit the nice boy on the head and he fell to the floor! I went to get some ice for his head and talked nicely I don't think I have to him, (e.) a chance with him now.

- 8 Circle the best verb form.
- ♦ 5 pts.
- **a.** If we go / will go to Paris, we see / will see the Eiffel Tower.
- **b.** If I get/will get the job, I buy/will buy a nice suit.
- c. You get / will get sick if you eat / will eat all that ice cream.
- d. I can help / help you if you ask / will ask me politely.
- e. If Karen asks / will ask for my opinion, I tell / will tell her to wait.

TEST YOUR KNOWLEDGE

WRITING

9 In your notebook, read and complete the letter below with your own opinions and ideas.

♦ 12 pts.

Dear ...,

In your last letter, you asked my opinion about ... The thing is that, from my point of view, ...

However, there are people who have a different opinion on this issue of ...

For example, my friend ... thinks that ..., and according to my mother ...

I am not sure who is right and who is wrong. I believe that we can all have different opinions.

Tell me what you ... on the subject.
Your friend

...

SPEAKING

10 Read the following conversation. Fill in the gaps with the expressions in the box.

Then practise and role play the dialogue with a partner.

from my point of view • I can see • if you ask me
 I'm not sure • not certain • your opinion



Gustavo: So, what do you think I should do about this problem with my girlfriend?

Carla: _____ if I should give you any advice. It's

a personal situation between you and her.

Gustavo: Yeah, I know, but I just want

Carla: Well, _____, I must say that she is right. **Gustavo:** She is right? I'm you

are a friend of mine if you take her side.

Carla: Well, ______ you wanted

me to say I take your side, but I can't.

Gustavo: Why not?

Carla: Because ______ she is right and you

are not!

(See rubrics on Page 172).

FINAL REFLECTION

In this unit, you have learnt expressions we use for asking for and offering advice and support, linking words, and the First Conditional. Before you continue to the next unit, review the contents of Unit **1** and plan ahead. Here are some learning tips.

- Make a general outline of what you are learning (you can use graphs, tables, drawings, etc.) and in what situations you can use it.
- ◆ Look at the first page of Unit **2** and check how what you learnt in Unit **1** is related to the new contents.

- ◆ Ask: "What will I be able to do differently because of learning this?"
- Look through Unit 1 paying special attention to headings, pictures, tables, etc. Does this help you to remember things better?
- Ask: "What do I already know about this?" and "What do I still need to find out?"

If you follow this advice you will be able to consolidate your knowledge and get ready for the new contents in the next unit.

SELF - EVALUATION

| YOUR TEST RESULTS Your score | | | | | | | |
|---|---|--|-----------------|---|------------|--------|--|
| ◆ Reading You are expected to be able to identify and understand key facts and details. | | | | | | | |
| 10 - 12 Great Grasped all main | - 12 Great Grasped all main ideas and answered most questions correctly. | | | | | | |
| 7 - 9 Good Grasped most m | nain ideas | and answered most questions correctl | y. | | | | |
| 4 - 6 OK Grasped some n | Grasped some main ideas and answered some of the questions correctly. | | | | | | |
| 0 - 3 Poor Deduced some i | main idea: | s and answered just a few questions co | rrectly. | | | | |
| ◆ Listening You are expect | ed to be | able to identify and understand key | y facts ar | nd details. | | | |
| 11 - 14 Great Identified almos | st all the in | nformation correctly. 3 | - 6 Good | Identified most of the information. | | | |
| 7 - 10 OK Identified some | of the inf | ormation. 0 | - 2 Poor | Deduced just a few bits of information. | | | |
| ◆ Language You are expect | ed to app | oly and identify two language item | S. | | | | |
| 9 - 10 Great Grasped and app | olied the la | anguage items in all cases. 4 | - 5 OK | Grasped and applied the language items in | some case | es. | |
| 6 - 8 Good Grasped and ap | olied the la | anguage items in most cases. 0 | -3 Poor | Deduced and applied the language items in | n very few | cases. | |
| ◆ Speaking Volume evpec | tad to ha | able to complete and participate in | a anida | d dialogue | | | |
| | ieu io be | able to complete and participate in | i a guiuc | ı | | | |
| Task | Score | Language | Score | Interaction | Score | | |
| Completed the dialogue with five or six of the correct expressions. | 4 | Practically no language mistakes. | 4 | Fluid interaction, good pronunciation, no hesitation. | 4 | | |
| Completed the dialogue with three or four of the correct expressions. | 3 | Very few language mistakes. | 3 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 3 | | |
| Completed the dialogue with one or two of the correct expressions. 2 Some language mistakes. 2 Fluid interaction, some pronunciation mistakes, some hesitation. 2 | | | | | | | |
| Used only one of the correct expressions. 1 Language mistakes interfered with comprehension. 1 Interaction affected by pronunciation mistakes, a lot of hesitation. | | | | | | | |
| | | | | | | | |
| Writing You are expected | to compl | ete a letter with your own ideas an | d opinio | ns. | | | |
| Task | Score | Language | Score | Interaction | Score | | |
| Filled in all the blanks with appropriate information 4 Practically no grammar or vocabulary mistakes 4 Correct spelling, heading, and greeting. | | | | | | | |

Very few grammar or vocabulary

Some grammar and vocabulary

Grammar and vocabulary mistakes

interfered with comprehension.

3

2

1

mistakes.

mistakes.

Filled in most of the blanks with

Filled in some of the blanks with

blanks with appropriate information.

appropriate information.

appropriate information.

Filled in only one or two of the

3

2

1

A few spelling mistakes and incorrect

Several spelling mistakes and incorrect

A lot of spelling mistakes and incorrect

heading or greeting.

heading or greeting.

heading and greeting.

3

2

1

UNIT 2



LEARNING OBJECTIVES

- READING: to read a school newspaper interview that contains the communicative function of expressing condition, includes a variety of expressions to express recommendations, and
 - identify text organisation by deciding how the interview has been divided.
 - relate information presented in different forms by identifying what some numbers refer to.
 - discriminate between correct and incorrect information by deciding if it is true or false.
 - distinguish explicit and implicit information by classifying certain items.
- WRITING: to write a school earthquake plan that includes different stages, uses the First Conditional, contains sequencing words, and is organised logically.

- LISTENING: to listen to a scientific presentation that contains the communicative function of expressing conditions, and
 - discriminate between correct and incorrect information by choosing the right option.
 - identify speakers by choosing the right names.
 - find specific information by completing diagrams and answering questions.
- SPEAKING: to describe pictures in detail sharing ideas and knowledge, using expressions learnt, correct pronunciation, and the correct structures for descriptions.

TWO OF THE ELEMENTS

GETTING INTO THE UNIT

1 Work in pairs. Read this conversation and find information to fill in the blanks. Then practice, role play the conversation in front of your classmates and check your answers.

Gabriela: Okay, guys, I'll ask you some questions to see how much you know.

Francisca: Okay... ask me.

Gabriela: Which Chilean earthquake is the

biggest in recorded history?

Francisca: ...

Gabriela: And what is the correct reaction when

and earthquake begins?

Francisca: ...

Gabriela: Very good! Now Jorge, when do we

dial 132?

Jorge: ...

Gabriela: Carolina, what does the Japanese

word *tsunami* mean?

Carolina: Mm, I'm not sure...

Gabriela: Pablo, how many states of water are

there?

Pablo: Oh, that's easy...

Gabriela: And do you know anything about our

school security plan?

You: ...

2 Imagine that your school is preparing a Disaster Kit - objects that will help you and your classmates to survive in the case of disaster. Which six of the items below would you include in the Kit? Justify your choice using the First Conditional, which you learnt in Unit 1.

Example: If we have a mobile phone, we will be able to phone the emergency services.





















GETTING READY FOR THE UNIT

Before starting this unit, you need to know:

- · the First Conditional.
- how to express invitations and orders.
- how to identify types of written texts.
- how to identify main ideas in written texts.
- the Imperative form.
- how to say different types of numbers to ask and answer questions.
- · how to find specific information in oral texts.

1 Underline the correct verb form.

- a. If you see/will see Gemma, tell her to meet me at 5 pm.
- **b.** I will leave / leave for Temuco if I can get the bus tickets.
- **c.** Apple pie? Sure, we can make one if we have / will have apples.
- **d.** If an earthquake takes place / will take place follow the instructions.
- 2 In your notebook, re-write these sentences without changing their meaning. Start all the sentences with If.
 - a. Let's suppose you see a flying saucer. Will you run?
 - **b.** Supposing that we win the lottery, will we buy a new house?
 - c. I hope it is sunny tomorrow. Otherwise we will not go to the beach.
 - **d.** I want to buy these shoes. But only if they are cheap.
- 3 Choose one of the functions (a c). With your partner, create a short dialogue that illustrates your function. Make sure you use three of the words in the box in your dialogue. Then, practise and role play your conversation in front of the class.
 - **a.** Express an invitation
 - **b.** Give an order
 - c. Offer instructions.
 - Tummy Embarrassing WaveMatches Therefore • However Earthquake

4 Which of these texts (I – II) is an action plan? Justify your choice in your group.

A well-stocked first-aid kit, kept within easy reach, is a necessity in every home. Having supplies gathered ahead of time will help you to handle an emergency at a moment's notice.

You should keep a first-aid kit in your home and be sure to bring one on family vacations.

You can purchase a first-aid kit at drugstores or at a local Red Cross office, or you can make one of your own. If you decide to make one, choose containers for your kits that are roomy, durable, easy to carry, and simple to open.

Taken from: Cronan, K. MD. (Reviewer) (August 2010) First-Aid Kit. Retrieved December 20, 2011, from http://kidshealth.org/parent/ firstaid_safe/home/firstaid_kit.html

- 1. Prepare and evacuate the building by way of the nearest emergency exit. Walk; do not run. Do not use elevators.
- 2. Close, but do not lock, all doors as you leave.
- 3. Before exiting through any closed door, check for heat and the presence of fire behind the door by feeling the door with the back of your hand. If the door feels very warm or hot to the touch, advise everyone to proceed to another exit.

Taken from: Drumheller, G. (2000). Psychology Gilmer Hall Departmental Evacuation Plan. Retrieved December 20, 2011, from http://minerva.acc.virginia. edu/~psych/fac-hb/evac-plan.htm

- Fead the tests in Exercise 4 again. Which idea (a b) corresponds to which text (I II)?
 - **a.** Text ____ Characteristics and importance of a set of implements
 - **b.** Text ____ What to do in the case of an emergency
- 6 Match the pictures (1 6) with the orders (a f).













- **a.** ____ Be quiet! The children are sleeping.
- **b.** Fetch the ball!
- **c.** ____ Sit down! The class will begin now.
- **d.** ___ Don't cross the road! A car's coming!
- **e.** ___ Don't run! The floor is slippery!
- **f.** Don't swim! It is forbidden here.
- 7 How do we say these numbers? First, say them aloud and then, write them down in your notebook. Compare with another student.
 - **a.** 1.1
 - **b.** 6%
 - **c.** 8.8
 - **d.** 387
 - **e.** 1,962
 - **f.** 56,405

- 8 Take turns to answer these questions in pairs, using the information provided.
 - **a.** What is the biggest city in Latin America?

(Mexico City - 21.2 million people) (www.mapsofworld.com. Last updated Jan 17, 2013)



b. What is the world's coldest place?

(Antarctica - 87.8°C)



What is the world's driest desert?

(The Atacama – 400 years with no rain)



d. What is the world's biggest island?

(Greenland – 2,175,600 km²)



9 C20 Listen to the presentation of the listening text in Lesson 2, and fill in the blanks.

The following _____ is sponsored by Watertech, the ____ in charge of our

water.



EARTH

BEFORE YOU READ

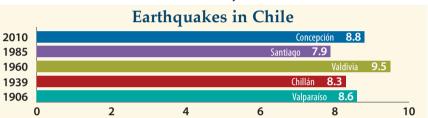
1 Check the meaning of these words. Then circle the ones you think you could find in a text about earthquakes.

```
    damage · crowded · epicentre · fall · magnitude · movement
    noise · prevent · tsunami · volcano · withstand
```

Reading target strategy

Before reading, use your previous knowledge to understand the information in the graph.

- 2 In pairs, analyse this graph and discuss different earthquakes in Chile.
 - **a.** Compare their magnitude and the year they happened.
 - **b.** Investigate the earthquake history of another seismic country (for example, Japan), prepare a similar graph and present your research in front of the class. Use the vocabulary from Exercise 1.



2 Look at the pictures on Page 35. In your group, decide what the pictures illustrate, and where and when these events took place.

WHILE YOU READ

- 4 Read the text on Pages **34** and **35**, and check your predictions in Exercises **1** and **3**.
- 5 How has the reporter divided her interview?
 - a. By subject.
- **b.** By question.
- **c.** By dates.
- 6 Read the interview again. What do these numbers refer to?
 - **a.** 58.622
- **b.** 2 million
- **c.** 9.5

- **d.** 40
- **e.** 1960
- **f.** 10+
- Read the interview again. Identify the order in which these topics are mentioned in it. Write the number.
 - a. ____ Earthquakes general safety rules
 - **b.** ____ Types and characteristics of earthquakes
 - **c.** ____ Possibillity to predict earthquakes
 - **d.** ____ Definition of earthquakes
 - **e.** ____ Most destructive experience in Chile

- **8** Read the text once more. Which of these statements contain explicit (**E**) information (specifically written in the text), and which contain implicit (**I**) information (you have to guess, deduce)?
 - **a.** _____ The earthquake of the greatest magnitude occurred in Chile.
 - **b.** _____ The area affected by the Valdivia earthquake was huge.
 - **c.** _____ The Richter scale is a numerical scale.

AFTER YOU READ

Language Note—

THE FIRST CONDITIONAL (continued)

- **1.** Analyse the following sentences from the text.
 - a. If you are indoors, DROP and COVER.
 - **b.** If you are outdoors, stay as far away from buildings as possible.
- **2.** In Unit 1 you learnt the structure below for the First Conditional. How are the sentences in Point 1 different from that structure?

If + Subject + Present tense + Subject + Future tense.

The sentences in Point 1 are still a Conditional, but they are also giving you an instruction.

- **If** + **Subject** + **Present tense** + **Infinitive without** *to* to express a recommendation or an order.
- **3.** Colour this example using the code in Point **2**. If you chat on Messenger, don't reveal your telephone number or address
- **4.** Copy two more examples of this structure using the colour code.
- 9 17 Complete the dialogue using the First Conditional. Compare with the recording and then listen and repeat the dialogue.

What will you do if ?

Lennox: I ______ far away from _____

Lennox: Nothing, just wait for them to ______

Dana: Can we predict earthquakes?

Lennox: No, we can't.

Dana:

Dana:

What _____ if there are _____?

LESSON 1 Reading



Learning tip

Explicit information will clearly appear in the text. The words used are practically the same.



Did you know that...

The Triangle of Life, written by Doug Copp, of American Rescue Team International, has led many people to question or plan to change their response to earthquakes? Some of the recommendations in the article have even been repeated in media stories as if they were facts. However, the advice is potentially life-threatening and the author has been broadly discredited.

WORKBOOK page 149



Orange County High School Bulletin

25 February, 2011

Nearly a year after a terrible earthquake struck the central-southern part of Chile, Mr Armando Araya, from the Chilean Emergency Office, ONEMI, has agreed to answer our questions.

Dorothy: Mr Araya, first of all: how can we define an earthquake?

Mr Araya: An earthquake is a trembling or shaking movement of the Earth's surface. Earthquakes occur practically every day, but unless they are strong and cause damage, people don't notice them easily.

Dorothy: How do we know how strong an earthquake is?

Mr Araya: To measure the intensity of an earthquake, a California seismologist named Charles F. Richter created a simple scale, which he called the magnitude, to describe the relative sizes of earthquakes. The scale is now known as the Richter scale.

Dorothy: How are earthquakes classified according to that scale?

Mr Araya: The small earthquakes get number - 2.0 and the biggest ones number 10 +. Here's an example: each year, your home area, southern California, has about 10,000 earthquakes. If you put them on the scale, only about 2% are greater than magnitude 3.0, and only about 15 to 20 of them are greater than magnitude 4.0.

So how big was the February 27, 2010 earthquake in Chile, on the Dorothy: Richter scale?

Mr Araya: It was towards the upper end of the scale: 8.8 at the epicenter.

That sounds really huge! Now, the next question is: what was the Dorothy: 'Great Chilean Earthquake'?

Mr Araya: Unfortunately for us, Chileans, it was the largest magnitude earthquake in recorded history. It took place on May 22, 1960 and its magnitude was 9.5. It killed more than 2,000 people in Valdivia alone, left 2 million homeless, completely destroyed 58,622 houses, caused heavy damage in the cities of Concepción, Valdivia and Puerto Montt, and caused a tsunami that hit as far away as Hawaii, Japan, and the Philippines.

Dorothy: Can you tell us a little more about what happened in Chile in 1960?

Mr Araya: After the tsunami, water covered large portions of land, changing the topography of the area for ever. Some 40 hours after the first shock, the Puyehue volcano erupted, adding volcanic ashes and lava to the terrible tragedy.

Although after the earthquake Valdivia and other coastal cities were carefully rebuilt, you can still see some remains of what is now known as "the biggest earthquake of all time."

How do these two Chilean earthquakes compare?

Mr Araya: The earthquake in February 2010 was smaller in magnitude, but

the devastation was also tremendous because it affected a bigger

area of the country.

Dorothy: Can we predict and prevent earthquakes?

Mr Araya: No. Earthquakes simply happen and nothing can be done to

predict or prevent them. However, we can do a lot of things before,

during and after they take place to limit the consequences.

Dorothy: Can you name one of these things?

Mr Araya: It will help if the building where you are is constructed in such a

way that it can withstand the shocks and movement.

Dorothy: What can we do?

Mr Araya: If you are indoors, DROP and COVER; this means to fall onto the

floor and get under something strong for protection. If you are outdoors, stay as far away from buildings as possible. If you are near glass or anything that can fall, move away quickly. If you are in a crowded area, do not run for the nearest exit; everyone will be doing that and crowding will lead to even more injuries. Be

prepared for aftershocks to follow the initial earthquake; they are

smaller than the first one, but still very dangerous.

Mr Araya, many thanks for helping us to learn a little bit more Dorothy:

about earthquakes.

Mr Araya: I would very much like to see a copy of this interview in your

school newspaper. I think that a school newspaper is a really good idea and an interview or an article trying to inform your

schoolmates about earthquakes around the world sounds great.





Adapted from: Fleurry, M. (Apr 16, 2008). World's Strongest Earthquake. Retrieved May 3, 2008, from http://www.suite101.com/content/worlds-strongest-earthquake-a51011



10 Use what you have learnt about the First Conditional to fill in the blanks in the security warning below with these recommendations.

turn on your radio to learn if there is a tsunami warning

stay away from the beach move inland to higher ground immediately

move away immediately follow these guidelines

WHAT TO DO BEFORE AND DURING A TSUNAMI

- If there is a risk of a tsunami in your area, (a.)
- If there has been an earthquake and you are in a coastal area, (b.)
- _____ and stay there. If there is a tsunami warning, (c.)
- . Never go If you know the huge wave is coming, (d.) down to the beach to watch a tsunami come in. If you can see the wave, you are too close to escape it.
- If there is noticeable recession in water away from the shoreline, _. This is nature's tsunami warning, and should be heeded.



Adapted from: (2003). What to do before a tsunami. Retrieved February 12, 2003 from http://fema.gov

- 11 QUICK SELF-CHECK David is taking his driving test. Can you help him to pass it? Complete the statements with appropriate information. Use the vocabulary you have learned in the unit, if possible. ♦ 8 pts.
 - a. If you approach a zebra crossing, ...
 - **b.** If you run out of petrol on a motorway, ...
 - c. If you see a stop sign, ...
 - **d.** If you see a 60 kph speed limit sign, ...
 - **e.** If you see a traffic light changing from green to yellow, ...
 - **f.** If there are children playing nearby, ...

Useful expressions

I believe they should... I think it's important to... In my opinion... If they... they will... Unless they... they will / won't

- 12 Talk about earthquakes in Chile. Do you think the country is prepared for them? What about other countries? Compare experiences in different cities and countries. Remember to use the expressions in the Useful expressions box.
 - **a.** How does your school inform you of an earthquake plan?
 - **b.** What elements do you need if there is an earthquake (for example, water, medicines, etc.)?
 - **c.** What are the safety measures and safe spots in your school?
 - **d.** What do you do if you are indoors /outdoors?
 - e. What actions should NOT be done?
- 13 Read the text again and find synonyms for these words.
 - **a.** Outside, exterior, top (first page)
 - **b.** Enormous, very big (first page)
 - **c.** Without a home (first page)
- **d.** Resist, stand firm (second page)
- e. Packed, full of people (second page)

14 APPLICATION TASK – WRITING A school earthquake plan

- **a. Organising.** Take a look at what you have seen and read in the unit, and divide your plan into: pre, during, and post earthquake actions.
- b. Identify any areas where you still need more information; you can do some Internet research, interview people, etc. You can find some ideas at: http://www.fema.gov/earthquake-safety-school http://www.earthquakecountry.org/sevensteps/
- c. Drafting. You can start the plan with a definition of an earthquake; use a dictionary or the definition given in the interview on Pages 34 - 35.
- **d.** Use sequencing words: *first, next, then, after that, later,* and *finally*.
- **e.** Use your own words and / or quotations from the interview on Pages 34 35. Example: Mr. Araya suggests: "If you are outdoors, stay as far away from buildings as possible."

f. Editing. Check your plan for coherence (clear sequence, logical order, no contradictions), vocabulary (appropriate words from the lesson and others), grammar (correct verb tenses, word order, subject-predicate agreement, correct use of prepositions, etc.), and spelling (carefully use the spell checker in your computer). Evaluate your work considering these points.

| | 1 | X | If (x), possible solution |
|------------------------|---|---|---------------------------|
| Enough information | | | |
| Correct grammar | | | |
| Appropriate vocabulary | | | |
| Group work | | | |

- **g. Writing.** Write your final version of the plan on a clean sheet of paper.
- 15 What have you noticed about the use of the coma in the First Conditional? Study these examples, draw conclusions and compare them in your group. Then, place the comma where appropriate in the sentences below (**a d**).

Examples: If you are outdoors, stay as far away from buildings as possible. Stay as far away from buildings as possible if you are outdoors.

- **a.** If there is a tsunami try to go as far away from the coast as possible.
- **b.** You will find information on earthquake or other emergency procedures if you look on the Internet.
- **c.** If Renata sees an accident she will call for an ambulance immediately.
- **d.** Paul will let us know if there is an emergency.
- 16 Use what you have learnt about earthquakes in this lesson and answer these questions in your group. You can use the expressions below in your answers:
 - Some people were hurt / terrified / disoriented / trapped, etc.
 - Lots of people didn't have any water / food / medicines, etc.
 - Houses / buildings were damaged / down / broken, etc.
 - **a.** How did the February 27, 2010 earthquake affect you and your family?
 - **b.** Can you tell a story of human courage you have heard in connection with that earthquake?
 - **c.** Share your anwers with other classmates and your teacher.



Writing target strategy

Brainstorming can help you find the ideas you need for your compositions. Use this strategy to plan your writing. Before you write, think of key words and phrases related to the topic and organise them in lists or diagrams (mind maps, web words, charts, etc.). Expand these notes writing sentences and decide how you will distribute the different paragraphs in your composition.



You can see science films about the elements at http://www.brainpop.com/science/

WORKBOOK page 149





- 1 Answer these questions in your group.
 - **a.** What do the pictures below illustrate?
 - **b.** What do you know about the water we drink?





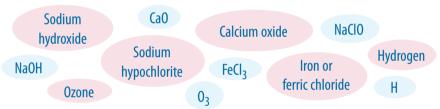




Listening target strategy

Before listening, take advantage of your previous knowledge to predict and understand a text or audio better.

The chemical symbols and formulas in the blue ovals will appear in the listening text. Can you match them with the corresponding elements and compounds in the pink ovals?



3 What do these words mean? Use a dictionary to check and then listen and repeat. Do you think that learning the meaning and pronunciation of new words before listening will help you to understand a spoken message better?



4 Listen to the words in the box. What interesting phenomenon can you observe? Listen again and repeat.

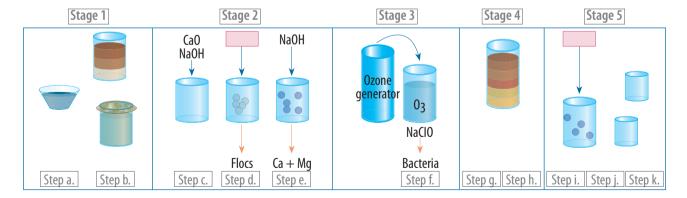
```
castle • chestnut • Christmas • fasten • listen • mortgagemustn't • often • soften • whistle
```

- You are going to listen to a presentation. Based on the vocabulary presented in this page, what do you think it might be about?
 - **a.** A bottled water factory.
 - **b.** Hydroelectricity.
 - **c.** Water purification.

WHILE YOU LISTEN



- 6 Listen to the presentation and check your prediction in Exercise 4.
- 7 (20 Listen again and circle the correct alternative.
 - **a.** This programme is a quiz show / a radio or TV programme
 - **b.** The expert's name is Nick Rogers / Ned Rogers.
- 8 420 Listen again and think of:
 - **a.** Four guestions you would like to ask the Expert.
 - **b.** Comments you would like to make in relation to the drinking water process.
- 9 Listen to the presentation carefully once or twice again.
 - **a.** Use the names in the box to write the missing steps of the process (**b**, **d**, **f**, **h**, **j**).
 - Active carbon filtration
 Aeration
 Disinfection
 Microfiltration in drum filters
 Removal of flocs
 - Step a.Aeration, softening, and PH-adjustments.Step g.Slow sand filtration.Step b.Step h.Step h.Step c.PH-adjustment.Step i.Preservation and storage.Step d.Step j.Step e.Natural aeration.Step k.Storage in drinking water reservoirs.
 - **b.** Add the two missing elements or compounds from Exercise **2** in the corresponding pink rectangles in the diagram.



- 10 Listen to the presentation once more and answer these questions.
 - **a.** What is surface water?
 - **b.** What will happen if there is natural filtration?



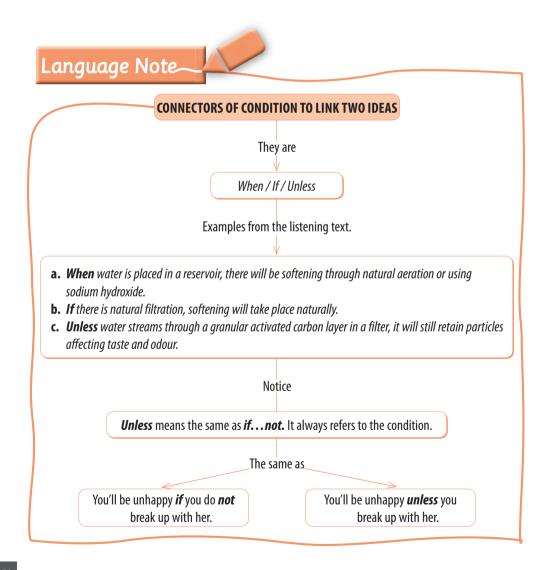
AFTER YOU LISTEN

In your group, put together all the information you collected in the listening activities and use the diagram to describe the water purification process.

You can use these beginnings.

In Stage ..., there is ... / Step ... is called ... /
In Step ..., ... is added to the water, etc.

- **12** Answer these questions with words from Exercise **3**, Page **38**. Compare your answers with a partner.
 - **a.** How do you call the outside or external part of something?
 - **b.** How do you call the room where you keep or store things of little use?
 - c. What absorbs ultraviolet radiation, and is getting thinner and thinner?
 - d. What is the same as damaging, negative, or unhealthy?



WORKBOOK page 150

13 QUICK SELF-CHECK Use what you learnt in the Language Note to fill in the blanks in this monologue. • 18 pts.

| | | - | | - |
|--------------|---------------|----------------------------------|----------------------|------|
| Claire: What | a horrible | day! Oh! I'm feeling low, the | sky looks dark and t | he |
| weather mar | n said it | rain soon. If it | , l | to |
| stay at home | e. If I | at home, I | really bored. | |
| Perhaps if I | | my friend Elaine, we can do | something; if she | |
| | free, she | come over; if she _ | , we | |
| | rent a DVD | , or just talk. Yes, that's what | l do. l | |
| | definitely_ | Elaine. | | |
| Oh, but wha | t if Elaine _ | free ? What if she | somet | hing |

important to do? Maybe I _____ have to stay at home alone and get





14 APPLICATION TASK – SPEAKING Description of pictures in detail

- **a.** Work in groups of four students.
- **b.** Choose one of the pictures in Exercise 1. (2 minutes).
- c. Look at your picture and take notes. What can you see?, What is happening?, etc. (5 minutes).

bored. If that _____, I ____ really upset!

- **d.** Describe your picture in your group. Correct grammar, vocabulary, and pronunciation (5 minutes for each student).
- **e.** Describe your picture to another group (4 minutes).
- **f.** Evaluate one student from the other group using this chart (3 minutes).

| | Alw 3 p | • | Somet 2 p | | Seldom 1 pt. |
|---|------------|--------|--------------|--------|-----------------|
| Speaker shows natural fluency and pauses. | | | | | |
| Speaker uses complete | | | | | |
| sentences and appropriate connectors. | | | | | |
| Speaker uses appropriate | 2 | | | | |
| and varied vocabulary. | | | | | |
| Final score | | | | | |
| 3 to 4 | eep trying | 5 to 6 | Good | 7 to 9 | Excellent |

- 15 Answer these questions in your group.
 - **a.** Why is it important to evaluate your own and your classmates' performance? How can this help your learning?
 - **b.** How many words related to water have you learnt? List them in your notebook and write some example sentences. Compare your sentences with another student.

Speaking target strategy

Before you describe, take notes of the elements in your picture and organise them into the categories 'general' and 'details'. When you describe the picture, start from the most general aspects to the most specific details.

Example: This picture shows a beach (general). The boy on the right is playing (detail).

CONSOLIDATION ACTIVITIES

WATER MYTHS – CREATURES

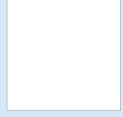


Water plays an important role in many legends and myths. There are mythological water beings and gods, stories of heroes that have something to do with water, and even stories of isles and continents lost below the surface. This section contains a selection of some commonly known water legends and myths.



Ashrays

Scottish mythology tells us Ashrays, or Water Lovers, are completely translucent water creatures that are often mistaken for sea ghosts. They can be both male and female and can be found only under water. Being completely nocturnal, one would never come across such creatures during the day. When captured and exposed to sunlight, ashrays supposedly melt and only a puddle of water remains.



Bäckahästen

Bäckahästen means brook horse; this was the name of a mythological horse in Scandinavian folklore. She would appear near rivers in foggy weather, and whoever decided to ride on her back was unable to get off again. The horse would then jump into the river, drowning the rider.



Blue men of the Minch

These supernatural sea creatures were said to live in underwater caves in the Minch, a straight between Lewis, Long Island and the Shiant Islands, near Scotland. The Blue Men looked like humans with blue skins. They where infamous for swimming alongside passing ships and attempting to wreck them by conjuring storms and by luring sailors into the water. If a captain wanted to save his ship, he had to finish their rhymes, solve their riddles, and always make sure he got the last word.



Bunyip

Bunyip literally means *devil* or *spirit*. This is a mythological creature from Aboriginal Australia that was said to lurk in swamps, creeks, riverbeds, and waterholes. Aborigines thought they could hear their cries at night. They believed Bunyip took humans as a food source, preferably women, and they tended to blame the Bunyip for disease spread in the river area. Bunyip supposedly had flippers, a horse-like tail, and walrus-like tusks.

Taken from: Enzler, S.M. (n.d.). Water mythology. *Creatures*. Retrieved on April 16, 2013, from http://www.lenntech.com/water-mythology.htm

Mistake: (v.) to not understand or judge sb / sth correctly. Brook: (n.) a small stream. Wreck: (v.) to damage a ship so much that it sinks or can no longer sail. Lure: (v.) to persuade or trick sb to go somewhere or to do sth by promising a reward. Lurk: (v.) to wait somewhere secrettly, especially because you are going to do sth bad or illegal.

- 1 Read the text carefully and add drawings to illustrate what you imagine these creatures would look like.
- 2 Read the text again. In your notebook, classify the creatures according to name, country and habitat. Write a short description of each one of them.

| Name | Country | Habitat | Description | | |
|------|---------|---------|-------------|--|--|
| | | | | | |

- 3 Do you know anything about myths or legends in your city / town? Talk about it with a partner.
- 4 In pairs, read the school extra activities programme. Is it possible to take all the activities? What will you have to do if you take an activity? Talk about the possibilities you have.

Examples: If I play volleyball on Monday, I won't be able to take Communication skills. If I take basketball, I will have to go on Tuesdays and Thursdays.

| | Monday | Tuesday | Wednesday | Thursday |
|----------------|----------------------|---------------------------------------|---------------------------------------|---------------------------|
| 15:30 16:30 | Communication skills | Drama club | School newspaper group | Basketball |
| 16:00 17:00 | Volleyball | Guitar class (own guitar required) | Volleyball | Communication skills |
| 17:30 18:30 | Drama club | Basketball | Communication skills | Football |
| 17:00 18:00 | Skating | Football | Guitar class (own guitar required) | School newspaper group |

- **a.** If you play volleyball on Monday, which activity will you not be able to take?
- **b.** If you take guitar classes, how many times a week will you go?
- **c.** If you take guitar classes, what special equipment will you need?
- **d.** If you go to basketball on Tuesday, will you also be able to play football?
- **e.** If you take Drama club on Monday, which other day will you also go?
- 5 You have learnt how to use the First Conditional. Use it to complete these dialogues (a -b).
 - a. Carolina: What do you think will happen if there is another tremor?

Francisco: If there ...

b. Gabriel: Will we swim in the ocean this weekend?

Helen: Of course we will, unless ...

JUST FOR FUN

ARE YOU NATUREWISE?

Your answers to this questionnaire will tell you how much you know about nature and the environment.

















- 1 What is smog made of?
 - a. Smelly gases.
 - **b.** Fog and smoke.
- 2 Why do we need trees?
 - a. They produce greenhouse gases.
 - **b.** They provide oxygen.
- 3 What do cleaner cars use?
 - **a.** Unleaded petrol.
 - b. Leaded petrol.
- 4 What is carbon dioxide?
 - **a.** A liquid we use in cars.
 - **b.** A greenhouse gas.
- 5 What is the name of the force that holds everything to the earth?
 - a. Gravity.
 - **b.** Gravitation.
- 6 What does a wind farm make?
 - a. Wind.
 - **b.** Energy.
- 7 What do we call a person who studies the stars?
 - a. An astrologist.
 - **b.** An astronomer.
- 8 What is recycling?
 - a. Cycling down the road twice.
 - **b.** Re-using rubbish.
- What is a drought?
 - **a.** Unusually wet and rainy weather.
 - **b.** Unusually dry and rainless weather.







- Lightning, a discharge of atmospheric electricity in a cloud, can only strike once in the same place.
 - a. True.
 - **b.** False.
- 11 How are hurricanes named?
 - **a.** After people, for example Edna, Andrew.
 - **b.** After places such as Tokyo, Mexico.
- 12 When does a solar eclipse occur?
 - **a.** When the moon passes between the Sun and the Earth.
 - **b.** When the moon passes between the Earth and Venus.
- 0 to 3 You should try to learn more about nature and the environment.
- 4 to 8 You know enough about nature and the environment, but you could try to learn more.
- 9 to 12 Congratulations! You are definitely naturewise.

Answers: 1. b. 2. b. 3. a. 4. b. 5. a. 6. b. 7. b. 8. b. 9. b. 10. b. 11. a. 12. a.

CHILEAN CONNECTION

In February 1997, Chile and Canada signed a free trade agreement which contains two parallel agreements, one of work-related cooperation and one of environmental cooperation. The agreements came into effect in July 1997. The agreement of environmental cooperation reflects the high priority environmental considerations have for both countries.

The main objectives of the agreement are to strengthen environmental cooperation between both countries and to ensure the efficient application of internal environmental laws and regulations. The promotion of sustainable development, cooperation in conservation, protection and improvement of the

Adapted from: Prentice, J., Benítez, M. (1997). El Acuerdo de Cooperación Ambiental Chile-Canadá. Retrieved March 16, 1997 from http://www.conama.cl environment, and the promotion of effective and economically efficient environmental measures are also mentioned.

One of the main aspects of the agreement of environmental cooperation between Chile and Canada is the promotion of transparency and public participation in environmental management. Guided by this principle, both countries have created agreement websites to provide clear and up-to-date information on the subject.



TEST YOUR KNOWLEDGE

READING

In 1998, when Ryan was in grade one, he learnt from his teacher that people were dying because they did not have clean water to drink. He decided that raising money for those people would be a good thing. He worked for four months in order to earn his first \$70. Ryan's first well was built in 1999, when he was seven years-old, at a school in a Ugandan village.



Ryan's project grew from the \$70 collected by doing simple household chores to a foundation that today has contributed a total of 502 water and sanitation projects in 16 countries, bringing clean water and sanitation services to over 621,712 people. The foundation has raised millions of dollars.

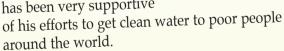
Ryan remains dedicated to the foundation and its work. He continues to speak passionately about the need for clean water around the world, and has visited over two dozen countries spreading his message. He has made presentations to hundreds of schools, churches, and civic clubs, and has attended more than two dozen international conferences and global

events, including Rotary International and the World Water Forums. He is recognised by UNICEF as a Global Youth Leader.

Ryan has received many awards for his work, including the World of Children Founders' Award, the Order of Ontario (youngest ever recipient), the Ontario Medal for Young Volunteers, the Canadian Meritorious Service Medal, the One X One Difference Award, and the Top 20 Under 20 Youth Award. His message has been featured on the Oprah Winfrey Show, CNN, and CBC. Numerous books, magazines and newspapers have profiled Ryan, including Christian Science Monitor, People, Reader's Digest, Time, Times of London and Watervoices.

Ryan has met some of the most important people in the world, but he is not bragging.

"The most impressive people I've met are the other kids who want to help, too," he says. "I'm just an average kid," Ryan says when anyone asks about his achievements. This is true; he plays basketball and ice hockey, and loves playing video games. Ryan's family has been very supportive



Ryan has recently graduated from high school in his hometown of Kemptville, Ontario. He will be attending the University of King's College this upcoming year in Halifax, Nova Scotia.



- 1 Read the article and choose the best title.
- ♦ 1 pt.

- a. Water for Africa
- c. Ryan's Story
- **b.** A Child's Voice
- d. Water Wells
- 2 Read the article carefully. What do these numbers refer to?
 - ♦ 4 pts.

a. 1998

c. 16

b. 70

- **d.** 621,712
- Read the text again. Are these statements true (T) or false (F)?

 4 pts.
 - **a.** Ryan's idea didn't work very well.
 - **b.** Ryan is a highly gifted boy.
 - **c.** _____ Ryan has received many awards for his work.
 - **d.** Some people are dying because they don't have clean water.
- 4 Read the text once more and answer these questions. ◆ 4 pts.
 - **a.** Why did Ryan decide to work for four months?
 - **b.** What is the topic of his presentations when he visits different parts of the world?
 - **c.** In what ways is Ryan just like any other kid?
 - **d.** What are Ryan's plans for the near future?

LISTENING A RADIO QUIZ

- 5 Listen to a radio quiz and <u>underline</u> the best answer (i – ii). • 5 pts.
 - **a.** How many callers phone the programme?
 - i. Two.
- ii. Three.
- **b.** Why is one of the callers unable to get through?
 - i. Because of technical problems.
 - ii. The presenter cuts him off.
- **c.** What is the prize for answering the question correctly?
 - i. Four tickets to a concert.
 - ii. Two tickets to a concert.

- **d.** The band in the question is named after three elements. Which ones?
 - i. Earth, wind and water.
 - ii. Earth, wind and fire.
- **e.** Why did the last caller know the name of the band?
 - i. His mum used to listen to them.
 - ii. His dad used to listen to them.
- 6 Listen again and fill in the gaps in these sentences. 5 pts.
 - **a.** The prize is sponsored by the Netline.
 - **b.** Wrong answer, so there'll be no _____ for you tonight.
 - **c.** I can also add that they played a fusion of ______, funk, and jazz.
 - **d.** It's a band that played long _____ my time.
 - e. Please stay on the ______ to take your details.
- 7 C23 Listen once more and circle the word you hear. 5 pts.
 - **a.** I'm not that sure, but I think it must be *The Beatles / The Rolling Stones*.
 - **b.** What a pity! I really love *Maroon Five / The Jackson Five*.
 - **c.** We have somebody else on the line / on the phone.
 - **d.** How old are you, Jack? *Eighteen / Seventeen*.
 - **e.** Enjoy a few more *songs / tracks* with this band.



TEST YOUR KNOWLEDGE

LANGUAGE

Write three conditional sentences about the photos below using the clues provided and different connectors of condition.



a. the weather is good / go to the seaside



b. knock on the door / open the door



c. give me some money / wash the dishes

| 9 | Fill in the blanks in these sentences |
|---|---------------------------------------|
| | with if or unless. |

Larry works hard, he will earn a lot of money.

♦ 3 pts.

b. _____ Mark works harder, he will not pass the test.

a. _____ you finish now, we won't be able to play tennis.

SPEAKING

Talk about natural disasters in Chile. How can you prepare for or respond to them? Use expressions such as: in my opinion, I believe, I think, we should / shouldn't, it's a good idea, it's important, it's essential, it's less important, it's dangerous, it's safe, etc. Use if / when / unless to express conditions.

WRITING

Go back to the interview in Lesson 1.
Change it into a letter from
Armando Araya to Ms Dorothy Evans.
Use all the correct parts of a letter and write paragraphs of about 30 words.

◆ 10 pts.

(See rubrics on Page 172).

FINAL REFLECTION

In this unit, you have learnt how to request and exchange information and you consolidated your knowledge of the First Conditional and linking words. Before you continue to the next unit review the contents of Unit **2** and evaluate your progress. Here are some useful tips.

- Structure and organise the information you are studying and what you still need to learn.
- When studying unfamiliar material, take the time to think about how this information relates to things that you already know.
- Teach the concepts and contents you know well to a classmate it will help you to remember better.

Follow this advice to consolidate your knowledge and be ready for the next unit.

Seaside: (noun) an area that is by the sea, especially one where people go for a day or a holiday.

SELF - EVALUATION

| YOUR TEST | RESULTS | | | | | Yours | core | | | |
|---|--|-------------|---------------------------------------|-----------|---|---------------|------------|--|--|--|
| Reading | You are expecte | d to be a | ble to identify and understand key | facts an | d details. | | | | | |
| 11-13 Great | Grasped all main | ideas and | l answered most questions correctly. | | | | | | | |
| 7 -10 Good | Grasped most ma | nin ideas a | and answered most questions correctly | '. | | | | | | |
| 3 - 6 OK | Grasped some ma | ain ideas | and answered some of the questions o | orrectly. | | | | | | |
| 0 - 2 Poor | Deduced some main ideas and answered just a few questions correctly. | | | | | | | | | |
| Listening | you are expected to be able to identify and understand key facts and details. | | | | | | | | | |
| 12-15 Great | Identified almost all the information correctly. 4 - 7 Good Identified most of the information. | | | | | | | | | |
| 8 -11 OK | Identified some of the information. 0 - 3 Poor Deduced just a few bits of information. | | | | | | | | | |
| ◆ Language You are expected to apply and identify two language items. | | | | | | | | | | |
| 7 - 9 Great | Applied the language items in all cases. 2 - 4 OK Applied the language items in some cases. | | | | | | | | | |
| 5 - 6 Good | Applied the language items in most cases. 0 - 1 Poor Deduced and applied the language items in very few cases. | | | | | | | | | |
| Speaking | You are expecte | d to be a | ble to participate in a guided dialo | gue aboi | ut natural disasters and their preventio | n in Chile. | | | | |
| Tas | k | Score | Language | Score | Interaction | Score | | | | |
| Talked to a partner expressions sugges | • | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 3 | | | | |
| Talked to a partner the expressions su | • | 3 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 2 | | | | |
| Talked to a partner the expressions su | | 2 | Some language mistakes. | 1 | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | | | | |
| very few or none o | ied to talk to a partner, but used bry few or none of the comprehension. Language mistakes interfered with comprehension. | | | 0 | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | | | | |
| ◆ Writing | You are expect | ed to wri | te a letter using information from an | interviev | v, with correct language and the appropri | iate text org | anisation. | | | |

| Task | Score | Language | Score | Interaction | Score | |
|---|-------|--|-------|--|-------|--|
| Changed the whole interview into a correct letter. | 4 | Practically no grammar or vocabulary mistakes. | 3 | Correct spelling and letter format. | 3 | |
| Changed most of the interview into an appropriate letter. | 3 | Very few grammar or vocabulary mistakes. | 2 | A few spelling mistakes and slightly incorrect format. | 2 | |
| Changed some of the interview into an acceptable letter. | 2 | Some grammar and vocabulary mistakes. | 1 | Several spelling mistakes and rather incorrect format. | 1 | |
| Changed very little of the interview into a letter. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 0 | A lot of spelling mistakes and incorrect format. | 0 | |

SYNTHESIS TEST UNITS 1 & 2

READING – TWO LETTERS

Kansas City, 18 January 2010.

Dear Parents,

The recent earthquake which affected Haiti and our twin town Port-au-Prince has deeply saddened everyone here at St. Mark's School. Experiencing the destructive power of an earthquake can be very frightening, and the devastation to the environment can be long lasting and distressing. We can imagine then how the children and teachers at the St. Philippe School, our twin school, feel today after this terrible disaster.



We have asked our crisis team to help our school to assist the Haitian children in dealing with this natural disaster. We are doing everything we can to help them to overcome this tragic experience.

We will also be collecting money and other types of aid to help the victims to rebuild their lives as soon as possible. Please let us know if you can make donations in cash or kind.

Yours sincerely, John O'Grady Principal

Adapted from: (nd) Sample parent letter natural disasters. Retrieved May 16, 2008, from http://www.warwickschools.org/

Abercarn, 17 March 2011 Dear Bertha,

These are some tips on what to do in the case of a flood.

First of all, it is always important to put people before property, co-operate with the emergency services if they tell you to evacuate your home, and be prepared to act quickly to get yourself to safety.

In the event of an emergency, we urge people to take the following precautions:

- Gather essential items together either upstairs or in a high place.
- Have torches, medication, and waterproofs to hand.
- Fill containers with clean water.
- Turn off gas, electricity, and water supplies when flood water is about to enter your home.
- Move your family and your pets to a higher place.
- Do not touch sources of electricity when standing in flood water.
- Listen to local radio for updates.
- Flood water can rise quickly, but stay calm and reassure those around you.
- Call 999 if you are in danger.

I hope you will find the information useful, although I also hope you will not need to use it! Best regards,

Sue Gervase

Director, The Environment Agency



-Agency-

Adapted from: (2008) What to do during a flood. Retrieved May 16, 2008, from www.environment-agency.gov.uk/homeandleisure/floods/default.aspx

Twin towns: two towns that have a very close relationship. Kind: an in-kind donation is a contribution of goods or services instead of cash.

| 1 | | ad the two letters. Which of them entions these points? Write I or II. | ◆ 4 pts. |
|-----|-----|---|-----------|
| | a. | It asks for contributions. | |
| | b. | It expresses sympathy. | |
| | c. | It mentions pets. | |
| | d. | It offers advice. | |
| 2 | | ad Letter II again and fill in the gaps th the correct information. | ♦ 4 pts. |
| | a. | You will need to collect emergency seither | upplies, |
| | b. | When you see water enter your househould stay | and |
| | | • | ur family |
| | c. | In the case of an emergency, it is ver | • |
| | | important to pay more attention to | |
| | d. | You should call the emergency line in | f you are |
| LIS | TEI | NING – A NEW ROLE | |
| 3 | ро | 4 Listen to the interview with teen p star Miley Cyrus. Who mentioned thints, Miley (M) or the interviewer (I)? | |
| | a. | First role as an adult in a movie. | |
| | b. | An embarrassing moment. | |
| | c. | The plot of the movie. | |

d. __ Using personal experience to act.

a. Favourite ______ sensation Miley Cyrus

has walked away from her previous roles.

c. In the movie, you play a teen who reluctantly

her home in New York.

b. I had to stand on a box because Liam is

2 metres tall!

4 Listen again and fill in the blanks

d. Can you imagine? It felt really _

LANGUAGE

- 5 Rewrite these sentences using if ... not. ◆ 2 pts.
 - **a.** Unless you listen to the radio all the time, you will not know if the flood is subsiding.
 - **b.** Unless you stay calm and relaxed, others around you will panic.
- Match the parts of sentences in columns
 A and B to form useful advice. ◆ 3 pts.

| A | В |
|----------------------------------|------------------------------|
| a. If you don't know | i. you could ask your |
| how to deal with a | neighbours to collect |
| natural disaster, | blankets and food. |
| b. If you see water rise, | ii. you should try to reach |
| | a higher place. |
| c. If you want to help the | iii. you will not be able to |
| earthquake victims, | help others around you. |

- 7 Circle the correct linking word. ◆ 2 pts.
 - **a.** Michael knows a lot about natural disasters, therefore / because | would call him an expert.
 - **b.** Haitians were not well prepared for a disaster of such magnitude *although* / *but* Haiti is a seismic country.
 - c. I have read several books about survival techniques, *although* /so I know what to do.

WRITING

8 Your pen pal in England asks you for advice on what to do in an earthquake.
Use Letter II on Page 50 as a model and write a letter of about 60 words. Remember how we start and finish letters.

SPEAKING

9 In pairs, talk about natural disasters, offering tips on how to behave.
Use if / when / unless to express conditions, and the appropriate expressions for opinions and recommendations. ◆ 8 pts. (See rubrics on Page 173).

with ONE word.

◆ 4 pts.



LEARNING OBJECTIVES

- READING: to read CV's and other types of related texts such as tips and articles that contain the communicative functions of expressing suggestions and recommendations and offering and applying for jobs, consider the importance of writing the appropriate CV and of observing correct professional conduct, and
 - predict and validate predictions by scanning.
 - find specific information by matching titles and headings with extended information.
 - relate and summarise contents using written texts and pictures.
- WRITING: to write a Curriculum Vitae following a provided model, using a computer application.

- LISTENING: to listen to job advertisements on the radio that contain the communicative functions of describing jobs and offering suggestions and recommendations, consider the importance of relating the right person and the right job, and
 - discover the order in which information is mentioned by numbering items.
 - identify specific information and transfer it into graphic organisers.
 - discriminate between correct and incorrect information by choosing correct alternatives.
- SPEAKING: to prepare for and role play a job interview as an interviewer and as an interviewee, asking for and offering suggestions and recommendations.

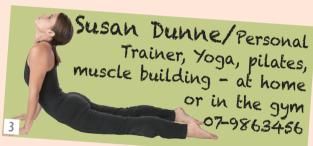
PROFESSIONS

GETTING INTO THE UNIT

1 Read these business cards (1 – 4) and match the professionals with the job descriptions below (a – d).









- a. A professional who acts and sings to entertain people.
- **b.** A professional who helps people to get fit through sports.
- c. A professional who makes personal ornaments out of metals, stones, and other decorative materials.
- **d.** A professional who prepares sweet treats from flour and other ingredients.
- 2 Complete these sentences with your own ideas and then compare with a classmate.
 - **a.** The best paid job is that of a ...
 - **b.** The most unusual job is that of a ...
 - **c.** The most boring job is that of a ...
 - **d.** The easiest job is that of a ...
 - e. The most fun job to do is that of a ...
- Which job(s) do you see yourself doing and which one(s) would you definitely not do? Compare ideas in your group.
- 4 In your group, make a list of sources where you can find job offers.

GETTING READY FOR THE UNIT

Before starting this unit, you need to know:

- modal verbs and their special characteristics.
- how to make and validate predictions.
- how to recognise the format and elements of a Curriculum Vitae.
- · how to find specific information in oral and written texts.
- In English, modal verbs can express possibility, prohibition, or recommendation. They behave differently from the majority of the other verbs. Read the examples below (a - d) and tick the three ways (i - iv) in which they differ from other verbs.
 - a. Lenny can speak English.
 - **b.** You must not cross the road here.
 - **c.** Gail could not swim when she was young.
 - **d.** Peter must get up early tomorrow.
 - Modal verbs do not take -s in the Simple Present, third person singular.
 - ii. We use not to make modal verbs negative.
 - Modal verbs cannot be used with iii. will to express future or take -ed in the past.
 - We do not use them in the third iv. person singular.
- 2 Tick (✓) the sentences with a modal verb in them. Underline the modal verb.
 - Darryl and Emily might buy a house next year.
 - Carl invited me to stay a little longer at their beach house in the north.
 - It is prohibited to smoke in the metro.
 - You mustn't swim in this river because the current is very strong.
 - Annie and Burt need not worry.
 - It is so hot! I desperately need a soft drink.
 - It's possible Janet will visit Tom in Boston.

3 Use a modal verb OR a common verb to fill in the gaps in the sentences describing the pictures.



a. Drivers stop at pedestrian crossings.



b. Fran eating a big green salad for lunch.

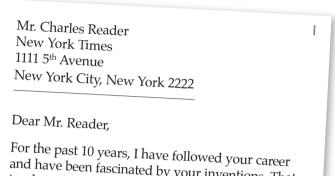


c. Jonathan much taller than his sister.



d. Homework finished! We play computer games now.

- 4 Read these texts and answer the questions.
 - **a.** Which of them (I, II, or III) is a Curriculum Vitae?
 - **b.** What job is mentioned in Text **!**?
 - c. What is the name of the device that produces a paper copy of the information on a computer screen?



For the past 10 years, I have followed your career and have been fascinated by your inventions. That is why, when I saw the advertisement in the paper for the position of an IT engineer in your company, I thought I would really like to apply for it.



Reading target strategy

Before you read, preview the texts and focus on their main elements (title, opening, closing, etc.). Tell your partner the type of text you think corresponds to each case.

Janet Duncan

101 Main Street, New York City

New York, NY Phone: 555-555-555

Cell: 555-666-6666 Email: email@email.com

Consultant Physician Private Practice

2005 - Present New York, NY

1. New York Medical School

MD

New York, NY, 2002-2005

2. Albany Medical School

MS

Albany, NY 1998-2002

In pairs, complete the following sentence with your own ideas. Then, listen to the introduction of the listening text and check your answers.

If you are looking for a job ...



PREPARING A CV

BEFORE YOU READ



- 1 Answer and discuss these questions in your group.
 - **a.** How do people apply for jobs?
 - **b.** What is the difference between a Curriculum Vitae and an application letter?
 - **c.** How long do you think a CV should be?
- What characteristics should one have to apply for these jobs? Match the suggestions (**a d**) with the jobs (**1 4**).
 - a. You should be a careful driver.
 - **b.** You should be comfortable working at heights.
 - **c.** You should have a cheerful and friendly personality.
 - d. You should not be afraid of wild animals.







Trapeze artist



Party entertainer



Ambulance driver

In pairs, discuss why different jobs require different characteristics. Why can't we all be pilots, neurosurgeons, lion tamers, or car mechanics? What qualities are needed to become each of these professionals?

4 Read the list below with a partner. Tick () the kind of information you should include in your Curriculum Vitae, mark with a cross () the information you should not put in your CV, and with a question mark (?) the information you might include. Compare with other classmates. Justify your choices.



- **a.** ____ Address and telephone number.
- **b.** ____ Age and place of birth.
- **c.** Education.
- **d.** ____ Favourite holiday place.
- e. Hobbies.
- **f.** ____ Languages you speak.
- **g.** Name and surname.
- **h.** Pets you like and dislike.
- i. ____ Reasons why you hate your current employer.
- **j.** References.

WHILE YOU READ

- 5 Read the sample CV on Page **59** and put these headings (**a f**) in the correct places (**I VI**).
 - **a.** Optional Information
- d. Personal Information
- **b.** Contact Information
- e. Employment History
- **c.** Professional Qualifications
- **f.** Education History
- 6 Read the completed CV and check your predictions in Exercise 4.
- 7 Scan the tips on Page **59**. Which job from Exercise **2** is mentioned?
- 8 Read the tips on Page **59** and decide which actions you should and which ones you shouldn't do. Write *You should / You shouldn't* in the provided spaces.
- 9 In which of the tips (**Tip 1 Tip 8**) can you find a reference to these aspects?
 - **a.** Format of the CV.
 - **b.** ____ Spelling and grammar.
 - **c.** ____ Things potential employers do not want to know about you.
 - **d.** ____ Things you should not include in a CV.
- 10 Read the text PREPARING A CV on Page 58 and answer these questions.
 - a. What do you need a CV for?
 - **b.** What can you explain at a job interview?
 - **c.** What should you promote and what should you avoid mentioning in a CV?

Did you know that..

most employers make a decision whether to employ someone or not in the first two minutes of the interview? That is why it is very important to make a good first impression.





In pairs, take turns to read and stop after each paragraph. Then, try retelling the main idea in each text segment.

PREPARING A CV

The First Step To Getting A Job

A Curriculum Vitae is a marketing tool. With your Curriculum Vitae, commonly referred to as a CV or a resume, you should promote your skills and qualities and you should not highlight or stress your shortcomings and problems. Imagine the CV as a brochure that will list the benefits of a particular job or service, the service being your time and skills! When writing a CV you ought to look at it from an employer's point of view.

You might ask yourself these questions when writing your Curriculum Vitae.

- Would you stand out against the competition (the other candidates)?
- Would the manager want to talk to you for a possible job?

You will need a CV for the following situations:

- when applying for a job;
- when applying for a scholarship;
- when applying for admission to a university;
- when applying for speaking engagements, lectures, conferences;
- when publishing your work.

Networking and interviewing are essential for your job hunt; your CV is just the first step in the job search. If you are invited for an interview, you would then be in a position to explain and expand on what is in your CV. You might want to prepare yourself for the interview and ask a friend or relative to first read your CV to check it for errors and also to offer you some advice on the structure of the CV. Second, you might want to ask your friend to "interview" you for the position you are applying for, making this role play as similar to real life as possible.

Opposite is a list of things you should and should not do when writing your first curriculum vitae. You will also find an example of a CV you should fill in as practice.

Adapted from: Jackson, A., Geckeies, K. (2003).

How to Prepare Your Curriculum Vitae. (3rd ed.). New York: McGraw-Hill.

Skill: (noun) a particular ability or type of ability. Shortcoming: (noun) a deficiency or a flaw. Scholarship: (noun) a grant; money given to sb by an organisation to help to pay for their education. Search: (noun) an attempt to find something.

Tip 1:

prepare for the job requirements and read the job advertisement before writing your CV. If you are applying for a sales position, you will not need to include your work experience as a party entertainer.

Tip 2:

use clear formatting on your CV - there is no point in having great content if it is horrible to look at! make it readable at first glance - no

employer will want to go through a CV that is written as one block of words, with no spaces in-between.



Tip 3:

be neat, clear, and concise. Do not make your CV too long; nobody, apart from your parents and grandparents, wants to read a 5-page CV detailing your acting or singing experience while in kindergarten.

Tip 4:

check your spelling, once, twice if necessary. Have others read it. There is nothing as bad as reading a CV full of grammar and spelling errors.

Tip 5:

use text boxes or tables because agencies may wish to reformat your CV and that will cause problems. Instead, use the simple format provided here.

Tip 6:

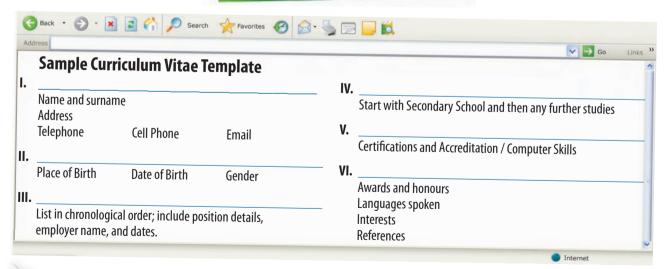
include the reasons why you hate your current employer and want to leave the job. Likewise, do not tell your potential employer your personal problems and why you might be late to work from time to time.

Tip 7:

lie about your experience. If you are tempted to stretch the truth about your work history - do not. Most employers conduct reference and background checks and if your curriculum does not match your actual work history or education, you will most likely get caught at some point.

Tip 8:

include a photo of yourself unless you are an actor or a model. Your employer might want to judge you by your experience rather than your looks.





You can find more tips to write a CV at http://www.cvtips.com/

Readable: (adj.) clear and easy to read. Glance: (noun) a quick look.



AFTER YOU READ

- 11 Read these definitions of words from the text and complete the words.
 - **a.** A formal meeting in person to assess the qualifications of an applicant.



b. Financial aid provided to a student on the basis of academic merit.

| s c h | s h |
|-------|-----|
|-------|-----|

c. A public promotion of some product or service.

| | d | | | r | t | i | | | | | | t |
|--|---|--|--|---|---|---|--|--|--|--|--|---|
|--|---|--|--|---|---|---|--|--|--|--|--|---|

d. A person or firm that employs workers.

- 12 (26 In pairs, match the questions (**a i**) with the answers (**i ix**). Put the conversation in order and check with the recording. Practise the conversation with a partner and then role play it in front of the class.
 - a. How many times should I check my CV for errors?
 - **b.** Should I tell my future employer about my experience as a party entertainer?
 - **c.** Should I type or write my CV by hand?
 - **d.** What happens if I lie about my work experience?
 - **e.** When should I use a CV?
 - **f.** Why is it important to check spelling and grammar?
 - g. Why should my CV be concise?
 - **h.** Why should my CV look nice?
 - i. Would you recommend that I include my photo in the CV?
 - i. As many times as necessary.
 - ii. Because employers pay attention to grammar and spelling errors.
 - iii. Because first impressions are important.
 - iv. Because no employer will want to read a CV several pages long.
 - **v.** It's better to type, as it's more readable.
 - **vi.** Only if you are a model or an actor, and your appearance is important.
 - **vii.** Only if you are applying for a position in the entertainment business.
 - **viii.** When you apply for a job, or a scholarship, or a grant.
 - ix. You might be caught out because employers often do a background check on candidates.



When practising a long conversation like this, you can divide it into smaller chunks and first practise each chunk. Then begin with the first and start adding one chunk at a time, until you are saying the complete conversation.

Language Note



RECOMMENDATIONS AND SUGGESTIONS

Modal verbs

should / should not

might

ought to

Examples from the text

- **a.** You should promote your skills and qualities.
- **b.** You should not highlight or stress your shortcomings and problems.
- c. You might want to ask your friend to `interview´ you.
- **d.** You ought to look at it from your employer's point of view.

−Notice→

We express recommendations and suggestions using should / shouldn't, ought to / oughtn't to, and might / might not.

They are followed by an infinitive without *to*; in the case of *ought to* the particle *to* is part of the verb and not part of an infinitive.

13 Use what you have learnt in the Language Note to say / write recommendations for the situations in the pictures.







- 14 QUICK SELF-CHECK Use the modal verbs you have learnt in this lesson to make recommendations for the following situations. ◆ 10 pts.
 - **a.** I eat a lot of junk food such as hamburgers and chips.
 - **b.** I had an argument with my best friend.
 - **c.** My friend Sheila drives her dad's car without a driving licence.
 - **d.** My neighbours play loud music very late at night.
 - e. John lost his wallet with his ID in the supermarket today.



- When you write a CV, you list the places where you studied (schools, institutes, universities) and the places where you have worked. What do you notice about the way the names of places are written in the sentences below? Compare your findings with another student.
 - a. John attended Sacred Heart Elementary between 2000 and 2008.
 - **b.** Katie got accepted at Harvard University.
 - **c.** Congratulations! I heard you got a job with British Telecom.
 - d. Javiera Pérez studied at Liceo 7.
 - e. Melanie bought her tickets to Dublin from Aer Lingus, the Irish airline.

16 APPLICATION TASK - WRITING Own CV

You are going to write your CV.

- a. Go back to Page 59 and review the tips and the format of the CV.
- **b.** It would be ideal if you could write your CV on the computer, so revise these notes:

HOW TO USE MICROSOFT OFFICE WORD 2007

- Open up Microsoft Word and start a new blank document.
- Begin the process by saving: click on the circular Microsoft Office logo in the upper left hand corner of the window.

You should see a little menu pop-up with multiple options.

Leave the cursor over the words *Save As*. This gives you the option of what kind of document you want it to be, where you are going to save it, and what the name of the document will be.

a. There are many different kinds of file type options. Click on Word 97-2003 Document or Word Document. Word 97-2003 Document allows other people to see it, even if they have older versions of Word and haven't installed the Office 2007 Compatibility Pack, while if you use Word Document, only people that have Word 2007 or the Compatibility Pack can open it.



Saving should look something like this.

- b. If this is your first time using Microsoft Word Office 2007, create a new folder for your documents. Just type something like 'Sample Documents' or another name of your choice.
- **3.** Go back to the empty document. Choose a font that you like: Arial, Calibri (Body), or Tahoma. This picture shows you what to choose from.
- **4.** Type what you need to type.

Adapted from: Tipper and 17 others — editors. (n.d). How to use
Microsoft Office 2007. Retrieved May 30, 2008 from
http://www.wikihow.com/Use-Microsoft-Office-Word-2007

File name: Sample Document

Save as type:

Word Document
Word Macro-Enabled Document
Word 97-2003 Document
Word Template
Word Macro-Enabled Template
Word P3-2003 Template
Single File Web Page
We



Selecting a font called Tahoma.

- c. Organising. Write the six headings a CV should have and think about the information you will include in each section. Take notes and decide if you want to include references and optional information, such as hobbies and interests.
- **d. Drafting.** Write a draft of your CV using the information in your notes.
- **e. Editing.** Ask a partner or your teacher to check grammar, vocabulary, format and spelling.
- **f. Writing.** Write a final version of your CV and print it. To evaluate your work, go back to Page **59** and consider these points.

- g. Print your CV.
- **h.** To evaluate your work, go back to Page **59** and consider these points.

| • | | | | |
|--------------------------|---|---|---------------------------|--|
| | ~ | X | If (x), possible solution | |
| Followed tips provided | | | | |
| Respected a CV structure | | | | |
| Included all required | | | | |
| information | | | | |
| Used correct language | | | | |
| Used the computer | | | | |
| appropriately | | | | |

- 17 Answer the following questions in your group.
 - **a.** What have you learnt about writing a CV? What common mistakes should you avoid? Do you think you are now ready to apply for a job?
 - **b.** If you were the owner of a company, would you consider an applicant's looks very important? Why? Why not?
 - **c.** What do you think of gender/age/race/religion discrimination when applying for a job? How do you think it can be avoided?



First, take notes of your experience. From the notes, choose the skills that are related to the job you are applying for. These skills will be the main points in your CV. Remember that CVs must be written in a formal style so avoid the use of contractions (Don't, I'm, we've, she's, etc.).

WORKBOOK page 153



ADVERTISING FOR JOBS

BEFORE YOU LISTEN

- 1 Answer and discuss these questions in your group.
 - **a.** Have you ever applied for a job? What type? Did you get it?
 - **b.** What's the best place to look for jobs?
- 2 Sequence these illustrations from 1 to 3. Describe the actions using the provided sentences and the sequencing words *first*, *next*, and *finally*.
 - a. He wrote his CV.
 - **b.** He sent the CV to his potential employers.
 - c. He went to an interview.







- In your group, read the factors you would consider when choosing a job (**a h**). Rank them from 1 (not important) to 8 (extremely important).
 - **a.** ___ Additional benefits.
- **e.** ____ Job stability.
- **b.** ___ Distance from home to work.
- **f.** Possibility of extra training.

c. Friendly boss.

- **g.** ____ Possibility of promotion.
- **d.** ___ Good working environment.
- **h.** Salary.
- 4 Which of the points in Exercise 3 do you think will appear in a job advertisement?
- Read the words in the box with your partner. Listen to the recording, pay special attention to the <u>underlined</u> parts, and answer these questions.
 - **a.** Is the sound different in Spanish?
 - **b.** What happens when there is a double \underline{r} ? Is this the same in Spanish?

```
    around culinary experience hiring Mediterranean
    necessary races regular required restrictions
    resume salary secretary starring write
```

- 6 Listen and repeat these words. Check meanings in a dictionary.
 - crew crowds feature film frustrated hiring shoot

WHILE YOU LISTEN



- 7 Listen to the recording and check your predictions in Exercise 4.
- 8 29 Number these jobs in the order they are mentioned.

Film extra Legal secretary Assistant chef

9 Copy this chart in your notebook. Then, listen again and complete it with the right information.

| Job title | Working hours | Salary | Location | How to apply |
|-----------|------------------------------------|--------|------------------|--|
| | | | | Write to Jennifer Spells, of the Mediterranean Cruise Company |
| | 9 am - 6 pm for 10 continuous days | | | , |
| | | | Outside Brisbane | |

- 10 29 Listen again and circle what you hear.
 - **a.** You will be required to buy and offer prepare and serve meals.
 - **b.** You'd better get your resume / (1) ready because the interviews are starting next week.
 - **c.** The film company needs all *types* / *kinds* of people.
 - **d.** You'll see your face in *cinemas* / *advertisements* around the world.

AFTER YOU LISTEN

11 Read these extracts from three resumes and decide which of the jobs mentioned in the recording each person should apply for. Explain why.



a. John Harris, 22 years **b.** Sheila Stanford, 26. old. Currently unemployed. Loves acting and singing.



Dreams of travelling. Two years of gastronomy at the Ecole Culinaire, Paris.



c. Glen Robinson, 32. Personal Assistant for a marketing company. Diploma in legal systems. Own car.



Language Note-





- **a.** You'd better get your resume ready because the interviews are starting next week.
- **b.** You'd better not apply for this job.
- 2. What do the two sentences express?
 - a. Obligation.b. Recommendation.c. Possibility.
- **3.** We use *had better* plus the infinitive without *to* to give advice. Although *had* is the past form of *have*, we use *had better* to give advice about the present or the future. The negative form is *had better not*.

Example: You'd better not say anything.

4. We use *had better* to give advice about specific situations, not general ones.

To talk about general and specific situations, we use *should*.

Examples: *You'd better brush your teeth now.*

You should always brush your teeth before you go to bed.







12 Say / write recommendations replying to these statements. Match the situations with the pictures on the left.

13 An employer is talking to a new employee. Apply what you have learnt

- a. I have a puncture in my back tyre.
- **b.** It's very cold and the rain hasn't stopped.
- **c.** We almost drowned because of the huge wave.

| bout the use of <i>should, you'd better</i> and <i>might to</i> fill in the blanks. Check wit ne recording and then role play the monologue for the class. | h |
|--|---|
| he rules are simple. You arrive at 8:30 am and leave at 6 pm. ou never be late. As soon as you arrive, you nark your attendance card in the employee time clock. You lso mark it before leaving. We work from Monday to Friday, but you get a few extra hours once a month, on a Saturday morning. | |
| ou can either come by car or you can take the bus. You want to talk to your colleagues to ask where to take it. We all have lunch here in the shop, so you bring your lunch; the nearest restaurant is 20 ninutes from here! The warehouse where you'll be working is quite dusty, so we will give you a uniform; you wash it every week, either at tome or ask someone to do it for you. You talk to Mrs tephens about it – she knows some people who do this kind of work. | 0 |
| ou have some questions later, so you write nem down and then I can answer them next week. You also vant to talk to the other employees about other issues. Well, good luck on our first day! | |

WORKBOOK page 153

Employee: (noun) a person who is paid to work for sb.

14 QUICK SELF-CHECK What recommendations would you offer in the following situations?

♦ 8 pts.











15 APPLICATION TASK – SPEAKING Role play of a job interview

You are going to role play a job interview in your group.

- a. Choose a job and one person to apply for the job. The rest of the group are the interview panel.
- **b.** Interviewees should adapt the CV they wrote in Lesson 1 of this unit to the job they are applying for and prepare a few questions.
 - **Examples:** What are the possibilities of promotion? Does the job involve travelling?
- **c.** Each interviewer should write at least two questions for the interviewee.
 - **Examples:** What type of office equipment can you use? Where do you see yourself in five years' time?
- **d.** When the interview is finished, interviewers give interviewees feedback on how they performed. Comment on their general behaviour (*You looked*

- confident / comfortable / nervous, etc.), their answers (You included all the required information in your answers / Your answers were too short / incomplete / appropriate), the panel's impressions (We think that your attitude was correct / incorrect / You sounded a bit aggressive, etc.).
- e. The interviewees should talk about the way they felt (I felt comfortable / nervous / insecure because ___), what made them most comfortable or uncomfortable (__'s questions made me feel confident. / I felt nervous when ___.).
- **f.** Evaluate your work considering these points.

| | / | X | If (x) , possible solution |
|-------------------------|---|---|------------------------------|
| Enough information | | | |
| Language and vocabulary | | | |
| Interesting performance | | | |

- 16 Answer and discuss these questions in your group.
 - a. What have you learnt about applying for jobs in these lessons?
 - **b.** Are you more suited to some jobs than to others? Which ones?



Questions are central in an interview. Write a list of the questions you will make and check for mistakes (auxiliaries, tenses, question words). Before you speak, practice saying your questions.

WORKBOOK page 153

CONSOLIDATION ACTIVITIES

Party Services



Cake House The Cake Specialists

94, Elm Grove Rd, London, SW13 0BS

Tel: 020 8241 6489

We can make cakes for every occasion, including weddings, children's parties, birthdays, christenings, special occasions such as Valentine's Day and Halloween. We also provide cake ingredients, decorations, and accessories for cake making.





FIESTA HOUSE

THIRD FLOOR NEXT TO LIFT 22, SYDENHAM ROAD, London, SE25 5QW Tel: 020 8778 4900

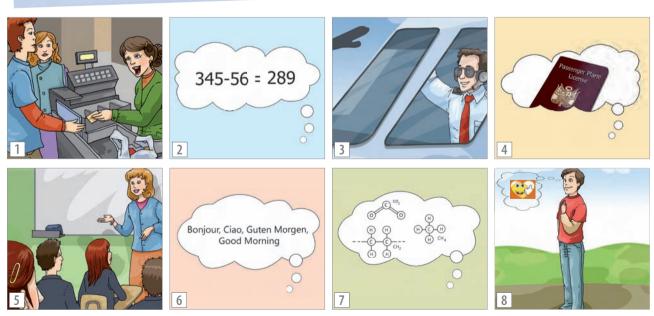
We are the UK's leading supplier of printed balloons, wholesale balloons, plastic tablecloths, latex balloons, helium filled foil balloons, birthday party supplies, kids' party supplies, discount party supplies, bulk party supplies, party decorations, foil decorations, party theme products, and novelty party supplies.



- 1 Now, you have learnt how to express recommendations in different ways. Use them to finish these sentences with information from these Yellow Page advertisements.
 - a. If you want to buy decorations for your cake, ...
 - **b.** If you want to decorate your house for your party, ...
 - **c.** If you want to surprise your girlfriend on St. Valentine's Day, ...
 - **d.** John wants to have karaoke at his birthday party. He ...
 - e. To contact DJ Services, you ...
 - **f.** To get to Fiesta House, you ...

2 Fill in the gaps in the mail using the provided visual clues and then answer the questions below.

Sent: Friday, October 21, 2011 2:19 PM Add Cc | Add Bcc Subject: Applying for a job Check spelling ~ B I U frTr T ⅓ = E ■ ■ 66 ■ ■ ■ « Plain text Dear Julio, you are good at (6) You are asking me for some tips on what to do then maybe you should study tourism. If you when applying for a job in the future. It really are good at sports, you should maybe become depends on the type of job you are applying a sports coach; if you are good at for. For example, if you are applying for the _____, then you might work (7)____, you position of a (1) in a pharmacy. should be good with (2) The most important thing is to do something If you want to apply for the job of a _____, you should have the that you really (8) meantime, you should prepare a good CV and necessary (4) practise your interview skills. I understand that you are still at Best of luck in your future choice. and that you are not sure what you want to do in the future. You should first decide what you are good at. If Celia



- **a.** What advice is Celia giving Julio?
- **b.** What skills should he have for some of the jobs mentioned?

JUST FOR FUN

RIDDLES AND PUZZLES

Solve these puzzles in groups of four. The group that gives all the answers the fastest wins the puzzle contest.

١

Four men sat down to play and played all night till break of day; they played for gold and not for fun, with separate scores for everyone.

When they had come to square accounts, they all had made quite fair amounts.

Can you the paradox explain: if no one lost, how all could gain?

III.

A man has to get a fox, a chicken, and a sack of corn across a river. He has a rowboat that can only carry him and one other thing. If the fox and the chicken are left together, the fox will eat the chicken. If the chicken and the corn are left together, the chicken will eat the corn. How does the man do it?

II.

A farmer in California owns a beautiful pear tree. He supplies the fruit to a nearby grocery store. The store owner has called the farmer to see how much fruit is available for him to purchase. The farmer knows that the main trunk has 24 branches. Each branch has exactly 12 boughs and each bough has exactly 6 twigs. Since each twig bears one piece of fruit, how many plums will the farmer be able to deliver?

IV.

A simple peasant has bought a number of camels and is taking them to his farm. As he rides contentedly along, he counts them - he counts 29. He is sure he has bought 30 camels, so in alarm he jumps off his camel and counts the camels again. To his delight, there are 30. Half an hour later, he counts his camels and once more there are just 29. Confused, he climbs off his camel and counts again. Once more there are 30. Can you explain?

٧.

There are two dogs sitting on a porch - one dog is fat and one is thin. The little dog is the son of the fat dog, but the fat dog is not the father of the thin dog. Can you explain?

V. The fat dog is the little dog's mother.

IV. He omits to count the camel he is on.

rne corn to get the chicken.

III. The man carries the chicken across the river, leaves the chicken and gets the corn; leaves the fox and leaves the fox and gets the fox

II. Not a single one because he has a pear tree.

I. The men were musicians.

Bough: (noun) a large branch of a tree. Twig: (noun) a small very thin branch that grows out of a larger branch of a tree.

CHILEAN CONNECTION

- Read the article below and answer these questions.
 - a. What attributes would you need to be a lighthouse keeper?
 - **b.** Do you think it is a romantic profession or simply a hard job?
 - c. Why do we still need lighthouses?



Chile has one of the world's longest and most dangerous coastlines; it is more than 4,000 km long, with at least 5,000 rocky islands. To guard this coast, the Chilean navy operates one of the world's most active and most distinguished lighthouse services, the Chilean Maritime Signalling Service.

In fact, Chile is still building new lighthouses in the southern part of the country. The Cape Horn Light, the southernmost major lighthouse in the world, was inaugurated in 1991. It takes a very special person to be a lighthouse keeper, working so far away from civilisation and so many days of the year alone.

Many of the historic lighthouses of southern Chile are the work of George Slight (1859-1934), a Scottish engineer who moved to Chile in the 1890's and eventually became the head of the Chilean Maritime Signalling Service. In all, he designed and supervised the construction of more than 70 lighthouses.

The Spanish word for a lighthouse is *faro*. In Spain, the word *faro* is usually applied only to the larger coastal lights, but in South America it is often used for all fixed lights, including towers too small to be considered lighthouses.





Adapted from: Rowlett, R. (2011). Lighthouses of Southern Chile. Retrieved January 11, 2012, from http://www.unc.edu/~rowlett/lighthouse/chls.htm

TEST YOUR KNOWLEDGE

READING WOMEN AND CLAY

Her grandmother, mother, aunts, sisters, and some nieces are now or have been clay artisans, the same as Delfina Aguilera. She is part of a long tradition known as **Loceras de Pilén**, in a small rural town near Cauquenes, in the Maule region.

She is one of the typical artisans who year after year participate in a traditional handicrafts fair in Santiago. Delfina Aguilera, with her long braids, bright eyes, and refreshing smile receives all visitors who visit her stand and talks about her work. There, they can see the work of the *loceras*, which has been part of this fair since the beginning. Visitors see clay figures and tools, made by her and her relatives, completely by hand.

"Our main talent is that we make everything by hand; no wheel," says Delfina, who learnt this craft from her mother when she was a small girl, and then continued working with her grandmother. "My grandmother, mother, and aunts have also worked with clay. When my mother was still alive, I began making small figures, and then felt confident to do bigger things. My father's mother also worked in this and with her I learnt the most, because my mother died when I was only seven years old."

Of the twelve children that Delfina had, only one of her daughters continued with the ceramic tradition, but now she



Aguilera sisters last generation of Loceras de Pilén.

rarely touches clay: she is a car mechanic and works at a car-repair place. "She can change car wheels all by herself," says her mother proudly.

Delfina knows that her granddaughters are not going to be into handicrafts. Nevertheless, she knows that this feminine tradition is still deeply rooted in her native town.

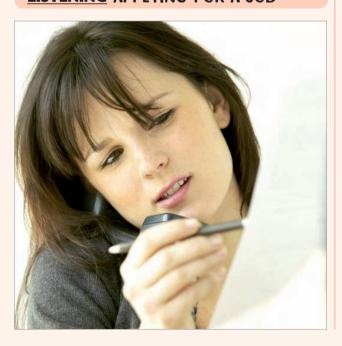
"There are very old ladies there; some are still in this, some are not. I have nieces and sisters also working in clay. If you go to Pilén, you'll see that all the women work in clay. Not the men, because they think they should be doing other jobs," she explains.

"So, for me, it is a real honour to still be part of this tradition. I will keep doing it as long as my hands let me. It's been a whole life, and I'm willing to teach all the kids who are willing to learn."

- 1 Read the article and complete these statements.
- ♦ 6 pts.

- a. Pilén is
- **b.** The Pilén women artists are known as
- **c.** Delfina learnt her craft from
- **d.** The women make their figures by hand and don't use
- e. Delfina had 12
- **f.** For Delfina, it is an honour to
- 2 Read the text again and answer these questions.
- ♦ 5 pts.
- **a.** Where in Santiago can you see Delfina's work?
- **b.** What does Delfina look like?
- **c.** What happened when Delfina was seven years old?
- **d.** What does Delfina's daughter do now, instead of working with clay?
- e. Do the men in Pilén work with clay? Why?

LISTENING APPLYING FOR A JOB



- 32 Listen to a woman talking on the phone about a job she is applying for. Tick (✔) the correct option. ◆ 3 pts.
 - **a.** What is the woman's job?
 - **i.** ____ She is a paediatric nurse.
 - ii. She is a paediatrician.
 - **b.** What is her situation at the moment?
 - **i.** ___ She is working in another hospital.
 - ii. ___ She is unemployed.
 - c. What does she say about money?
 - i. ___ She would like to earn 420 dollars.
 - ii. ___ She used to earn 420 dollars.
- - **a.** Do you have a mobile phone?
 - **b.** Where do you live?
 - **c.** Could you give me the job code number, please?
- 5 Copy this form in your notebook. Listen once more and fill in the form with the information the woman gives. 9 pts.

| JOB APPLICATION FO | RM |
|--------------------|----|
|--------------------|----|

- a. First name:
 - Last name:
- b. Address:
- c. Home phone number:
 - Mobile phone number:
- d. Last position:
- e. Where:
- f. Worked from:
 - to:

TEST YOUR KNOWLEDGE

LANGUAGE

- 6 Circle the best option in each sentence. ◆ 3 pts.
 - **a.** I have a serious problem sleeping at night. What *should I* / *had I better* do?
 - **b.** Grace really loves chocolate, but she ought to eat / should not eat too much or she will get fat.
 - c. My dog seems sick. I think I might see / d better take her to the vet.
- 7 Draw a line to match the two parts of these recommendations. ◆ 6 pts., 2 each.

| a. | If you are hungry, | i. | you might go to see Sugar Loaf Mountain. |
|----|-----------------------------------|------|---|
| b. | Your head still hurts? Then | ii. | you should have something to eat. |
| c. | When you go to Rio de Janeiro, | iii. | you'd better take some aspirin. |

SPEAKING

- Work in pairs and take turns to describe these problems (a − e) and offer recommendations / advice. ◆ 10 pts.
 - a. Needs to buy an inexpensive gift.
 - **b.** In love, but keeps it secret.
 - **c.** Unsure what to study in the future.
 - **d.** Would like to have a pet.
 - e. Wants to invite somebody out.

WRITING

PRead the list of requirements for the position of Personal Assistant. Develop it into a full job advertisement. Use expressions such as: the person should / ought to, etc. Write two to three short paragraphs. Pay attention to spelling and grammar.

PERSONAL ASSISTANT

Location

First Act Banking and Financial Services Company, Boston, Massachusetts.

Personal profile

- Advanced computer skills (e-mail, database, typing, presentations).
- At least one foreign language (Spanish or Portuguese).
- · Friendly and outgoing personality.
- Available to work occasional weekends.
- Has own car.
- No age restrictions.

Duties

- Keeping appointments and schedules.
- Scheduling trips.
- Responding to general inquiries.
- · Providing information as needed.
- · Paying office bills.
- · Organizing meetings.
- Planning events.
- Copying, faxing, and distributing information.

(See rubrics on Page 173).

FINAL REFLECTION

In this unit, you have learnt how to find information in oral and written texts and also how to express suggestions and recommendations. Before you continue to the next unit, review the contents of Unit **3** and evaluate your progress. Here are some learning tips you should use.

- Before reading or listening, focus all your attention on the task at hand.
- ♦ When reading or listening to a new text, decide what the main idea is.
- Decide in what situations you should apply your new knowledge.
- Decide how relevant what you have learnt is and pinpoint the areas you still need to revise and improve.

If you follow the advice offered, you will be able to consolidate your knowledge and get ready for the new unit.

SELF - EVALUATION

| YOUR TEST R | R TEST RESULTS Your score | | | r score | | |
|--|----------------------------|---------------------------------------|---|---|-------------|--------|
| ◆ Reading Yo | ou are expected to be | able to identify and understand key | facts an | d details. | | |
| 9 - 11 Great G | irasped all main ideas ar | nd answered most questions correctly. | | | | |
| 7 - 8 Good G | irasned most main ideas | and answered most questions correct | lv | | | |
| | • | · | <u>, </u> | | | |
| 4 - 6 OK G | irasped some main idea | s and answered some of the questions | correctly. | | | |
| 0 - 3 Poor D | educed some main idea | s and answered just a few questions o | orrectly. | | | |
| ♦ Listening Yo | ou are expected to be | able to identify and understand ke | y facts ar | nd details. | | |
| 12 - 15 Great ld | entified almost all the in | nformation correctly. 4 - | 7 OK 10 | dentified some information. | | |
| 8-11 Good Id | entified most of the info | ormation. 0 - 1 | B Poor D | Deduced just a few bits of information. | | |
| ♦ Language | You are expected to a | pply and identify language used to | give reco | ommendations. | | |
| 8 - 9 Great Ui | nderstood and applied a | II the items in all cases. | 4 OK U | Inderstood and applied some of the items i | n some ca | ses. |
| 5 - 7 Good U | nderstood and applied a | II the items in most cases. 0 - | 1 Poor U | Inderstood and applied a few of the items i | in very few | cases. |
| ♦ Speaking | You are expected to c | reate and role play dialogues descri | bing pro | blems and offering advice. | | |
| Task | Score | Language | Score | Interaction | Score | |
| Correct description of and appropriate advice | · д | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 3 | |
| Correct description of m problems, mostly appro | 4 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 2 | |
| Correct description of some of the problems, fairly appropriate advice. | | 1 | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | | |
| Poor description of problems, weak advice. Language mistakes interfered with comprehension. | | 0 | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | | |

Writing You are expected to write a letter using information from an interview, with correct language and the appropriate text organisation.

| Task Score Language S | | Score | Interaction | Score | | |
|---|---|--|-------------|--|---|--|
| Wrote the job advertisement following all the indications. | 4 | Practically no grammar or vocabulary mistakes. | 3 | Correct spelling and letter format. | 3 | |
| Wrote the job advertisement following most of the indications. | 3 | Very few grammar or vocabulary mistakes. | 2 | A few spelling mistakes and slightly incorrect format. | 2 | |
| Wrote the job advertisement following some of the indications. | 2 | Some grammar and vocabulary mistakes. | 1 | Several spelling mistakes and rather incorrect format. | 1 | |
| Tried to write the job advertisement, but followed very few of the indications. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 0 | A lot of spelling mistakes and incorrect format. | 0 | |

UNIT 4



LEARNING OBJECTIVES

- ◆ READING: to find specific information in itineraries and poems that contain the communicative function of describing events from the recent past, consider the importance of having a healthy and active life, and
 - complete charts, programmes, and itineraries.
 - identify specific components.
 - infer information.
 - sequence pictures and corresponding events.
- WRITING: to write an itinerary using own and provided ideas.

- ◆ **LISTENING:** to find and classify supporting and specific information in a TV quiz that contains the communicative function of expressing certainty and uncertainty, knowledge or lack of it, and
 - compare and discriminate ideas.
 - find and match information.
 - provide correct answers.
 - identify speakers.
- SPEAKING: to role play dialogues and monologues and participate in a quiz, using knowledge from other areas.

BEING ACTIVE

GETTING INTO THE UNIT

- 1 Read the statements below (a d). Discuss them in pairs and indicate which ones you believe are true. Use expressions such as: I'm sure, I'm not sure, I'm certain, I'm not quite certain, I know, I don't really know, I believe, I guess, I doubt if / that, etc.
 - **a.** The first plane was invented by the Wright brothers.
 - **b.** The first transatlantic flight took place in 1919.
 - **c.** An airship is an aircraft that moves through the air using propellers.
 - d. A quiz is a competition consisting of questions and answers on all topics of human knowledge.
- 2 In which of the activities in the pictures (1 6) are people competing and in which are they just relaxing? Explain your answers.













3 How would you describe the activities in Exercise 2? Use at least two adjectives from the box below to express your opinion about each one.

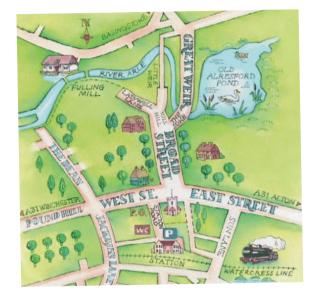
```
    awesome
    boring
    breathtaking
    dangerous
    electrifying
    enjoyable
    entertaining
    gentle
    hazardous
    lovely
    monotonous
    nice
    peaceful
    pleasant
    relaxing
    risky
    satisfying
    silly
    tedious
    thrilling
```

GETTING READY FOR THE UNIT

Before starting this unit, you need to:

- · recognise prepositions.
- know how prepositions are linked with other words.
- · know how to tell the time.
- recognise adverbs.
- know how to classify adverbs according to their role in a sentence.
- 1 In pairs, take turns to read these sentences aloud.
 - a. I usually get up at 7.15 a.m.
 - **b.** By 7.45, I am on the bus to go to school.
 - c. My classes finish at 1.20 p.m.
 - **d.** I have basketball training on Tuesdays and Fridays at 4.30 p.m.
 - **e.** My parents don't let me stay up late, so I'm normally in bed by 10 p.m.
- 2 Circle the prepositions in these sentences.
 - a. See you tomorrow at 5 p.m.
 - **b.** Rachel is in doubt whether she should be doing this.
 - c. Paul did his homework after having lunch.
 - d. Flowers? For me?
 - **e.** The library is quite near, just around the corner.
- 3 In pairs, read the incomplete sentences below (i vii).
 - **a.** What do you notice about all the sentences?
 - **b.** Finish the sentences with information that is true for you.
 - i. I am good at ...
 - ii. I am keen on ...
 - iii. I am thinking of ...
 - iv. I often dream about ...
 - **v.** I get excited about ...
 - vi. I am fed up with ...
 - vii. I am interested in ...

4 Analyse this plan and use the prepositions in the box to complete the sentences below (**a** – **e**).



| a. | There are some swans |
|----|-------------------------|
| | the Old Alresford Pond. |

| b. | You can find the toilets right |
|----|--------------------------------|
| | the train station. |

| c. | The castle is | | the entrance |
|----|---------------|----|--------------|
| | to Broad Roa | d. | |

| d. | There are two houses |
|----|----------------------------|
| | Broad Street and the Dean. |

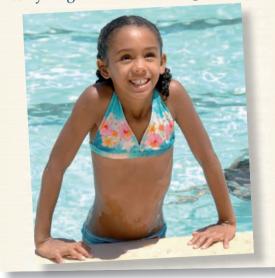
| e. | You can leave your car . | |
|----|--------------------------|-------------------|
| | the parking lot | the train station |

5 <u>Underline</u> the adverbs in the text below. Then, place them in the table according to what they express.

Despite being still very young, my sister Pam loves swimming and she swims really well. She tries to swim everywhere we go, for example in a river or a lake – even a pond will do. She has not swum in the ocean yet, but I'm sure she will one day.

She quite likes chatting on the Internet and she often gets in touch with other swimmers who live in other countries, to compare experiences. She hopes that somewhere in the world there is a person who has the same dream as she does – to swim in one of the big oceans.

Time passes really quickly when you talk about your dreams and hopes, so she sometimes chats for hours and she nearly forgets that she must go to bed.



| Manner | Place | Frequency | Time | Degree |
|--------|-------|-----------|------|--------|
| | | | | |
| | | | | |
| | | | | |

- 6 What can you infer from the text in Exercise 5? Tick the best option.
 - **a.** _____ Pam is a sportsperson.
 - **b.** Pam is a dreamer.
 - **c.** _____ Pam is a good student.
- 7 Listen to the presentation of the listening text in Lesson 2 and circle the correct alternative.
 - a. The Red team is from Colchester Manchester.
 - **b.** The Green team is from Notting Hill / Nottingham.
 - **c.** The captain of the Red team is called Julie / June .
 - **d.** The captain of the Green team is called *Stephen / Steve*.
- 8 (40 Listen and tick (√) the conversation (I III) that mentions the points in the chart.

Conversation I



Conversation II



Conversation III



| | Ш | III |
|--|---|-----|
| a. A course starting next semester. | | |
| b. Teachers who are professional artists. | | |
| c. The need for comfortable shoes. | | |
| d. The translation of the activity from Japanese. | | , |



FLYING



BEFORE YOU READ

- 1 Answer these questions in your group.
 - **a.** Do you know who Icarus was? How is he related to flying?
 - **b.** How many flying machines can you name?
 - c. What do you know about the ozone layer?
- 2 Which of the items below (a − c) is a timeline, which one a programme, and which one an itinerary?

| Monday | Tuesday | Wednesday | Thursday |
|---|--|--------------------------------------|-----------------------------------|
| Welcome and introduction to the course. | Lecture on air pollution and protection. | Greenhouse gases and global warming. | Amazon rain forest and acid rain. |
| Lunch | Lunch | Lunch | Lunch |
| Description of the course. | Discussion on air pollution. | Video conference with NASA. | Questions and closing session. |

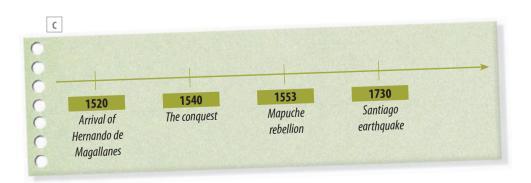
Day 1 08.00 am Hike down from the ruins to camp and set up tents.

Day 2 09.30 am Jeep ride to Bad Canyon to see pictographs and ruins.

Day 3 08.00 am Day hike up Yei trail across Mesa and down the trail.

Day 4 08.00 am Horse ride to Window Rock and Spider Rock.

03.00 pm Visit to the Eagle's Nest.



2 Look up these words from the text in a dictionary. Use some of them to fill in the gaps in the sentences below (**a** – **d**).

| • flight | • harmful | • itinerary | • snacks | • take-off (n.) | • wrath |
|----------|-----------|-------------|----------|-----------------|---------|
|----------|-----------|-------------|----------|-----------------|---------|

- **a.** Some actions such as smoking are ______ to your health.
- **b.** The small island is often destroyed by the ______ of the elements.
- **c.** The plane is getting ready for ______.
- **d.** The air hostess served drinks and ______ during the _____
- 4 You will read a text about flying. What do you think it will be about?
 - a. The Orwell brothers, inventors of the aeroplane.
 - **b.** The advantages and disadvantages of air travel.
 - **c.** An air trip to an exciting location.

WHILE YOU READ

- 5 Read the texts on Pages 82 and 83 and check your prediction in Exercise 4.
- 6 Read the texts again. Copy and complete the chart in your notebook.

| a. Six places around the world | b. Three reasons why people travel | c. Four elements that have damaged the ozone layer | d. Three actions to prevent more damage to the environment |
|-----------------------------------|------------------------------------|--|--|
| | | | |

- **7** Read the texts again. Fill in the blanks in the diary (**a j**) with information provided in the itinerary.
- 8 What can we infer from these sentences in the diary?
 - **a.** Apart from Maria José from 2M, nobody else has been on a plane before.
 - i. It wasn't the first flight for Maria José, but it was for rest of the students.
 - ii. Maria José was discriminated against because of her experience.
 - **b.** I packed all my things: sneakers, my team T-shirt, and 2 pairs of shorts instead of trousers.
 - i. Antonia is expecting warm weather.
 - ii. Antonia is expecting cold weather.



Reading target strategy

Read the title and the first paragraph of the text. What is the purpose of the author? What message does the author want to communicate?

Itinerary - Day 1

07.00 Bus collects children at school

08.15 Arrival at airport

08.45 Check in at international counter

11.30 Boarding

11.00 Flight GC 707 takes off

13.00 Snack

15.55 Flight GC 707 arrives in Rio

16.15 Luggage collection

16.30 Bus takes children to hotel

17.00 Arrival at Braston hotel







Created by: Author and English editors.











Today is the day we are leaving. We are taking a plane to Rio de Janeiro. Our bashetball teams are participating in the South American inter-school competition and everyone is very anxious to go. Of course, we all hope to win all our games. Camila, from my class, is terrified and she couldn't sleep the whole night thinking about the trip. It's her first flight, but then it's the first flight for most of us. Apart from Maria José from 2M, nobody else has been on a plane before. According to her, it was amazing. It's a little scary to land and take off, she said, but pilots are really experienced and they know how to do it well.

Last week we got the itinerary from the travel agency to prepare for the trip. Ute must get up really early to catch the bus to the airport at

I packed all my things: sneakers, my team E-shirt, and 2 pairs of shorts instead of trousers. I've also packed my swimming suit to take a dip in the Atlantic Ocean. It takes around (b.) ______ to get to the airport. Once we get there (c.) _____ and then (d.) _____.

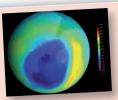
Airports are really exciting places. People take planes to go to all kinds of places, such as Stockholm, New York, and Hong Trong. They travel around the world to do business, to met relatives, or just to have fun.

If we win the Rio competition, we'll be invited to the International Inter-School Basketball Cup in Australia. If we win, our coach will receive the official invitation on behalf of all of us.











I have my passport ready in my handbag. Ofter we check in our luggage, well go through International Police control. Ofter that, we don't have to wait long because the plane (e.)

We did our check-in on-line yesterday to get a seat assigned and I asked for one next to the window. I want to watch the runway and Santiago getting smaller and smaller under the plane. I wonder if I can see the ozone hole from the air.

Our science teacher at school, Mr Cárdenas, told us that ozone is a kind of gas in the atmosphere that protects us from the harmful effects of the sun. Without ozone, people can get skin diseases, so we need to protect it. Mr Cárdenas said that there's a big ozone hole near Punta arenas and the damage was done by car fumes, burning wood, contaminating industries, and aerosols, but he says that all the nations in the world are now trying to help. In the meantime, to prevent more damage we should ask people to use their cars less, recycle rubbish, and protect our skin and eyes from the harmful UU rays when we're outside.

| 0 1 10 |
|--|
| I'm not taking anything to eat with me The Slight to Rio |
| because (f.) The flight to Prio |
| |
| (g.) and when we get off we |
| (g.) |
| (h.) a bus will be waiting |
| (i) |
| It shouldn't take that long and will be at the |
| 4+ 1 I at take that long and wow so see |
| hotel (j.) the itinerary does |
| |
| the hatel is near the beach, but if |
| not say if the hotel is near the beach, but if |
| |

there's time, I'd love to go and see the ocean.

After a short rest, we will go and visit the competition location. I am really nervous. My first flight - just like in the legend of Icarus, who wanted to fly close to the sun. And so far away from home! I am so excited that I can't wait!

The other day I read this poem about flying and it's just how I feel: excited and scared. And here is how it goes:

Reading target strategy

Summarize the text. How is it organized? What are the most important ideas? Tell your partner,

I swep the skies with fire and steel,
My highway is the cloud.
I fly, I soar, behind the wheel,
My engine laughing loud.
I fight with gleaming blades
The wind that dares dispute my path;
I leave the howling storm behind,
I ride upon its wrath.

I laugh to see your tiny world,
Your toys of ships, your cars.
I see an endless road unfurt
Where the mile stones are the stars
And far below, men wait and peer
For what my coming brings.
I fill their shaking hearts with fear
For death... is in my wings.

and today I will fly just like in the poem. Up and up. I can't wait!

Author and English editors. Boshell, G. (1996). *The Aeroplane Poem*. New York, NY: McGraw-Hill Publishing.



9 Look at the pictures below (1 - 8) and put them in the correct order according to the itinerary. Justify your choices.

















Did you know that..

a hot air balloon is a balloon for travelling through the air in a basket suspended below a large bag of heated air?

- 10 Read the poem in Antonia's diary again. What is it about? Which key words helped you to decide?
 - **a.** A bird.
 - **b.** An aeroplane.

- c. A hot air balloon.
- **d.** A parachute.
- 11 Read the text once more and answer these questions.
 - **a.** Why are Antonia and her friends travelling to Rio?
 - **b.** What will happen if they do well there?
 - **c.** Why is Antonia writing about the hole in the ozone layer?

AFTER YOU READ

Language Note

PREPOSITIONAL PHRASES

- 1. Read these sentences from the text, paying special attention to the parts in colour.
 - **a.** Camila, **from my class**, is terrified.
 - **b.** Our science teacher **at school**, Mr Cárdenas, told us that ozone is a kind of gas in the atmosphere.
 - **c.** In the meantime, to prevent more damage we should ask people to use their cars less.
- **2.** What two components can you identify in the parts of the sentences written in colour? The phrases in colour in the examples are called *prepositional phrases*. They have two parts: they begin with a **preposition** and end with a **noun**, **pronoun**, **gerund**, or **clause**. Prepositional phrases function as **adjectives** or as **adverbs**.

As an **adjective**, the prepositional phrase will answer the question *Which one?*

Example:

Camila, from my class, is terrified. (Which Camila?)

As an **adverb**, a prepositional phrase will answer questions such as *How? When? Where?* **Example:**

In the meantime, to prevent more damage, we should ask people to use their cars less. (When should we ask people?)

3. Go back to the text and find more examples of prepositional phrases. Write them in your notebook. What question is each prepositional phrase answering?

Reading target strategy

Talk to your partner about a similar experience you had. Where did you go? How did you feel about it?

- 12 <u>Underline</u> the prepositional phrase in each sentence.
 - **a.** According to Jenny, the plane left half an hour ago.
 - **b.** I can't complete the report without the relevant information.
 - **c.** In the case of a disaster, call this number.
 - d. Put the posters on your bedroom wall.
 - **e.** The text was corrected by a professional translator.
 - **f.** They studied in England for nearly six months.
- 13 Choose the correct preposition. Check the collocations in a dictionary.
 - a. I have been waiting for / in ages.
 - **b.** Don't worry. We have everything under / below control.
 - **c.** You must bring your homework on Monday at / in the latest.
 - **d.** Tim's very generous; for /at instance, he always shares his snack.
 - **e.** We can get a drink later. In / For the meantime, have some water.
 - **f.** I'm busy now, so be quiet and take a seat by / on the window.
- 14 Draw on your previous knowledge about prepositions and what you have learnt in this lesson to ask and answer questions to your partner using prepositional phrases, according to the picture clues. Make sure you follow the example.

Example:

A:The woman looked at me.

B: How did she look at you?

A:She looked at me with an angry expression.

- **a.** We always take a walk.
- **b.** I put the chair over there.
- c. We can meet next week.











Learning tip

Follow these tips to learn collocations.

- Be aware of collocations, and try to recognise them when you see or hear them.
- Treat collocations as single blocks of language.
 Learn strongly support, not strongly + support.
- When you learn a new word, write down other words that collocate with it, like rightly remember, distinctly remember, vaguely remember, vividly remember.
- Read as much as possible to learn vocabulary and collocations in context.
- Learn collocations in groups that work for you.
 You could learn them by topic (time, number, weather, money, family) or by a particular word (take action, take a chance, take an exam).



You can find more information on prepositional phrases at http://learnenglish.britishcouncil.org/en/english-grammar/clause-phrase-and-sentence/prepositional-phrases

WORKBOOK page 155



15 QUICK SELF-CHECK (34 Fill in the blanks in Antonia's conversation about her trip (a − n) using the prepositions in the box. You can check your answers with the recording. ◆ 14 pts.

• after • around • at • by (x2) • for • from • in (x3) • of • on • to (x2)



Useful expressions

lots of things first of all .. would you recommend ...? yes, a hundred times!

| Phil: | Did you have a good time (a.) Rio? |
|----------|--|
| Antonia: | Yes, and we did lots of things! First of all, we went (b.) the beach. |
| Phil: | What was the water like (c.) the ocean? |
| Antonia: | Really warm! |
| Phil: | How did you move (d.) the city? |
| Antonia: | We mainly walked, but we also visited a few places (e.) bus. |
| Phil: | What else did you do? |
| Antonia: | Apart (f.) playing basketball, we visited the Botanical gardens. |
| Phil: | I've heard they are really big. |
| Antonia: | They are! (g.) the time we got to the end, I could hardly walk. |
| Phil: | And how was the flight? |
| Antonia: | Great and scary (h.) the same time because (i.) the funny feeling you get in your belly at take-off and landing! |
| Phil: | Did you get a snack (j.) the plane? |
| Antonia: | Yes, and we also had lunch. |
| Phil: | What time did you arrive (k.) Santiago? |
| Antonia: | Just (I.) 10 am. |
| Phil: | Who was waiting (m.) you? |
| Antonia: | My mum and dad. |
| Phil: | Would you recommend a visit (n.) Rio? |
| Antonia: | A hundred times ves! |

16 (34 Listen, practise, and then role play the dialogue, introducing your own ideas. Make sure you use the Expressions in the box.

- 17 So far, you have learnt two uses of the full stop. In your notebook, write one more example for each of the rules (a c).
- LESSON 1
 Reading
- **a.** To mark the end of a sentence which is not a question or an exclamation.
 - i. The Dalai Lama is the spiritual leader of the Tibetan people.
- **b.** To indicate an abbreviation.
 - i. I will be in between 6 a.m. and 7 p.m.
- **c.** Note that the titles *Dr, Mr, Mrs* and *Ms* do not take a full stop in British English.
 - i. Dr Fenway will see Mrs Jackson as soon as he gets here.

18 APPLICATION TASK – WRITING An itinerary for a two-day trip

Work in groups of four to write an itinerary for a two-day trip to the beach or the mountains.

- a. Discuss why an itinerary is important.
- b. Organising. Choose the place, the dates, where you are starting from, means of transport, and your departure and arrival time. (To find out about places, distances, and travel time between places, you can make use of Google maps). Take notes of what you know about your destination (location, attractions, etc.) and brainstorm possible activities: swimming, trekking, tasting local food, etc. If you have doubts about your partners' ideas, say: I'm not quite sure, I don't know if you're right, etc.
- **c. Drafting.** Write a draft of your itinerary. Make sure you include several prepositional phrases,

- such as to the beach, around the city, up the hill, on top of the mountain, etc. Divide a sheet of paper into two parts, one for each day. Divide each day into time slots and write an activity for each slot.
- **d. Editing.** Check spelling, grammar, vocabulary and format before you present your itinerary to the class.
- **e. Writing.** Correct your mistakes and write a final version of your itinerary. Evaluate your work considering these points.

| | / | X | If (x) , possible solution |
|------------------------|---|---|------------------------------|
| Location and | | | |
| dates included | | | |
| Interesting ideas | | | |
| Correct grammar | | | |
| Appropriate vocabulary | | | |

- 19 Answer and discuss these questions in your group.
 - **a.** Do you agree with the statement "Air travel is the safest means of transport." ? Why? Why not? Share your ideas with your class.
 - **b.** What would you do if you were on a plane and the captain announced there was a serious emergency?
 - **c.** Do you remember any significant air accidents in Chile's recent history?

Writing target strategy

Once you have completed the activities $(\mathbf{b} - \mathbf{e})$, make a diagram in your notebook to organise your notes. You can include categories like the following in your diagram:

Place
Dates
Activities
Prepositional phrases

WORKBOOK page 155



A COMPETITION

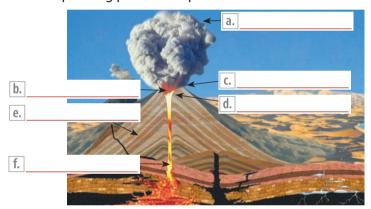


BEFORE YOU LISTEN

- 1 Answer these questions in your group.
 - a. What kind of things do people compete in, apart from sports?
 - **b.** Do you like doing science quizzes? On what subjects?
 - c. How much do you know about Chilean volcanoes?

| • cone • crater • fire • lava • sm | oke • vent |
|------------------------------------|------------|
|------------------------------------|------------|

3 Label the corresponding parts in the picture with the words in Exercise 2.



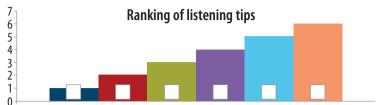
4 Match the names of three different types of volcanoes with their definitions.



- **a.** _____: volcanoes that have not erupted in more than 10,000 years.
- **b.** _____: volcanoes that have not erupted in the last 10,000 years, but have the potential to erupt again.
- **c.** _____: volcanoes that have had occasional eruptions in recent times.
- 5 Listen to these sentences paying special attention to the parts in **bold.**
 - **a.** Do you hear the sound /s/ as in *small* or the sound /z/ as in *busy*?
 - i. Hurry up or you'll miss the bus. /___, ___/
 - ii. Press the buzzer on the intercom, please. /____/
 - iii. Mary **S**ue won the pri**z**e when she wa**s** eight. /___, ____/
 - iv. Visit the monkeys at the zoo. /___, ___,
 - **b.** Practise saying the sentences in your group.

6 In your group, rank these tips that can help you to understand a recorded text better, from most useful (6) to least useful (1). Then write the letter corresponding to each tip on the bar graph below. Compare graphs with another group.





- **a.** ____ Concentrating on certain key words.
- **b.** ____ Discussing the title of the listening text.
- **c.** Listening to the tone of the text and identifying feelings and emotions.
- **d.** ____ Looking at pictures before listening.
- **e.** ____ Reading and paying attention to instructions before listening.
- **f.** ____ Taking notes while listening.
- 7 Look at the pictures below and try to predict.
 - **a.** What are you going to listen to?
- **b.** What is it going to be about?







WHILE YOU LISTEN

- 8 Listen to the recording and check your predictions in Exercise 7.
- 9 C37 Listen again. Which of the questions below did the teams answer correctly (✓), which ones were they not sure about (?), and which ones did they answer incorrectly (×)?

| | \checkmark | ? | × |
|---|--------------|---|---|
| a. This Italian volcano is responsible for the destruction of a whole city. What's its name? | | | |
| b. Name at least three parts of a volcano. | | | |
| c. Where does the word <i>volcano</i> come from? | | | |
| d. A volcano that hasn't erupted for many years is called <i>dormant</i> . If a volcano's not going to erupt ever again, what do we call it? | | | |
| e. Which Pacific islands are completely made of volcanic lava and ashes? | | | ر |

Listening target strategy

Read the questions $(\mathbf{a} - \mathbf{c})$ carefully and underline key words. Then, listen to the recording and find other key words that are related to what you underlined in the questions.



- 10 37 Work in pairs. Copy the questions in Exercise 9 into your notebook. Listen again and take turns to say the correct answers.
- 11 (37 Listen again. Match the parts of the sentences in **A** and **B** to form complete sentences.

| A | В |
|---|---|
| a. If you try a little harder, | i. so such problems can happen. |
| b. I must tell you that it's a difficult question, | ii. it's better not to answer. |
| c. As you know, we're broadcasting live, | iii. although I'm certain that both teams will know the answer. |
| d. I told you - unless you're absolutely sure, | iv. I'm sure I'll be able to hear you! |

Useful expressions

I can't hear you!
Ready?
Are you positive? No doubts?
Totally correct!
I'm not quite sure
Yeah, the same here

12 C37 Listen again and write who said these sentences, the presenter (**P**), Julie, from the Green Team (**J**) or Stephen, from the Red Team (**S**).

a. _____: I can't hear you!

b. _____: Yes, I am 100% sure.

c. _____: Such problems can happen.

d. _____: I'm not quite sure.

e. _____: Yeah, the same here.

f. _____: I told you.

AFTER YOU LISTEN

Listening target strategy

If you participated in a science quiz, what topic would you like to talk about? Explain your answer.

- 13 Listen once more. Use the model of the recording to create your own quiz about a topic you know. Make sure you use the useful expressions in the box. Role-play your quiz.
- **14** Go back to Exercise **6**. Which of the tips offered helped you the most to understand the recording?
- 15 Use the questions in Exercise 9 and the answers you found in Exercise 10 to role play the quiz. If necessary, you can ask the teacher to play the recording again. Make sure you use the useful expressions in the box.

Language Note—

LESSON 2 Listening

ADVERBIAL PHRASES

- **1.** Compare these pairs of sentences (**i** and **ii**). What do you notice about both examples?
 - **a. i.** Shout a little louder.
 - ii. Shout loudly.
 - **b.** i. If you try a little harder, I'm sure I'll be able to hear you!
 - ii. If you try harder, I'm sure I'll be able to hear you!

In both sentences **ii.**, the question *How...?* can be answered by a single word, which is an adverb: *loudly, harder.*

In both sentences **i.**, the same question is answered by words that perform the role of an adverb, adverbial phrases.

Adverbial phrases provide us with information about manner (how), time (when), place (where), purpose (what for, why), etc., and they include other words such as other adverbs, prepositions, and infinitives.

Examples:

I'll go to bed in an hour. (When?)

The woman stared at me with an angry expression. (How?)

I wear woolly socks **to keep my feet warm.** (Why?)

Elephants are found in Africa and India. (Where?)

I like playing football **once or twice a week.** (How often?)

- **2.** Listen to the recording again and find five more examples of adverbial phrases.
- **16** Read these sentences. Say the question each <u>underlined</u> adverbial phrase answers.



a. B: We are collecting money for the animal shelter.



c. B: We saw that film in a cinema near our house.



d. B: The painter mixed his paints with an old brush.



Learning tip

Practise these short dialogues with a partner. To make them more real, try answering only with the adverbial phrase. Do the dialogues sound correct?

b. B: The children guite often





Julie is recording her impressions about the quiz show. Fill in the blanks $(\mathbf{a} - \mathbf{j})$ with the expressions in the box. Check your answers with the recording.

```
are not certainbelievefeelguessl'm not sureknowsaysupposethinktrust
```

Julie:

| quiz and we were really great. (a.) | • |
|---|--------------------------------|
| How am I feeling? I can (b.) : I am over the moo | |
| As for the other team, (d.) but they were more nervous than our team. We throughout the quiz. | |
| The Green team complained about the rules a we must obey them. If you (e.) should speak before the competition, and the | about the rules, you |
| I (f.) lots of people will (g.) important in competitions, but it's not all luck You have to (i.) your ski were all well prepared. | , you (h.) |
| The prize is important too; I strongly (j.) positive motivation, and going to Brighton for more. I'll record my impressions of the trip wh | r the weekend is that and much |

18 In your group, use the prompts to create your own rules for the quiz you created in Exercise 13. Follow the example and share your rules with other groups.

Example: Give 50 points when they answer the questions.

Give teams ... points when ...

Take away points if ...

The team that wins the quiz.

19 QUICK SELF-CHECK Look at the example. Choose two or three prepositional phrases in the box and tell your partner about an interesting experience.

• 6 pts.

```
at firstby chancefor examplefrom now onwith successin a few days
```

Example: I love surfing. It was very hard to learn **at first** but, **in the end**, I managed to do it **with success**.



- 20 Work with a partner.
 - **a.** Practise the dialogues in Exercise **15**.
 - **b.** Get together with other pairs, role play your dialogues, and compare performances.



21 APPLICATION TASK – SPEAKING Role play of a quiz show

You are going to prepare and participate in a quiz show. The class has to form two teams.

- **a.** Choose one of these topics: arts, biology, geography, history, latest news.
- **b.** Give the team the name of the chosen subject, for example, *The History Team*.
- c. As a whole class, discuss a points system. For example: each correct question gets 10 points, each incorrect question means you lose 5 points, etc.
- **d.** Negotiate with your teacher some kind of prize for the winners of the quiz, for example, an extra good mark.
- e. Assign roles within the team: one person to write the questions, one to read the questions to the other team, and one to register the score.
- **f.** Prepare five questions on your subject. Everyone in the team must know the answers. *True / False* and *Yes / No* questions are not allowed; the questions must start with *who*, *what*, *when*, *why*, *where*, *which*, etc.

- **g.** Write the questions and the correct answers on a sheet of paper.
- **h.** Carry out the quiz:
 - i. Team A asks all five questions; Team B answers. Team B can discuss the question and then one student answers. Team A evaluates the answer and then assigns a score.
 - **ii.** Team **B** asks all five questions. Same procedure as in point **i**.
 - iii. Teams compare scores and choose the winner
- i. Evaluate your participation in the task considering these points.

| | ~ | X | If (x), possible solution |
|------------------------|---|---|---------------------------|
| Respected the opinions | | | |
| of others | | | |
| Correct questions and | | | |
| answers | | | |
| Correct grammar | | | |
| Participated actively | | | |
| Respected the rules of | | | |
| the game. | | | |

- 22 Go back to the bar graph you completed on Page 89 and answer these questions. Compare answers with a partner.
 - **a.** Have your listening skills improved with the tips and exercises in this lesson?
 - **b.** Would you change the ranking of the tips now that you have completed this lesson?
- 23 Answer and discuss this question in your group.

What is your opinion of people who cheat in sports, at school, on friends, etc.?



Focus on your questions. As you write them, check the use of auxiliaries and question words. Take your time to practice saying your questions before you role-play your quiz.

CONSOLIDATION ACTIVITIES

1 As you learnt in Lesson 1 of this unit, prepositional phrases can function as adjectives, answering the question which one(s)? or as adverbs, answering the questions where?, when?, how? Read these sentences carefully, underline the prepositional phrases. Then, copy the table in your notebook and complete it.

| | | Adjective or adverb? | Question answered |
|---------|--|----------------------|-------------------|
| 10 P 34 | a. Before the competition, the coach revised our strategy. | | |
| | b. The computer on that desk is my mother's. | | |
| | c. The noisiest students sat at the back of the bus. | | |
| | d. That schoolbag on the floor is full of pens and pencils. | | |

2 Describe the pictures (1 - 4) using the adverbial phrases in the box. Follow the example.

Example: The athlete did quite well in the competition.

• a little more straight • fast enough • incredibly loudly • quite well









Read the story below and find a replacement for each of the highlighted clauses.

Choose from the suggestions in the box or use your own ideas. Notice that the replacement is not necessarily a synonymous expression.

extremely happy and at peace
 each month
 for the kids of the family
 in a different city
 in light clothes
 in May two years ago
 in the house
 only sometimes
 quite high in the sky
 quite warmly
 this time
 to the take-off strip
 very early

It was Monday, I remember - (a.) in August last year. It was my brother's 17th birthday. My aunt and uncle, who live (b.) next door to us, decided to give him an unforgettable present - a trip in a hot air balloon! They are hot air balloon fanatics and make a trip (c.) nearly every fortnight, so they decided that it would be a present (d.) for the rest of the family too.

We had to get up (e.) at 5 o'clock in the morning and we were told to dress (f.) really comfortably. I dressed (g.) in jeans and my favourite T-shirt.

I am not really a lover of great heights and I

(h.) practically never go up to tops of buildings.

To be quite honest, I am terribly scared of heights.

(i.) On this occasion, I was so scared that I locked myself (j.) in my parents' car and my family literally had to drag me (k.) into the balloon.

But once we were flying, (I.) really slowly and calmly, the sun coming up, and us flying over the countryside, I felt (m.) incredibly peaceful and relaxed and it was one of the most beautiful things I have ever seen in my life.

Reading target strategy

Write three questions you can make about the story. Underline the answers in the text.





JUST FOR FUN

- 1 Read these two poems.
 - a. Circle the words that rhyme in different colours.
 - **b.** What is funny about each poem?

THE WORLD'S FASTEST BICYCLE

My bicycle's the fastest that the world has ever seen; it has supersonic engines and a flame-retardant sheen.

My bicycle will travel a gazillion miles an hour it has rockets on the handlebars for supplemental power.

The pedals both are jet-propelled to help you pedal faster, and the shifter is equipped with an electric turbo-blaster.

The fender has a parachute in case you need to brake. Yes, my bike is undeniably the fastest one they make.

My bicycle's incredible! I love the way it feels, and I'll like it even more when Dad removes the training wheels.



Taken from: Kenn. (n.d.). Retrieved April 16, 2013 from http://www.poemsjunction.com/poems/sports-poems/page/2/

BASKETBALL'S MY FAVOURITE SPORT

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

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

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

Taken from: Nesbitt, K. (2007). Revenge of the Lunch Ladies. Basketball's My Favorite Sport. Retrieved April 16, 2013 from http://www.poetry4kids.com/poem-296.html

Sheen: (n.) glistening brightness. Bean: (v.) (slang). To hit (another) on the head with a thrown object, especially a pitched ball.

- 2 Read Poem I again. Label at least five parts of the bicycle in the picture provided.
- Read Poem II again. Make a glossary of at least six words in your notebook. Follow the model in the glossary at the bottom of the page.

CHILEAN CONNECTION

What do you know about this sportsman?

COMPETING FOR GOLD IN THE OLYMPICS

Chilean gymnast Tomás González qualified for the 2012 London Olympics in 6th place in the qualification process.

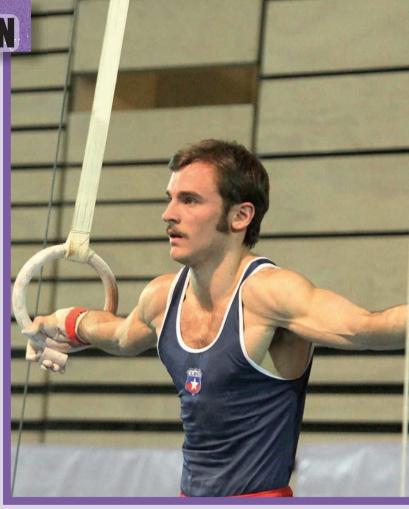
González was ecstatic with his qualification, saying: "My life's dream has come true," while his coach - Yoel Gutiérrez - indicated there was still more to come.

"What we need to do now is to build on these routines and make sure that Tomás is a contender for the finals and for a medal. There will be plenty of contenders looking for a medal in the gymnastics events, including the always strong Chinese and Russian contingents," he said.

González has struggled a lot to achieve what he has and, at times, has felt discouraged by the obstacles standing in his way; these include not having adequate gym facilities in which to practise here in Chile.

Despite his struggles and discouragement, González always returned to gymnastics, his passion. With the help of his trainer, he is now one of the best gymnasts in the world. In fact, there are not more than 10 in the world who can achieve the level of skill necessary to land a score of 17 in executing a jump in one of these competitions. González is one of them.

The qualification adds to strong recent form, including two medals at the 2011 Pan American Games in Guadalajara, Mexico. González won a



bronze medal in the all-around event, which requires strength, power, and precision on all of the six different apparatus, and also managed a silver medal in the floor exercise and vault events. These three medals helped Chile to their best ever tally at the Pan American Games, with a total of 43 medals.

Tomás González is the first ever Chilean to qualify for the Olympic Games in gymnastics and hopes to do his country proud.

Taken from: Boyle. D. (January, 2012), Chile's Tomas Gonzalez Qualifies for London Olympics. *I Love Chile Magazine*, issue 5, p.10.

TEST YOUR KNOWLEDGE

READING SUMMER BREAK ACTIVITIES











Bored this summer? This is what to do

Vacation time and the lazy days of summer are here! What are you up to this summer? Are you just lying around the house? Are you spending your days watching TV? There are many positive activities you can get involved in over the summer break. Here are some ideas.

- involved in over the summer break. Here are some ideas. Whether it is skating, soccer, baseball, volleyball, or tennis, playing sports can be a great way to keep busy during the I. summer. Join a local sports team, go skating, or play a couple of rounds of tennis with your friends. Check out your local parks and recreation department for more information. Some teens enjoy cheering for their favourite team from the sidelines. You might go to a baseball field, basketball court, or II. swim center to see your favorite team. Not only is it great fun, but it also teaches us about good sportsmanship. A way teens can make a difference is through voluntary work. Volunteer at a local community organization, such as III. a homeless shelter, animal protection society, hospital, nursing home, or childcare center. Through volunteering, teens learn responsibility while helping others. Teens have many options when it comes to finding IV.
 - Teens have many options when it comes to finding something to do outdoors. Today there are amusement / theme parks throughout the country that give teens a full day of fun. There are also other, less costly options like fishing, camping, swimming, and hiking. Teens like to do things in groups and they welcome a chance to hang out with their friends. Even tossing a Frisbee in a local park or taking a dip in the local pool can be great fun when done with friends.
 - V. _____Many places like zoos, aquariums, museums, and libraries combine fun with learning. There will be many places like these in your neighbourhood. Check with your local municipality.
 - VI. _____ Use the extra free time during the summer months to do some creative activities. Check out a local chess club, visit a pottery studio or arts and crafts center, or learn to play an instrument. For more information, talk to your local parks and recreation department.

As you can see, there are many opportunities for teens to take part in positive activities within the community. Keeping busy in positive activities leads to healthy lifestyles. Whatever you choose to do, try to enjoy it and stick with it!

Nate Desmond (2009). 9 Little Known Activities to Complete During Summer Break. Retrieved June 15th, 2009, from http://www.debtfreescholar.com/2009/05/9-little-known-activities-to-complete-during-summer-break/

- 1 Read the text once. What is the general topic?
- ♦ 1 pt.
- **a.** Arts and crafts for teens.
- **b.** Different summer activities for teens.
- **c.** Team and individual sports for teens.
- 2 Read the text again and complete this chart. 3 pts.

| a. Three places where you can see your favourite team. | |
|---|--|
| b. Three places you can find in your neighbourhood. | |
| c. Three creative activities for the summer months | |

- - a. Creative activities.
 - b. Outdoor activities.
 - c. Fun and learning.
 - d. SPECTATOR EVENTS.
 - e. Sports.
 - f. Volunteer opportunities.
- 4 Read the text once more and write the paragraph (I − VI) in which you can find this information. ◆ 4 pts.
 - **a.** __ Activities involving arts.
 - **b.** __ Activities that help your community.
 - **c.** Activities that teach you how to be a team supporter.
 - **d.** __ Activities to do with groups of friends.

LISTENING FREE TIME ACTIVITIES

5 40 Listen to three conversations and circle the activities they are about. Choose from the options provided. ◆ 3 pts.

a. Conversation I





i. A dancing club.

ii. A sports club.

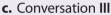
b. Conversation II





i. Cooking classes.

ii. Handicrafts classes.







i. Karate.

ii. Sumo.

- 6 40 Listen to the three conversations again.

 Are these statements true (T) or false (F)? ◆ 3 pts.
 - **a.** _____ Hugo thinks he could join Gabriela in her classes.
 - **b.** _____ Greta is interested in taking the workshop next semester.
 - **c.** _____ Sean won't need special clothes for his first class.
- 7 40 Listen again and answer these questions.

♦ 8 pts.

- **a.** In Conversation I, when does the girl want to start the activity?
- **b.** What three examples of the activity does the conversation mention?
- **c.** In Conversation II, what techniques are mentioned?
- **d.** In Conversation III, what clothes will the person need if he / she joins the classes?

TEST YOUR KNOWLEDGE

LANGUAGE

Read these sentences. Write the question each adverbial phrase answers. • 4 pts.



a. A.

B. It rained **really hard** last weekend.



b. A

B. I borrowed the tools to fix my broken skateboard.



. A.

B. I think you should put the book on the desk by the window.



d. A.

B. My boyfriend buys me flowers **nearly every week.**

9 Karla and Luigi hated their holiday. Fill in the blanks in their complaints with the phrases in the box. • 6 pts.

after the terrible experience
 on the last day
 really carelessly
 under suspicion
 with too much fat

a. On the only excursion we took, the guide drove

b. The tourist guide we hired spoke to understand.

c. The hotel restaurant served food cooked

d. A suitcase was stolen from another guest and Luigi was

e. When we complained _____ the hotel manager got angry with us.

f. We were really stressed

SPEAKING

Talk with your partner about your favourite activity. Describe the activity, the clothes / equipment you need, when and where you can practise it and why you like it. ◆ 10 pts.

WRITING

Write an itinerary for a trip you would like to make. Choose the date, the destination, the activities, the means of transport, the food you would take, etc. ◆ 10 pts.

(See rubrics on Page 174).

FINAL REFLECTION

In this unit, you have learnt how to locate and infer information and how to express certainty, uncertainty, knowledge, or its absence. Before you continue to the next unit, review the contents of Unit **4** and evaluate your progress. Use these learning tips.

- Remember that predicting is an idea you think will come true, while inferring is making an educated guess based on provided information.
- ◆ Inference is not based on hard facts; it is based on subtle information that the reader must find.

To help you infer, you can use a simple chart with three columns:

| What I know | My inference | Proof from the text | | |
|-------------|--------------|---------------------|--|--|
| | | | | |

When you infer, you can use expressions of certainty or uncertainty to indicate how sure you are.

If you follow the advice offered, you will be able to consolidate your knowledge and get ready for the new unit.

SELF - EVALUATION

| OUR LEST KESULIS | | | | | Your | score |
|--|-------------|--|--------------------------------------|---|--------------|-------|
| Reading You are exp | ected to l | pe able to identify and understand | key facts | and details. | | |
| 11 - 14 Great Grasped all main ideas and answered most questions correctly. | | | | | | |
| 8 - 10 Good Grasped most main ideas and answered most questions correctly. | | | | | | |
| 5 - 7 OK Grasped some m | ain ideas a | and answered some of the questions co | orrectly | | | |
| · | | <u> </u> | · | | | |
| 0 - 4 Poor Deduced some m | ain ideas | and answered just a few questions cor | rectiy. | | | |
| Listening You are exp | ected to l | oe able to identify and understand | key facts | and details. | | |
| 11 - 14 Great Identified almost | all the in | formation correctly. 5 - 7 | 7 OK lo | dentified some of the information. | | |
| 8 - 10 Good Identified most o | f the info | rmation. 0 - 4 | 1 Poor D | educed just a few bits of information. | | |
| | . 1. | I III W W I | | | | |
| Language You are expe | ected to a | apply and identify prepositional an | d adverb | ial phrases. | | |
| 8 - 10 Great Understood and a | pplied all | the items in all cases. 2 - 4 | OK U | Inderstood and applied some of the items in | n some case | !S. |
| 5 - 7 Good Understood and a | pplied all | the items in most cases. 0 - 1 | Poor U | Inderstood and applied a few of the items in | n very few o | ases. |
| | | | | | | |
| Speaking You are expe | ected to l | oe able to create and role play a gu | ided dial | ogue. | | |
| Task Score Language | | Score | Interaction | Score | | |
| orrect description of activity cluding all the required information. | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 3 | |
| orrect description of activity | _ | | _ | Fluid interaction, a few pronunciation | | |
| cluding most of the required formation. | 3 | Very few language mistakes. | 2 | mistakes, a minimum of hesitation. | 2 | |
| orrect description of activity | _ | | | Fluid interaction, some pronunciation | | |
| cluding some of the required formation. | 2 | Some language mistakes. | 1 | mistakes, some hesitation. | ` | |
| oor description of activity, very little | 1 | 1 Language mistakes interfered with | | Interaction affected by pronunciation | 0 | |
| the required information included. | | comprehension. | | mistakes and a lot of hesitation. | | |
| Writing You are exp | ected to | write an itinerary based on an exan | nple. | | | |
| Task | Score | Language | Score | Interaction | Score | |
| rote the itinerary following all ne indications. | 4 | Practically no grammar or vocabulary mistakes. | 3 | Correct spelling and format. | 3 | |
| Wrote the itinerary following most Very few grammar or vocabulary | | 2 | A few spelling mistakes and slightly | 2 | | |
| f the indications. Trote the itinerary following some | | Mistakes. | | incorrect format. Several spelling mistakes and rather | | |
| f the indications. | 2 | mistakes. | 1 | incorrect format. | 1 | |

Grammar and vocabulary mistakes

interfered with comprehension.

Tried to write the itinerary, but

followed very few of the indications.

A lot of spelling mistakes and incorrect

format.

SYNTHESIS TEST UNITS 1 TO 4

READING -

Name and sumame.

Name and sumame.

Name and sumame.

Profession: echnician

Profession: echnician

Date of Birth: 1984

Address: Goldnester

Coldnester

Coldnester

Any of our readers have asked us for tips on how to best approach a job interview. We believe that it is very important that you approach each interview as a unique and special opportunity. However, there are still some things you should consider every time.





- Always greet the interviewer by his / her last name and try to pronounce it correctly.
- Arrive on time.
- Do not smoke, chew gum, or eat garlic before the interview.
- Look alert and interested. Scan the room once and then keep your eyes on the interviewer.
- Take copies of your CV with you.
- Wear suitable interview clothes.

18 | Getting into busines

III

Section head: So, what kind of experience do you have? Depending

on that, we can consider you for the position.

Ben: I have worked as a

programmer with

Microsoft for about a year and before that I did my apprenticeship with Apple

for 6 months.

Section head: What programs have you

been using?

Ben: Mainly Snow Leopard and

Windows 7.

Adapted from: (1999). Job Interview General Tips. Retrieved February 2nd, 1999, from http://www.cvtips.com/interview/job-interview.html

(2010) Job letters. Retrieved Feebruary 5th, 2010, from http://jobsearch.about.com/od/morejobletters/a/jobappletter.htm

- Read the texts (I IV) and match them with these different types of texts (a e). There is an extra type you do not need to use. ◆ 4 pts.
 - **a.** ___ A CV.
 - **b.** ____ A letter.
 - **c.** ___ An article.
 - **d.** An e-mail.
 - e. ___ An interview.

- 2 Read the texts again. What is their common subject, and therefore a good title for this section?
- ♦ 1 pt.
- a. Different jobs and professions.
- **b.** Applying for a job.
- **c.** Unemployment.
- d. Professional development.
- e. Great interviews.
- Read the texts again. Are these statements true (T) or false (F)? 4 pts
 - **a.** ____ Ben's experience includes working for two big computer companies.
 - **b.** ____ Ben is a computer engineer and programmer.
 - **c.** ___ It is not a good idea to look the interviewer in the eye.
 - **d.** ___ The letter is accompanied by six documents.
- 4 What can we infer from these sentences in one of the texts? 2 pts.
 - **a.** I am writing to apply for the programmer position advertised in the Times Union.
 - **i.** The writer heard an advertisement on the radio.
 - **ii.** The writer saw an advertisement in a newspaper.
 - **b.** The key strengths that I possess for success in this position include ...
 - i. The writer feels confident about his abilities.
 - ii. The writer is physically very strong.

- 5 Read the texts once more and find the answer to these questions. 4 pts.
 - **a.** How old is the writer of the CV?
 - **b.** What computer companies are mentioned in the interview?
 - c. What documents accompany the letter?
 - **d.** What makes the writer of the letter a good candidate for the position he / she is applying for?

LISTENING - COUNTRIES OF THE WORLD QUIZ

6 41 Listen to the Countries of the World quiz. Number the countries in the order they are mentioned.

Canada South Africa

___ China ___ The United Arab Emirates

___ India ____ The USA

Japan

- 7 Listen again and circle the word you hear.
 - **a.** Are you all *prepared* / ready for question number two?
 - **b.** What is the world's most popular populous country?
 - c. Do you have the correct answer / country?
 - **d.** 50 / 100 points for the Red team and minus 50 for the Blue team.
- 8 Listen once more and complete this chart with the name of the team that answered each question and how they answered: correctly (
 or incorrectly (×). 5 pts.

| Question N° | Team | Answer: (✓) or (×) |
|-------------|------|--------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

- 9 41 Listen again. Are these statements true (T) or false (F)? ◆ 5 pts.
 - There are three teams participating in the guiz.
 - **b.** ___ The Red team is winning.
 - **c.** ___ The tallest building in the world is in the USA.
 - **d.** ___ India's flag has a red maple leaf on it.
 - **e.** ____ You get minus points for a wrong answer.

LANGUAGE

♦ 1 pt.

♦ 6 pts.

- 10 Read the conditional sentences below and complete them using should, might, might want to. 4 pts.
 - a. If John wants to become a pilot, ...
 - **b.** If you want to be successful this year, ...
 - c. ... if you don't want to work till late.
 - **d.** Unless it starts raining, ...
- 11 Circle the best option to complete each sentence. 3 pts.
 - **a.** I often find it difficult to talk to strangers. What had I better / should I do?
 - **b.** To apply for this job, you *ought to* / *'d better* speak two foreign languages.
 - **c.** The baby has a temperature. I think *I'd better / might* take her to the doctor.
- 12 <u>Underline</u> the prepositional phrase in each of the sentences. 3 pts.
 - **a.** Of the kids in my class, only 20% don't like math and physics.
 - **b.** In an accident, call the Emergency number.
 - **c.** If you want, you can sit here or by the window.

13 Complete this conversation. Arnold is asking for advice and Belinda is offering suggestions and recommendations.

Arnold: I would like to get a part-time job this summer. What

Edna: Congratulations! If you want to get a

part-time job, first,

Arnold: And after that, __

Edna: Yes. I can help you to write it if you want. **Arnold:** Thanks. Probably, I _____ a letter too.

Edna: I can help you with that too!



WRITING

- 14 Write ten questions you would ask in a job interview if you were the interviewer. Ask for personal information, professional experience, educational background, etc. You can use the openings provided. ♦ 10 pts.
 - Can you ...?
 - Did you ...?
 - Do you ...?
 - How long did you ...?
 - What are your ...?
 - When were ...?
 - Where did you ...?
 - Why do you ...?

SPEAKING

15 Work with a partner. Use the questions you wrote in Exercise 14 to interview a partner. Tell him / her to provide as much information as possible. Ask him / her additional questions if necessary. Take turns to be the interviewer and the interviewee. ♦ 10 pts.



You: ...?

Your partner: ...

(See rubrics on Page 174).



















LEARNING OBJECTIVES

- READING: to find general and specific information and identify the purpose of web pages, e-mails, and magazine articles that contain the communicative function of expressing feelings and of indicating the duration of events, and:
 - match information and pictures that represent it.
 - summarise information.
 - infer meaning of words and expressions.
 - identify descriptions and make informed choices.
- WRITING: to write a composition about a personal experience organising the parts of the text and including details to make it interesting.

- ◆ **LISTENING:** to identify expressions of interest and correct sequence in job interviews that contain the communicative function of describing events and actions and indicating the duration of events, and:
 - generalise from provided visual information.
 - predict and match possible content.
 - discriminate between correct and incorrect information.
- SPEAKING: to participate in dialogues, presentations, and job interviews expressing different feelings and value judgements.

AT WORK

GETTING INTO THE UNIT

- 1 Match the forms (1 2) and their names (a c). There is one extra name you do not need to use.
 - a. Money deposit slip.
 - **b.** Job application form.
 - **c.** Customs Declaration and Dispatch Note.

| | Customs Declaration IMPORTANT: This item may be opened offi using blue or black ink, and press fir copies. See Privacy Notice and Indemnity | Coverage on Customer Copy. |
|---|---|----------------------------|
| | FROM: Sender's Last Name | / First |
| | Business | |
| | Address (Number, Street, District) | Zip code |
| | City State | / First |
| | TO: Addressee's Last Name | / First |
| | Business | |
| | Address (Number, Street, District) | Zip code |
| | City State | Zip code |
| | Check One: | Other |
| | _unt | |
| 1 | DocumentsReturned Good | ა |
| 1 | Check One: GiftMerchandise DocumentsReturned Good | _Other s |

| DMC DuPont Motor Cars LTD Dunmurry Industrial Estate, Dunmurry, Co Antrim BT 179 Please complete in block letters Application for Employment / Personal Record | | | | | | | |
|--|------------|-------------|--|------------------------|---|----------------------------|-------|
| Surname | First Name | Maiden Name | |) | Date of Birth | Place of | Birth |
| Address Marital Stat | Tiddress | | | | a citizen of the U.K. state nationality Single / Married / Widowed / Divorced | | |
| How many children do you have? | | | | Please list their ages | | | |
| Do you hold a current Driving Licence? Have you any physical disabilities? | | | | | YES | 5 / NO 5 / NO 5 / NO | |
| Are you a registered disabled person? List any past serious injuries or illnesses (giving dates) | | | | | | | |

- 2 Copy form 2 into your notebook and try to fill it in.
- 3 Read the dialogue and then practise it with a partner. Which photo illustrates the job they mention better?

Paul: Is this your first job interview?

Sam: Actually yes, so I'm a little nervous.

Paul: Well, there's some coffee and biscuits here.

Help yourself!

Sam: Oh, how nice of you! Thank you.

Paul: So, Sam, you need to know that this is volunteering;

therefore, you won't get any money.

Sam: No problem. I'm really interested in working as a

volunteer. I like helping other people.

Paul: How interesting!





GETTING READY FOR THE UNIT

Before starting this unit, you need to:

- express actions that are happening at the moment (Present Continuous).
- express actions that started in the past and have not finished yet (Present Perfect).
- · know how to express the duration of events.
- 1 Complete the sentences with these linking words and your own ideas.

```
unlessalthoughprovided thatbesidesthereforesoas long as
```

- a. I have a test tomorrow ...
- **b.** he doesn't have the money, he ...
- **c.** ... it rains, I'll ...
- d. I was too tired to go out...
- e. I'll cook for you ...
- 2 Your teacher is going to dictate the beginning of some sentences. Write them down in your notebook. In pairs, write a suitable ending using the Present Continuous tense (I'm doing / She's singing / etc.)
- 3 Imagine that you are sitting in a café. Describe what is happening outside.



4 Read the text and circle the sentences that express actions which started in the past and continue up to now (Present Perfect). Find affirmative, negative and interrogative sentences.

I have had this computer for two months and so far I have had no problems. This is really unusual for me because I am "technologically impaired", as some of my friends have described me. What they want to say is that any technological object in my possession is sure to have some kind of problem. "Have you ever tried to read the manuals?" my friends ask. "No, I haven't," is my typical answer.

5 Work with a partner and choose two correct endings from the box for these sentences.

```
all her life
for ages
for many years
recently
several times
since 2002
so far
this week
till now
yet
```

- a. Gail has known Charles ...
- **b.** Hailey has painted two pictures ...
- c. I haven't made a decision ...
- **d.** I've lived here ...
- e. That painting has been stolen ...

- 6 Imagine you have found the diary extract below. What is the author's purpose?
 - a. To inform about his / her mood.
 - **b.** To complain about his / her mood.
 - **c.** To express joy and happiness.

| YYYY SO YY |
|---|
| Monday, 12 July 2011 |
| Sooo bored! All my friends are going on holiday |
| and here I am - nothing to do. I am just |
| playing computer games and watching television. |
| I would love to be more active, but there is |
| nothing I can do! |
| nothing I can au. |
| Who dispared out 14 Tuly 2011 |
| Wednesday, 14 July 2011 I'm really jealous. Diana, my best friend, is |
| in really jeans. but it, my best ments and I can |
| going to the seaside with her parents and I can |
| see Joseph, my neighbor, getting ready to go |
| swimming! I wish he invited me Life sucks! |
| Thursday, 15 July, 2011 |
| Nooo! This is just the pits. Now even the |
| telly is not working. Mum says we can fix it |
| next week, but what will I do in the meantine? 💙 |
| I'm just playing more computer games and |
| thinking about all my friends who |
| are having a great time. |
| a cross a grows as . |
| V (A |
| P Prince |
| A P CO |

- Read the diary extract again and number these events in chronological order.
 a. _____ Friend going away.
 b. _____ Neighbour going swimming.
 c. _____ Nothing to do but watch TV and play computer games.
 d. Television out of order.
- 8 Listen to the first exchange in the listening text in Lesson 2 and complete the card.

| | Name of applicant: |
|------------------|--------------------|
| | Age: |
| 7 | City: |
| Brothers and sis | sters: |
| | |
| Occupation: | |
| How long: | |
| | |
| | |



VOLUNTEERING



BEFORE YOU READ

- 1 Answer and discuss these questions in your group.
 - **a.** Have you ever been a volunteer?
 - **b.** What Chilean organisations do voluntary work?



You can find more information on voluntary work at: http://www.workingabroad.com/page/10/what-is-voluntary-work.htm

2 Look at these pictures. What are the people doing? Are these voluntary activities?







- Analyse these statements in your group. How much do you agree or disagree with them? Justify your answer.
 - **a.** People become more responsible when they do voluntary work.
 - **b.** Voluntary work is not real work; it's rather a waste of time.
- 4 Match the words in the box with their correct meaning ($\mathbf{a} \mathbf{f}$). Scan the text to find the words and check that you have got the correct meaning.

• groom (v.) • huge • lap • stuff • success • tangled

- **a.** Extremely large in size or amount; great in degree.
- **b.** The fact that you have achieved something that you want and have been trying to do or get.
- **c.** The top part of your legs that forms a flat surface when you are sitting down.
- **d.** To clean or brush an animal.
- **e.** To fill a space or container tightly with something.
- **f.** Twisted together in an untidy way.
- 5 Consider the pictures and the context of the lesson to predict the subject of the texts you will read. Choose from these options.
 - **a.** Animals in danger of extinction.
 - **b.** Pets and their general care.
 - **c.** Volunteering in an animal shelter.

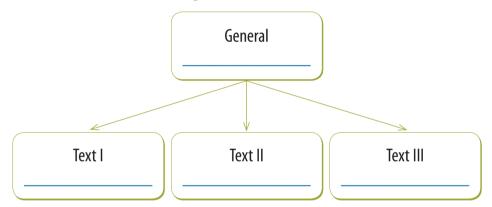
Reading target strategy

Before reading, make use of visual aids to predict and understand better what you are going to read.

WHILE YOU READ

- 6 Read the three texts on Pages 112 113 and check your prediction in Exercise 5.
- LESSON 1 Reading
- 7 Choose the phrase or sentence (a d) that best summarises each text (I III). There is one extra phrase or sentence that you do not need to use.
- Reading target strategy
- While reading, skim the text to identify the main idea of it.

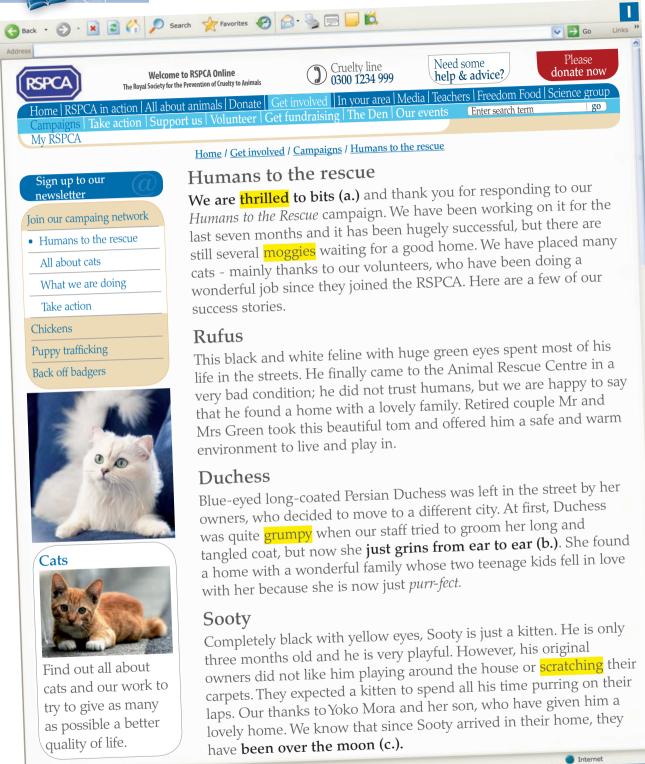
- a. Humans to the rescue campaign a success.
- **b.** An interview for a voluntary job.
- c. A personal volunteering experience.
- d. Why you should become a volunteer.
- Fill in the diagram below with the general purpose of the texts and the specific purpose of each; choose from the list (**a d**).
 - **a.** To give reasons for volunteering.
 - **b.** To inform about volunteering.
 - c. To talk about personal perceptions of volunteering.
 - **d.** To thank for volunteering.



- 9 Read the expressions in **bold** in the texts (**a h**). In your notebook, classify them under the categories of *Pleasure / Happiness* and *Sadness / Regret*.
- 10 Write the number of the text (I III) that mentions these issues.

| a. | A seven-month long campaign. | Text |
|----|--|------|
| b. | The duties of an animal volunteer. | Text |
| c. | The need to fill in forms. | Text |
| d. | The possibility of starting a new career. | Text |
| e. | The time a person needs to be a volunteer. | Text |





Taken from: (2009). Humans to the Rescue. Retrieved March 10, 2010, from http://www.rspca.org.uk

Thrilled: (adj.) excited, overjoyed. Moggy: (informal) (noun) cat. Grumpy: (informal) (noun) bad-tempered. Scratch: (verb) to scrape or dig with the claws or nails.

Nothing to do this summer or feeling down in the dumps (d.)? Do you have a sharing spirit and want to make a difference in your community? One of the best places to volunteer may be very near you: an animal shelter or an animal protection organisation. Whether you have 40 hours a week or just 40 minutes, every little bit counts.

Whether you walk dogs, stuff envelopes for an educational mailing, or help with a fundraising event, you can make a difference in the lives of animals. When you give animals the gift of your time, you get back as much as you give and even more, so phone the Humane Society now at 1 345 7685948.

Here are just a few of the benefits of volunteering.

- Be part of the solution. You will join a network of hundreds of thousands of people working to make the world safe and more humane for all living
- Keep good company. You will make lots of new friends — and not just the four-legged kind.
- Meet the new you. You will discover skills you never knew you had and you'll never look back (e.).
- Find a new career. You will learn things that may lead you to the career — or career change — of your dreams.

Created by: Author and English editors.

Ш

From: Camille Warwick

Sent: 09 November 2011 15:08

To: Sean Bentley

Add Cc | Add Bcc

Subject: Volunteering

Check spelling ~ チャガ・Tu see 言言 に で に 言言 工 « Plain text very often I think, with a lump in my throat (f.), BI

Hi, Sean.

Two months ago, I went to a nearby animal shelter, had a look around, and picked up a volunteer form which asked how old I was, time available, and how I felt about homeless animals.

I filled it in and brought it back to the shelter. Since then, I've been doing nothing else in my spare time. I've been working with abandoned animals whenever I can.

The shelter environment is great; the animals – and the people - are really friendly and everyone's really relaxed. Every day I come in, I check on the animals, give them their medication, see if the message light on the phone is blinking (it usually is), and check the calendar to see what tasks we have. The phone rings and I hope that it's someone calling with a happy ending story, but

"How awful, it's another person giving up their pet!" Then my heart sinks (g.), but I try to tell them if I think their animal can be adopted or not, how long they will have to wait for a space at the shelter, what our adoption and euthanasia policies are, and what their other options are. I also offer a lot of behaviour and training advice for cats and dogs over the phone.

Volunteering is a very nice way to work. I'd definitely recommend it to people who like animals. Personally, I have been having the time of my life (h.).

Please let me know if you need any more information. I will be glad to answer any questions.

Camille

Created by: Author and English editors.

Shelter: (noun) a structure that provides privacy and protection from danger. Behaviour: (noun) the way a person, an animal, a plant, a chemical acts in a particular situation.



11 Read the texts again and find the collocations in the box.

Feeling down
 My heart sinks
 Have the time of my life
 Keep good company
 Have a lump in my throat
 Grin from ear to ear

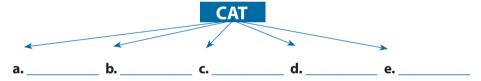
- **a.** Label them according to whether they are related to positive or negative feelings.
- **b.** Use them to make sentences that are true for you. Use the texts as a model.

Example: I don't want to go out today; I'm feeling down.

When she saw the lady fall, she arinned from ear to e

When she saw the lady fall, she grinned from ear to ear and then started to laugh.

- **c.** Work with a partner and create sentences using these pairs of words from the text. You must use both words in one sentence.
 - a. Campaign success
 - **b.** Playful purr
 - c. Behaviour animal shelter
 - **d.** Moggy tom
- 12 Find five synonyms for the word cat in Text I.



Learning tip

Remember to read the questions and statements carefully before you read the text again. If possible, answer, and then go back to the text again to check your hypotheses.

- 13 Read Text II carefully again and answer these questions.
 - **a.** What happens if a person doesn't have much time? Is it possible for him / her to be a volunteer?
 - **b.** What activities can a volunteer do if he / she works for the Humane Society?
 - **c.** In your opinion, what are the two most important benefits of volunteering?
- 14 In pairs, read the text once more and then do the following activities.
 - **a.** Think of four questions you would like to ask in relation to voluntary work, animal shelters, or cat rehabilitation.
 - **b.** Write the questions in your notebook.
 - **c.** Get together with another pair and ask them to answer them.
 - d. Answer your classmates' questions.

AFTER YOU READ



Language Note-

THE PRESENT PERFECT CONTINUOUS

- 1. Read these examples from the texts paying special attention to the parts in **bold**.
 - **a.** We **have been working** on the campaign for the last seven months.
 - **b.** Our volunteers **have been doing** a wonderful job since they joined the RSPCA.
 - **c.** Since then, I **have been doing** nothing else in my spare time.
- 2. What do the sentences above express?
 - **a.** Actions that finished in the past.
 - **b.** Actions that started in the past and still continue.
 - **c.** Actions that are happening now.

The answer is **b.**, as you can see in this diagram.



- **3.** Here are some more examples.
 - **A:** Have you been studying for the exam?
 - **B:** Yes, **I have been working** since you left, but **the boys have been playing football** since three o'clock.
- Read this conversation between two friends. <u>Underline</u> those phrases that express actions which started in the past and still continue in the present. Then, practise the dialogue and act it out in front of the class.
 - **Karl:** Hi Will... why do you look so upset?
 - Will: I've been working on a school project all morning!
 - **Karl:** Oh, that isn't nice.
 - **Will:** No. And I've been trying to finish it, but there's always somebody who interrupts me!
 - Karl: Oh, okay... Am I interrupting you then?
 - **Will:** Yes! Everyone has been interrupting me since I got here!
 - Karl: Dude, I think you need to relax...









16 In pairs, complete this conversation about the pictures on the left. What have these people been doing?

Cynthia: Look at those ... over there. **Eddie:** There are lots of ... there.

Cynthia: Yes, and they've all been ... different things. Look at

the boy, for example.

Eddie: Which ...?

Cynthia: The boy wearing the brown ...

Eddie: Yes, I can see ...

Cynthia: What do you think he's ... doing?

Eddie: His ... looks red.

Cynthia: ... he embarrassed?

Eddie: No, I think he has just come from the beach. I think ... 's

been lying in the sun for too long.

Cynthia: And ... about the girl?

Eddie: The one with the dirty ...?

Cynthia: Yes, ...'s she been doing?

Eddie: I think she's been ... lots of chocolate.

Cynthia: And the ...?

Eddie: The ones with lots of parcels in their ...?

Cynthia: Hum. What have ... been doing? **Eddie:** I think they' ... been shopping.

Cynthia: They certainly ...!

Eddie: And it seems they've been ... fun for hours!

- 17 Listen to the recording and compare your answers. Then listen, practise, and role play the conversation with your partner.
- QUICK SELF-CHECK You are now ready to test your knowledge about the Present Perfect Continuous tense. Answer these questions using the Present Perfect Continuous tense of the verbs in the box and your own ideas. ◆ 8 pts.

- a. Why is your English so good?
- **b.** He's really angry! Why?
- **c.** Why does the grass look that wet?
- **d.** Can you tell me why she doesn't understand what I have just said?

- 19 There are many rules for the use of italics in a text. Begin by studying these and then, in your notebook, copy the sentences below $(\mathbf{a} \mathbf{d})$ and italicise where appropriate.
- LESSON 1
 Reading
- 1. Titles of novels, journals, newspapers, plays, long musical pieces, films, television and radio programs, works of art, famous speeches, and long poems.
- 2. Names of vehicles.
- 3. Foreign words or phrases.
- 4. Words as words.
 - a. Fill in the blanks with but, however, and although.
 - **b.** Have you read Eclipse?
 - **c.** Tchaikovsky's Nutcracker Suite is often performed at Christmas.
 - d. The Titanic sank with almost 2,000 people on board.

20 APPLICATION TASK – WRITING A composition

You will write about personal experiences.

- a. Brainstorming. Choose one experience from your life that relates to either volunteering or some job you did in the past.
- **b.** For most experiences in the past we use the Simple Past tense and, because it is your personal experience, you will use the first person: I was, I saw, I did, etc.
- **c.** Decide on the tone of your writing do you want it to be funny, sad, ironic, critical, etc.?
- **d. Drafting.** Write down some notes about the experience on a separate piece of paper.
- **e.** Use subheadings such as: when, what, where, why, and how.

- f. Include details to make your writing interesting.
 - i. Include things that you could see, hear, smell, feel, taste.
 - ii. Include actions.
- **g.** Finish by saying what you learnt from the experience.
- **h. Editing.** Take five minutes at the end to proofread your composition. Reading aloud helps you to notice your mistakes.
- i. **Writing.** Write the final version of your composition. Exchange it with some of your classmates and compare experiences.
- 21 Answer and discuss these questions in your group.
 - **a.** In your opinion, what are the benefits of volunteering? (Go back to Texts I and II on Page 113 for ideas and vocabulary).
 - **b.** Would you be prepared to work as a volunteer? Why? Why not? **A few ideas:**

Yes: enriching / satisfying / helps myself as well as others / learn new skills / help to protect physical and mental health, etc.

No: time consuming / emotionally demanding / not paid / other interests or responsibilities / don't know where or how, etc.



Writing target strategy

Before you write, identify the main events and the details in your personal experience. Organise this information in a two-column table in your notebook.

Example:

Main facts I visited my

friend

Details It was a rainy day

WORKBOOK page 158



APPLYING FOR A JOB



BEFORE YOU LISTEN

- 1 Answer and discuss these questions in your group.
 - **a.** Have you ever been interviewed for a job? How did you feel?
 - **b.** What information must you include in a job application form?
 - **c.** What questions can an interviewee ask the interviewer at a job interview?

Listening target strategy

Before listening, look at the title of the lesson, pictures, questions, and all the clues you have to get a clearer idea of what you are going to hear.

- Which of the following (**a f**) do you think is acceptable (**A**) and which unacceptable (**U**) interview behaviour?
 - **a.** _____ Asking for explanations if you don't understand something.
 - **b.** _____ Being polite.
 - **c.** Sitting down only after you are told to sit down.
 - **d.** _____ Speaking really loud so that everybody in the room can hear you.
 - **e.** _____ Wearing lots of perfume, make-up, jewellery.
 - **f.** _____ Wearing neat and clean clothes.
- Match the expressions in the bubbles $(\mathbf{a} \mathbf{c})$ with the pictures $(\mathbf{1} \mathbf{3})$.

l've been specialising in adventure holidays.

l've just
passed an exam to be
a professional tourist
guide.

I have travelled with big groups of tourists before.







- 4 Listen to the recording paying special attention to the part <u>underlined</u> in these sentences. Circle the letter when it is pronounced and cross it out when it is not. Practise saying the sentences.
 - **a.** It's an honour to be here in Hove, even if only for an hour.
 - **b.** We <u>h</u>ave to be <u>h</u>onest and work very <u>h</u>ard.

5 Listen and repeat these words.

duties fairly mates

LESSON 2

6 Match the words in Exercise 5 with their synonyms here.

abilities extrovert friends obligations outside sufficiently

outdoors

outgoing

skills

- 7 Mark with a tick (\checkmark) the questions you would expect to be asked at a job interview.
 - **a.** _____ Can you tell me something about yourself?
 - **b.** What kind of food do you like?
 - **c.** _____ What is the weather like where you come from?
 - **d.** Why did you choose this line of work?
 - **e.** _____ Why do you want to change jobs?
 - **f.** _____ Why should we hire you?

WHILE YOU LISTEN

- 8 46 Listen to the first part of the interview and check your predictions in Exercise 7.
- 9 46 Listen again. Write everything you learned about John in your notebook. Consider the following:
 - **a.** Where he is from.
 - **b.** How old he is.
 - c. How he defines himself.
 - d. Reasons to change jobs.
 - e. Experience.
 - **f.** What he expects from a job.
- 10 46 Mark with a tick (\checkmark) the qualities that John thinks he has.
 - a. ____ Agreeable.
 - **b.** Cheerful.
 - **c.** ____ Good team player.
 - **d.** Likes working late.
 - e. ____ Outgoing personality.
 - **f.** _____ Responsible.
 - **g.** _____ Sporty.
 - **h.** _____ Takes his duties seriously.

Listening target strategy

Take notes while you are listening, but make sure you write short phrases rather than long sentences.



| a. | | b | | c |
|--|--|--|--|---|
| - | | the first part of the int th ONE word. | erview again. I | Fill in the blanks in these |
| a. | Can you t | ell me a bit | about | yourself? |
| b. | Why do y | ou want to | jobs? | |
| c. | I have no | · | | |
| d. | And it's b | een very difficult to ge | t to work on _ | · |
| e. | I speak flu | uent | and | |
| f. | I've been | travelling with | gro | ups of tourists for at least |
| | two | • | | |
| Jol Int | | I. Then listen and check | ζ. | |
| Jol Int Jol | hn is asked erviewer: hn: | I. Then listen and check | nportant thing | is job stability, and the |
| Jol Int Jol Int | hn is asked erviewer: hn: erviewer: | First of all, the most in second thing is oppor | nportant thing rtunities for pro | omotion. |
| Jol Int Jol Int | hn is asked erviewer: hn: | First of all, the most in second thing is opposed. Skills and abilities? As | nportant thing tunities for pro | is job stability, and the |
| Jol Int Jol Int Jol | hn is asked erviewer: hn: erviewer: | First of all, the most in second thing is opposed. Skills and abilities? As | nportant thing tunities for pro | is job stability, and the omotion. m fairly responsible, I'm |
| Jol Int Jol Int Jol | hn is asked erviewer: hn: erviewer: hn: | First of all, the most in second thing is oppored Skills and abilities? As punctual, and I'm a harman second the second thing is oppored the second thing is oppored to the second the seco | nportant thing tunities for pro I said, I think I' ard worker, will | is job stability, and the omotion. m fairly responsible, I'm |
| Jol Int Jol Int Jol | hn is asked erviewer: hn: erviewer: hn: | First of all, the most in second thing is opposed Skills and abilities? As punctual, and I'm a hall know that I'd be just | nportant thing tunities for pro I said, I think I' ard worker, will | is job stability, and the omotion. m fairly responsible, I'm ing to learn new things. |
| Joh Int Joh Int Joh Int | hn is asked erviewer: hn: erviewer: hn: erviewer: | First of all, the most in second thing is opposed with the second | nportant thing rtunities for pro I said, I think I' ard worker, will starting, so my | is job stability, and the omotion. m fairly responsible, I'm ing to learn new things. v salary expectations are |









AFTER YOU LISTEN

Language Note-



THE PRESENT PERFECT CONTINUOUS WITH FOR/SINCE

We use the Present Perfect Continuous to show that something started in the past and has continued up until now.

Notice

Examples from the listening text.

Notice

We use **for** with a period of time.

We use **since** with the time when the action started.

Examples

- **a.** John has been living in Chile **since** 2009.
- **b.** Dogs have been living with humans **since** prehistoric times.
- **c.** I've been working as a tourist guide **since** I left school.
- **d.** I've been relying on a ride from one of my mates **since** my dad moved to London.
- **e.** I've been learning German **for** the last five months.

- Examples
- **f.** Our people have been doing this activity **for** generations.
- **g.** Clarissa has been tidying up her room **for** hours.
- 15 Complete the sentences using for or since.
 - a. I have been studying ______ three hours, _____ 4 pm.
 - **b.** Tara hasn't been feeling well ______ two weeks.
- Listen to a phone job interview and find the answers to the questions the girl is asked (a e).
 - **a.** Can you tell me your name and age?
 - **b.** What position are you applying for?
 - **c.** Do you speak any foreign languages?
 - **d.** What are your most important qualities?
 - e. If we hire you, when can you start?





- 17 Work with a partner. Use the questions and answers in Exercise 16 to practise the job interview. Listen to the recording again to practise the girl's answers. Role play the job interview for the class.
- 18 In pairs, talk about the jobs you think the people below are applying for. Ask and answer these questions. Give reasons for your answers.
 - **a.** What qualities do you think each of these people should have for the job they want to do?
 - **b.** What experience is necessary for each of these jobs?
 - **c.** What recommendations would you give these people when they apply for the job?
 - **d.** What questions do you think they will be asked at a job interview?









19 QUICK SELF-CHECK Check your understanding of the lesson and fill in the blanks in this conversation with *for* or *since* and the correct form of the verbs in brackets.

| | | • not use • play (x2) • tell • try • use | |
|----|------|---|----------------------|
| a. | Grad | e: Jack, how long the co | mputer? (use) |
| b. | Jack | : I a long time | e, mum. (not use) |
| | Grac | e: How long do you mean by "not long"? | |
| c. | Jack | : I I came home from | school. (play) |
| d. | Grad | e: What? That means that nearly three | e hours! (play) |
| | Jack | : That's what I said, not all that long. | |
| e. | Grad | e: Jack, I months now: less computer and more | studies. (tell) |
| f. | Jack | : Mum, I to use it a lot less you told me to stud | dy more. (try) |

20 Role play a different job interview.

- **a.** Work in groups of eight students.
- **b.** Form pairs within the group.
- **c.** Each pair must choose one of the jobs in this lesson and prepare the corresponding job interview. Use the interviews in this lesson as models.
- **d.** Present your role play in your group.









LESSON 2

Did you know that..

role-playing teaches important skills that are needed in society, like competition, cooperation and empathy?



Create a draft of your presentation. Check your use of language. Is it appropriate for a formal context? Is it well organised? If necessary, ask your teacher for help.





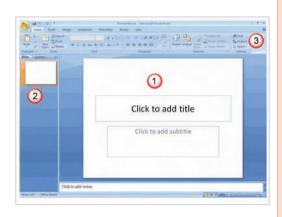
You are going to prepare a Power Point presentation for your initial introduction at a job interview.

- a. Discuss these questions in your group. What qualities would you like your employer to know about? What characteristics would you prefer not to talk about? Why?
- **b.** Write out the main points as headings and bullet points:
 - i. Name, surname, age, address, place of birth, education background.
 - ii. What makes you special? Interests and hobbies and the things you think you are good and excellent at.

- iii. What is your experience in the area you want to work in?
- **c.** Make your personal introduction to your partner.
 - i. Set a time limit and time yourself making the presentation.
 - **ii.** Have clear opening and closing lines, like: *I* would like to introduce myself, *I* am happy to answer any questions.
 - iii. Always keep eye contact with your partner.
- d. Make any corrections suggested by your partner and prepare a Power Point to accompany your presentation to the class. Revise the notes on the next two pages.

HOW TO USE POWER POINT 2007

- **I.** When you first open PowerPoint 2007, your screen should resemble the diagram on the right.
 - **1.** Each page of the working area of the presentation is called *a slide*. New presentations open with a *Title slide in Normal view*, ready for editing.
 - 2. This area allows you to move between *Slides view* and *Outline view*. *Slides view* shows a tiny picture of all the slides in your presentation. *Outline view* shows the hierarchy of the text in your slides.
 - **3.** This part is known as *the Ribbon*. *The Ribbons* offer access to all the different features in PowerPoint 2007.



II. The Title Slide

When you open a new presentation in PowerPoint 2007, the program assumes that you will begin your slide show with a *Title slide*. You do this by clicking in the text boxes provided and typing.



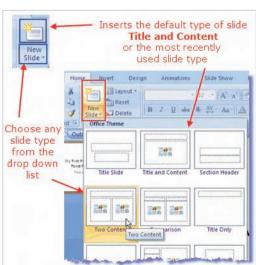
III.Two Features on the *New Slide* button

The New Slide button is located at the left end of the Home Ribbon. It contains two separate feature buttons. The default slide layout for a new slide is the Title and Content type of slide.

If the currently selected slide is a *Title slide*, or if this
will be the second slide added to the presentation,
the default slide layout *Title and Content type* will be
added.

Subsequent new slides will be added using the *Current slide type* as a model. For example, if the current slide on screen was created using the *Picture with Caption* slide layout, the new slide will also be of that type.

The lower button will open the contextual menu showing the nine different slide layouts for you to choose from.



IV. Title and Content Slide Layout for Text

When using the *bulleted text* option, click on the large text box and type your information. Each time you press the *Enter* key on the keyboard, a new bullet appears for the next line of text.

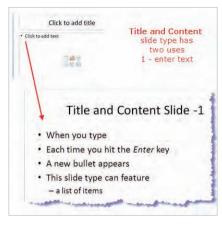
Note: You can choose to enter bulleted text or a different type of content, but not both on this slide type. However, if you wish to use both features, there is a separate slide type for showing two types of content on a slide. This is the *Two Content* slide type.

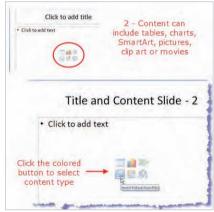
V. Title and Content Slide Layout for Content

To add content other than text to the *Title and Content* slide layout, click on the appropriate colored icon in the set of six different content types:

table – chart – Smart Art picture – clip art – media clip

Adapted from: (2010). PowerPoint2007. Retrieved April 3-, 2010, from http:// presentationsoft.about.com/od/powerpoint2007/ss/2007slidelayout.htm





e. Evaluate your work considering these points.

| | / | X | If (x), possible solution |
|---------------------------------|---|---|---------------------------|
| Followed the instructions | | | |
| Used correct grammar | | | |
| Used appropriate vocabulary | | | |
| Used the computer appropriately | | | |

22 Answer and discuss these questions in your group.

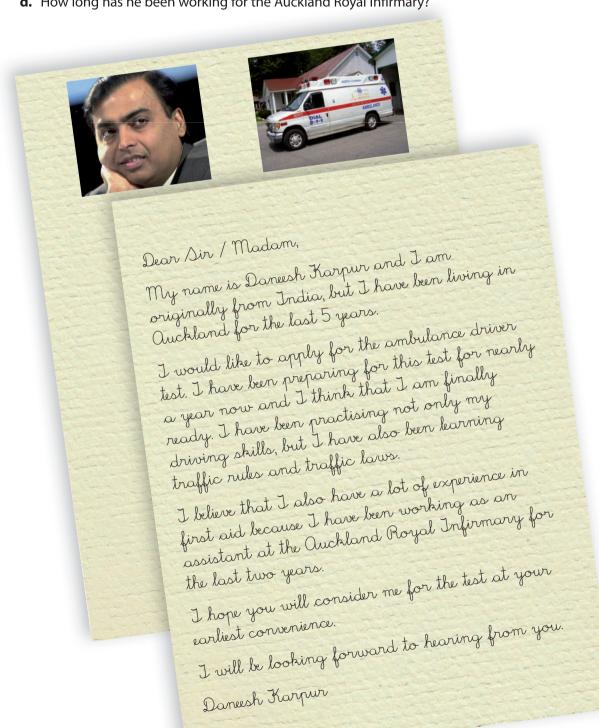
- **a.** How can you apply your new knowledge of job interviews now and in the future?
- **b.** What recommendations would you give someone going to his/her first job interview?

For ideas, you can visit:

http://jobsearch.about.com/od/interviews/tp/jobinterviewtips.htm http://www.bankrate.com/brm/news/advice/19990629a.asp

CONSOLIDATION ACTIVITIES

- Read the application letter below and answer these questions.
 - a. How long has Daneesh been living in Auckland?
 - **b.** How long has he been preparing for the test?
 - **c.** What else has he been studying, apart from driving?
 - d. How long has he been working for the Auckland Royal Infirmary?



2 At Sunny's Fitness Gym, you can find different types of activities. At 16.25, Delva Plain, the gym manager, is looking at the gym schedule to see how long people have been using the facilities. Look at the programme and tell Delva how long people have been using them.

| Activity | | | | | | 1 and 1 and 11 a | 4 4 |
|-----------------------|---|---|---|---------------------------------|-------------------------------------|--|----------------------------|
| Person / Organisation | a. Senior Citizens Club from Brookfield | b. John Brown, Daisy Elmer, Karl Royce | c. Susan and Deborah Drake | d. Mrs Carole Johnson | e. Gordon and Harry Plank | f. Children from Tallgate School | g. Deepak Kharma |
| Starting time | 15.30 | 15.00 | 16.00 | 16.15 | 16.20 | 15.45 | 14.30 |

3 Look at the pictures, study the clues and write the corresponding sentences using the Present Perfect Continuous.

Example:



wait - 30 minutes. They have been waiting for 30 minutes.



a. Go to this restaurant - **b.** Look for a job - finish **c.** Paint the five years.



school in June.



house - 7 hours.



d. Work out at the gym - 2 o'clock.

JUST FOR FUN

- Work is an important part of our lives. Our language reflects this importance in many expressions related to jobs, work, professions, and other similar activities. Here are a few of them. Match the sentences $(\mathbf{a} \mathbf{f})$ with the definitions $(\mathbf{i} \mathbf{vi})$ and the pictures that represent them $(\mathbf{1} \mathbf{6})$.
 - a. All work and no play makes Jack a dull boy.
 - **b.** He's been burning the candle at both ends to finish this project.
 - c. I'll show you the ropes, so you will not feel so lost in your new job.
 - **d.** She got the boot for being lazy.
 - e. Tom is too busy to come to the party. He works like a horse.
 - f. You'll have to pull your socks up and work harder if you want to impress the boss!
 - i. Make a better effort.
 - ii. Show someone how things are done.
 - iii. To be fired from work.
 - iv. Work a lot, work very hard.
 - v. Work day and night at something.
 - vi. You need to work, but also have fun in order to be a happy, healthy person.







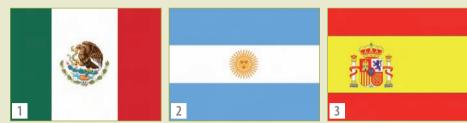






CHILEAN CONNECTION

 ◆ Read the text and match the tunes stored on the cylinder of the organ with the flags of the corresponding countries (1 – 4).





A VERY UNUSUAL PROFESSION

By Rosario Mena

All across Chile, there are only two female barrel-organ players. Two housewives that, inspired by their husbands' or a relative's example, have adopted this traditionally masculine job, going out to the streets with their instruments.

Sonia Trujillo is one of them. "I think there are two of us in the whole world; I've never heard of others", she says laughing. "We started in this as intruders."

A brother-in-law and a brother showed Sonia's husband how to become a player twenty seven years ago. Besides working in her house in San Bernardo, making toys, she used to help her husband with the sales. After two decades, she got her own barrel-organ, a delicate instrument, more than a hundred years old, that requires care, maintenance, and a thorough daily cleaning.

"I clean it every time I go out, before and after using it," she says. "It's all about loving your instrument. If you love it, you care for it."

At 42 years of age and with four kids, one of the things Sonia most appreciates about her job is the freedom it gives her: "Nobody gives you orders. I work only at weekends, and at the times I want. Sometimes, the kids come with me; I go to Las Condes, Vitacura, or Providencia. It may also be a birthday or wedding party. During the week I take care of the kids and the house."

The eight original tunes stored on the cylinder include old Spanish *zarzuelas*, Mexican *corridos*, Chilean *cuecas*, and Argentinian *tangos*. "Some people know the tunes and ask for them."

In spite of the lonely moments when nobody comes, Sonia feels rewarded. "There are days when nobody comes for a long time, and you have to keep on playing; then, you start making money. Sometimes, it's the other way round: people come at first, but then they leave. It depends, but if you like it, you see no sacrifice. Besides, I like keeping this tradition; this is one of Chile's most typical things. When I play, I relax, I get away from the week's stress. Sometimes people dance or sing; then I think I'm doing well."



TEST YOUR KNOWLEDGE

READING VOLUNTEERING EXPERIENCES

23 January, 2011 222 Cosgrove Street Colchester Essex, UK

Dear Glenn,

You are asking about what it is like to be a volunteer. There are some wonderful things and there are some bad things, but the worst thing about being a volunteer is leaving!

The organisation I worked for places volunteers in many countries such as Ghana, India, Thailand, South Africa, and others.

Before I had to leave Ho Chi Minh, Vietnam, I was sure I would be able to say good bye to my friends without crying, but of course I did cry (If you want to call me a *wimp*, go ahead!) and once I started, there was a whole round of crying amongst the kids I'd been looking after for such a long time! If you had seen the pain on their faces you would have cried as well.

What else can I tell you about the children? Just that they are amazing little people. Firstly, they SHARE. I remember that when I was a child and I had to share a toy or a piece of chocolate with my brothers and sisters, I always wanted to keep the toy or get the biggest piece of chocolate; these





kids have anywhere between 20 and 30 'sisters' to share their things with. If there's a little plastic toy, it doesn't belong to just one kid; it belongs to all of them. I was absolutely amazed to see them colour books together, with maybe one or two taking the opportunity to read out some of the English words.

Another interesting characteristic is that they teach one another. The children at the shelter are between 8 and 15 and on many occasions I saw one child explaining something to a younger girl, helping her with her homework, listening to her reading. I think it shows real spirit and character to have that much interest and participation in your friends' education.

You ask if I would recommend volunteering to you and others. A million times yes. So far, it has been the best thing that has happened to me. If you get a chance to join one of the programmes, don't hesitate and go. You will love and remember it for ever. Think that being a volunteer is not only giving to others – it is giving to yourself fond memories, trust in the human race, and people who will be close to your heart for ever.

Warm greetings from Christine

Adapted from: Mcmillon, B., Cutchins, C., & Geissinger, A. (2009).

Volunteer Vacations: Short-Term Adventures That Will Benefit You and

Others (10^a ed.). Chicago: Chicago Review Press.



1 Tick (✔) the statement that best summarises the letter. ◆ 1 pt.

- **a.** ___ The good and bad times I had as a volunteer.
- **b.** Why people should become volunteers.
- **c.** ___ My wonderful memories of volunteering.

- Read the letter again and circle an option.5 pts.
 - **a.** Christine did voluntary work in *Vietnam/ South America* .
 - **b.** Christine thinks the worst thing about volunteering is working with so many people / the time when you have to leave.
 - **c.** When Christine left the centre she felt happy / sad and moved.
 - **d.** Christine found the kids amazing because they *shared everything* / were polite and obedient.
 - **e.** Christine would *definitely recommend* / *not recommend* volunteering.
- In pairs, read the letter once more and try to get the meaning of these words (a d) by looking at the context.
 Write short definitions in English in your notebook.
 - a. Amazing
 - **b.** Share
 - c. Belong
 - d. Hesitate

LISTENING AT A RECRUITMENT CENTRE

- 4 Listen to this job interview. Are these statements true (T) or false (F)? 6 pts.
 - **a.** ____ Brenda sent her application form by fax.
 - **b.** ____ She is applying for the position of program analyst.
 - **c.** The interviewer cannot find her CV.
 - **d.** ____ Brenda has no work experience.
 - **e.** _____ Brenda graduated six months ago.
 - **f.** ____ Brenda got the job immediately.

- 5 Listen again and circle what you hear. 4 pts.
 - a. My full name is Brenda Hamilton / Henderson
 - **b.** I sent my application form last Tuesday / Wednesday .
 - **c.** I am 23/33 years old.
 - **d.** What were your main *duties* / *obligations* ?

LANGUAGE

◆ 4 pts.

- 6 Complete these sentences using the correct form of the verbs in brackets. 5 pts.
 - **a. Derek:** I'm British, but I speak Portuguese

because I live in Brazil.

Peter: Really? How long _____ there? (live)

- b. Deborah: You look tired.
 - **Helen:** I am. I _____ in the garden for two hours now. (work)
- c. Camila: What's the matter? You look angry!

 Joe: I am angry! I for you for

half an hour. (wait)

- **d. Frank:** Where is Maggie?
 - **Paul:** She's gone to the doctor.

She _____ well for at least three days. (not feel)

e. Sue: Jamie's sand castle looks fantastic.
Kate: She ______ it since we got here.

(build)

- 7 Fill in the blanks in these sentences with for or since. 5 pts.
 - **a.** Amy's been texting her friends _____ nearly 30 minutes.
 - **b.** I've not been feeling well ______ I ate that fish in the school cafeteria.
 - **c.** Gregory has been driving the same car the last 10 years.
 - **d.** I've been looking for my iPod ______ I woke up.
 - **e.** Bella's been studying for the test ______ 5 o'clock.

TEST YOUR KNOWLEDGE

SPEAKING

8 Talk about the situations in the pictures. How are these people dressed? How do they feel? What position do you think the young man is applying for? What questions do you think he is asked and what answers does he give?





WRITING

♦ 10 pts.

9 Look at the job application form for the position of a bilingual tourist guide. Fill it in and then write a short application letter to tell your future interviewers about your qualities, likes and dislikes, hobbies, and why you want to apply for the job. ♦ 10 pts.

| Bilingual tourist guide, job reference number 02345NT |
|---|
| Name |
| Surname |
| Date of birth |
| Nationality |
| Contact details |
| |
| |
| Languages spoken |
| Dear Sir / Madam |
| E |
| 8 |
| |
| |
| |
| |
| Sincerely yours |

(See rubrics on Page 175).

FINAL REFLECTION

In this unit, you have learnt how to match visual and written clues, establish the purpose of a text, and express different emotions. Here are some learning tips.

 Create graphic organisers/tables to establish sequence and purpose of texts.

- ◆ You will understand a text better if you have some prior information about it.
- Use diagrams to display large amounts of information in ways that are easy to understand and help to reveal relationships and patterns.
- Practise expressing emotions using different pictures as clues.

SELF - EVALUATION

| YOUR TE | YOUR TEST RESULTS Your score | | | | score | | |
|---------------------------|---|-------------|--|-----------------|---|------------|--------|
| ♦ Readin | Reading You are expected to be able to identify and understand key facts and details. | | | | | | |
| 8 -10 Gre | eat Grasped all main i | deas and | answered most questions correctly. | | | | |
| 5 - 7 Go | 5 - 7 Good Grasped most main ideas and answered most questions correctly. | | | | | | |
| 2 - 4 OK | Grasped some ma | in ideas a | nd answered some of the questions co | rrectly. | | | |
| 0 - 1 Po | or Deduced some ma | nin ideas a | and answered just a few questions corr | ectly. | | | |
| Listeni | ng You are expe | ected to l | be able to identify and understand | key facts | and details. | | |
| 8 -10 Gre | eat Identified almost a | all the inf | ormation correctly. 2 - | 4 OK | dentified some of the information. | | |
| 5 - 7 Go | od Identified most of | the infor | mation. 0 - | 1 Poor I | Deduced just a few bits of information. | | |
| ♦ Langua | age You are expe | ected to a | apply and identify prepositional and | d adverb | ial phrases. | | |
| 8 -10 Gre | eat Understood and a | oplied all | the items in all cases. 3 - | 4 OK (| Understood and applied some of the items i | n some cas | es. |
| 5 - 7 Go | od Understood and a | oplied all | the items in most cases. 0 - | 2 Poor l | Understood and applied a few of the items i | n very few | cases. |
| Speaki | ng You are expe | ected to | describe a situation indicating ques | tions ask | ed and answers given. | | |
| | Task | Score | Language | Score | Interaction | Score | |
| | tion of situation and estions and answers. | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 3 | |
| • | description, mostly uestions/answers. | 3 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 2 | |
| | scription, some uestions/answers. | 2 | Some language mistakes. | 1 | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | |
| | n of situation, very few estions and answers | 1 | Language mistakes interfered with comprehension. | 0 | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | |
| | | | | | | | |

♦ **Writing** You are expected to complete an application form and write the accompanying letter.

| Task | Score | Language | Score | Interaction | Score | |
|--|-------|--|-------|--|-------|--|
| Filled in the form and wrote the letter following all the indications. | 4 | Practically no grammar or vocabulary mistakes. | 3 | Correct spelling and format. | 3 | |
| Filled in the form and wrote the letter following most of the indications. | 3 | Very few grammar or vocabulary mistakes. | 2 | A few spelling mistakes and slightly incorrect format. | 2 | |
| Filled in the form and wrote the letter following some of the indications. | 2 | Some grammar and vocabulary mistakes. | 1 | Several spelling mistakes and rather incorrect format. | 1 | |
| Hardly filled in form; wrote letter following only a few indications. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 0 | A lot of spelling mistakes and incorrect format. | 0 | |

SYNTHESIS TEST UNITS 1 TO 5

READING – TWO SITUATIONS

Notice that the texts and Exercises 1 – 4 use American spelling.

| LOAN APPLICATION | | | | | | |
|--|-----------------------------|----------------------------|--|--|--|--|
| CREDIT LIMIT Please mail or deliver application form and documents to: Bank of Long's world 3429 Princess Highway, Hastings, VIC 3915, Australia | | | | | | |
| Type of loan: Home Business Playstation 3 Intel Core 2 Extreme Other Vista Ultimate Names (print): HECTOR DE JESUS RUIZ | | | | | | |
| Address: 1 AMD place | | | | | | |
| City: Sunnyvale | State: CA | Zip Code: 94088 | | | | |
| Home Phone #: | Work Phone #: (408) 7493060 | E-mail: hruiz@homemail.com | | | | |
| | | | | | | |

| KENTUCKY TRANSPORTATION CABINET DRIVER LICENSE - ID CARD APPLICATION |
|---|
| Legal Name First: Middle: Last: Soc. Sec. Nº: Date of birth: Sex: Height: Weight: Eye Color: Resident Address: KY: ZIP: |
| PARENT/GUARDIAN – UNDER AGE 18 APPLICANTS Signing for first-time applicant (PGS) |
| Signing for applicant, restoring driving privilege (PGR) In accordance with KRS 186.590, I am jointly liable with the applicant for any damage caused, and I am the legal parent or guardian of the applicant. I certify that my child has a high school diploma or GED or is enrolled and in good standing in school, pursuant to KRS 159.051 No Pass/No Drive Law. |
| Signature of parent or legal guardian Relationship to Applicant |
| Driver License N° of Parent/Guardian State The Applicant and the Parent/Guardian signed this application before me on Date |
| Officer's signature |

- I am sorry to inform you that your **loan** application has been rejected given that your credit limit has been exceeded by over \$250.
 - To qualify for a new loan you must first pay off your outstanding **debt** and then re-apply using a new form, which you can download from our website.

I hope you understand our position; the bank cannot offer new credits while there is any sum of money still owed to us. According to our records, you have not been meeting your monthly installments for more than 3 months.

Please contact us at your earliest convenience, as we believe we can come to an agreement.

Yours truly

Stanley Stewart

IV

You have informed us that you lost your driving license and you also ask how you can apply for a new one. You must replace your driving license when it has been lost, stolen, defaced or destroyed. You can do this online, by telephone, by post, or you may be able to use the premium checking service.

If your photo in our files is a recent one, you need not replace it. However, if it is more than three years old or your license is due to **expire** very soon, it will need to be renewed before the date of expiry. You won't be able to renew your photo using the telephone or online service; you must come to the Driver and Vehicle Licensing Agency (DVLA) to get your picture taken.

I hope I have clarified your doubts.

Yours sincerely

Bart Winston DVLA Kentucky

Adapted from: Cheng, D. (2010). The Essential Guide to Writing Business Letters (Kindle ed.). Retrieved on June 234, 2010 from http://www.amazon.com/Essential-Writing-Business-Letters-ebook/dp/B003L0QR3U

- 1 Read all the texts and match the form (I II) with the corresponding extract from a letter (III IV). ◆ 2 pts.
- 2 Read the letters again and answer the questions.

♦ 4 pts.

- **a.** Why has Mr. Ruiz's loan application been rejected?
- **b.** Can the situation be solved?
- **c.** Why is Ms. Jones applying for a new driving license?
- **d.** What are the different ways to obtain a new driving license?
- Write the words in **bold** in the letters next to the corresponding definition. ◆ 4 pts.

| | • debt | • doubt | • expire | • loan | | |
|----|---|--------------|------------|---------|-----|--|
| a. | | : ar | n amount o | of mone | y a | |
| | person or an institution gives someone and wants it to be returned after some time. | | | | | |
| b. | | : la | | | | |
| c. | | | e money t | | | |
| | repaid aft | er it has be | | | 2. | |
| d. | to termina | | come to a | in end, | | |

- 4 What is the tone of each letter? Tick (✔) the correct option. ◆ 2 pts.
 - a. Letter I.
 - i. Apologetic.
 - ii. Didactic.
 - iii. Explanatory.
 - **b.** Letter II.
 - i. Doubtful.
 - ii. Inquisitive.
 - iii. Informative.

LISTENING - WELCOME TO LONDON



- 5 Listen to a tourist guide and circle the correct alternative.
 - **a.** The day will cost / not cost a lot of money.
 - **b.** The first visit will be to the National Gallery / Tate Modern .
 - c. The Cha Cha Moon offers Chinese / Indian food.
 - **d.** After lunch, the group will visit a *church* / park.
 - e. People can buy their dinner at a corner shop / restaurant .
- 6 Listen again and number these tourist attractions in the order the guide mentions them. ♦ 1 pt.



Portobello Road Market





| • | | | | | | | | |
|---|---|--|--|--|--|--|--|--|
| | 7 C50 Listen again and complete the sentences with as many words as necessary. • 5 pts. | | | | | | | |
| a. | a. A day out in London doesn't have to | | | | | | | |
| b. | At 10 am we'll go to the National Gallery | | | | | | | |
| c. | Once you've satisfied your hunger, you | | | | | | | |
| d. | If you can't resist a bit of bargain-hunting, | | | | | | | |
| e. | I promise you this will be a really inexpensive | | | | | | | |
| LANGUAGE | | | | | | | | |
| 8 Use the correct form of one of the verbs in the box to complete these sentences. ◆ 3 pts. | | | | | | | | |
| | • come • feel • not watch • sleep • work out | | | | | | | |
| a. | Emily is in the gym; she | | | | | | | |

for nearly two hours.

television for long.

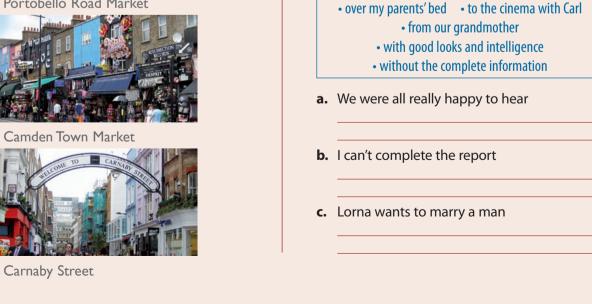
very ill for the last three weeks.

the prepositional phrases in the box.

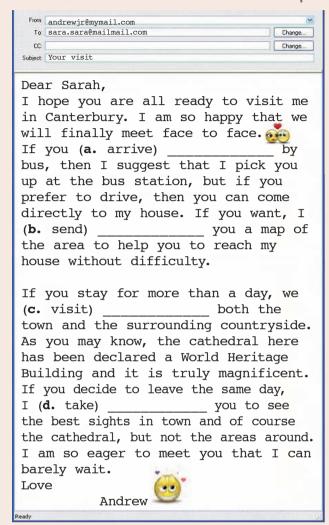
9 Fill in the blanks in these sentences with one of

b. Poor Mr Grant

c. The children



10 Put the verbs provided in the correct tense to complete the conditional sentences in the letter. ◆ 4 pts.



WRITING

- 11 Write a short composition of about 120 words where you talk about a personal experience. Choose a topic from the list. ♦ 10 pts.
 - **a.** My first job interview.
 - **b.** An embarrassing moment.
 - **c.** My first trip without my parents.
 - **d.** A personal emergency.

SPEAKING

12 Use your composition as a basis to talk about a personal experience with a partner. Use the question words provided in the box.

```
    How long

    How many

    How much

    How old

              What
                         When

    Where

        Which
                    Who
                              Whv
```

You: ...?

Your partner: ...

(See rubrics on Page 175).





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- ◆ Fox, Gwyneth associated editor et al. (2007). Dictionario Macmillan Castillo Español – Inglés, Inglés - español. (1st ed.). Mexico DF: Editorial Macmillan de México S.A. de C.V. Dictionary to help you with difficult words in any of the reading texts in the book.
- Mascull, B.L. (1997). Collins Cobuild Key Words in Science and Technology. (1st ed.). Harlow, Essex: Heinemann Educational Ltd. Use this book to look up key words related to science and technology. It is connected with the reading lesson in Unit 2, Two of the Elements.

- Murphy, R.M. (1997). Essential Grammar in Use. (2nd ed.). Cambridge: Cambridge University Press. Use this book to improve grammar. It is connected with all the Language Notes of the textbook.
- Peregoy, S.F. et al. (2005). Reading, Writing and Learning in ESL. (3rd ed.). White Plains, NY: Addison Wesley Publishing Company. This book helps you to improve your reading and writing skills. It is connected with all the reading and writing activities of the book.
- Rinvolucri, M. et al. (1995). More Grammar Games. (1st ed.). Cambridge: Cambridge University Press.
 This book helps you to improve your knowledge of grammar through fun activities.
- ◆ Sandler, C. and Keefe, J. (2004). 1001 Letters for All Occasions: The Best Models for Every Business and Personal Need. (1st ed.). Avon, MA: Adams Media. This book gives you more information about different types of letters. It is connected with Unit 1 of the book, Advice and Support.

◆ WEBSITES FOR THE STUDENT

- Caroline & Person B. English Grammar Lessons. English Grammar Secrets. http://www.englishgrammarsecrets.com/firstconditional/menu.php
 The First Conditional. It is connected with the Languague Note in Lesson 2, Unit 1.
- National Geographic Kids Video. National Geographic Society. http:// video.kids.nationalgeographic.com/video/ player/kids/animals-pets-kids/wild-detectiveskids/ wd-ep5-catfall.html Cats. The site provides several videos with different animals, one of which shows cats' abilities. It is connected with the section *Just for Fun* of Unit 1.
- National Geographic Stories. National Geographic Society. http://kids.nationalgeographic.com/kids/stories/spacescience/basketball/
 Sports. It is connected with Unit 4.
- National Geographic Stories. National Geographic Society. http://kids.nationalgeographic.com/kids/stories/spacescience/giantpandaraisetwins/
 How to help other people or animals. It is connected with Unit 5.
- The BBC's International Radio Station. BBC World Service.
 http://www.bbc.co.uk/programmes/p002vszm
 Listen to native speakers on the radio.

SUGGESTIONS FOR EXTRA READING

Dracula, by Bram Stoker, either in a digital from or on loan from a library, is guaranteed to capture your attention. You may have seen the film as well, so reading should be fairly easy, as you know the plot. Dracula can be downloaded free from the Project Gutenberg site at http://www.qutenberg.org/files/345/345-h/345-h.htm.

Bram Stoker (1847-1912), Irish theatre critic and author, wrote the Gothic horror novel Dracula in 1897. Dracula is often referred to as the definitive vampire novel, but it is possible that Stoker was influenced by Joseph Sheridan LeFanu's (1814-1873) Gothic vampire novella Carmilla (1872).

◆ The Adventures of Alice in Wonderland, by Lewis Carroll. In this children's classic, a girl named Alice falls down a rabbit-hole into a fantasy realm full of talking creatures. She attends a never-ending tea party and plays croquet at the court of the anthropomorphic playing cards. The website Librivox (http://librivox.org/alices-adventures-in-wonderland-by-lewis-carroll/) offers the option to listen to the MP3 of the text. It can also be downloaded in Word from http://www.literature.org/authors/carroll-lewis/alices-adventures-in-wonderland/

Nearly all libraries will have a copy of the book in Spanish. There is also a recent film version of the book, directed by Tim Burton (http://www.imdb.com/title/tt1014759/).

Lewis Carroll is the pseudonym of the English writer and mathematician Charles Lutwidge Dodgson (1832 – 1898), known especially for *Alice's Adventures in Wonderland* (1865) and *Through the Looking Glass* (1872); these children's books are also distinguished as satire and as examples of verbal wit. Carroll invented his pen name by translating his first two names into the Latin Carolus Lodovicus and then anglicising them into Lewis Carroll.

◆ The Bald Soprano (Act I), by Eugene Ionesco. Theatre of the absurd, where the language is extremely simple, but the message is deep and presented through unusual situations. The Smiths are a traditional English couple who have invited another couple, the Martins, over for a visit. They are joined later by the Smiths' maid, Mary, and the local fire chief, who is also Mary's lover. The two families engage in meaningless conversation, telling stories and relating nonsensical poems. At one point, Mrs. Martin converses with her husband as if he were a stranger she has just met.

Eugène lonesco, born Nov. 26, 1912, in Romania, is one of the foremost playwrights of the Theater of the Absurd. Ionesco came to playwriting almost by chance. Having decided to learn English, he was struck by the emptiness of the clichés of daily conversation that appeared in his phrase book. Out of such nonsensical sentences he constructed his first play, *The Bald Soprano*, which satirises the deadliness and idiocy of the daily life of a bourgeois society frozen in meaningless formalities. He died in Paris in 1994.

 Pygmalion, by George Bernard Shaw. A 1912 play, named after a Greek mythological character of the same name. Professor of phonetics Henry Higgins makes a bet that he can train a Cockney flower girl, Eliza Doolittle, to pass for a duchess at an ambassador's garden party by teaching her impeccable speech. The play is a sharp satire of the rigid British class system of the day and a commentary on women's independence.

George Bernard Shaw (1856-1950). Irish dramatist, literary critic, a socialist spokesman, and a leading figure in the 20th century theater. Shaw was a freethinker, a supporter of women's rights, and an advocate of equality of income. In 1925, he was awarded the Nobel Prize for Literature. Shaw accepted the honor, but refused the money.

Brave New World, by Aldous Huxley. The novel is set in A.F. 632, approximately six centuries after the twenty-first century. A.F. stands for the year of Ford, named for the great industrialist Henry Ford, who refined mass production techniques for automobiles. World Controllers rule the world and ensure the stability of society through the creation of a five-tiered caste system. Alphas and Betas are at the top of the system and act as the scientists, politicians, and other top minds, while Gammas, Deltas, and Epsilons are at the bottom and represent the world's industrial working class. There is strong conditioning to ensure social stability.

Aldous Huxley was born in 1894, in Godalming, England. He published his first book in 1916 and worked on the periodical Athenaeum between 1919 and 1921. Thereafter, he devoted himself largely to his own writing and spent much of his time in Italy until the late 1930s, when he settled in California. He established himself as a major author in his first two published novels, *Crome Yellow* and *Antic Hay*.

◆ Three men in a boat, by Jerome K Jerome. An example of white humour, it was first published in 1889. It is the fictional story of three London friends and a dog taking a leisurely boat trip up the River Thames. It is narrated by 'J.', whose companions are George, William Samuel Harris and the dog, Montmorency. During a sociable evening in J.'s room, the three men convince themselves that they have various illnesses. Their collective diagnosis is overwork, and they prescribe themselves a fortnight's holiday. They settle on a boating trip, travelling on the Thames by day and camping out in the hired boat at night.

Jerome K Jerome was born in Walsall, England in 1859. He was an English writer and humorist of the late 1800s, early 1900s. His writing style was warm, funny, and unintellectual, reasons for his popular and wide following. He also wrote *The Idle Thoughts of an Idle Fellow*, later co-editing a monthly magazine called *The Idler*. He also wrote plays.

- If you enjoy reading English-language poetry, there is a website that offers a wealth of free poetry online. It is available without registration at http://famouspoetsandpoems.com. You can find poems either by writer or by subject. There are also famous quotes, poets of the month and many others. The site offers 45 poems by Pablo Neruda and 3 poems by Gabriela Mistral in English.
- If you are interested in teen writing or want to read stories written by your peers, visit http://www.wattpad.com/stories/teen-fiction/ short-story?view=hot&page=3. There are literally hundreds of short stories about teen issues written by young people from around the world.

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SOME WEBSITES

Listening comprehension

- Song lyrics and activities for ESL; includes matching, cloze, and other interactive exercises. http://www.isabelperez.com/songs.htm
- A list of songs with related activities to practise vocabulary, grammar, sounds, etc. http://www.musicalenglishlessons.org/popsongs/index.htm

Reading comprehension

- Free printable worksheets and activities. http://www.abcteach.com
- English lesson plans & podcast for studying current events and news. Ready-to-print handouts with downloads & quizzes.

http://www.breakingnewsenglish.com

Speaking

 Resources for teaching English including lesson plans, worksheets, audio, video and flashcards. http://www.onestopenglish.com Extensive list of links for school and home practice. http://www.proteacher.com

Writing

- Guided Writing Exercises for ESL, EFL, TESOL and TEFL English Students. http://esl.about.com/library/lessons/bl_guided_
 - writing.htm
- Information and resources on how kids learn to read, and how adults can help. http://www.readingrockets.org
- A complete guide to understand the differences between writing formal and informal letters in English.
 - http://esl.about.com/library/lessons/blwrite_informalletter.htm
- Lessons for learners, including fun pages like games, quizzes and chat.

http://www.englishclub.com

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◆ GLOSSARY

Adjective: (n.) a word that describes a noun or pronoun

Adverb: (n.) a word that describes or gives more information about a verb, adjective, adverb, or phrase.

Adverbial phrase: a group of words that describe or give more information about a verb, adjective, adverb, or phrase.

Adverbs of degree: they tell us about the intensity of an action, an adjective, or another adverb.

Adverbs of manner: they tell us how something happens.

Clause: (n.) a group of words, consisting of a subject and a finite form of a verb.

Coherence: (n.) the logical connections that readers or listeners perceive in a written or oral text.

Cohesion: (n.) the grammatical and lexical links within a text that hold it together and give it meaning.

Collocation: (n.) a sequence of words or terms that co-occur more often than would be expected by chance.

Conditional sentences: (also known as Conditional Clauses or *If* Clauses). They are used to express that the action in the main clause (without *if*) can only take place if a certain condition (in the clause with *if*) is fulfilled.

First person: referring to personal pronouns *I* (singular, referring to yourself)) or *we* (plural, referring to yourself with others). *I* and *we* are said to be in the subjective case because they can be used as the subject of a sentence.

Gerund: (n.) a noun made from a verb by adding —ing; you can use a gerund as the subject, the complement, or the object of a sentence.

Graphic organiser: (also known as knowledge map, concept map, story map, cognitive organiser, or concept diagram). Communication tool that uses visual symbols to express knowledge, concepts, thoughts, or ideas, and the relationships between them. Its main purpose is to provide a visual aid to facilitate learning.

Infinitive: (n.) the basic form of a verb, without an inflection binding it to a particular subject or tense. It usually follows *to*.

Modal verbs: they are used to express ideas such as possibility, intention, obligation, and necessity.

Noun: (n.) a word that refers to a person, place, object, event, substance, idea, feeling, or quality.

Noun phrase: a word group with a noun or pronoun as its head; the simplest noun phrase consists of a single noun; the noun head can be accompanied by modifiers, determiners (such as *the, a, her*), and/or complements.

Phrase: (n.) a group of words which are often used together and have a particular meaning; a phrase functions as a part of speech and includes a head (or headword), which determines the nature of the unit.

Preposition: a word (one of the parts of speech) that shows the relationship between a noun or pronoun and other words in a sentence.

Prepositional phrase: the combination of a preposition and a noun phrase.

Present Continuous: verb tense used to express the idea that sth is (or is not) happening now, at this very moment. Its structure is: form of to be + -ing form of main verb.

Present Perfect: verb tense used to express the idea that sth happened at an unspecified time before now; the exact time is not important; for or since are often used with this tense. Its structure has/have + is + past participle of main verb.

Present Perfect Continuous: verb tense used to express the idea that an action started in the past and stopped recently; there is usually a result now. This tense is also used to refer to an action that started in the past and is continuing now; for or since are often used with this tense. Its structure is has/have + been + -ing form of main verb.

Pronoun: a word that can replace a noun or another pronoun; they are used to make sentences less repetitive. Grammarians classify pronouns into several types: personal, demonstrative, interrogative, indefinite, relative, reflexive, and intensive.

Proofread: (v.) to find and correct mistakes in text before it is handed in, printed, or put online.

Provided: (adj., v.) given, offered, presented.

Question: (n.) a sentence or phrase used to find out information; in an exam, a problem that tests a person's knowledge or ability

Role play: (v.) to pretend to be someone else, especially as part of learning a new skill.

Rule: (n.) a principle of a system, such as a language or science.

Scanning: speed-reading technique that consists of looking over a text quickly and systematically in order to find very specific information.

Sentence: a group of words that are put together to mean something. It is the basic unit of language which expresses a complete thought.

Simple Past tense: verb tense used to express the idea that an action started and finished at a specific time in the past.

Skimming: speed-reading technique that consists of rapidly moving the eyes over a text with the purpose of getting only the main ideas and a general overview of the content.

Statement: an affirmative or negative sentence that is not a question or command.

Structure: the way that words or parts of speech are arranged or put together.

Subject: the person or thing which performs the action described by the verb.

Synonym: a word or phrase that means the same as another word or phrase.

Tense: form of a verb that shows us when the action or state happens, past, present or future.

Tone: a writer's attitude toward subject, audience, and self. It is primarily conveyed through diction, point of view, syntax, and level of formality.

Verb form: English verbs have five basic forms: the base form, the -s form, the -ing form, the past form, and the past participle form. There are two types of past forms, for regular and irregular verbs.

Taken from:

- http://dictionary.cambridge.org/dictionary/ learner-english/
- http://www.aacc.edu/tutoring/file/skimming.pdf
- https://www.englishclub.com/learn-english.htm
- http://www.bbc.co.uk/learningenglish/
- http://learnenglish.britishcouncil.org/en/
- http://www.learn-english-today.com/
- http://www.elllo.org/
- http://easyworldofenglish.com/
- http://www.languageguide.org/english/



READING:

(Bernadette M. Smyth)

I steered through fantastic streets of boisterous traffic, past glittering buildings and footpaths that moved with shoppers. I beeped the horn when I saw Mrs Sweeney.

"Hop in!" I shouted.

"The town's mad today," she said, getting into the car.

"Packed! There's hundreds in town."

"Thousands more like."

"Millions even – I'd say there's easily a million people doing their shopping today."

Mrs Sweeney tightened her headscarf.

"Plenty of groceries there," I said. "Sure! I have ten mouths to feed, Diamond."

"Ten kids? That's nothing – I have fifteen."

"Humph! If I only had fifteen children I'd be laughing- I have twenty, you know."

"You said ten!"

"No, no, Diamond, ten at the moment; John-Joe, Jimmy, Jamesy, Jemmy, Mary-Concepta, Concepta-Mary, Penelope, Agnes, Ignatius, and Alphonsus are away on holiday."

I went back to the steering.

"How's Paddy's leg?" I enquired.

"Gone."

"Gone?"

"Chopped off!"

"How does he manage?"

"Sure he has to hop."

"That's desperate!"

"It is, Diamond, especially with twenty

children knocking him over."
"Still," I said, "isn't it better to be
missing a leg than have an extra one?
There's my Johnny and he's an awful
bother with the three legs."

"Three? That's nothing – I have a brother with four."

"Four legs, Mrs Sweeney?"

"Four – he has to crawl, poor thing, so he does."

"And does he have a tail?"
"No ..."

Mrs Sweeney's voice collapsed as she looked towards the house. Mummy was standing at the kitchen window.

"I've told you two already!" she shouted, "No playing in the car! GET INSIDE NOW!"

Michelle scrambled out of the car, leaving behind Mrs Sweeney and her phantom groceries, Paddy and Johnny, and the village of characters who lived in the space between the car's upholstery and our imaginations.

I ran after her, over the path, and into the house, where our tea was waiting.



Taken from: Smyth, B.M. (2009). Fish Anthologies: Stories and Poems to Read Online.

Retrieved April 23, 2013, from http://www.fishpublishing.com/short-stories-to-read-online.php

Bother: (n.) an annoying situation, thing, or person. Upholstery: (n.) soft covering on the seats of a car.

- 1 Tick () the best title for the short story on Page 141.
 - Shopping for the family
 - In the car b.
 - Traffic problems
 - Lots of children
- 2 Read the short story again and correct these false statements (a e).
 - a. The driver of the car is Mrs Sweeney.
 - **b.** Diamond has ten children.
 - **c.** Five of Mrs Sweeney's children are on holiday at the moment.
 - **d.** Mrs Sweeney's husband has lost an arm.
 - **e.** The conversation ended when the telephone rang.
- 3 Fill in the blanks in these sentences about the short story (a d) with the best connector from the box.
 - althoughas long ashoweverifsotherefore
 - a. The town's packed today; _______, Mrs Sweeney has managed to do her shopping.
 - **b.** ______ Paddy's leg was chopped off, he hops around on one.
 - c. Mrs Sweeny has a very big family, ______ she has to buy a lot of groceries.
 - **d.** It's an awful bother ______ a person has three legs.
- 4 Complete these sentences based on the short story. You may use your own ideas as well.
 - **a.** You can move easily through traffic provided that ______
 - **b.** If you have many mouths to feed, _____
 - c. It is desperate to hop around if _____
 - **d.** I realised there was something strange in the conversation when _____

Reading target strategy

While reading: Look for the most important ideas and underline them. It will be much easier to choose the correct title.

LISTENING: UNDERSTANDING ADOLESCENCE

5 C14 Listen to the conversation and identify the speaker who says each of these sentences.

Mum Girl Boy **a.** We are a little worried. **b.** You're changing, and that can be very confusing. c. I feel I do not know my own body.

| | d. How about some lunch, now? | | | | |
|-----|--|-------------|-------------|--------------|---|
| | 4 | | | | |
| 6 (| 14 Listen again and fill in the blanks in thes | se sentence | s with only | ONE word | |
| ā | . Are you having | | | _ at school? | ? |
| k | b. We get | | | very easily | • |

- **c.** They make me feel as if I've said something _____ **d.** Don't think I haven't _____ how changeable your mood is.
- **e.** This ______ your mood.
- **7** Choose the sentence that best summarises the ideas in the conversation.
 - a. Teenagers always have a fantastic time.
 - **b.** Teenage boys are more complicated than teenage girls.
 - **c.** Adolescence is a temporary period of changes.
- 8 Complete this chain of events based on the conversation in the Listening section using the First Conditional.

a. If the children have problems, ______.

- **b.** If they talk to their mother, ______.
- **c.** If she gives them some advice, _____
- **d.** If they feel better, ___
- e. If they are not so moody, _____







Connect the title of the listening activity with your previous knowledge about the topic

Before listening:

Listening target strategy

(adolescence). This will help you understand more easily.

Listening target strategy

To answer Exercise 8, take advantage

of what you already know about the

topic, and make your own conclusions. Compare your answers

After listening:

with a partner.

VOCABULARY

9 Which words from the box can you use to replace the words you wrote to fill in the blanks in Exercise **6**?

10 Match the words in the box with their definitions below.

```
• ANGER • BINGE • FRIENDSHIP • GLOVE • HEALTHY
• PLAYFUL • SHY • SLEEPOVER • SWEATSHIRT • UPSET
```

- **a.** An item of clothing similar to a sweater, but usually made of cotton.
- **b.** The opposite of sick. _____
- **c.** Introverted or nervous in the company of other people.
- **d.** The state of being angry.
- **e.** What you wear on your hands when it is cold.
- **f.** When children or teenagers spend the night at a friend's house.
- **g.** Unhappy or worried.
- **h.** A period of time when a person does too much of something.
- i. Full of energy and eager to play.
- j. A relationship between friends.
- Read this dialogue and fill in the blanks with some of the words from Exercise 10. Then, read and practise the dialogue in pairs.

Mum: Sara! What is this s_____ doing on the floor? And these g_____??

Sara: It wasn't me, mum. I think it was our dog.

Mum: Oh, it doesn't matter then. He's such a cute and p_____ dog.

Sara: So, you're not angry with him?

Mum: Oh no, a playful dog is the same as a h_____ dog.

Sara: Even when you are in the middle of a cleaning b_____ and you want everything to be really clean?

Mum: Well, yes.

Sara: Wow, mum. You've changed.



READING: EARTHWATCH INSTITUTE

EARTHWATCHINSTITUTE

If you want to find out what YOU can do to change the world, explore what we are all about.

EARTHWATCH Institute is an international non-profit organisation which supports worldwide scientific field research through its scientists and volunteers working together to improve our understanding of the planet.

If you are an EARTHWATCH member, you will work side by side with distinguished field scientists in seven areas of research: World Oceans, World Forests, Biodiversity, Cultural Diversity, Learning from the Past, Monitoring Global Change, and World Health.

For nearly 40 years, EARTHWATCH has protected our shared planet. Now, we need you to face today's most pressing environmental emergencies: climate change, declining ocean health, unsustainable resource management, and threatened cultures.

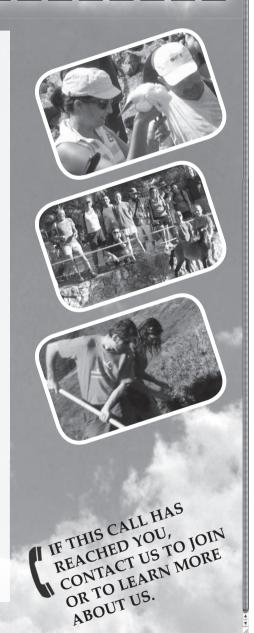
Unless we bring together an inclusive community of scientists, corporate and non-profit partners, teachers, students, and everyday citizens, EARTHWATCH will not be able to find creative ways to respond to the challenges of our generation.

If you or anyone you know fits the categories above, join us now!

When you join us, you will be taking action to solve some of the problems of our planet.

Reading target strategy

Before reading:
Read the title and look at the pictures to get an idea of what the text will be about.



Adapted from: (2011) Earthwatch Institute. Retrieved January 17th, 2011, from http://www. earthwatch.org

Non-profit: (adj.) without the aim of making a profit or money. Threatened: (adj.) in danger of suffering serious damage.

1 Read the text on Page 148 quickly. What is its purpose? a. To promote 'green' activities. Reading target strategy **b.** To enroll volunteers. While reading: **c.** To sell environmentally friendly products. Read the text and infer what the different areas of research may do. 2 Read the text carefully now. Are these statements true (T) or false (F)? by simply reading their names. You may use a dictionary. **a.** The volunteers work together to improve our understanding of the planet. **b.** If you are a member of Earthwatch, you will work side by side with young children. 3 Read the text again. Which of the areas of research in box A can deal with the problems in box \mathbf{B} ? Α **a.** Biodiversity **b.** Cultural Diversity c. Learning from the Past **d.** Monitoring Global Change **e.** World Forests f. World Health **q.** World Oceans В i. Climate change ii. Declining ocean health iii. Threatened cultures iv. Unsustainable resource management 4 Read the text once more and find the answer to these questions. **a.** What countries receive support from this organisation? **b.** Who are the participants Earthwatch needs to involve in its projects? 5 Complete these conditional sentences from the reading text. Read the text again to check them. a. Contact us if ___ **b.** If you are an EARTHWATCH member, you **LISTENING: INTERNATIONAL RESCUE CORPS** 6 Listen to the interview and tick () the correct alternative (i - iii) to

| complete the sentence | complete the sentences (a - c). | | | | |
|--|---------------------------------|-------------------|--|--|--|
| a. One of my neighbo | urs helped to set up the | IRC way back in | | | |
| i. 1980. | ii. 1981. | iii. 1982. | | | |
| b. I've been on eight n | nissions abroad – seven | earthquakes and a | | | |
| i hurricane. | ii tornado. | iii tsunami. | | | |
| c. We carry our own specialist equipment for finding and saving people who are trapped in collapsed | | | | | |
| i buildings. | ii houses. | iii structures. | | | |

Reading target strategy

Before listening: Before you listen to the interview, read all the sentences and alternatives. In this way you will be more prepared to tick the correct answer.





Listening target strategy

While listening: Take notes while you are listening and focus on answering the questions you have been asked.

| sten to the interview again and number the following questions in the you hear them. |
|--|
| 24/1 1/ 1/ 1/ 2 |

a. ____ What's the most amazing survival story you have come across? **b.** ____ How many missions have you been on?

c. ____ How did you get involved with the International Rescue Corps?

- 8 22 Listen once more and answer these questions.
 - **a.** Why did Paul join the IRC?
 - **b.** What missions has he been on?

| c. | What was the most amazing survival story for him? | | | |
|------|---|------------------------|--|--|
| VOCA | BULARY | | | |
| | ead the definitions and find the words in the reading ges 148 and 149 . Compare answers with a partner. | and listening texts on | | |
| a. | A person who does a job without being paid for it. | V | | |
| b. | A large cupboard for hanging clothes in. W | | | |
| c. | The regular pattern of weather conditions of a parti | cular place. | | |
| | C | | | |
| d. | An area of land which is thickly covered with trees. | F | | |
| e. | A device that is used for recording sounds or for ma M | king sounds louder. | | |
| f. | f. To help or encourage somebody or something. S | | | |
| g. | . A person who lives next to or near you. N | | | |
| h. | To save somebody or something from a dangerous | situation. | | |
| | R, | | | |
| | e some of the words in the Crossword puzzle to fill in ese sentences. | n the blanks in | | |
| a. | a. and engineers are working together to find a solution. | | | |
| b. | Environmental groups strongly | our proposal. | | |
| | His only chance of | | | |
| d. | Only some people are aware of the threat of global | change. | | |
| e. | e. Our next-door are very noisy. | | | |



READING: COOLWORK SUMMER ADVENTURES

ALASKA

COOLWORK SUMMER ADVENTURES

- I. Work in the beauty of Alaska's rainforest – choose from our great variety of summer jobs!
- II. Our guests experience the beauty of our forest and wildlife while flying across a series of steel dual cable zip lines and traversing sky bridges perched high in the trees. Our expertly trained guides ensure guest safety and enjoyment.
- III. Alaska Canopy Adventures operates excursions in Ketchikan and Juneau. Our goal is to provide the best and most memorable tour experience in Alaska!
- IV. Safety and customer service are our top priorities, and we are always looking for energetic people to join our professional team!
- V. Available positions include Canopy Guide, Course Supervisor, Tour Coordinator, Lead Tour

- Coordinator, Store Clerk, Driver, Boat Captain, and Deckhand.
- VI. Applicants must have a strong commitment to risk management. Our tours involve working at great heights, so it is very important that a successful applicant have the willingness and commitment to take on responsibility for participants' safety at all times. ACA will train the qualified applicants to be the best at their job. All trainees must pass a written and on-the-job skills test prior to guiding.
- VII. Click on 'Learn More' to read valuable information about employment with Alaska Canopy Adventures. After reviewing the complete Job Description, follow the links to download an employment application.



✓ → Go







Our positions fill up quickly, so don't waste any time and apply today!

Internet

Reading target strategy

While readina:

Whenever you read a text, look for the main topic of each of its paragraphs. This will help you find specific information more quickly.

| 1 | Read the text. | Match each | paragraph (I - | VII) with | what it includes | (a - g). |
|---|----------------|------------|----------------|-----------|------------------|----------|
|---|----------------|------------|----------------|-----------|------------------|----------|

| a. | Description of an activity. | Paragraph |
|----|------------------------------------|-----------|
| b. | Instructions. | Paragraph |
| c. | Invitation. | Paragraph |
| d. | Job requirements. | Paragraph |
| e. | Listing of positions offered. | Paragraph |
| | Statement of company's objective. | Paragraph |
| | Statement of company's priorities. | Paragraph |

2 Read the text again and complete this factfile about the advertisement.

| Name of company: | | |
|---------------------------------------|--|--|
| Places where they operate excursions: | | |
| Available positions: | | |
| Two requirements for candidates: | | |
| Training offered: | | |

Reading target strategy

After reading:

You can take some ideas from the text to complete the sentences. Pay attention to the way the verbs go when they are next to words or phrases such as should, might, you'd better.

- 3 One of your friends wants to get a job with ACA. Complete these sentences with proper recommendations and suggestions.
 - **a.** First of all, you should _
 - **b.** To improve your possibilities, you might __
 - **c.** To make sure you are considered for the position, you'd better ____

LISTENING: INTERVIEW WITH A DJ

- 4 C31 Listen to this interview and mark with a tick () the characteristics mentioned.
 - **a.** ____ Club DJs are very popular these days.
 - **b.** ____ Whether you have a good time or not at a club depends very much on the skills of the DJ.
 - **c.** ____ DJs should be able to play several musical instruments.
 - **d.** ____ You need a great deal of co-ordination.
 - **e.** ____ This is an extremely demanding job.
 - **f.** ____ Club music should be managed only by professional DJs.
 - **g.** People go to see their favourite DJs like fans go to see bands.

Listening target strategy

Think of everything you know that is

related to DJs or clubs, and try to

predict which characteristics from

Exercise 4 you need to tick.

Before listening:



| 4 | Listen to the interview and unscramble the letters to get the correct swers. |
|----------|---|
| a. | What's the DJ's name? RBDA RWENDAS |
| b. | Apart from dancing, why do people go to discos nowadays? ORF HET CUSIM |
| c. | What do DJs often operate at once? EHRTE BASTRENLUT DAN NEO RO WOT DC REPYSAL |
| _ | e information from the interview to complete these recommendations d suggestions for someone who wants to be a DJ. |
| a. | To play with the records and use the huge modern decks, you |
| b. | When you arrange and build a set at a club, you |
| | e words in the box appeared in Unit 2. Use some of them to fill in the anks in the sentences (a – d). Then, make new sentences with three of them • damage (n.) • exit (n.) • homeless (n.) • muddiness (n.) • prevent (v.) • remains (n.) • supply (n.) • withstand (v.) |
| b. c. | The storm caused severe in the small coastal towns. If we learn and practise the traffic code, we can many accidents. The materials you use must be able to high temperatures. We are taking part in a project to help people. |
| со | hich words in the reading text COOLWORK SUMMER ADVENTURES rrespond to these descriptions (a - e)? The number of letters in each word indicated by the number of lines (). |
| a. | : (noun) a person who makes a formal request for something (applies for it), especially for a job, a place at a university, a scholarship, etc. |
| b. | : (noun) a strong hard metal that is made of a mixture of iron and carbon. |
| c. | : (noun) animals, birds, insects, etc. that are wild and live in a natural environment. |
| d. | : (adi.) placed in a high and / or dangerous position |

9 Choose words from Exercises 7 and 8 to play Hangman in your group.

: (noun) several different sorts of the same thing.



While listening:
Read the questions in Exercise 5 quickly. While you are listening, focus on the answers to those questions and ignore the rest.





READING:



Reading target strategy

Before reading:
Before you read, take a look at the photos and predict what the text is going to be about. Use your previous knowledge.



A widely accepted definition of parkour: it is the safest, quickest, and most efficient route (a.) _____ one point to another.

In the early 1980s, a French teen named David Belle was introduced to obstacle course training and the 'Natural Method of Physical Culture' (b.) _____ his dad, a former soldier and firefighter who used these methods (c.) ____ find quick ways of getting out of complicated situations with any chance of survival.

David met brothers Yann and Frederic Hnautra, Sébastien Foucan and David Malgogne; they created a group called the Yamakasi (which means strong spirit, strong body, strong man).

(d.) _____ the years, their skills improved tremendously as they practised what they called *art du déplacement*.

(e.) _____ more than twenty years, the popularity (f.) _____ the discipline grew, but with great success, tension rose within the Yamakasi. David Belle, Sébastien Foucan, and the Yamakasi took their separate paths. David developed what is now known as *parkour* and Sébastien used the term *freerunning*.

Parkour is used (g.) _____ athletes, called *traceurs*, as a method for physical and mental fitness and as a lifestyle (h.) ____ which values developed through parkour are also practised in other areas in the individual's life.

This system can be used (i.) _____ people in different areas of work; it can be applied to getting to a destination or escaping (j.) _____ a risky situation, but the training encompasses creativity, critical thinking, responsible exercise, and much more.

Adapted from: (2006). Parkour and Freerunning FAQ. Retrieved on January 28th, 2007, from http://www.ncparkour.com.



- Read the article on Page 151 and choose the title $(\mathbf{a} \mathbf{c})$ that best represents it.
 - **a.** ____ Parkour A personal experience
 - **b.** ____ Parkour and other extreme sports
 - c. ____ Brief history and description of parkour
- 2 Read the text quickly. What is its purpose? Circle the best option.
 - a. To promote parkour.
 - **b.** To describe parkour.
 - **c.** To list the risks of parkour.
- **3** Put the prepositions in the box back in the article $(\mathbf{a} \mathbf{j})$.

- 4 Read the text again and find the following elements.
 - **a.** Two other names for parkour.
 - **b.** Two reasons why parkour is used by athletes.
 - **c.** Three essential components of parkour training.

LISTENING: WHAT'S YOUR QUESTION?

5 Listen to this phone-in radio programme and tick the topic corresponding to each caller (1st, 2nd, or 3rd).

| | 1 st | 2 nd | 3 rd |
|-------------------------------|-------------|-----------------|-----------------|
| a. Fear of getting hurt | | | |
| b. Legality of parkour | | | |
| c. Parkour training at home | | | |



- Write who said these sentences, the presenter (P), Jack (J), the 1st, 2nd, or 3rd caller. Careful! The sentences are not in the order they appear in the programme!
 - **a.** _____ Thanks again, Jack. And the last call for today.
 - **b.** _____ Practising parkour movements isn't the only part of training.
 - **c.** _____ My friends and I would like to start a parkour community in Maryland.
 - **d.** _____ Hi, I'm Devin.
 - **e.** _____ Hello, my name's Wanda. I'd like to practise parkour.

Reading target strategy

Underline the most important idea

purpose of the text.

While readina:

- 7 Listen to the programme again and circle the word you hear.
 - **a.** First of all, start slow and down / low.
 - **b.** My friends and I want / would like to start a parkour community in Maryland.
 - **c.** Concentrate on giving parkour a *positive / serious* image.
- 8 (39 Listen to the programme once more. <u>Underline</u> and then correct the incorrect information in the following sentences.
 - **a.** Jack Cartoon is with us today to answer your questions about parkour.
 - **b.** Perhaps you just need to drill the movement in the same way.
 - There's also cardiovascular fitness and muscular development

| c. There's also cardiovascular fitness and muscular development. | | | | | | |
|--|---|--|--|--|--|--|
| OCABULARY | | | | | | |
| P Read this dialogue and fill in the blar practise it with a partner. | nks with words from the text. Then, | | | | | |
| Bill: Look! That guy is jumping fro | m that roof! | | | | | |
| Paula: Yes, he's doing | | | | | | |
| Bill: Parkour? What's that? | | | | | | |
| Paula: It's a sport that consists of mo | oving from one point to It's | | | | | |
| Bill: It must be very difficult. | | | | | | |
| Paula: It is. You need to be an | to do it. | | | | | |
| Bill: I guess so. You could break a | bone if you're not. It's very | | | | | |
| listening text. The definition is provide | | | | | | |
| a. <u>C</u> : | a group of people who share the same religion, race, job, interests, etc. | | | | | |
| b. R: | afraid, feeling fear. | | | | | |
| c <u>V</u> : | an act of moving the body or part of the body. | | | | | |
| the feeling that you can trust, believe in and be sure of the abilities or good qualities of somebody / something. | | | | | | |
| the process of preparing to take eN: part in a sports competition by doing physical exercise. | | | | | | |
| f <u>T:</u> | the quality of being physically strong. | | | | | |
| | | | | | | |

Listening target strategy

While listening:

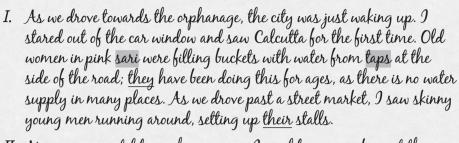
In Exercise 7, you will need to discriminate betwen two different words. If necessary, ask your teacher to help you with their pronunciation, so that you are better prepared for it.

Listening target strategy

While listening:

If there are words or phrases that you don't understand, pay attention to the context and make use of your previous knowledge about the topic.

READING:



II. My companion told me she was sure I would enjoy working at the orphanage. "I have been working with the youngest children only since last year; I'm in charge of feeding them and it's great," she said.





- III. The orphanage was a simple concrete building. When we entered, a group of children ran up to us, shouting and laughing. Several volunteers came to meet me; one of them said: "We have been preparing your welcome party for two weeks, so come and enjoy the children's presentation." While we waited, one of them told me a little about the place.
- IV. "There are about 40 children in the orphanage, all under six. Many of them have been living here since the orphanage opened, three years ago. Some have mental or physical disabilities and have been abandoned by their parents. In some cases, their parents have brought them to the orphanage because they are too poor to look after them. However, the children seem happy here. They have found a home and people who love them."



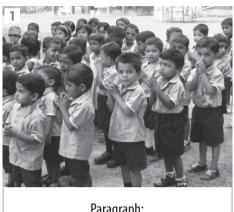


Taken from: ECC files.

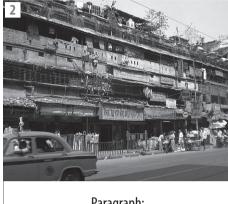
Reading target strategy

While reading: Try to visualize what you're reading, so that you have a clearer idea of what the text is trying to say.

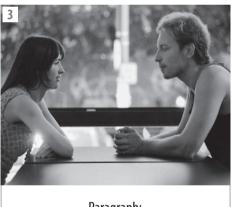
- 1 Read the text and match these phrases or sentences $(\mathbf{a} \mathbf{d})$ with the paragraph (I - IV) they summarise and with the picture that best illustrates it (1 - 4).
 - **a.** The arrival at the orphanage.
 - **b.** The reasons why children are in the orphanage.
 - **c.** The volunteer's first impressions of Calcutta.
 - **d.** Working at the orphanage is a great experience.

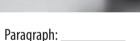


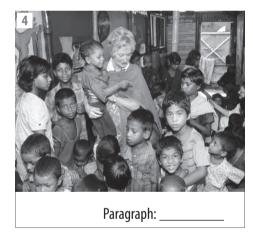












Reading target strategy

While reading: Pronouns (*she*, *he*, *him*, *them*, etc.) and possessive adjectives (their, his, my, etc.) are very important in a text, because they are used in place of a noun. When you read, always pay attention to them and check what noun they are replacing, to avoid confusion.

2 What do the <u>underlined</u> words in the text refer to?

they refers to ______. **a.** Paragraph I:

their refers to ______.

b. Paragraph II: she refers to ______.

them refers to _______. c. Paragraph III: we refers to .

we refers to .

d. Paragraph IV: they refers to ______.

them refers to ______.

LISTENING: PHONE HELP

| | Listen to the interview and number the following sentences (a - c) in the er you hear them. | Listening target strateg |
|-------|---|--|
| a. | There are classes to assess your ability and your aptitude. | While listening: To succeed in Exercises 3 and 4 , pay |
| b. | We are short of volunteers! | exclusive attention to the sentences |
| c. | What kind of people call the Samaritans? | they show you, and ignore the rest. |
| | Listen to the interview again and complete these sentences (a - c) with many words as necessary. | |
| a. | I think our societyquickly. | |
| b. | Why a Samaritan? | |
| c. | You may well learn in that time that you're! | |
| 5 4 | Listen to the interview again and find the answer to these questions (a - b). | |
| a. | Why does our society need the Samaritans? | |
| b. | If someone wants to be part of the Samaritans, what should they do? | |
| | Read the text and listen to the interview again and provide the required ormation using the Present Perfect Continuous. | |
| a. | Water from taps at the side of the road. How long? Women | |
| b. | Preparation of welcome party. How long? | |
| c. | Result of being short of volunteers at the Samaritans. Henry | While listening: Take advantage of the text and the |
| /OCAE | BULARY | interview. They will tell you exactly what to write in Exercise 6 . |
| 7 Ros | nd the clues (a - n) to find the letters that form a phrase related to this unit | |

e. f. g. h. i. j. k. l. m. n. o. p. a. b. c. d.

- a. The second letter in Britain's most famous writer's surname.
- b. The first letter in the name of one of the Bronte sisters.
- c. The first letter in a lovely feeling.
- **d.** The last letter in the road sign that indicates that you can't drive on.
- e. The first letter in the name of a very famous Hollywood prize.
- f. The fourth letter in the second month of the year.
- g. The last letter in the opposite of small.

- **h.** The first letter of the alphabet.
- i. The first letter in the opposite of yes.
- j. The letter used to refer to oneself.
- **k.** The letter normally used to form regular plurals.
- **I.** The beginning of Alice.
- m. The first letter in the piece of furniture with a flat top supported by legs.
- **n.** The second letter in the last meal of the day.
- **o.** This very same letter.
- **p.** The first letter in a prominent part of your face.

LANGUAGE REFERENCE



VERB TENSES

1 Present Simple

We use the present simple for:

- regular actions and routines, often with a time expression (see below): We go abroad every year.
- permanent situations: Steven Spielberg makes great films.
- general truths: The sun rises each morning.
- fixed timetables: The film doesn't start until 8 p.m.

| Affirmative | | Negative | Interrogative |
|--------------------------|---------------------------------------|---|--|
| You We You They | go to school by bus. | I You We You They | Do { You We You They} like swimming? Yes, do. No, don't. |
| He She It | > play<u>s</u> in the garden . | He She It It It It It It It It | Does { He She It } get up early? Yes, does. No, doesn't. |

Time expressions often used with the present continuous

- Usually before the main verb or after auxiliary/modal verbs: never, rarely, hardly ever, sometimes, frequently, often, usually, always.
- Usually at the end of a sentence: every day / week / month / year, etc., in the morning / afternoon, etc., on Mondays / Tuesdays, etc., once / twice / three times, etc. a day / week / month, etc.

2 Present Continuous

We use the present continuous for:

- actions happening now: Look! They 're making a film!
- temporary situations: We **are living** t my grandparents' house at the moment.
- plans and arrangements in the future: I'm meeting my friends tonight.

| A | ffirmative | Negative | Interrogative | | | | |
|--------|--------------|------------------------------|---|--|--|--|--|
| l am | writing now. | I' m not playing now. | Am (I) | | | | |
| You We | are running. | You We They We They | Are You We They studying? Yes, am/are/is. | | | | |
| He She | s sleeping. | He She It | Is He No, 'm not/ aren't/ isn't | | | | |

Time expressions often used with the present continuous

- Usually after the auxiliary: still, currently.
- Usually at the end of a sentence: at present, at the moment, now.

3 Past Simple

We use the past simple for:

- events that are finished or that happened at a definite past time: *The first man landed on the Moon in 1969*.
- a sequence of completed past events: The explorers **woke up**, **had** breakfast and **started out** across the snow.

| Affirmative | | | Negative | Interrogative | | |
|-------------|-------------------------|--------|--------------------|---------------|--------|-------------|
| 1) | | 1 | | | | |
| You | | You | | | You | |
| He | | He | | | He | V |
| She | played volleyball. | She | > didn´t watch TV. | Did < | She | Yes, did. |
| lt | ate fruit salad. | lt | | Diu | lt | No, didn't. |
| We | | We | | | We | |
| You | | You | | | You | |
| They J | | They / | | | They) | |

4 Past Continuous

We use the past continuous for:

- actions in progress at a specific moment in the past: I was working last night at 9.00.
- temporary action or situations in the past: In November last year, we were studying for our final exams.
- two actions in progress at the same time in the past: I **was reading** while my friends **were playing** cards.

| Affirmative N | egative | Interrogative | | | | |
|---|------------------|-----------------------------|--|--|--|--|
| I was doing homework. I wasn't watching TV. | | | | | | |
| You You | Were . | You | | | | |
| We were running. We were | en´t talking. | We | | | | |
| They They | | They eating? Yes, was/were. | | | | |
| He He | | He No,wasn't/ weren't. | | | | |
| She was sleeping. She wasn | n't playing. Was | < She | | | | |
| | | (It) | | | | |

5 Past Perfect

We use the past perfect for:

• a past action that happened before another past action or time: I **had** already **finished** my homework when my mother arrived.

| Affirmative Negative | | Interrogative | | | | |
|----------------------|--------------------|---------------|-------------------|--------|---------|-------------|
| I \ | | I \ | | | (I You | |
| He | | He | | | He | |
| She | had studied. | She | > hadn't cooked. | Had < | She | Yes, had. |
| lt | had seen the film. | lt | hadn't drunk tea. | liuu \ | lt | No, hadn't. |
| We | | We | | | We | |
| You | | You | | | You | |
| They) | | They) | | | They , | |

Time expressions often used with the past

• Usually at the end of a sentence: ago, yesterday, yesterday morning / afternoon / evening, last night / Monday / week / month / year, etc., in 1980, etc,.

6 Present Perfect Simple

We use the present perfect simple for:

- actions that have continued from some time in the past until now: He's been a teacher for five years.
- actions that happened in the past but the time is not known or stated: We 've eaten Chinese food.
- actions or situations that have a connection to the present: Oh no! I've lost my purse!

| | Affirmative Negative | | Interrogative | | | |
|--------------------------|----------------------------|--------------------------|---------------------|--------|--------------------------|---|
| You We You They | > have eaten sushi. | You We You They | > haven't done it. | Have < | You We You They | seen the film? Yes, have. No, haven 't. |
| He She | has been to Europe. | He She | hasn't played well. | Has - | He She | wum in a lake? Yes, has. No, hasn't. |

7 Present Perfect Continuous

We use the present perfect continuous:

- for actions that began in the past and are still continuing: I've been learning to play the guitar since I was 12.
- for recent activities when we can see the result: You're covered in paint. **Have** you been painting?
- to emphasize the duration of an activity or situation: We 've been walking for hours!

| | Affirmative Negative | | Interrogative | | | |
|--------------------------|----------------------|--------------------------|-------------------------|--------|--------------------------|---|
| You We You They | ≻ have been eating. | You We You They | > haven´t been running. | Have < | You We You They | been painting? Yes, have. No, haven 't. |
| He She It | ≻ has been playing. | He She | hasn't been sleeping. | Has - | He She | been drinking? Yes, has. No, hasn't. |

Time expressions often used with the past

- Usually after the auxiliary: just, still, already, never, ever.
- Usually at the end of a sentence: yet, lately, recently, for (period of time), since (point in time or clause).

8 Future Simple

We use the future simple for:

- predictions about the future when there is no present evidence: I think life in the future will be quite different from now.
- decisions and offers made at the time of speaking: Don't worry about the washing-up. I'll do it!
- promises, offers and requests: I won't forget, I promise! / We'll give you a hand with your homework.

| Affirmative | | Negative | Interrogative | | Interrogative | |
|-------------|-----------------------|----------|----------------------|---------|--------------------|------------|
| 1 | | 1 | | | | |
| You | | You | | | You | |
| He | | He | | | He | |
| She | will travel abroad. | She | > won't play tennis. | Will < | She | Yes, will. |
| lt (| will help you. | lt | won t play tennis. | VVIII < | lt | No, won't. |
| We | | We | | | We | |
| You | | You | | | You | |
| They | | They / | | | \int They \int | |

9 Future "Going To"

We use the future *going to*:

- to predict events from present evidence: Look at those clouds! It's going to rain.
- for plans and intentions: I'm going to buy a new computer next month.

| Affirmative Negative | | Interrogative |
|---|------------------|---|
| I am going to sleep . I ' m not going to study tonight. | | Am (|
| You We are going to + run. | You We They They | Are You We They going to run? Yes, am/are/is. |
| He She It He sleep. | He She It | Is { He She It } No,'m not/ aren't/isn't. |

Time expressions often used with the future

• Usually at the end of a sentence: tonight, tomorrow, tomorrow morning / afternoon / evening / night, the day after tomorrow, next Monday / week / month / year, etc., in 2020.



Modal verbs are auxiliary verbs that are used to indicate a modality, that is permission, ability, obligation, possibility, criticism, etc.

| I You He She We They | can (not) am/are/is (not) able to could (not) was/were (not) able to should (not) ought (not) to had better will/won't would (not) must / mustn't have / has to don't/doesn't have to need(s) to needn't may (not) might (not) | swim in the river. eat or drink in class. study harder. play football. clean the bedroom. do homework. pay in advance. |
|-------------------------------------|--|--|
|-------------------------------------|--|--|

1 Ability

We use:

- can / be able to for present and future ability: Can you drive? I'll be able to visit you next week.
- could / be able to for past ability: I could swim when I was six.

2 Permission

We use:

- can and may to ask for and give permission: You can go to the disco tonight. / May I go out?
- could to ask for permission when we are not sure what the answer will be: Could I ask you a favor?

3 Advice, obligation, necessity

We use:

- should, ought to and had better for advice in the present or the future: You should / ought to / had better wear your helmet when you ride your bike.
- *must* for strong obligations imposed by the speaker: *I must revise* for the exams.
- mustn't for prohibitions: You mustn't eat in class.
- have to for strong obligations imposed by someone other than the speaker: Do we have to fill in this form?
- need to for strong obligations or necessity imposed by the someone other than the speaker: You need to have a passport to travel abroad.

4 Lack of obligation/necessity

We use:

- don't / doesn't have to for lack of obligation in the present or the future: We don't have to pay for the trip. It's free!
- needn't for lack of necessity in the present or the future: You needn't get up early on Saturdays.

5 Possibility

We use:

- may and might to say that something is possibly true now or in the future: They aren't at home they may / might be on holidays.
- may not and might not to say that something is possibly not true now or in the future: He may not / might not want to come with us because he is very tired.



CONDITIONAL SENTENCES

1 Connectors of condition

Some common conditional linking words are: *if, unless, as/so long as, provided/providing (that), even if.* When the *if*-clause starts the sentence, we use a comma: *If you study* hard, you'll pass the exam.

2 Zero Type Conditional

We use this type of conditional sentence to express general truths and for instructions.

| If + present simple + present simple. | If I heat snow, it melts. |
|---------------------------------------|--|
| If + present simple + modal verb. | If we need help, we can ask the teacher. |
| If + present simple + imperative. | If you ride your bike fast, be careful! |

3 First Type Conditional

We use it to express situations that are likely to happen in the present or the future.

| If + present simple/ continuous/perfect + will. | If I pass my exams, I'll be very pleased. If you've gained good marks, you'll go to university. |
|---|---|
| If + present simple/ continuous/perfect + modal verb. | If my parents agree, I may go abroad for the summer. |

4 Second Type Conditional

We use this type of conditional for unreal or hypothetical situations in the present or the future, and for giving advice.

If | won the lottery, | would travel around the world.

If + past simple + would |
could | might.

If | won the lottery, | would travel around the world.

If you studied harder, you could get better marks.

If | were you, | would talk to your parents.

5 Third Type Conditional

We use this type of conditional sentence for unreal or imagining situations in the past which are contrary to what actually happened.

If | hadn 't overslept this morning, | would have arrived on time for school.

+ have + past participle.

If | hadn 't overslept this morning, | would have arrived on time for school.

If | hadn 't gone to the party last week, | might not have met you.



PREPOSITIONAL PHRASES

A prepositional phrase is a group of words that begins with a **preposition** and ends with a **noun**, **pronoun**, **gerund**, or **clause**, the object of the preposition. The object of the preposition will often have one or more modifiers to describe it.

A prepositional phrase will function as an adjective or adverb. As an adjective, the prepositional phrase will answer the question *Which one*?

Read this example:

The sweet potatoes **in the vegetable bin** are green with mold. Which sweet potatoes? The ones forgotten **in the vegetable bin**.

As an adverb, a prepositional phrase will answer questions such as How? When? or Where?

Read this example:

Before class, Josh begged his friends for a pencil. When did Josh do his begging? **Before class**.

These are the patterns for a prepositional phrase:

preposition + noun, pronoun, gerund, or clause

preposition + modifier(s) + noun, pronoun, gerund, or clause

Here are some examples of the most basic prepositional phrases:

```
At home (At = preposition; home = noun).

In time (In = preposition; time = noun).

From Richie (From = preposition; Richie = noun).

With me (With = preposition; me = pronoun).

By singing (By = preposition; singing = gerund).

About what we need (About = preposition; what we need = noun clause).
```

Most prepositional phrases are longer, like these:

```
From my grandmother (From = preposition; my = modifier; grandmother = noun).

In the weedy, overgrown garden (In = preposition; the, weedy, overgrown = modifiers; garden = noun).
```

Along the busy, six-lane highway (**Along** = preposition; **the, busy, six-lane** = modifiers; **highway** = noun).

◆ RUBRICS FOR SELF-EVALUATION

UNIT 1

WRITING 9 You are expected to complete a letter with your own ideas and opinions.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|--|-------|------------|
| Filled in all the blanks with appropriate information. | 4 | Practically no grammar or vocabulary mistakes. | 4 | Correct spelling, heading and greeting. | 4 | |
| Filled in most of the blanks with appropriate information. | 3 | Very few grammar or vocabulary mistakes. | 3 | A few spelling mistakes and incorrect heading or greeting. | 3 | |
| Filled in some of the blanks with appropriate information. | 2 | Some grammar and vocabulary mistakes. | 2 | Several spelling mistakes and incorrect heading or greeting. | 2 | |
| Filled in only one or two of the blanks with appropriate information. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 1 | A lot of spelling mistakes and incorrect heading and greeting. | 1 | |

SPEAKING You are expected to be able to complete and participate in a guided dialogue. You should fill in the blanks with the expressions in this order: I'm not sure — your opinion — if you ask me — not certain — I can see — from my point of view.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|---|-------|------------|
| Completed the dialogue with five or six of the correct expressions. | 4 | Practically no language mistakes. | 4 | Fluid interaction, good pronunciation, no hesitation. | 4 | |
| Completed the dialogue with three or four of the correct expressions. | 3 | Very few language mistakes. | 3 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 3 | |
| Completed the dialogue with one or two of the correct expressions. | 2 | Some language mistakes. | 2 | Fluid interaction, some pronunciation mistakes, some hesitation. | 2 | |
| Used only one of the correct expressions. | 1 | Language mistakes interfered with comprehension. | 1 | Interaction affected by pronunciation mistakes, a lot of hesitation. | 1 | |

UNIT 2

SPEAKING Assign points according to these criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|---|-------|------------|
| Talked to a partner using all the expressions suggested. | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 3 | |
| Talked to a partner using most of the expressions suggested. | 3 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 2 | |
| Talked to a partner using some of the expressions suggested. | 2 | Some language mistakes. | 1 | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | |
| Tried to talk to a partner, but used very few or none of the expressions suggested. | 1 | Language mistakes interfered with comprehension. | 0 | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | |

WRITING Assign points according to these criteria:

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|---|-------|------------|
| Changed the whole interview into a correct letter. | 4 | Practically no grammar or vocabulary mistakes. | 3 | Correct spelling and letter format. | 3 | |
| Changed most of the interview into an appropriate letter. | 3 | Very few grammar or vocabulary mistakes. | 2 | A few spelling mistakes, slightly incorrect format. | 2 | |
| Changed some of the interview into an acceptable letter. | 2 | Some grammar and vocabulary mistakes. | 1 | Several spelling mistakes, rather incorrect format. | 1 | |
| Changed very little of the interview into a letter. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 0 | A lot of spelling mistakes, incorrect format. | 0 | |

◆ SYNTHESIS TEST UNITS 1 & 2

WRITING [3] You use the information in the units and in the test to write advice on what to do if there is an earthquake. Assign points according to these criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|--|-------|------------|
| Wrote appropriate advice in the whole letter. | 3 | Practically no grammar or vocabulary mistakes. | 3 | Correct spelling and letter format. | 3 | |
| Wrote appropriate advice in most of the letter. | 2 | Very few grammar or vocabulary mistakes. | 2 | A few spelling mistakes and slightly incorrect format. | 2 | |
| Wrote appropriate advice in some parts of the letter. | 1 | Some grammar and vocabulary mistakes. | 1 | Several spelling mistakes and rather incorrect format. | 1 | |
| Most of the advice in the letter is inappropriate. | 0 | Grammar and vocabulary mistakes interfered with comprehension. | 0 | A lot of spelling mistakes and incorrect format. | 0 | |

SPEAKING Assign points according to these criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|---|-------|------------|
| Talked to a partner about natural disasters, offering appropriate advice and tips. | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 2 | |
| Talked to a partner about natural disasters, offering mostly appropriate advice and tips. | 3 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 1,5 | |
| Talked to a partner about natural disasters, offering some appropriate advice and tips. | 2 | Some language mistakes. | 1 | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | |
| Tried to talk to a partner about natural disasters, but couldn't offer appropriate advice and tips. | 1 | Language mistakes interfered with comprehension. | 0 | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | |

UNIT 3

SPEAKING 8 Assign points according to these criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|---|-------|------------|
| Correct description of problems and appropriate advice. | 4 | Practically no language mistakes. | | Fluid interaction, good pronunciation, no hesitation. | 3 | |
| Correct description of most of the problems, mostly appropriate advice. | 3 | Very few language mistakes. | | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 2 | |
| Correct description of some of the problems, fairly appropriate advice. | 2 | Some language mistakes. | | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | |
| Poor description of problems, weak advice. | 1 | Language mistakes interfered with comprehension. | | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | |

Possible answers

A combination of *ought to, had better, might want to*.

- a. A: I need to buy an inexpensive gift.
 - **B:** You might find something at the crafts fair.
- **b.** A: I'm in love, but I am keeping it secret.
- B: You should tell the person how you feel.
- c. A: I'm not sure what to study in the future.
 - **B:** You should consider your skills and what you really like.
- d. A: I would really like to have a pet.

- **B:** You'd better talk to your parents first, and then visit a pet shop or a vet.
- e. A: I would really like to invite him / her out.
 - B: You should call or text him / her now and invite him / her to the cinema

WRITING Use the information provided in the short advertisement to develop it into a full one for the position of a personal assistant. You should include all the parts indicated: the job location, the profile of the ideal candidate, and his / her duties. You must use the structures learnt in the lesson to indicate advice / recommendations / suggestions. The advertisement should be coherent and proofread to eliminate grammar and spelling mistakes. Assign points according to these criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|--|-------|------------|
| Wrote the job advertisement following all the indications. | 4 | Practically no grammar or vocabulary mistakes. | 3 | Correct spelling, letter format, and number of words. | 3 | |
| Wrote the job advertisement following most of the indications. | 3 | Very few grammar or vocabulary mistakes. | 2 | A few spelling mistakes, slightly incorrect format, and a small difference in number of words. | 2 | |
| Wrote the job advertisement following some of the indications. | 2 | Some grammar and vocabulary mistakes. | 1 | Several spelling mistakes, rather incorrect format, and significant difference in number of words. | 1 | |
| Tried to write the job advertisement, but followed very few of the indications. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | | A lot of spelling mistakes, incorrect format, and too short. | 0 | |

UNIT 4

SPEAKING Assign points according to the following criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|-----------------------------------|-------|--|-------|------------|
| Correct description of activity including | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, | 3 | |
| all the required information. | | | | no hesitation. | | |
| Correct description of activity including | 3 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation | 2 | |
| most of the required information. | | | | mistakes, a minimum of hesitation. | | |
| Correct description of activity including | 2 | Some language mistakes. | 1 | Fluid interaction, some pronunciation | 1 | |
| some of the required information. | | | | mistakes, some hesitation. | | |
| Poor description of activity, very little | 1 | Language mistakes interfered with | 0 | Interaction affected by pronunciation | 0 | |
| of the required information included. | | comprehension. | | mistakes and a lot of hesitation. | | |

WRITING III You should be able to write an itinerary for a trip with at least five bullet points.

Assign points according to the following criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|--|-------|------------|
| Wrote the itinerary following all the indications. | 4 | Practically no grammar or vocabulary mistakes. | 3 | Correct spelling and format. | 3 | |
| Wrote the itinerary following most of the indications. | 3 | Very few grammar or vocabulary mistakes. | 2 | A few spelling mistakes and slightly incorrect format. | 2 | |
| Wrote the itinerary following some of the indications. | 2 | Some grammar and vocabulary mistakes. | 1 | Several spelling mistakes and rather incorrect format. | 1 | |
| Tried to write the itinerary, but followed very few of the indications. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 0 | A lot of spelling mistakes and incorrect format. | 0 | |

SYNTHESIS TEST UNITS 1 TO 4

WRITING You have to write questions to ask in a job interview as if you were the interviewer to get personal information, educational background, experience, interests and hobbies, etc. Assign points according to these criteria:

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|--|-------|------------|
| Wrote an appropriate variety of eight to ten questions. | 4 | Practically no grammar or vocabulary mistakes. | 4 | Correct spelling and presentation. | 4 | |
| Wrote a variety of five to seven questions. | 3 | Very few grammar or vocabulary mistakes. | 3 | A few spelling mistakes and slightly incorrect presentation. | 3 | |
| Wrote three or four questions. | 2 | Some grammar and vocabulary mistakes. | 2 | Several spelling mistakes and rather incorrect presentation. | 2 | |
| Wrote only one or two questions. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 1 | A lot of spelling mistakes and poor presentation. | 1 | |

| Task | Score | Language | Score | Interaction | Score | Your score |
|--|-------|--|-------|---|-------|------------|
| Asked and answered eight to ten questions in a job interview. | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 3 | |
| Asked and answered five to seven questions in a job interview. | 3 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 2 | |
| Asked and answered three or four questions in a job interview. | 2 | Some language mistakes. | 1 | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | |
| Asked and answered only one or two questions in a job interview. | 1 | Language mistakes interfered with comprehension. | 0 | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | |

UNIT 5

SPEAKING B Assign points according to the following criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|---|-------|--|-------|---|-------|------------|
| Correct description of situation and appropriate questions and answers. | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 3 | |
| Mostly correct description of situation and mostly appropriate questions and answers. | 3 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 2 | |
| Acceptable description of situation and some appropriate questions and answers. | 2 | Some language mistakes. | 1 | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | |
| Poor description of situation, very few appropriate questions and answers. | 1 | Language mistakes interfered with comprehension. | 0 | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | |

WRITING 9 Assign points according to the following criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|--|-------|--|-------|--|-------|------------|
| Filled in the form and wrote the letter following all the indications. | 4 | Practically no grammar or vocabulary mistakes. | 4 | Correct spelling and format. | 4 | |
| Filled in the form and wrote the letter following most of the indications. | 3 | Very few grammar or vocabulary mistakes. | 3 | A few spelling mistakes and slightly incorrect format. | 3 | |
| Filled in the form and wrote the letter following some of the indications. | 2 | Some grammar and vocabulary mistakes. | 2 | Several spelling mistakes and rather incorrect format. | 2 | |
| Hardly filled in the form and wrote the letter following only a few indications. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 1 | A lot of spelling mistakes and incorrect format. | 1 | |

SYNTHESIS TEST UNITS 1 TO 5

WRITING You choose one topic from the list to write a short composition of about 120 words describing a personal experience.. Assign points according to these criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|--|-------|--|-------|--|-------|------------|
| Complete description of personal experience. | 4 | Practically no grammar or vocabulary mistakes. | 4 | Correct spelling and format. | 4 | |
| Quite complete description of personal experience. | 3 | Very few grammar or vocabulary mistakes. | 3 | A few spelling mistakes and slightly incorrect format. | 3 | |
| Acceptable description of personal experience. | 2 | Some grammar and vocabulary mistakes. | 2 | Several spelling mistakes and rather incorrect format. | 2 | |
| Poor description of personal experience. | 1 | Grammar and vocabulary mistakes interfered with comprehension. | 1 | A lot of spelling mistakes and incorrect format. | 1 | |

SPEAKING Assign points according to these criteria.

| Task | Score | Language | Score | Interaction | Score | Your score |
|--|-------|--|-------|---|-------|------------|
| Correct conversation about personal experience, all question words used. | 4 | Practically no language mistakes. | 3 | Fluid interaction, good pronunciation, no hesitation. | 3 | |
| Mostly correct conversation about personal experience, most question words used. | 3 | Very few language mistakes. | 2 | Fluid interaction, a few pronunciation mistakes, a minimum of hesitation. | 2 | |
| Acceptable conversation about personal experience, some question words used. | 2 | Some language mistakes. | 1 | Fluid interaction, some pronunciation mistakes, some hesitation. | 1 | |
| Poor conversation about personal experience, very few question words used. | 1 | Language mistakes interfered with comprehension. | 0 | Interaction affected by pronunciation mistakes and a lot of hesitation. | 0 | |

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