



Chubut escribe en inglés

LIBRO DE ACTIVIDADES

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Área Inglés, Ministerio de Educación del Chubut
Chubut Escribe en Inglés
1a ed. - Rawson: Ministerio de Educación de la Provincia de Chubut
2020, 78 p, il., 21x29 cm.

ISBN 978-987-47762-0-4
1. Relatos. 2. Recopilación. I. Chubut Escribe en Inglés
CDD 982

Fecha de catalogación: 08/2020

Registro de la Propiedad Intelectual

Queda hecho el depósito que marca la Ley 11.723

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Why using Literature in the EFL classroom?

Some definitions of literature:

- A. "Literature could be said to be a sort of discipline technique for arousing certain emotions" (Murdoch, 1978 in Barboni, 2005);
- B. "Great Literature is simply language charged with meaning to the utmost possible degree" (Pound, n.d. in Barboni, 2005)
- C. "Literature is the question minus the answer (Barthes, 1978 in Barboni, 2005)

Rationale:

Barboni et.al (2005) suggests that some texts will stimulate more language production than others since they will give more imaginative stimuli. These authors draw the distinction between referential and representational language. The latter engages the imagination of the receiver. In contrast, referential language is language which communicates on one level, usually it gives information. It is limited to everyday real-life situations. It does not engage the interlocutor's imaginative faculties. These authors also argue that using representational materials does not mean teaching literature courses, but, what is known as "literature for language approach".

Beatriz Pena Lima (in Allioti, 2006) mentions that one of the reasons why literary texts are seldom used in class is that teachers of English normally think that these texts can only be used with advanced learners. However, if teachers look for simple texts and devise pre, while and post reading activities on those texts, more students will meet the chance to be confronted by representational materials (materials with imaginative content) and enjoy the world of imagination and creativity.

According to Collie and Slater (1990), there are four main reasons to use literature in foreign language courses. Literature provides:

- valuable authentic material,
- cultural enrichment,
- language enrichment
- personal involvement.

In addition to these four, literature is a powerful source of motivation in the classroom for both the "bored" teacher and student.

Another argument for using literature is that it plays an important role in teaching the language skills in an integrated way. Using literary texts help students learn practically the figurative and daily use of the target language, and, on the other hand, they can also encounter different genres of literature (i.e. poems, short stories, plays, etc.). Literature helps students acquire a higher level of competence, express their ideas in good English, learn how the English linguistic system is used for communication, see how idiomatic expressions are used, develop intercultural competence, among others. In short, students can become more

proficient in English, as well as become creative, critical, and analytical learners: Literature allows students to question, interpret, connect, and explore. In sum, literature provides students with an incomparably rich source of authentic material over a wide range of registers (Hişmanoğlu, 2005).

To sum up, if we think of the three dimensions around which the curricula in the province of Chubut is structured, literature is an excellent source to develop intercultural competence, communicative competence and language awareness in students.

Benefits of Including Poetry in Language Teaching:

Poetry can pave the way for the learning and teaching of basic language skills (Hişmanoğlu, 2005). Besides, poetry is one of the most effective and powerful transmitters of culture. Poems show many cultural elements, such as, - allusions, vocabulary, idioms, tone, etc. (Sage (1987).

According to Saraç (2003) poetry:

- provides readers with a different viewpoint towards language use by going beyond the known usages and rules of grammar, syntax and vocabulary,
- triggers unmotivated readers
- evokes feelings and thoughts in heart and in mind,
- makes students familiar with figures of speech (i.e. simile, metaphor, irony, personification, imagery, etc.).
- help students become familiar with the suprasegmental aspects of the target language, such as stress, pitch, juncture, and intonation. Moreover, poetry employs language to evoke and exalt special qualities of life and feelings.

Benefits of Using Short Stories in Language Teaching:

Short fiction is a supreme resource for observing not only language but life itself. In short fiction, characters act out all the real and symbolic acts people carry out in daily lives (Sage 1987). Educational benefits can be summarized like this (Arıoğul 2001):

- Reading tasks are easier due to being simple and short when compared with the other literary genres, like novels,
- enlarges readers' worldviews about different cultures,
- provides more challenging texts that require personal exploration,
- motivates learners to read due to being authentic material,
- offers a world of wonders and a world of mystery,
- gives students the chance to use their creativity,
- promotes critical thinking skills,

- makes students feel themselves comfortable and free
- helps students to go beyond the surface meaning and dive into underlying meanings,
- acts as a perfect vehicle to help students understand the positions of themselves as well as the others by transferring these gained knowledge to their own world.

Benefits of Using Drama in Language Teaching:

It is through the use of drama that learners become familiar with grammatical structures in contexts and also learn about how to use the language in different contexts. The use of drama raises the students' awareness towards the target language and culture and their own one.

Some of The educational benefits of drama are:

- stimulates imagination,
- develops critical thinking skills,
- promotes language development,
- promotes effective listening skills,
- strengthens comprehension and learning by involving the senses,
- increases empathy and awareness of others,
- bring authenticity into the classroom,
- helps learners improve their level of linguistic and communicative competence,
- helps students to promote their comprehension of the verbal / nonverbal aspects of the target language,
- makes language learning more colorful, motivating and interesting

Teacher's Role

The teacher has an important role in teaching English through literature. First, it is essential to determine the aim of language teaching in relation to the needs and expectations of the students. Information about students' needs and interests can be obtained by giving a questionnaire or interviewing students orally. Second, teachers should select the appropriate language teaching method, teaching techniques, and classroom activities. Then, the teacher should select the literary texts relevant to the aims of their teaching. When selecting literary texts to be used, teachers should consider the students' language proficiency, interests, age, sex, needs, motivation, cultural background, etc. (Hişmanoğlu, 2005)

At elementary levels, for example, students should be given simplified or specially written stories. At advanced levels, however, students are given literature in its original form so that they can develop their literary competence in the target language.

Teaching suggestions:

Hişmanoğlu (2005) suggests teachers should adopt a dynamic, student-centered approach towards comprehension of a literary work.

- A) First work should be done at literal level with questions about setting, characters, and plot which can be answered by specific reference to the text.
- B) Once students master literal understanding, they move to the inferential level, where they must make speculations and interpretations concerning the characters, setting, and theme, and where they produce the author's point of view.
- C) After this, students are ready to share their evaluations of the work and their personal reactions to it - to its characters, its theme(s), and the author's point of view. This is also the suitable time for them to share their reactions to the work's natural cultural issues and themes. This level stimulates students to think imaginatively about the work and provokes their problem-solving abilities. Discussion deriving from such questions can be the foundation for oral and written activities (Stern 1991).

- Literature can be a powerful and motivating source for writing. On the one hand, Literature can be used to provide students with models of different genres. On the other hand, and even more powerful, literature serves as subject matter. This happens when writing emerges from, or is creatively stimulated by, the reading of the literary piece. Literature houses in immense variety of themes to write. One possibility is to make use of a literary work as a springboard for composition - creative assignments developed around plot, characters, setting, theme, etc. Some examples can be:
 - *Adding to the Work:* writing / adding episodes, situations, or, in the case of drama, "filling in" scenes for off-stage actions that are only referred to in the dialog.
 - *Changing the Work:* Students can invent their own endings. Short stories can be rewritten in whole or in part from the point of view of a character versus a third person narrator or of a different character.
 - *Drama-Inspired Writing:* Student steps into the mind / heart of a character and writes about that character's attitudes, feelings, thoughts, etc.
 - *A Letter/ mail/ message Addressed to Another Character:* students can write a letter/e-mail/ message to one of the characters giving advice, asking for something, telling something, etc.

Literature can be the springboard for different oral activities such as:

- Dramatization: Students can make up their own scripts for short stories or sections of novels, adapting them as closely as possible to the real text. Students next rehearse the scene with their partners. At last, the dramatization is presented before the class.
- Improvisation: It is a dramatization without a script. There is an identifiable plot with a beginning, middle, and end in improvisation.
- *Role-Playing*: Students are no longer themselves and will take on the characteristics of a specific person or a specific type of person. Students do not write a script.
- Other activities such as interviewing, small group discussions, games, etc.

It is essential students have several encounters with the texts. When planning a sequence it is essential to design pre-while and after reading activities.

Examples of pre-reading activities:

- Familiarize students with author / environment
- Discuss the title
- Work on paralinguistic information
- Use pictures to predict the tone, plot, characters, etc
- If it is a poem, students can have a look at the layout and share what calls their attention; or they can arrange lines / stanzas
- Link the text to other texts the students have read

While Reading:

- Discuss with students different aspects of the text
- The different uses / meaning of words; figurative meaning Vs. Literal meaning
- Discuss the concept of the speaker / Writes vs the author
- Complete graphic organizers

After Reading

- Check predictions made
- Message transmitted
- Work on language awareness: Vocabulary; grammar
- Enlarge the text
- Genre transfer; for example, from poem to dramatic scene or a short story into a poem, from poem to telephone conversation or comic strip, etc.
- Tell the story from a different point of view (another character)
- Media transfer: from poem to banner; from poem to a diagram or chart, etc

- Discuss how author created the desired atmosphere; for example, how was the feeling of fear created?
- Analyze figure of speech
- Create pictures showing the meaning
- Different characters send letters, mails, messages to other characters
- Interview characters
- Role play activities
- Relate text to real situations
- Relate text to students' lives and experience
- Create word games in groups with new vocabulary for other groups to complete
- Create / compare different versions of the same story

Similar to previous ideas, Penny Ur (2003) suggests that the process of teaching a literary piece should contain three stages:

1. **Encounter and Impact:** The aim is to get learners to perceive the basic form and meaning of the text, and for the text to make a real impact on them both intellectually and emotionally. As suggested by other authors, at this stage teachers can design some introductory work needed to ensure understanding, for example, cultural information, background information, introducing some vocabulary that may impede comprehension. In accordance with these ideas, teachers should try to get as much text as possible as quickly as possible for the sake of the initial impact. It is advisable to ask learners to read the text in silence (as it is in real life situations). If learners are asked to read the text aloud, they will be concentrating on pronunciation rather than meaning. If the chosen text is a poem, it is better for the teacher to read it aloud. Initial understanding can be checked by asking closed-ended questions; students can also be asked to give a quick summary in their own words, most important to share anything students would like to share in response to the first reading. Teachers can also develop brief discussions focusing on context.
2. **Understanding and Familiarization:** The aim at this stage is to get learners to interact with the text deeply several times so that they become familiar with the words and ideas, sequence of events, characters and appreciate the text in more detail. During this stage students can look for bits they did not understand, pick up bits they liked (or didn't), look for quotations to help backing up ideas, change genre, change point of view, change style, add images, change visual format, illustrate it, etc.
3. **Analysis and interpretation:** This stage aims at discovering new levels of meaning and interpretation (to go from literal meaning to deep message). To do this, Urr suggests

using different types of open questions; such as, let's compare, what would you....? Why do you think....? What would have happened if....? Which character, situation do you identify with? Why? What problems are shown in the story?

Finally, Urr argues that it is vital teachers show their own enthusiasm towards reading. In class, teachers are recommended to make ideas available to students while allowing them room to share theirs.

IMPORTANT: Authors have agreed on the fact that no matter how the sequence is organized, it is essential students have different encounters with the text; that is, learners need to read the text several times and complete different tasks before, during and after reading it.

Creative Writing in the EFL Classroom

What is Creative Writing?

Creative writing could be defined as "writing that expresses ideas and thoughts in an imaginative way.", "as an art of sorts - the art of making things" This way creative writing can be considered any writing that is original and self-expressive. The purpose of creative writing is to entertain and share human experience. In the EFL classroom, creative writing encourages imagination, motivation, and thinking skills, collaboration, among others. It also provides opportunities to experience language as a whole.

Examples of Types of creative writing:

- Poetry
- Plays
- Movie and television scripts
- novels, novellas, and short stories)
- Songs
- Speeches
- Memoirs
- Comic Strips

Some Teaching Suggestions:

- Promote Reading in Class: The more fiction and creative nonfiction students read, the more naturally they will adopt its characteristics.
- You can suggest students the following steps:
 1. Writing with Abandon: Once an idea for a story comes to the mind, sit down and start writing. After the story is out of the mind, the next tip must be considered.
 2. Reading Work Produced: Re read what has been produced Does it adapt to the ideas in (your) mind? Does the written piece say what is meant to say? Are the feelings, emotions the ones you want to transmit to the reader? Does it consider the audience?

3. Proofreading and Editing: Check language, vocabulary, punctuation, etc.

- Use images to stimulate creativity: This is an excellent brainstorming technique to help students with ideas. The images can be a springboard to think of the plot, characters, setting, etc, Try to use pictures that challenge students imagination.
- It is very useful to Encourage peer collaboration and feedback: Teachers can foster interaction, brainstorming, and creating with peers. In some cases, teachers need to model the collaborative process.
- Be a writing facilitator during the creative process: Provide students constant feedback by using questions in case they get stuck, or the message is not very clear (the story might be interesting, but confusing for the reader), or they lose track of the audience..
- Review dialogue rules: This can be confusing for students and it might need some revision.
- Teach and Practice some literary devices: Similes, metaphors, etc.
- Develop characters: characters have multiple levels. A realistic character is not perfect. They are like real people, not perfect. They have obsessions, habits, life style, routine, a past life, dreams, etc. Students could brainstorm more information for their character than they would ever include in their story. Teachers can help this process by using questions, or by grouping students, (Laurelee Mass, 2017)

Definition of terms - Glossary: The links will provide further examples and information

Figure of speech: word or phrase that possesses a separate meaning from its literal definition. Alliterations, hyperbole, simile, etc. are different types of figures of speech. Link: <https://examples.yourdictionary.com/figure-of-speech-examples.html>.

Alliteration : term used to describe a literary device in which a series of words begin with the same consonant sound. A classic example is: "She sells seashells by the sea-shore." Link: <https://examples.yourdictionary.com/alliteration-examples.html>

Hyperbole: derived from a Greek word meaning "over-casting," is a figure of speech that involves an **exaggeration** of ideas for the sake of emphasis. It is a device that we employ in our day-to-day speech. For instance, when you meet a friend after a long time, you say, "It's been ages since I last saw you." You may not have met him for three or four hours, or a day, but the use of the word "ages" exaggerates this statement to add emphasis to your wait. Therefore, a hyperbole is an unreal exaggeration to emphasize the real situation. Some other common Hyperbole examples are given below. Examples of Hyperbole: "My grandmother is as old as the hills." Link: <https://literarydevices.net/hyperbole/>

Simile: a figure of speech that makes a comparison, showing similarities between two different things. Unlike a metaphor, a simile draws resemblance with the help of the words "like" or "as." Therefore, it is a direct comparison. Example: "Our soldiers are as brave as lions". Link: <https://literarydevices.net/simile/>

Metaphor: a figure of speech that makes an implicit, implied, or hidden comparison between two things that are unrelated, but which share some common characteristics. In other words, a

resemblance of two contradictory or different objects is made based on a single or some common characteristics. Example of metaphor: “My brother is the black sheep of the family,” because he is neither a sheep nor is he black. However, we can use this comparison to describe an association of a black sheep with that person. A black sheep is an unusual animal, which typically stays away from the herd, and the person being described shares similar characteristics. However, the metaphor is different from a simile, because we do not use “like” or “as” to develop a comparison in metaphor poems and metaphor sentences. It makes an implicit or hidden comparison and not an explicit one. Link: <https://literarydevices.net/metaphor/>

Metonymy: a figure of speech that replaces the name of a thing with the name of something else with which it is closely associated. We can come across examples of metonymy both from literature and in everyday life. In a metonymy the word we use to describe another thing is closely linked to that particular thing, but is not a part of it. For example, the word “crown” is used to refer to power or authority is a metonymy. It is not a part of the thing it represents. Example: “The pen is mightier than the sword.” (*Pen* refers to written words, and *sword* to military force.) Link: <https://literarydevices.net/metonymy/>

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Webography:

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- <https://languageartsclassroom.com/2017/12/teaching-creative-writing-high-school-students.html>
- <https://study.com/academy/lesson/what-is-creative-writing-definition-types-examples.html>

Useful Links:

- These provide information and tips on creative writing

<https://www.youtube.com/watch?v=LeYM8TKGEyc>

<http://www.creativewriting-bg.com/assets/HOW-TO-TEACH-CREATIVE-WRITING.pdf>

<https://www.teachwriting.org/612th/2017/10/14/teaching-and-assessing-creative-writing-in-high-school>

- This provides ideas on how to plan a creative writing class:

<https://justaddstudents.com/teaching-creative-writing/>

- This link provides some useful exercises on creative writing:

<https://study.com/academy/popular/creative-writing-exercises-for-high-school.html>

1 The dream of the amateur soccer player

Aims:

- Activity 1: To identify correct information.
- Activity 2: To give advice to somebody who wants to become a professional soccer player.

1. Read the text. Are these phrases true or false? Correct the false ones.

- a. Since I was a little boy.
- b. I started playing tennis.
- c. To reach the professional elite.
- d. Success was not possible.
- e. Not leaving many things aside.
- f. We should never give up.

2. Make sentences using the phrases below to give advice to a friend who would like to become a professional soccer player.

- a. Train hard
- b. Watch your diet
- c. Stop eating unhealthy food
- d. Follow your coach's instructions
- e. Give up smoking
- f. Have a medical checkup

Extra!

Discuss about sports. In pairs or groups talk about sports you like practicing or watching. Sports practiced by girls or boys. Do you participate in contests? Does your school encourage students to participate in sports activities?

2 Punta del Marqués in Rada Tilly

Aims:

- Activity 1: To learn about Punta del Marqués.
- Activity 2: To express possibility: “can”

1. Read the text and answer the following questions

- a. What is Punta del Marqués?
- b. Where is it?
- c. What can you do there?
- d. What else can you do?
- e. What can you enjoy doing?
- f. What is it a unique opportunity for?

2. What can you do in Punta del Marqués?

- a. Interact with marine fauna.
- b. see sea lions, whales, penguins, etc.
- c. attend open and free lectures.
- d. enjoy walks through the colonies of sea lions.
- e. have a picnic
- f. enjoy a family outing.

Extra!

In groups or pairs talk about the places you can visit in your town or area. Tell your mates what you can do in those places. Comment about places you have visited and what you liked most about them.

3 A personal story

Aims:

- Activity 1: To understand main events in the story.
- Activity 2: To write about a personal story.

1. Choose the best answer to complete each sentence.

- Zakiel prefers playing
(1) soccer, (2) handball, (3)volleyball.
- He was sad he had to move to
(1) Epuyén, (2) El Hoyo, (3) El Bolsón
- Luckily he found a, who taught handball in Epuyén.
(1) boy, (2) girl, (3) woman
- He was thinking about playing in a
(1) soccer team, (2) rugby team, (3) handball team.
- He will miss his
(1) Mates and coach, (2) mates, (3) coach.
- His dream was to participate in a national competition in
(1) Bariloche, (2) Embalse, (3) Buenos Aires

2. Write about an important event in your life or in the life of somebody you know

- Consider the different parts in a composition (introduction – development – conclusion)
- Make an outline of what you are going to write about.

Extra!

In groups or pairs talk about important events in your city or town and how they've influenced your life. Find out about important events in your country, neighbouring countries or in the world to discuss in class.

4 I don't know what to study

Aims:

- Activity 1: To answer questions
- Activity 2: To give advice

1 Answer the following questions

- a. Why did Alexandra decide to ask her parents for advice?
- b. What did she decide to do?
- c. What did her Dad advice her to study?
- d. Who told her she should study the easiest career?
- e. How did she feel?
- f. What would you do if you were in her place?

2 Let's give Alexandra some advice

(I think) you

- a. consult a psychologist
- b. take a vocational test
- c. ask your best friend
- d. ask your teacher.
- e. think it over.
- f. consider what you would like to do when you graduate.

And(I think) you shouldn't

- a. follow everybody's advice
- b. take for granted what your cousin said
- c. take up a career just because it's easy.
- d. drive yourself crazy

Extra!

In groups or pairs talk about what you'd like to do when you grow up. Discuss advantages and disadvantages of different jobs or professions.

5 My interests

Aims:

- Activity 1: To ask questions
- Activity 2: To talk about actions which started in the past and continue over the present emphasizing the idea of continuity of the action

1. Read the text again. Ask questions for the answers below.

- a. _____?
Raúl
- b. _____?
He likes playing soccer
- c. _____?
Since he was a little boy
- d. _____?
Playing table-tennis.
- e. _____?
His Brother

2. Let's talk about what Raúl has been doing lately.

- Play soccer.
- Train hard
- Follow a strict diet
- Travel to many places
- Play table-tennis

Extra!

In groups or pairs talk about what you have been doing lately to improve your performance in a sport you practice or in any activity you consider exciting / motivating / etc.

Discuss about sports and gender /integration / inclusion.

6 Somebody who has influenced my life

Aims:

- Activity 1: To understand the main elements in a story
- Activity 2: To identify synonyms

1. Complete these sentences.

- Due to his poetic lyrics and music, he is considered _____.
- Jim Morrison continues to be _____.
- Today he is widely regarded as _____.
- I thank him for _____.
- His voice will _____.
- He has influenced _____.

2. All the adjectives in column A come from the story. Match them to a Synonym in column B.

a	emblematic
b	influential
c	popular
d	mysterious
e	scandalous
f	surly

1	bad-tempered and unfriendly
2	enigmatic
3	representative
4	powerful
5	famous
6	shocking

Extra!

In groups or pairs talk about an influential leader/ a natural leader in your city/ town/ in your class and how has he/she influenced your life or the life of others.

Choose somebody you all know. Think about adjectives which best describe him/her.

7 Damian Rio's biography

Aims:

- Activity 1: Writing: to learn how to write a biography.
- Activity 2: To write a short biography.

1. In groups or pairs discuss the right order and the content of the following steps you should take into account to write a biography and number them.

- a. Do research. ...
- b. Develop main events. ...
- c. Conclusion
- d. Body paragraphs
- e. Write your introduction paragraph
- f. Choose your subject. The person you choose to write about should be famous or somebody you know very well
- g. Write an outline.

2. In groups or in pairs write a short biography about yourself or somebody you like or know very well.

Considering the steps previously discussed write a short biography. Then you can read them aloud and share information about the people you've written about and encourage your mates to add extra information.

Extra!

Role-Playing: *In groups or pairs interview the people you've written about. Think what else you would like to know about him/her, perhaps about their private lives, their routines, their family, their hobbies, etc. Ask good questions and have fun with the answers.*

8 My history

Aims:

- Activity 1: To analyze the difference between a biography and a history.
- Activity 2: To write a short personal history about yourself or somebody you know well.

1. Read the following definitions and in small groups discuss the difference between them and then analyze the elements present in this history.

- a. History is the structure into which one is born - it's the intergenerational family dynamic, the culture, the religion, the customs and traditions, etc., surrounding the accident of our birth. In other words, social issues that predate or originate externally to an individual.
- b. Biography is a more personal account of one's life - one's own history since birth, the dynamic of parental family, the circumstances of one's life, choices one faces and has to make, and so on. In other words, personal problems and possibly internal struggles.

2. In small groups or in pairs review the different steps to write a history and use them to write a history of somebody you know well.

Step 1 - Choose your subject. The person you choose to **write** about should be someone famous or somebody you know well.

Step 2 - Do research. ...

Step 3 - **Write** an outline. ...

Step 4 - **Write** your introduction paragraph. ...

Step 5 - Develop main events. ...

Step 6 – Consider the body paragraphs. ...

Step 7 – Write your conclusion.

Extra!

Role-playing: *In pairs interview the people you've written about. Think what else you would like to know about him/her to ask them interesting questions. Take turns to ask and answer questions.*

9 Los Alerces National Park

Aims:

- Activity 1: To read the brochure and analyze it.
- Activity 2: To discuss the content of this brochure.
- Activity 3: To write a brochure advertising the place where you live or any place you like.

1. **Read the brochure and analyze the content. Is it effective? Can you find the information you're looking for? What else would you like to include?**
2. **Consider the following parts in the brochure and analyze what's been included.**
 - a. front cover
 - b. Los Alerces National Park
 - c. World heritage
 - d. general information.
 - e. lodging, restaurants, shops
 - f. excursions, main attractions
 - g. flora and fauna
3. **In groups or pairs write a brochure for tourists taking into account the contents discussed and some of the suggestions made in the answer key.**

Extra!

- a. *In groups or pairs make a presentation of the brochures you've made in class.*
- b. *Exchange the brochures you've made, discuss the advantages and disadvantages of travelling to the different places advertised and decide where to travel for your graduation trip.*

10 For you to look at

Aims:

- Activity 1: To introduce students to the meaning expressed in poems.
- Activity 2: To introduce students to basic poetry devices to be able to analyze and understand poems.
- Activity 3: To discuss poetry devices present in the poem.

1. In groups or in pairs read the poem carefully and answer questions to be able to understand the meaning of the poem.

- a. What comes to your mind when you think about a forest?
- b. Why do you think the author says the forest isn't full of creatures but it isn't empty?
- c. What do you associate with the idea of "getting lost in the forest"?
- d. Why does the author suggest your life is boring?
- e. Why does the author encourage you to look back into the forest?
- f. Did you like the poem? What did you like best about it?

2. After getting familiar with the most common literary devices, find in the text examples of:

- a. Personification.
- b. Metaphor / simile
- c. Hyperbole
- d. Foreshadowing
- e. Imagery

3. In groups or in pairs discuss the meaning of the following lines. What literary devices can you detect? Are they effective? If so, why?

- a. "If you look into the forest, it is going to look back".
- b. "They say there's a king..... goblins who eat human flesh".
- c. "the rock is not as ordinary as it seems"

Extra!

In pairs or group discuss what you would do if you got lost in a forest/ a big city/ etc. or what you did if that had already happened to you. You can also try writing a poem to describe the situation.

11 Love of my life

Aims:

- Activity 1: To infer meaning from a poem.
- Activity 2: To describe a scene.
- Activity 3: To talk about similarities and differences.

1. In groups or in pairs read the poem carefully and answer questions to be able to understand the meaning of the poem.

- a. What do you think happened?
- b. How does she feel about it?
- c. What does she want most to happen?
- d. Does this poem remind you of a similar situation in real life or in a film?
- e. Do you think it's possible to die for love?

2. Read the poem again and draw the image that comes to your mind.

3. In a small group or in pairs describe the picture to a mate. Are they similar or different? Why?

Extra!

In pairs discuss whether it's possible to die for love. How important is to love someone or to be loved? What else is important in the life of someone besides love? Do you understand or justify people who murder somebody or commit suicide for love?

12 My dear, my sun, my love

Aims:

- Activity 1: To infer meaning from a poem.
- Activity 2: Use of simple present to talk about general truths / facts / generalizations
- Activity 3: To express opinions

1. In groups or in pairs read the poem carefully and answer questions to be able to understand the meaning of the poem.

- a. Who/what is the poem addressed to?
- b. How important is the sun to the author of this poem?
- c. Do you agree with the author?
- d. What other elements are vital for us to survive? Why?

2. Let's complete the following sentences

- a. The sun(give) life.
- b. The sun (give) light.
- c. The sun (rise) in the east.
- d. The sun (provide) cheap, clean energy.

3. In pairs discuss about the importance of the sun. You can use these expressions to express your opinion.

- a. I think..... / I believe.....
- b. I'm sure.... / I'm convinced...
- c. In my opinion.....

Extra!

In pairs discuss the necessary precautions you should take in order to protect your skin / eyes from the sun.

13 S.O.S

Aims:

- Activity 1: To infer meaning from a poem.
- Activity 2: To summarize message in the poem.
- Activity 3: To express agreement or disagreement

1. In pairs discuss the following questions:

- a. What does S.O.S stand for?
- b. When do people use S.O.S?
- c. Who / what is the author talking about/ to?
- d. Who does “we” refer to?
- e. Why do you think the author has chosen this title?
- f. Provide a summary of the poem in your own words.
- g. Do you agree with the author? Why (not)?

2. A new title:

- a. Look through the text for a phrase or line that could serve for an alternative title.
- b. Why have you chosen that phrase/ line?
- c. Share your ideas with a mate.

3. Small group discussion:

- a. Do you agree with the authors ideas? Why (not)?

Extra!

Write an e-mail to the author and tell him/ her your opinion about the poem.

Read one of these poems: “The Earth” or “Sick Earth”. Find a mate who has chosen the same poem and construct a Venn diagram showing similarities and differences between the two poems.

14. Harming nature

Aims:

- Activity 1: To predict from a picture.
- Activity 2: To infer message in a poem
- Activity 3: To read authentic texts for information

1. Before reading the poem, look at the picture and complete the following activities:

- a. Describe the picture.
- b. Answer: What is the message in the picture? How is this message constructed?
- c. Think of a list of words that could appear in the text.
- d. Read the poem and compare the poem to your predictions.

2. Pair work:

- a. Why do you think the author has included these two lines? : “What is the gold for /if we don’t have a sea?”
- b. Why does she/ he talk about gold?
- c. Can you think of other nouns that could replace the noun “gold” in the poem?

3. Reading activities:

- a. Go to <https://www.brilliantearth.com/gold-mining-environment/> and read the information on gold mining.
- b. How does gold mining affect nature?
- c. How can damage be reduced?

Extra!

Try to spot gold mines on a map of our country. Check for water bodies around / near those mines. If you can, try to find out what measures Mining Companies take so as not to harm/ pollute the area. Share your finding with the class.

15. Walking on a road

Aims:

- Activity 1: To show understanding of a poem.
- Activity 2: To infer author's intentions and feelings.
- Activity 3: To revise the use of Capital letters in English and Spanish.
- Activity 4: To analyze contextual and textual reference.

1. In pairs dramatize the events/feelings in the poem.

2. Answer these questions in pairs:

- a. How does the author feel?
- b. Why?
- c. Why, do you think, the author writes some of the lines in Capital Letters?

3. Let's work on Capital letters

- a. What do you know about how to use Capital Letters in English? Go to <https://www.englishclub.com/writing/capital-letters.htm> and find out.

- b. Complete the following chart:

Similarities Between English and Spanish	Differences Between English and Spanish

- c. Share your work with whole class

4. Read the following lines and complete the sentences

- a. "look what they did to you
they never meant to care"
"They" refers to.....
- b. "He danced, he moved his leaves,
He shook his smile."
"He" refers to

Extra!

Would you like to talk to the wind? the rain? What would you like to tell them? Write your phrases on colored paper, paste them on the wall so that everybody can read them.

16. The earth

Aims:

- Activity 1: To express message in the poem.
- Activity 2: To learn about personification.
- Activity 3: To infer relations among ideas

1. Read the poem and:

- a. Share what you have learnt about Earth.
- b. Do you agree with the claim "The Earth never cries when a specimen dies."

2. Personification:

- a. Go to <https://study.com/academy/lesson/personification-in-literature-definition-examples-quiz.html> and find out what personification is.
- b. Find examples of personification in the poem and share them with your mates.
- c. Make a complete list on the board including all the examples given.
- d. Read the poem again and draw the earth as it is described in the poem.
- e. In groups share your drawings. Are they similar? Why (not)?

3. What -do you think- is the relation between this last stanza and the rest of the poem?

Nature

Source of life

Dark forest

Beautiful hill

Blue skies and verse in rhyme

It scares me how much

I love you

Extra!

In pairs change the last stanza or create a new one.

17 Sick Earth

Aims:

- Activity 1: To practice general questions about our habits.
- Activity 2: To produce a short persuasive text.

1. **Interview two mates about their habits to take care of the environment.** The last option is for you to complete. For ideas you can go to <https://www.wikihow.com/Save-the-Environment-at-Home>. E.g. Do you usually turn off the lights when you are not using them?

Habits	Student 1	Student 2
Turn off the lights when you are not using them	No	Yes
Buy rechargeable batteries		
sort their <u>trash</u> into <u>paper</u> , metals, glass, and organic waste.		
Avoid creating unnecessary trash		
Use showers over baths		

2. **Work out class results with your teacher.** What do you think, do people in your class care about the environment? Why (not)?

Extra!

Campaign: How to help save the environment at home. In groups build a "catchy" poster suggesting little steps that people can take at home to help save the environment.

18 I am

Aims:

- Activity 1: To associate meaning and words.
- Activity 2: To interpret ideas in a poem.

1. Read the text and match the words with their meanings.

2. STORM	A. The state (moment in life) of being Young-	
3. THREATEN	B. To take control	
4. YOUTH	C. A violent disturbance of the atmosphere with strong winds and usually rain, thunder, lightning, or snow. Controversy - Dificult times	
5. RULE OVER	D. To be in danger	

2. Find evidence in the poem of the following statements. Copy the exact words.

The writer is a boy	
The writer is a musician	
He / she has had difficult times	
Music has helped him/ her in love	
The person can sing	

Extra!

Pair work: What about you? What is your great passion? What can you tell us about it?

19 Your death's goodbye

Aims:

- Activity 1: To infer meaning from a poem. To describe a scene.
- Activity 2: To summarize message in the poem
- Activity 3: To talk about similarities and differences.

1. Answer these questions about the poem. What do you think?

- a. Where does the situation take place? Why?
- b. Can you imagine the weather that day?
- c. How does the writer feel?
- d. Who is dead?
- e. What do you think happened?

2. Read the poem again and draw the image that comes to your mind.

3. Pair work: Describe your picture to a mate. Are they similar or different? Why?

20 Who can always be happy?

Aims:

- Activity 1: To find textual, situational and exophoric referents.
- Activity 2: To produce a short narrative text in response to the poem.

1. Read the following lines and answer the questions next to them.

- If you just have to follow what you feel, without harming anyone.** Who do you think the pronoun **anyone** refers to in the poem?
- When they drown you, they manipulate you, they humiliate you.** Who do you think the pronoun **they** refers to?
- The essence is to get you out of there, from confinement, from oblivion, from the abyss.** What do you think the noun **there** refers to?
- Risking everything, to your ideal path flowing, leaving behind.** What do you think the pronoun **everything** refers to?

2. Imagine you are the writer. Write about one day in which you felt humiliated or manipulated by others. What happened? What did you do? Who helped you? (Between 150 – 200 words)

21 My favorite Day

Aims:

- Activity 1: To think of words related to certain categories
- Activity 2: To ask / revise questions about past events

1. What do you remember about one of your favourite days? Use the Star Diagram:
Complete the five point star with words about aspects of your favourite day. Complete each point with words from each category.

- a. The weather
- b. The people
- c. The place
- d. What you do
- e. What you see, smell, hear, etc.

2. Ask your mates about their star diagram. Try to find someone with similar ideas/ experiences.



22 I am

Aims:

- Activity 1: To produce a short creative piece of writing.
- Activity 2: To use vocabulary in context.

1. Letter in a bottle

- a. Share in pairs: Do you believe in “letters in a bottle stories”? Have you ever found a bottle with a message in it? Have you ever heard a story?
- b. Imagine that you are on the beach and find a bottle with this beautiful poem inside. Write a short message to poet in response to his / her words so as to put it back in the bottle and throw it back to the sea.

2. Let's work on Vocabulary!

- a. Complete the sentences with words from the poem.
1. Maybe the poem inspired her / his _____ last night.
 2. After the accident, he could not escape the guilt he felt in his _____ .
 3. My _____ is always open to new ideas.
 4. When Peter read the news, his _____ filled with joy.

23 I am fat

Aims:

- Activity 1: To give advice
- Activity 2: To read authentic texts for information
- Activity 3: To describe food calories

1. Giving advice: What piece of advice would you give this person so as to make him / her happier?

I think you should / shouldn't

- a. Eat vegetables and fruit
- b. Work out
- c. Take sugar with your tea or coffee
- d. Practice sports
- e. Reduce calories
- f. Eat junk food

2. Pair work: The poet says he /she eats more than 4,000 calories a day.

Can you guess what he / she mostly eats? You can check food calories on this link

<https://www.momsteam.com/nutrition/sports-nutrition-basics/nutritional-needs-guidelines/carbohydrate-and-calorie-content-of-foods>

3. Compare your guesses with other pairs'. Are they similar? In what sense?

24 Hide and seek

Aims:

- Activity 1: To make hypotheses about the present time
- Activity 2: To give reasons
- Activity 3: To describe scary experiences

1. Imagine these are new lines in the poem. Complete them:

- a. If you weren't scared,
- b. If you heard me,
- c. If you turned back,.....
- d. If you saw me,
- e. If you were calm,.....

2. Who do you think the poet is? Provide three reasons for your decision.

E.g. I think the poet is an insect, because it is noisy in the night but too small to be seen.

3. Small group sharing: Do you remember any time when you were really scared? When was that? What happened? Were you alone?

25 The girl and the wind

Aims:

- Activity 1: To revise past forms of regular and irregular verbs.
- Activity 2: To be aware of language mistakes.
- Activity 3: To use modals to talk about habits in the past.

1. **Could you find the past tense of the following verbs in the text?** Which ones are regular / irregular?

Infinitive Form	Past Form
Hurt	
Have	
Look after	
Play	
Be	
Grow	
Pass away	

Then use the verbs in A to talk about the story using your own words. E.g. *The wind never hurt the girl.*

2. **Read the story carefully again.** What do you think about verbs? Can you find any mistakes? If so, could you correct it/ them?
3. **Pair work: Read the story and pay attention to how the author employs the modal verb “would”.** Does she use it to talk about the past or present? Repeated actions or actions that happened only once? Go to <http://www.bbc.co.uk/worldservice/learningenglish/flatmates/episode69/languagepoint.shtml> and check your answers. Then complete the following sentences:
 1. We use “**would**” to..... However, if the past action..... we use.....
4. **Go to <https://www.test-english.com/grammar-points/b1-b2/would-and-used-to/> for extra practice.**

Extra!

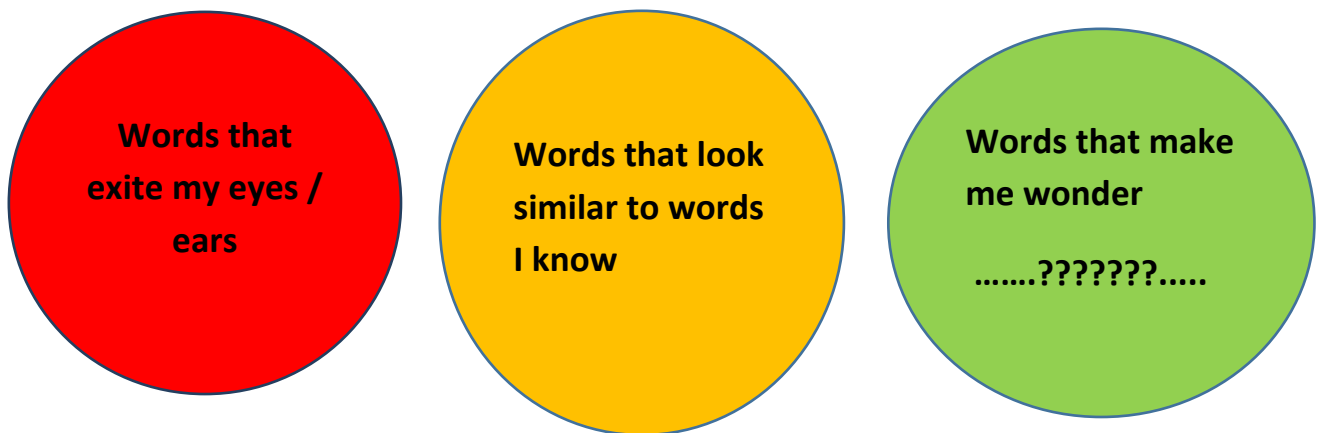
In groups, make up an activity for other groups to practice the language learnt.

26 Among ravens

Aims:

- Activity 1: To enlarge vocabulary
- Activity 2: To produce short creative pieces of writing

1. **While you read, collect some words and complete the Word wallets** (no more than two or three words). Once you have finished, make three posters (one for each wallet) with all the words the class has chosen. Add pictures or drawings showing the meaning of the words chosen.



2. **In pairs write a paragraph between the introduction and the beginning of the events;** that is between paragraph one and two. (Include between 50 -70 words). For example, what was life like / the city like before the strange events started?. You can paste your paragraphs on the Wall so that everybody can read them. The class can vote for the most creative/ surprising/ odd one.

Extra!

"I arrived to the kitchen and what I saw shocked me. My dad and their friends were with their masks on looking at me. My last words were: "dad, are you there?" Dramatize the story ending. What do you think happened? Did the girl get an answer?"

27 In Italy

Aims:

- Activity 1: To reflect on language use and meaning.
- Activity 2: To differentiate simple past and past continuous.
- Activity 3: To scan an authentic text for information.
- Activity 4: To produce a short description of a place.

1. Complete the sentences about the story with the right tense: Simple past or Past continuous.

- a. While the parents were working, the girl (play) with her cell phone.
- b. She was playing with her cell phone, when she (decide) to leave the place.
- c. First, she put on her jacket and then she..... (leave) the place.
- d. She (see) the fog, when she (reach) the top of the mountain
- e. She (climb down) the mountain, when she (start) to feel desperate.

2. Let's read carefully to understand the difference.

Read the examples above and circle the right answer:

We use **the past simple / past continuous** for actions that started and finished in the past, for example a series of events in someone's life. It is often used in stories.

We use **the simple past / past continuous** for background information and to describe a scene or situation that continued for some time; or for an action that was interrupted by another

3. Let's learn about Italy:

- a. Each pair will be in charge of completing one aspect of the chart. Look for information in: <https://www.infoplease.com/world/countries/italy> or <https://en.wikipedia.org/wiki/Italy>
- b. Then pairs will share what they have found out with the rest of the class.
- c. By the end of the day everybody will have the same information

Location- Continent- boundaries Shown on a map	
Flag	
Currency	
Capital City - Inhabitants	

Religion	
Important Holidays	
Important River / Mountain Chain (Shown on a Map)	
Other	

Extra!

Individual task: Write a short description of Italy and accompany your text with a map showing facts like Capital city, boundaries, etc. (Between 50 and 70 words).

28 Once upon a time

Aims:

- Activity 1: To infer information
- Activity 2: To evaluate a story
- Activity 3: To make connections
- Activity 4: To practice writing a short paragraph

- 1. In pairs answer these questions about the story**
 - a. How old –do you think- the boys were? Why?
 - b. How do you imagine the place where they lived? Why?
 - c. Do you think they were good football players? Why?
 - d. How –do you think- the mother felt?
 - e. What did she do when she did not get a phone call from the boys?
- 2. Meet another pair and compare your answers. Are they similar or different?**
- 3. Whole class: Do you think the title anticipates the story? Why? Why not?**
- 4. Individual work: Choose one of the ideas below and write a short paragraph using your own ideas. (Write between 60 and 100 words)**

Extra!

The story reminds me of

The story makes me think of

29 A story

Aims:

- Activity 1: To classify according to certain criteria
- Activity 2: To speculate about facts
- Activity 3: To analyze a story
- Activity 4: To produce an imaginary text
-

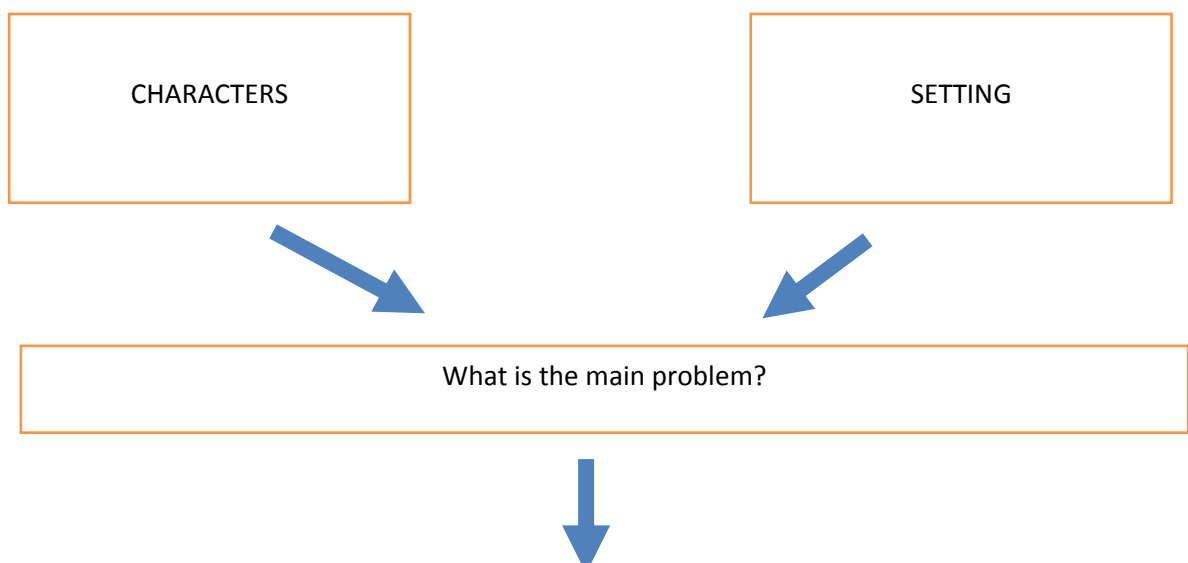
1. In pairs answer the following questions:

- A. How would you classify the story: love story, science fiction, thriller, etc.? Why? What elements can you find in the story to back up your answer? You can go to <http://englishconversations.org/lessons/english-conversation-course/stories-types/> for help.
- B. The title is too general. Could you choose a new title: Why have you decided on that title?
- C. What do you think happened to the Princess?
- D. Do you like the ending? Why (not)?
- E. Then meet another group and compare your answers

2. In pairs find out similarities or differences.

Question	Similarities	Differences
		E.g We chose different titles: The revenge ///An Animal Story

3. Read the story and complete the following graphic organizer.



Major events

1. E.g Opser kidnapped Princess Pineapple while Marjo was sleeping.
2.
3.
4.
5.
6.
7.



Message

4. **Individual:** The author describes Opser as a villain. What is a villain? You can check the meaning of the Word on <https://dictionary.cambridge.org/dictionary/english/villain>. Imagine the police wants information about him. Please, complete the following sing with the person description/ clothes he usually wears. Do not forget to paste a picture of him.

Extra!

The class can choose the sign that shows the rudest villain.



30 A story

Aims:

- Activity 1: To differentiate between true and false information.
- Activity 2: To back up decisions with the text.
- Activity 3: To revise language for suggestions, invitations, and giving excuses.
- Activity 4: To express preference.

1. Decide if these sentences are True or False. Back up your decision.

- a. The author believes that spending a day out by the lake with his Friends is an amazing experience.
- b. The author was eager to go to the lake on hearing the invitation.
- c. The author is sympathetic about Ezequiel's problem.
- d. The author feels sad about having broken with his girlfriend.
- e. Jumping from the rocks into the lake can be dangerous if you do not have enough practice.
- f. All the boys went back home together,

2. In pairs, read paragraph one and two again, and role play the telephone conversation between the author and his friend Thiago.

3. Group work (no more than three): Answer these questions about your free time.

- a. Do you like spending the day out in the nature with friends?
- b. What do you like doing when you are with your friends?
- c. Or do you prefer being on your own?

Extra!

Individual task: Write a short paragraph with conclusions on how you like spending your free time (between 50 and 70 words).

Useful expressions: I like..... but my mates don't.....
The three of us usually/ always/ never/...
None of us enjoys/ ...

31 A news story

Aims:

- Activity 1: To have the opportunity to use all the language students know.
- Activity 2: To ask for and give suggestions and advice.

1. Small group work: Gabriela and her friends designed a very fashionable T- shirt and bags. If you created a school business group. What would you like to sell?

- Create an object that you think can be useful for your mates and teachers.
- Describe it and its uses / benefits; the material you need; manufacturing cost and price.
- Think of the responsibilities each member of the business group will have.
- How will you advertise the product?
- Present your object to another group so that they can evaluate your idea. Your group will evaluate their idea as well. The following chart will help you to evaluate the product and provide a feedback.

Do you think the object will be useful for people?	
Does the object look interesting?	
Is the price acceptable?	
What suggestions can you offer?	
Other	

2. Whole class activity: Gabriela says that it is not easy to run a school business because there can be a lot of problems. What problems can you think of? What about possible solutions to the problems? You can use the following chart.

Possible Problems	Possible Solutions
E.g. We can't think of a product to sell	What about conducting a school survey to find out students' or teachers' needs?

Extra!

Role play a conversation with Gabriela: You are starting a new school business group and there are some problems (you can use ideas from 2). You ask Gabriela for help and she gives some suggestions.

E.g. - Hello, Gabriela: I am a bit worried about my business group.

- Why? What is the problem?

- We can't think of a product to sell.....

32 Remorse

Aims:

- Activity 1: To infer missing information.
- Activity 2: To write an informal letter.
- Activity 3: To reflect on our attitudes to others

-

1. Individual task:

- a. Can you infer what the problem was? What **scars** is the author talking about? Why do you think the author is full of remorse?
- b. Share your answers with a mate. Have you come to the same conclusions?

2. Imagine you are Sam. Read the letter again. How did you feel when you read the letter? What do you remember about the past? Does it still hurt? Can you forgive this person? Now write an answer to the letter you have received.

3. Pair work: What about you: Have you ever hurt anybody? How did the person react? Do you feel sorry for what you did? Have you apologized? Or has anybody hurt you? What happened? Could you solve the problem? What did you learn from the experience?

Extra!

Small group work: Transform this letter into a photo story for teenagers. E.g. you can create a photo story that develops the whole situation from past to present.

33 The great gift of my 18th birthday

Aims:

- Activity 1: To understand the order of events in a story.
- Activity 2: To talk about hypothetical situations (Conditional Type 2).

1. Read the story and put these events in order using number.

	My friends killed me.
	I went to school after having mate with my friends.
	Someone attacked me when I arrived home.
	People started looking for me.
1	My family was away.
	People never suspected of my friends.
	I went back home after having dinner with my friends.

2. Complete the sentences below with phrases from the box.

- g. If I noticed that someone was following me, I'd ...
- h. If I had to go to place in an unsafe neighbourhood at night, I'd ...
- i. If I didn't trust someone, I'd...
- j. I'd ask for immediate support if I ...
- k. I'd immediately talk to my family, friends, and the police if I...

- | |
|--|
| 1. ...tell a friend or family about this person. |
| 2. ...were the victim of abuse. |
| 3. ...try to find a safe place. |
| 4. ...go by taxi or with a friend. |
| 5. ...felt in danger. |

Extra!

In pairs or group, what would you do in a similar situation to that of the protagonist of the story?

34 Bob's night out

Aims:

- Activity 1: Identify base and past verb forms.
- Activity 2: Understand key events in a story.

1. All the verbs in the table below come from the story. Complete the table with the base form of each verb.

BASE	PAST	BASE	PAST
<i>hear</i>	heard		invited
	felt		thanked
	wrote		looked
	left		opened
	had		asked
	got		stopped
	told		offered
	shook		smiled

2. Answer these questions about the story.

- What was Bob doing when the phone rang?
- Why did Sally call him?
- Did Bob pay the taxi driver?
- Who took Bob to Sally's house?
- What was Sally doing when Bob arrived?
- Why were Bob and his friend frustrated?

35 The lighthouse

Aims:

- Activity 1: To learn about lighthouses.
- Activity 2: To identify antonyms.

1. Read the title and answer these questions:

- a. What's a lighthouse?
- b. How do we say "lighthouse" in Spanish?
- c. Are there any lighthouses in Chubut?

2. All the adjectives in column A come from the story. Match them to an opposite in column B.

a	long
b	deserted
c	sure
d	bitter
e	delicious
f	same

1	disgusting
2	unsure
3	short
4	sweet
5	different
6	crowded

36 Making up stories using random verbs in the past

Aims:

- Activity 1: To summarise a story by adding a title.
- Activity 2: To write very short stories.

1. What title would you give each story? Complete the table below.

Story	Title
1	
2	
3	
4	
5	
6	

2. Continue the sentences below to write very short stories no longer than 40 words.

Share them with a partner.

- a. Last year I ...
- b. I remember when ...
- c. One day, ...

Extra! Ask a partner to add a title to your stories.

37 Four bridges

Aims:

- Activity 1: To identify textual references (pronouns).
- Activity 2: To talk about dreams.

1. Read the paragraph below taken from the story. What do the pronouns in boxes refer to?

*Rebecca's grandma had a lot of trust in (a) **her**, so (b) **she** ended up telling (c) **her** that something was happening. She dreamt of (d) **her** dead husband, "The dream is about four bridges, and at the end of the fourth bridge (e) **he** is waiting, extending his hand so that I can go with (f) **him**", she said. Rebecca and her grandmother couldn't find any logic to that dream.*

- (a) "her" refers to Rebecca.
- (b) ...
- (c) ...
- (d) ...
- (e) ...
- (f) ...

2. In small groups, discuss these questions.

- a. Do you remember your dreams?
- b. Do you think that dreams can anticipate something in real life?
- c. Do you often have nightmares?
- d. When you dream of a friend or a relative, do you tell them about the dream?

38 Alternative ending to “The Origin of Kaá-guasú or Yerba Mate”

Aims:

- Activity 1: To identify animals in a story.
- Activity 2: To identify general (hyperonyms) and specific (hyponyms) words.

1. **Underline all the words that refer to animals mentioned in the story.**
2. **Some of the words below are general; some others are specific. Write G for general and S for specific.**
 - a. plant
 - b. insect
 - c. monkey
 - d. rabbit
 - e. yaguareté
 - f. food
 - g. yerba mate

39 A letter

- Activity 1: To identify elements in an e-mail.
- Activity 2: To identify synonyms.

1. Look at the e-mail and answer these questions about its format.

- a. Who's the addresser?
- b. Who's the addressee?
- c. What's BCC?
- d. What's the e-mail subject?
- e. What's "dear humans" in Spanish?

2. Find in the e-mail similar phrases or words to:

- a. destroy:
- b. several:
- c. scared of:
- d. cut down:
- e. await with pleasure:

40 A letter to woodcutters

Aims:

- Activity 1: To compare and contrast two stories (present passive voice and connectors).
- Activity 2: To develop writing skills by replying to a letter.

1. Read stories 39 and 40. Complete the sentences below to compare them.

- a. While the email is written by, the letter is written by
- b. While the email is addressed to, the letter is addressed to
- c. In both stories, the verbs and are used.
- d. In both stories, the paragraph is used to introduce the addresser.
- e. In both stories, is the topic chosen by the authors.

2. In pairs, imagine that you both are the woodcutters. Think about Charlie's request.

Write a reply to his letter using the guide below.

- Write place and date
- Use "Dear Charlie,"
- First paragraph: Thank him for the letter and introduce yourselves.
- Second paragraph: Explain why you cut down trees.
- Third paragraph: Suggest a solution to stop deforestation.
- Say goodbye to Charlie using "sincerely" or a similar phrase.
- Sign the letter

41 Earth pollution

Aims:

- Activity 1: To identify correct information.
- Activity 2: To ask questions.

3. Read the text. Are these sentences true or false? Correct the false ones.

- Thaly is six years old.
- She loves nature.
- She takes her dog on daily walks.
- She is not interested in pollution.
- She wants to be an architect to eliminate pollution.

4. Read the text again. Ask questions for the answers below.

- f. _____?
Yes, her dog is Ciro.
- g. _____?
She raises people's awareness about pollution.
- h. _____?
Because she wants to remove all pollution out of the planet.

Extra! *What can we do daily to reduce pollution?*

42 Almost heaven

Aims:

- Activity 1: To understand main events in the story.
- Activity 2: To talk about gender diversity.

3. Choose the best answer to complete each sentence.

- In this story, God is
(2) male, (2) female, (3) genderless.
- The first time that Ben and Jeremiah met, they were
(2) nine years old, (2) ten years old, (3) eleven years old.
- When Jeremiah was sixteen, he started
(2) dating Ben, (2) having nightmares, (3) going out with other guys.
- Ben's were very supportive when he came out.
(2) father, (2) brother and mother, (3) mother and sister.
- Ben and Jeremiah had their first kiss
(2) at a party celebrating end of exams, (2) at a disco, (3) in class.
- Jeremiah was murdered by
(2) Ben, (2) a serial killer, (3) a group from his father's church.

4. Discuss these questions in groups:

- Why is the story called "Almost heaven"?
- Can this story be related to comprehensive sexual education? If so, how?
- What can we do to raise awareness of gender diversity?

43 Acid rain: Trash in the sea

Aims:

- Activity 1: To identify sentence structures.
- Activity 2: To talk about environmental issues.

1. Match the sentence halves. One half is not needed.

- The problem is that...
- All the rubbish creates...
- To solve the problem...

- 1....the children put more public bins.
- 2.... there is too much trash in the sea.
- 3... clean water.
- 4... acid rain.

2. With a partner, use your mobile phones to answer these questions.

- What's acid rain?*
- Does acid rain affect Chubut coast?*
- Is rubbish a problem in our province?*
- What can we do to reduce waste/rubbish?*

44 Taking care

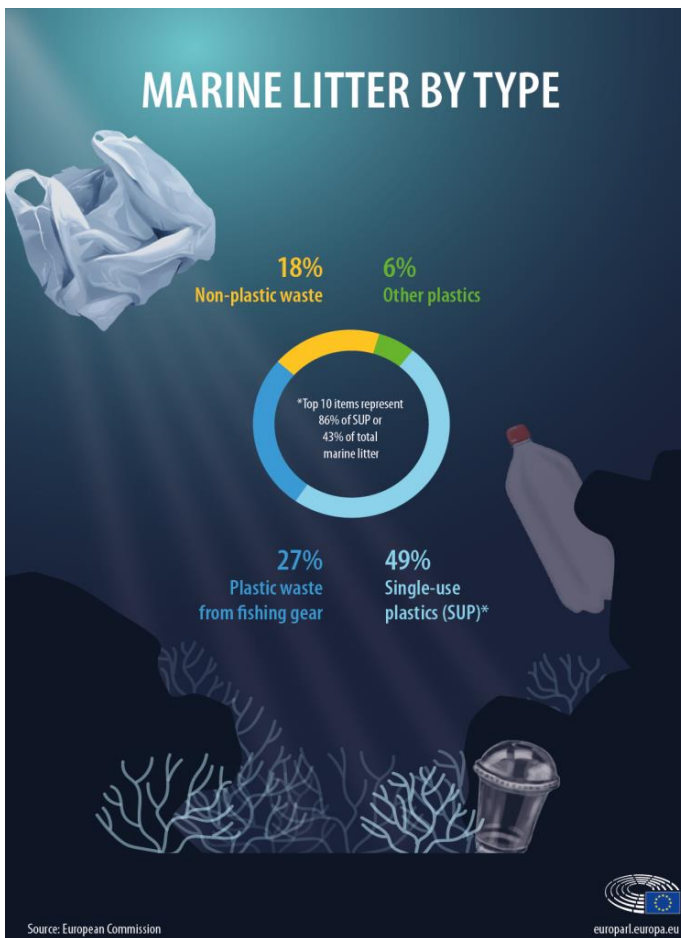
Aims:

- Activity 1: To understand the context of a story.
- Activity 2: To provide examples.

1. There are four scenes in the cartoon. Answer the questions for each.

Scene	Question	Your answer
1	1 Where is the speaker?	
	2 What is the speaker buying?	
2	3 What is the person standing throwing?	
	4 What's the meaning of "throw away"?	
3	5 What's the problem?	
	6 What's the explanation to the problem?	
4	7 Who is cleaning the sea?	
	8 What do we need to make people aware of?	

1. In pairs. Look at the infographic. Give two examples of each type of marine litter.



Single-use plastics
Plastic waste from fishing gear
Non-plastic waste
Other plastics

45 In Smoke City

Aims:

- Activity 1: To identify suggestions.
- Activity 2: To become aware of solutions.

1. Complete the sentences with ONE word from the cartoon.

- Smoke City _____ always like this.
- You can _____ pollution if you ride your bike.
- You can _____ instead of driving your car.
- People should _____ smoking.

2. Look at the infographic below. Complete the sentences with should/shouldn't.



- We _____ have more wind energy in Chubut.
- The government _____ have a strong plan for recycling waste.
- We _____ use cars so much.
- We _____ overheat our houses. We can wear jumpers inside the house.
- We _____ close all doors and windows in winter.
- We _____ ride bikes and walk more often.
- Environment-friendly technologies _____ be so expensive.

46 This isn't the end

Aims:

- Activity 1: To understand the use of different tenses.
- Activity 2: To create a dialogue between characters.

1. Complete these sentences with words from the box. Some are not needed.

appears; appearing; died; dies; miss; misses; die; is ill

- a. The girl feels lonely because her grandma _____.
 - b. She _____ her grandma and wants a sign that she is not alone.
 - c. Grandma's spirit _____ and grabs the girl's hand.
-
- ### 2. Continue the story. Draw three-four more scenes where there is a dialogue between the girl and her grandma.

47 In Amsterdam

Aims:

- Activity 1: To understand a story.
- Activity 2: To discuss the message behind a story.

1. Are these sentences true or false? Correct the false ones.

- a. The story takes place in London.
- b. Zack became a vampire at night.
- c. He didn't kill the girl because he heard noises.
- d. He started stalking her.
- e. They first met at a coffee shop.
- f. Eliza's father was angry because she arrived home drunk.
- g. Zack stabbed Eliza's father.
- h. Eliza also became a serial killer.

2. In groups, discuss these questions.

- a. The story is rather brutal. Do you agree? How could you make it less violent?
- b. Eliza felt no remorse after Zack killed her father. Do you think this is realistic? Why was Eliza resentful with her father?
- c. How could problems between parents and children be solved?
- d. How can we understand our emotions?

48 The psychologist

Aims:

- Activity 1: To understand the main elements in a story.
- Activity 2: To define specific terminology.

3. Complete these sentences.

- g. The story takes place at a _____.
- h. The main characters are _____ and _____.
- i. There are _____ meetings, but they only _____ twice.
- j. Mr. With dies before the _____ meeting starts.

4. There are different professions that end in -ist as in *psychologist* in the field of health. There is one extra definition.

- a. A cardiologist
- b. A dermatologist
- c. A gastroenterologist
- d. A nephrologist
- e. A neurologist
- f. An odontologist
- g. An oncologist
- h. A psychiatrist
- i. A psychologist

1. ...is a doctor who specialises in the study of the heart.
2. ...is a doctor who specialises in the nervous system.
3. ...is a doctor who concentrates on the respiratory system.
4. ...is a doctor who is qualified to treat skin disorders.
5. ...is a doctor who is qualified to diagnose tumors.
6. ...is a doctor who concentrates on psychology.
7. ... is a medical practitioner qualified to treat disorders of the stomach and intestines.
8. ...is a doctor who studies the structure and diseases of teeth.
9. ...is a doctor who deals with kidney diseases.
10. ...is a medical practitioner who treats mental illnesses.

ANSWER KEY

1.

Activity 1

a. true b. false c. true d. true e. false f. true

Activity 2

- l. You should train hard
- m. You should watch your diet
- n. You should stop eating unhealthy foods
- o. You should follow your coach instructions
- p. You should give up smoking
- q. You should have a medical checkup

And..... What shouldn't you do?

- a. go to bed late
- b. drink a lot of beer
- c. stop training

2.

Activity 1

- a. a protected natural reserve / a wonderful tourist attraction
- b. in the southern cost of Chubut / in Rada Tilly
- c. You can see sea lions / etc.
- d. a variety of birds and land fauna, like the South American Gray Fox.
- e. attending free lectures on marine fauna
- f. to interact closely with these fantastic animals.

Activity 2

- a. You can interact with marine fauna.
- b. You can see sea lions, whales, penguins, etc.
- c. You can attend open and free lectures.
- d. You can enjoy walks through the colonies of sea lions.
- e. You can have a picnic

f. You can enjoy a family outing.

And What can't you do?

- a. go to Punta del Marqués on foot
- b. wear formal clothes
- c. swim with the sea lions

3.

Activity 1

a 2, b 1, c 3, d 3, e 1, f 2

4.

Activity 1

- a. Because She's a very indecisive person.
- b. To ask her family for advice.
- c. What she liked best.
- d. Her aunt Roxana did.
- e. Confused / disappointed / frustrated
- f. I would take a vocational test/ I would ask my best friend/ I would ask my teacher/ I would

Activity 2

(I think) You.....

- a. should consult a psychologist.
- b. should take a vocational test.
- c. should ask your best friend.
- d. should ask your teacher.
- e. should think it over.
- f. should consider what you would like to do when you graduate.

And(I think) you.....

- e. shouldn't follow everybody's advice
- f. shouldn't take for granted what your cousin said
- g. shouldn't take up a career just because it's easy.
- h. shouldn't drive yourself crazy.

5.

Activity 1

- a. Who is he / What's his name? b. What does he like doing? C. How long has he been playing soccer? D. What else does he like doing? E. Who is his coach?

Activity 2

- a. He has been playing soccer.
- b. He has been training hard.
- c. He has been following a strict diet.
- d. He has been travelling to many places.
- e. He has been playing table-tennis.

6.

Activity 1

- a. (by critics and music fans) one of the most emblematic and influential leaders in the history of rock music.
- b. one of the most popular and influential singers in the rock history.
- c. the prototypical rock star: rebellious, mysterious, sexy, scandalous and surly.
- d. what he did and created / for his vision expressed in his poems and music / for what he left as a legacy, his songs and his poetry.
- e. sound (eternally) in people's minds and soul.
- f. his life / the life of a lot of people / my life

Activity 2

A 3, b 4, c 5, d 2, e 6, f 1

7.

Activity 1

Step 1 - Choose your subject. The person you choose to **write** about should be someone famous. ...

Step 2 - Do research. ...

Step 3 - **Write** an outline. ...

Step 4 - **Write** your introduction paragraph. ...

Step 5 - Develop main events

Step 6 - Body paragraphs. ...

Step 7 – Write your conclusion.

9.

Activity 2

Guideline to make a Travel Brochure

- I. **Step 1:** Decide on what type of travel brochure you would like to create. Choose the type of travel brochure you will design:
 1. Handmade paper travel brochure
 2. Paper travel brochure (printout)
 3. Powerpoint travel brochure
 4. Virtual travel brochure through Web design
 5. Travel brochure on a presentation poster-board
- II. **Step 2:** Surf on the Internet and decide on the focus of your travel brochure (go to www.google.com or www.yahoo.com then type in “travel information”+ “country/city name”).
- III. **Step 3:** Research your topic by finding information, taking notes and jotting down ideas in your notebook. Look up for examples.
- IV. **Step 4:** Design and elaborate your travel brochure. Make sure your brochure includes at least the first 4 points.
 1. First page: the name of the place should be on top of this page, with capitalized or bold letters. Also come up with a catchy slogan for the place.
 2. Include appealing pictures and descriptive introductions to the place. Use highly exact adjectives, adverbs, and comparisons to build descriptive sentences.
 3. Use the five senses (touch, taste, sight, sound and smell) in your writing.
 4. Include your name (or company name) and contact information (e-mail, website, address or phone number)
 5. If using paper, experiment with different ways to fold your brochure.
 6. If using PowerPoint or another computer application, be sure to discuss your creative process with your teacher.
 7. If using poster-board, it might be best to design on paper before attaching any permanent fixtures to your board.
 8. Remember to add your own creative touch! Try using photos, drawings, and other visuals or graphics to make your travel brochure standout!
- V. **Step 5:** Congratulations! Your travel brochure is now ready to go on tour! Submit it to your teacher and make a presentation of it.

10.

Activity 1

You can choose the lesson plan which best suits your students to teach literary terms making use of the information available in the following pages

[Literary Terms Lesson Plan - Education – YourDictionary](https://education.yourdictionary.com/for-teachers/literary-terms-lesson-plan.html)

<https://education.yourdictionary.com/for-teachers/literary-terms-lesson-plan.html>

Teaching Poetic Devices | Scholastic

<https://www.scholastic.com/teachers/unit-plans/teaching-content/teaching-poetic-devices/>

<https://creativeenglishteacher.com/pages/literary-terms>

<https://blog.prepscholar.com/list-of-literary-devices-techniques>

<https://www.chaparralpoets.org/devices.pdf>

11.

Activity 1

12.

Activity 2 Using the simple present to talk about general truths/ facts/ generalizations

- Honey **is** sweet.
- The sun **rises** in the east.
- Fortune **favors** the brave.

Activity 3

13.

Activity 1

<https://www.mentalfloss.com/article/31911/what-does-sos-stand>

This link will provide teachers /students with information on the subject.

14.

Activity 1.b.

The sign, the whale (students may decide for a different animal) looks sad, disappointed, tired; and it is surrounded by litter (used cans, for example). There seems to be some oil spills, too.

15.

Activity 4

5. **Read the following lines and complete the sentences**
 - c. “look what they did to you

they never meant to care”

“They” refers to People

d. “He danced, he moved his leaves,

He shook his smile.”

“He” refers to the wind. This is an example of personification.

16.

Activity 2 (b).

Examples of personification:

- The Earth never cries
- Life doesn't even blink when she sees a tiger die
- She does have eyes, but how big and hard and tired they are
- Her children come and go

18.

A. Read the text and match the words with their meanings.

1C

2D

3A

4B

20. Who can always be happy?

A. Read the following lines and answer the questions next to them.

- f. Any person
- g. People
- h. These situations
- i. Your feelings, position, family, etc

22. I am

A. Complete the sentences with words from the poem.

5. Dream
6. Soul
7. Mind
8. Heart

25. The girl and the wind

- A. Could you find the past tense of the following verbs in the text? Which ones are regular / irregular?

Hurt
Had
Look ed after
Played
Was/ were
Grew
Pass ed away

27. In Italy

- A. Complete the sentences about the story with the right tense: Simple past or Past continuous.
2. While the parents were working, the girl **was playing** with her cell phone.
 3. She was playing with her cell phone, when she **decided** to leave the place.
 4. First, she put on her jacket and then she **left** the place.
 5. She **saw** the fog, when she **was reaching** the top of the mountain
 6. **She was climbing** the mountain down, when she **started** to feel desperate

Read the examples above and circle the right answer:

We use **the past simple / past continuous** for actions that started and finished in the past, for example a series of events in someone's life. It is often used in stories

We use **the simple past / past continuous** for background information and to describe a scene or situation that continued for some time; or for an action that was interrupted by another

• 30. A story

- A. Decide if these sentences are True or False. Back up your decision.

1. The author believes that spending a day out by the lake with his Friends is an amazing experience. **TRUE** (I want to tell you one of the most amazing stories of my life)
2. The author was eager to go to the lake on hearing the invitation. **FALSE** (but I didn't want to go so I didn't care)

5	My friends killed me.
2	I went to school after having mate with my friends.
4	Someone attacked me when I arrived home.
6	People started looking for me.
1	My family was away.
7	People never suspected of my friends.
3	I went back home after having dinner with my friends.

3. The author is sympathetic about Ezequiel's problem. **TRUE** (He listens to him and his problems)
4. The author feels sad about having broken with his girlfriend. **FALSE / WE DO NOT KNOW** (she looked at me with a face which I can't explain, but I didn't care so much because my friends and I continued walking)
5. Jumping from the rocks into the lake can be dangerous if your do not have enough practice. **TRUE** (they -the Porteños- tried to jump but they felt afraid because if you don't know how to do it, it is dangerous)
6. All the boys went back home together. **FALSE** (After that Fran and the rest of my friends except Leon went home. Leon and me didn't know what we could do, then I had a good idea which was to go back to the lake because we didn't have anything else to do. So we went to the lake again, we were there for an hour more.)

33. Activity 1

33. Activity 2

a 3, b 4, c 1, d 5, e 2

34. Activity 1

BASE	PAST	BASE	PAST
hear	heard	Invite	invited
feel	felt	thank	thanked
write	wrote	look	looked
leave	left	open	opened
have	had	ask	asked
get	got	stop	stopped
tell	told	offer	offered
shake	shook	smile	smiled

34. Activity 2

- g. What was Bob doing when the phone rang? He was sitting at his desk, working on his computer.
- h. Why did Sally call him? Because she wanted to invite him to her birthday party.
- i. Did Bob pay the taxi driver? No, he didn't. He didn't have any money.
- j. Who took Bob to Sally's house? A friend of his took him to Sally's house.
- k. What was Sally doing when Bob arrived? She was watching TV and eating pizza.
- l. Why were Bob and his friend frustrated? Because Bob misunderstood Sally. The party was on the 30th, not the 13th.

35. Activity 1 (suggested answers)

- d. What's a lighthouse? A lighthouse is a structure (for example, a tower) with a powerful light that gives a continuous or intermittent signal to navigators.
- e. How do we say "lighthouse" in Spanish? We say "faro."
- f. Are there any lighthouses in Chubut? Yes, there are three lighthouses: Faro Punta Ninfas, Faro San Jorge, and Faro San Gregorio.

35. Activity 2

a 3, b 6, c 2, d 4, e 1, f 5

37. Activity 1

Rebecca's grandma had a lot of trust in (a) **her**, so (b) **she** ended up telling (c) **her** that something was happening. She dreamt of (d) **her** dead husband, "The dream is about four bridges, and at the end of the fourth bridge (e) **he** is waiting, extending his hand so that I can go with (f) **him**", she said. Rebecca and her grandmother couldn't find any logic to that dream.

- (g) "her" refers to Rebecca.
- (h) "she" refers to grandma.
- (i) "her" refers to Rebecca.
- (j) "her" refers to grandma.
- (k) "he" refers to grandpa.
- (l) "him" refers to grandpa.

38. Activity 1

Yasí, the Moon, and Araí, the Cloud, enjoyed looking at the colourful birds and huge plants, the big insects and the funny monkeys. They were so distracted that they didn't listen to a fierce yaguareté making noises behind some bushes. When it was ready to attack them, a coward Guaraní hunter appeared from behind some trees and started screaming desperately; the goddesses were scared and confused at the same time, so they stood still on the ground while the yaguareté started running towards the Guaraní hunter.

Suddenly, a brave Guaraní woman came with some rabbit meat in her hands. She made a strange noise which made the yaguareté calm down. Slowly, she approached the

yaguareté giving it the meat. The yaguareté took a deep breath, grabbed the meat with its mouth and left cautiously. “It was a female yaguareté. She only wanted some food for her and her breeding” – the Guaraní woman said while the Guaraní hunter was trying to catch his breath.

38. Activity 2

- h. Plant G
- i. Insect G
- j. Monkey S
- k. Rabbit S
- l. Yaguareté S
- m. Food G
- n. Yerba mate S

39. Activity 1

- f. Who’s the addresser? The addresser is Present Humans
- g. Who’s the addressee? The addressee is the trees
- h. What’s BCC? It stands for blind carbon copy; these addresses are not visible to others.
- i. What’s the e-mail subject? It’s warning.
- j. What’s “dear humans” in Spanish? It’s “Queridos/Estimados humanos”

39. Activity 2

- f. destroy: cut down
- g. several: many
- h. scared of: afraid of
- i. cut down: taken away
- j. await with pleasure: look forward to

40. Activity 1

- f. While the email is written by *an oak*, the letter is written by *Charlie*.
- g. While the email is addressed to *humans*, the letter is addressed to *woodcutters*.
- h. In both stories, the verbs *cut down* and *hurt* are used.
- i. In both stories, the *first* paragraph is used to introduce the addresser.
- j. In both stories, *deforestation* is the topic chosen by the authors.

41. Activity 1

- f. Thaly is six years old. F. Thaly is a 6th Year high school student.

- g. She loves nature. T
- h. She takes her dog on daily walks. T
- i. She is not interested in pollution. F. She's interested in (stopping) pollution.
- j. She wants to be an architect to eliminate pollution. F. She wants to be a biotechnologist to eliminate pollution.

41. Activity 2

- i. Has Thaly got a dog? / Does Thaly have a dog?
Yes, her dog is Ciro.
- j. What does Thaly do to stop pollution?
She raises people's awareness about pollution.
- k. Why does Thaly want to be a biotechnologist?
Because she wants to remove all pollution out of the planet.

42. Activity 1

a 2, b 1, c 2, d 3, e 1, f 3

43. Activity 1

a 2; b 4; c 1

44. Activity 1

Scene	Question	Your answer
1	1 Where is the speaker?	The speaker is at a shop.
	2 What is the speaker buying?	The speaker is buying lollies.
2	3 What is the person standing throwing?	The person is (probably) throwing a lolly wrap.
	4 What's the meaning of "throw away" in Spanish?	Throw away means "tirar/arrojar"
3	5 What's the problem?	The fish are dead.
	6 What's the explanation to the problem?	The fish swallowed the plastic rubbish.
4	7 Who is cleaning the sea?	Greenpeace is cleaning the sea.
	8 What do we need to make people aware of?	We need to make people aware of the pollution we create by throwing rubbish anywhere.

44. Activity 2 (suggested answers)

Single-use plastics	Bottles, cups, food trays, diapers, syringes.
---------------------	---

Plastic waste from fishing gear	Fishing nets, buoys.
Non-plastic waste	Glass bottles, clothes, books.
Other plastics	Notebooks, monitors, folders.

45. Activity 1

- e. Smoke City **wasn't** always like this.
- f. You can **reduce** pollution if you ride your bike.
- g. You can **walk** instead of driving your car.
- h. People should **stop** smoking.

45. Activity 2

- a. We should have more wind energy in Chubut.
- b. The government should have a strong plan for recycling waste.
- c. We shouldn't use cars so much.
- d. We shouldn't overheat our houses. We can wear jumpers inside the house.
- e. We should close all doors and windows in winter.
- f. We should ride bikes and walk more often.
- g. Environment-friendly technologies shouldn't be so expensive.

46. Activity 1

- h. The girl feels lonely because her grandma died.
- i. She misses her grandma and wants a sign that she is not alone.
- j. Grandma's spirit appears and grabs the girl's hand.

47. Activity 1

- i. The story takes place in London. FALSE. The story takes place in Amsterdam.
- j. Zack became a vampire at night. FALSE. Zack became a serial killer at night.
- k. He didn't kill the girl because he heard noises. FALSE. He didn't kill the girls because he found her beautiful.
- l. He started stalking her. TRUE.
- m. They first met at a coffee shop. TRUE.
- n. Eliza's father was angry because she arrived home drunk. FALSE. Eliza's father was angry because she arrived home late.
- o. Zack stabbed Eliza's father. FALSE. Zack's poisoned Eliza's father.
- p. Eliza also became a serial killer. TRUE.

48. Activity 1

- a. The story takes place at a high security prison or a mental hospital.
- b. The main characters are Michael With and Dr. Brown.
- c. There are three meetings, but they only meet twice.
- d. Mr. With dies before the third meeting starts.

48. Activity 2

a 1; b 4; c 7; d 9; e 2; f 8; g 5; l 10; i 6 (sentence 3 is out)

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