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A critical discourse and content analysis of the textbook “High school English 2” for
10th grade students of EFL in Chile

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Abstract

The aim of this investigation was to discover multicultural representations through the use of the Critical Discourse Analysis (CDA) and Content Analysis methods. This project analyzed the multicultural representations encountered in the English textbook “High school English 2” for 10th grade, sponsored by the Chilean Ministry of Education (MINEDUC). Specifically, the units 3 ‘*Your time to shine*’ and 4 ‘*A Day in the life*’. Therefore, we focused on the texts, images and audios encountered within the corpus of the previously mentioned units.

In order to accomplish the main aim of this research and collect the necessary data for this project, we decided to analyze the corpus of the units using not only CDA but also content analysis, the following dimensions were analyzed: linguistics, visual, auditory and socio-cultural representations. Besides, it encountered aspects such as: holidays, traditions, adjectives with positive connotations about cultures, countries, and cities, among others. In addition, it has been elaborating a pedagogical proposal to contribute as support to the materials for teachers of EFL classrooms with the purpose of being helpful for English learning acquisition and raising of cultural awareness.

Keywords: Multicultural education, EFL textbooks analysis, Multimodal materials, Critical Discourse Analysis, EFL classrooms, Multiculturalism, Interculturalism, Multilingualism, Cultural awareness, Content analysis.

Resumen

El objetivo de esta investigación ha sido descubrir representaciones multiculturales a través del uso de los métodos de análisis crítico del discurso y el uso del análisis del contenido. Este proyecto analizó representaciones multiculturales encontradas en el libro de Inglés “High school english 2” para segundo medio, los cuales son proporcionados por el Ministerio de Educación (MINEDUC). Específicamente, las unidades 3 “Your time to shine” y 4, “A day in the life” han sido analizadas, además, nos enfocamos en los textos, imágenes y audios encontrados en el corpus de las unidades previamente mencionadas. Con la finalidad de cumplir con el objetivo principal de esta investigación y recolectar la información necesaria para este proyecto decidimos analizar el corpus de las unidades usando no solo el análisis crítico del discurso, sino además el análisis del contenido las siguientes dimensiones fueron analizadas: lingüística, visual, auditiva y representaciones socioculturales. Además, podrían ser encontrados elementos como: festividades, tradiciones, adjetivos con connotaciones positivas sobre culturas, países y ciudades, entre otros. Adicionalmente, se ha elaborado una propuesta pedagógica que contribuye como apoyo a los materiales del profesor de aulas de EFL con el propósito de ser útil para la adquisición del Inglés y el aumento de consciencia cultural.

Palabras claves: Educación Multicultural, Análisis de textos EFL, Materiales Multimodales, Análisis Crítico del Discurso, Aulas de EFL, Multiculturalismo, Interculturalismo, Multilingüismo, Conciencia Cultural, Análisis de Contenido.

Introduction

For the last six years the number of migrant students in the Chilean classrooms has increased, reaching a rise of 22.425 to 178.060 enrolled people in the mentioned period (SIGE, 2020). Besides, according to Instituto Nacional de Estadísticas (INE), until December 31, 2020, the majority of migrants living in the country have come from Venezuela, Peru, Haiti, Colombia and Bolivia, respectively. Reaching a number of 1.462,103 people, in which 44.094 are 17 years old or younger, also considering that most of them might be enrolled into the Chilean educational system since according to the MINEDUC, the right to education is for every child, youth and adult, regardless of their migration status and nationality, being this guaranteed by the state through a National policy of foreign students.

On one hand, when migrants arrive to a new country, they have to face the challenge of building a new life far from their native country, leaving behind different aspects they were used to in their country, such as: habits, customs, jobs, foods, traditions, and even the fact of speaking their mother tongue to communicate as in the case of Haitian migrants, because their first language is Creole, which might represent a challenge for them, in order to adapt

not only to a new country but also to a new educational context. This can be contextualized in a research realized by Campos-Bustos (2019) who found the following:

regarding to the use of Spanish language by haitians students in a school in Quilicura, Chile; a survey established that 22% of the student body cannot communicate in Spanish; 44% have difficulties but can establish communication in Spanish and finally 34% are in an optimal level who can communicate without difficulty (pag 9).

During 2021 the rate of migration increased in Chile, for instance migrants who arrived in Chile through the border in the North part of the country, in which the entrances were not authorized by the government. These people might have had the purpose to get new opportunities such as getting a better job, acquiring a house, or even to have access to education for their children. Consequently, this phenomenon has been called a migration crisis due to the fact that there have been several confrontations between migrants and locals in the zone. A comparison between the 2017 CASEN survey (generated toward the end of 2017) and the INE data (from late 2018) reveals that the share of migrants has increased significantly, especially in Antofagasta Region, which rose from the fourth to the second place in a single year. This illustrates the constant growth of the migratory influx in all areas of the country.

From this perspective, it is important to acknowledge this situation in order to raise cultural awareness of this phenomenon inside the classrooms. As a correlative effect, the phenomenon of migration has led to emphasize the importance of cultural diversity regarding the pedagogical field. Therefore, it can be said that culture might be understood as a variable,

which means that there might be some differences in aspects such as behaviors, and values between people from different societies, and heterogeneity is seen as a norm. Regarding this, what is required to be done is to create measures that fit the needs of students that recognize themselves as culturally diverse and do not identify with the standards present in the classroom.

The main purpose of this research is to discover multicultural representations encountered within the teaching resources sponsored by MINEDUC, specifically, the student's book called "High School English 2" of the 2021 edition, which was published by Richmond editorial, and written by Claire Thacker, Matyn Hobbs, and Julia Starr Keddle. Concretely, two units of the tenth-grade textbook have been analyzed; unit 3 (Your Time to Shine) and unit 4 (A Day in the Life) which in this case were both randomly selected. For the purpose of this study research, the units' materials have been analyzed, to observe multicultural representations which have been matched with our own delimitations, being compared with the dimensions stated by Banks (2009), content integration, knowledge construction, an equity pedagogy, prejudice reduction, and an empowering school culture (Banks, 2009 as cited in Johnson, Luciak, & Driel, 2010). Along with the mentioned dimensions, this study has considered some delimitations to determine the quantity/categories of representations in which the material was considered as multicultural. Within these delimitations were found festivities and traditions, adjectives with positive connotation about cultures, countries from each continent, local and international places or cities, holidays, languages, and religions. They were within the corpus which was divided into visual, linguistic, auditory, and social cultural representations. Besides, these dimensions were

considered to determine the multicultural representations present in the teaching resources sponsored by MINEDUC. Creating a pedagogical improvement based on the delimitations and Banks' representations.

Along with this, it can be said that multiculturalism is found within different scenarios, especially in social situations, in which people interact with others, in a determined space or community. However, in accordance with this concept, Bernabé (2012) states that multiculturalism is “when different cultures coexist in the same place, not interacting among them is considered a multicultural situation, in which the intercultural dimension is far from the focus of the interest” (Pag 4). Thus, the interaction and communication among these cultures might generate segregation, because people could coexist in the same place, but settled in different groups or communities, setting social limits among them.

In the light of the previous scenario, it is also fundamental to clarify the singularities of the following two concepts: ‘multiculturalism’, and ‘interculturalism, which will be explained later in this theoretical framework. In this context, interculturalism refers to the fact that cultures coexist and interact with each other (Bernabé, 2012 - Pag 4), whereas multiculturalism limits to just the coexistence between two or more cultures, where they do not interact and do not produce an exchange of habits. (as cited in Ibrahim and Mostafa, 2017 - Pag 3)

From this perspective, the aim of this research study is to analyze the corpus of the Chilean tenth-grade students' English textbook, through the use of the Critical Discourse Analysis (CDA) method that is used to analyze data and in a profound way to draw some

deep conclusions regarding the role of language and social constructions as the basis of data as acquisition. Furthermore, it is expected to observe the interrelation between the obtained content analysis and the multicultural representation, with the purpose of elaborating a pedagogical proposal, which seeks to adequate the aforementioned corpus, as multiculturally as possible in order to be a helpful tool for the future generations of teachers and students, and that is consonant with the literature reviewed in this chapter.

Having set the specific background, it is essential to place the first approach on the 'High School English 2' textbook for tenth grade students and the curricular bases of the study program (2015), which states the following aspects:

Usage of materials, apply teaching strategies, and develop activities that fit the cultural and ethnic singularities of the students and to their interests. It is important that any allusion to diversity has to be with a positive character and that motivates the students to understand and value it (pag. 20).

According to the previous extract, the study program proposes the consideration of the interests of students and their cultural and ethnic singularities along with respecting diversity through a positive attitude, motivating students to value and understand the different cultures. Likewise, students have the opportunity to learn about cultural diversity through the use of material and activities. This is meant to be a challenge for teachers since they are not only responsible for teaching a language but also cultural diversity, and it is therefore vital to ensure the usage of different materials to support culturally diverse lessons.

From this perspective, it was highly important to deeply observe and analyze such

materials and activities involved in the tenth-grade students' English textbook in order to substantiate their effectiveness regarding in students learning, and the relevance of multicultural representations in an English as a Foreign Language (EFL) classroom, and most importantly, considering the current cultural diversity present in our country. In the same manner, the concluding pedagogical improvement was based on the multicultural dimensions within the tenth-grade students' English textbook, and moreover take into account our local cultural diversity encountered in Chilean EFL classrooms.

This research study is essential, since it is important to provide the contents' curricula to our students based on multicultural backgrounds in which not only the anglophone culture is involved but is more a coexisting diverse culture within Chilean classrooms, which can reflect in a better way the student's reality. From that point of view, such contents will be enriched with the aim of raising cultural awareness (Bases curriculares,2015) so that students can contrast their own cultural dimensions with others. Therefore, by raising cultural awareness during lessons, it might facilitate students to face the current globalized world, since the final aim of acquiring a new language is that students could be citizens of the world in which they could have a sense of belonging because language can be a bridge among cultures.

Considering all the previous reasons, it is important to state that the present research project is a replication study of the method of a previous work carried out in Japan in 2020 called '*Representations of multiculturalism in Japanese elementary EFL textbooks*', by Kate Efron, in which EFL textbooks were analyzed in elementary Japanese schools called: We Can 1, We Can 2, Let's Try 1 and Let's Try 2.

The aforementioned research study was focused on multicultural representations in EFL textbooks in elementary schools. At the same time, this research study has been focused on finding multicultural representations in the EFL textbook “High School English 2” for 10th grade students, 2021, which might be equivalent to the former study.

In the light of this specific topic, the present research question was related to the presented need and it has been stated as follows: Does the content material found in the tenth grade textbook High School English 2 effectively consider Multicultural aspects of the students as suggested by the MINEDUC program?

Theoretical Framework

Previous Studies:

It is necessary to be aware of the previous studies that had similar focus as our research study. Therefore, the first one that we have to mention is the study done in Indonesia called “The representation of Indonesian cultural diversity in middle school English textbooks” carried out by Parlindungan, Rifai, & Satriani, (2018), which concluded that: the teaching of English in any context would reflect teaching both linguistic and cultural knowledge of English. Besides, English as a language infuses belief systems into the learners. On the other hand, the semiotic approach, which focuses on visual and textual narratives of the texts, images, and tasks, and can help to discover important aspects of human life that represent culture.

Secondly, the study carried out in Japan by Efron, called 'Representations of Multiculturalism in Japanese Elementary EFL Textbooks: A Critical Analysis', concluded that: Through the use of CDA, there were elements that represented a certain ideology, for instance in dialogues, in which characters referred only to Japan and not to any other country. which was stated as a monoculturalism focus, which does not recognize the importance of the inclusion of other cultures within Japan. Besides, there are no mentions of minority or indigenous groups in Japan in these texts. In this same vein, the textbooks do not integrate cultures or create a multicultural environment.

Culture

Culture can be understood as several aspects such as: knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving (Samovar and Porter, 1994). Therefore, it is part of every human being in the world and plays an important role in the development of identity, which allows people to have a sense of belonging. Additionally, Colbert (2010) states that a culture seeks an identity and strives to maintain its individuality and distinctiveness while recognizing the fibers that connect them to other cultures in a more subtle way. In contrast, Kluckhohn (1951) defines culture as patterned ways of thinking, feeling and reacting, acquired and transmitted mainly by symbols, constituting the distinctive achievements of human groups (Kluckhohn, 1951 as cited in Lebrón, 2013). In addition, Schein explains culture as a set of values and beliefs, or a cluster of learned able as well as livable (Schein, 1990 as cited in Lebrón, 2013). Although there are different versions of this

term, we consider the concept of culture as part of an individual that has a fundamental role in the finding or development of an identity that makes people have the feeling of being part of a group or community, such as a religious group.

Multiculturalism

The concept of multiculturalism is related to the coexistence of two or more cultures in a common space, they do not have major influence within each other. Besides, multiculturalism acknowledges diversity and develops a narrative and a policy of integration that considers migrants as co-citizens. In addition, Rattans says (as cited in Ibrahim and Mostafa, 2017), “multiculturalism entered public discourse in the late 1960s and early 1970s, when both Australia and Canada began to declare their support for it” (Pag 3). On the other hand, there are other authors that argued that multiculturalism is described beyond pluralism and the aim is to create new social realities from marginalized minority groups (Appiah, 1998; Gay, 1983; Glazier 1998; Goldberg, 1994; Nieto, 1999; Sleeter & Montecinos, 1999).

Multicultural representations

Since this study involved multicultural representations of Banks, it is fundamental to have knowledge about the five main dimensions which were used to justify and match the delimitations.

Content integration refers to examples or content from different cultures that teachers utilize inside the classroom and how they deal with the management of input. (Banks, 2009). Thus, in order to point key concepts, principles, generalizations, and theories into the EFL learning.

In addition to this, the author also mentions that content integration constitutes the entire multicultural education which according to teachers the concept is highly represented in social studies and language arts.

The knowledge construction process describes the procedures by which social, behavioral, and natural scientists create knowledge and how the implicit cultural assumptions, frames of references, perspectives, and biases within a discipline influence the ways that knowledge is constructed within it (Banks, 2009 as cited in Johnson, Luciak, & Driel, 2010). In light of the previous ideas, teachers are in charge of researching how to teach a variety of knowledge, since this construction might be influenced by some representations such as racial ethnic, identity, social classes and community.

The prejudice reduction dimensions based on the characteristics of the racial attitudes of students. This dimension is used in order to develop principles, behaviors and values related to multicultural education.

Equity Pedagogy exists when teachers use techniques and methods that facilitate the academic achievement of students from diverse racial, ethnic, and social-class groups (Banks, 2009).

Empowering School Culture This concept involves social structure which is used to describe the process of restructuring the culture and organization of the school so that students from diverse racial, ethnic, and social-class groups will experience educational equality and cultural empowerment (Cummins, 1986). Therefore, this concept develops the empowerment of those vulnerable students with different singularities.

Interculturalism

Interculturalism refers to the recognition and acceptance of different cultures that generate cultural relationships and lead to cultural integration (Bernabé, 2012). Therefore, this acceptance not only implies the recognition and understanding of the existence of other cultures but also respect, communication and interaction. Based on the previous views, society would be intercultural when all members interact and coexist, thus leading to be culturally enriched by those interactions. The concept of Interculturalism is not new and can be traced as far back as 1959. It has largely lain dormant however, and there has been little by way of academic development and neither has it been adopted in policy and practice to any great degree. In countries such as Germany, Greece, Russia and Spain, the term has occasionally been employed, (Meer and Modood, 2011). On the other hand, nowadays the concept is most commonly used.

EFL and the Multiculturalism in the classroom

First of all, it is necessary to know what EFL stands for, so as to be able to understand the whole idea of the encounter of multiculturalism in EFL classrooms. EFL can easily be defined as what the British Council states (n.d.), “English as a Foreign Language, or EFL, refers to learning and using English as an additional language in a non-English speaking country”. Therefore, when it comes to Chile and teaching of English is considered to be EFL, due to the fact that the language spoken in Chile is Spanish. Thus, the role of EFL inside Chilean classrooms is to expose the students to language, following programs and curricula of the Ministry of Education. At the same time this can be related to what Richards, Platt and

Weber (as cited in Roldan 1985:93) define as the use of EFL, which is, “the role of English in countries where it is taught as a subject in schools, but not used as a medium of instruction in education nor as a language of communication (e.g. in government, business, or industry) within the country”(Pag 2). Consequently, the role of EFL is focused on the development of English skills in several contexts of the country and it might have different outcomes depending on the EFL teacher and the school in which English is taught. Therefore, we believe that it is highly important to analyze such materials so that they can adapt to the needs of all students in order to achieve a more multiculturalism among EFL classrooms and reach cultural awareness since this is necessary for learning a second language.

Multiculturalism in the classroom

When it comes to the Chilean classrooms it can be said that there are many cultures present in the Chilean educational system, according to MINEDUC the numbers of enrolled foreign people are around 82.087 and 4,9% nation wise, that is when we are introduced to a new concept called ‘multiculturalism’. This is understood as a sociological and anthropological concept (Riaglanti, 2005), which means that the concept is related to the existence of different cultures in a common space, geographically or socially. Nevertheless, these cultures can interact with each other, but they do not have an impact on their lifestyles. Based on that, we can say that Chilean classrooms are a space where different cultures can be found due to the current presence of migrants in Chile.

Multiculturalism is a common topic within schools and colleges in the current globalized world. Multiculturalism is highly related to all dimensions of an individual since

their date of birth, this is determined by their race, culture/ethnicity and nationality. These aspects are connected to what Banks (2009) related to prejudice reduction due to the fact that it describes the characteristics of children's racial attitudes and strategies that can be used to help students develop more democratic attitudes and values. For this reason, it is meaningful to include, and consider it within the classroom. In EFL lessons where multiculturalism is a core through the learning of a new language, this might determine the opportunities of success or failure in the acquisition of English as a Foreign Language. In addition to this, according to Ming-Mu and Cheng-Chieh (2006):

If children are given cultural knowledge, immersed in a culturally rich environment, and exposed to culturally basic material, they may learn the second language with more ease because their background knowledge about the second-language culture will make comprehension less difficult (pag. 6).

This means that students are capable of achieving language proficiency by means of exposure to the language and its varied cultural representations. In an EFL classroom students have access to material, and resources created in the foreign language and give them an opportunity to acquire the knowledge of another language and its culture.

In Chile and as in many educational contexts around the world, not only teachers are dealing with the growing multiculturalism within the classroom but also with students that are not Spanish or English speakers as is the case of Haitian students, which makes at the end their insertion into the educational system more challenging. As a result of this growing multiculturalism, teachers most of the time have to manage with their own resources and strengths, to raise awareness of the differences that coexist in the classroom, such as: values,

behaviors, and ways of thinking as well as determining the use of the language target to develop empathy, an open-mindedness and respect for others and the tolerance forwards it, too. (Bodrič & Stojičić, 2013).

Interculturalism in the classroom

In EFL classrooms, it is advisable not only to teach the Anglo-Saxon culture but also many others too, especially those found in our country, given the fact that the aim of teaching EFL is to raise not only awareness but also respect about other cultures, in order to teach students to be citizens of the world because we consider necessary to have knowledge about other cultures not just one's own culture. This is a complex labor without prior guidance to assist the teacher in this challenge. On the other hand, the concept of interculturalism, which is also related to the presence of cultures in the classroom, this can be defined as what Beltran (2015) stated as:

Interculturalism can be understood as the coexistence and interrelationship of various cultures and identities in the same geographical or social space. This new way of understanding relationships puts the emphasis on respect, and the right to be different, also it tries to denounce visions that in the name of culture justify xenophobia, racism, margination, and exclusion. (Pag 5)

Therefore, it is necessary to understand this concept and its relationship with the context within Chilean classrooms, where there might be encounters with different cultures that co-exist and interact with each other. Besides, it can be said that due to this phenomenon, awareness is present of the differences between two or more cultures. On the same note, it is

important to teach students to appreciate and respect other cultures, religions, etnias, and also their differences.

Difference between multiculturalism and interculturalism

In the first place, we previously stated that multiculturalism occurs when several cultures coexist, tolerate, and respect each other. On the other hand, interculturalism refers to when these cultures interact and exchange different values, etc.

Therefore, these two terms are complementary to each other. As a consequence, in a pedagogical scenario the biggest difference between these two concepts is that in a multicultural classroom, students of different countries or cultures just share this social space, but do not generate an exchange of behaviors. Nevertheless, in an intercultural classroom, students share and coexist by generating this dialogue without the supremacy of any cultural group. Moreover, promoting values such as respect for diversity and integration.

Besides, as Barrett (2013) stated, multiculturalism does not embrace a majority group of people, which is different to interculturalism since it represents different cultures as part of a community.

In addition to this, multiculturalism is connected with multilingualism, since people can communicate with others in several languages, and when this phenomenon takes place is when we can say that interculturalism occurs; the same goes for classrooms. According to Franceschini (2011), the relationship of a variety of multilingual skills based on the speaker, and the communicative competence highly related to the real attempt of interaction. Thus,

students are quite exposed to develop their skills through interactions and with the support of external materials.

Multilingualism

In simple words, multilingualism is understood as the ability of a speaker to express themselves in several languages with equal and native like proficiency (Okal, 2014).

Therefore, this person or community lives and coexists in an environment where several languages and cultures are present. However, in connection with the previously mentioned concept, multilingualism occurs often in our daily life, as in the classroom, because we live in a globalized and diverse world.

Multilingualism is part of the development of resources, this means that the curriculum program of English aims to develop language abilities in order to encourage learning through different resources.

Moreover, Dr. King (2018) refers to multilingualism as the presence in a geographical area, large or small, of more than one variety of language. Additionally, Katsarova (2019) defines multilingualism as the ability of societies, institutions, groups, and individuals to engage, on a regular basis, with more than one language in their day to day lives. In spite of the fact that there are different interpretations of the concept multilingualism, we consider it as a term that is used in daily life since we live in a globalized world, where different cultures are presented. Multilingualism makes people express themselves in different languages. This concept is important to the curriculum of the English program since its objective is to develop language competences towards a motivation in learning through different tools.

English in the national curriculum

English in the national curriculum (2015) has been explained as the following: the focus of the subject has been made to follow the approaches with the main objective on the developments of English communication competences which point to the language teaching. The previous implies that students develop knowledge that allows them to achieve different goals within the language, such as: the use of language according to the context, organizational elements of the language, interconnected sentences and a fluent message, the consideration of cultural differences, and demonstrate the achievement of cross-cutting objectives. In addition, the strategies can allow students to maintain a conversation in a foreign language.

Culture and intercultural competence

Learning a language is directly related to culture. Through it, students can acquire knowledge about different social, political, economic and art matters. In general, they learn about values, practices, and lifestyles. Moreover, students are capable of understanding different cultures by means of exposure to an international language. This information is related to customs, habitants, literature, food, and others.

English is a language that allows students to interact with other people and other contexts. Besides, they might expand their knowledge of the world and find the relationship between culture, beliefs, and values (bases curriculares en Chile, 2015).

Cultural Awareness

On the other hand, the curriculum states the importance of the development of intercultural competences within the classroom, besides this helps audiences to raise “cultural awareness” in the classroom. According to what Ilie states (2017), intercultural competence can be defined as the active possession by individuals of qualities, which contributes to an effective intercultural communication, it can also be related to three primary attributes such as: knowledge, skills, and attitudes. Hence, intercultural competence has become an indispensable ability in the XXI century. This ability allows people to work and study in different countries and different cultural contexts, to understand the diversity, appreciate other people who come from other countries and to develop respect. Besides, they not only acquire knowledge but also can contribute to different points of view, creativity, innovation, cognitive and empathic flexibility.

In accordance with the achievements and the recognition of the previously mentioned concepts, it is fundamental to consider ‘Cultural Awareness’ in the research. According to Illie (2017), it is essential the understanding of the cultural values, behaviors, and norms of the host culture, as different from one’s own, as understanding how people from different cultures think and behave. Furthermore, the intercultural part of the analysis is interconnected with the previous.

Cross-cutting objectives related to cultural diversity

Considering that schools not only teach knowledge but also values and moral principles in order to create a comprehensive education, together with the fact of developing an empathic and tolerant society by promoting collaborative work.

Cross-cutting objectives are immersed within the resources of MINEDUC, including the English textbooks, in which the curriculum stated the following: to raise cultural awareness, to show respect, interest, and tolerance for other cultures and their own, appreciating the contribution to knowledge. This is the aim related to multicultural representations. Moreover, the role of the teachers is important due to the fact that they are in charge of the achievement of these objectives. According to Houghton (as cited in Bases Curriculares, 2015) “one important role of teachers of foreign languages is to facilitate communication across cultural barriers, and “one of the most challenging barriers to be overcome is the stereotype” (pag. 1).

Textbooks (Chilean English textbooks)

Educational textbooks are part of the multimodality materials, these textbooks are some of the materials that support the learning process in an EFL classroom, in order to show international representations, the Anglo Saxon are the most common ones. Besides, in English lessons technology can be presented in different ways, for instance, the use of English textbooks, different kinds of softwares, podcasts, online conversations, or chats, among others. The purpose of these materials is to support the development and the practice of the new abilities of the language.

Children and teenagers develop multimodal literacy in a natural and spontaneous way, because it is part of their daily life, through the use of multimodality textbooks, they develop creativity, they are able to expose their work to the worldwide audience, they have access to

information and they learn how to achieve objectives, this allows them to identify true resources (Bases curriculares de Chile 2015).

Semiotics

Firstly, since a Chilean textbook for EFL will be analyzed, it is essential to understand the concept of semiotics, its background and the first conceptions about this approach. According to Saussure (1916) and his beliefs, the theory of linguistic signs had to be studied as an independent and general theory, proposing the term of ‘semiology’. (Saussure, 1916. As cited in Mohd and Totu, 2014). Besides, as H. Eco (1976) states, the semiotics is understood as something that can be considered as a sign which can substitute something else. In addition to the previously mentioned, ‘Semiotics’ is concerned with other conceptions based on the basic background, such as the notion of Jewitt (2004):

The study of semiotics is focused on the representation of signs, like the language, image, and object. In visual semiotics, the visual signs have more direct meaning than in language. The representation not only shows the world but also the interaction in it. This interaction can be accompanied by the text or not and then it will constitute a recognizable kind of text (paintings, poster, magazine, etc) (Jewitt, 2004, as cited in Hanum, 2017, pg. 3)

Therefore, the present research study includes the concept of semiotics, since we aim to analyze not only the texts and audios of the textbook but for the analysis of the content which includes texts, audios and images, the analysis study is focused on the discovery of

multicultural representations within the corpus of a textbook called ‘High School English 2’ and its respective units; 3 “time to shine” and 4 “ a day in the life”.

Multimodality

It is fundamental to understand the meaning and what this concept involves since our source of information is the tenth-grade textbook, which is developed and written by the use of multimodal and semiotic dimensions.

At first, it can be said that multimodality has the aim to observe and analyze the different means of communication, verbal or non-verbal, such as texts, images, audios or even symbols present in the selected textbook. These dimensions compose the information and material sponsored by the MINEDUC. Besides, it is closely related to the nature of the concept of ‘Multimodality’, which is considered as the fact of semiotic modes combining such as: music and language. Jing Liu (2013) (Van Leeuwen, 2006). Which means that the communication and information along the texts are expressed through the use of different ways of communication, which correspond to the semiotic dimension since the materials are developed by images, audios, and texts, which means that the information can be expressed using multiple modes of communication.

In this research multimodality modality is an important term, its main function is related to verbal and non-verbal communication. Therefore, it means to make use of images, texts, audios, or even symbols. Regarding the previous ideas, it can be said that textbooks are highly connected with multimodality, because of its function or the content within itself. In other words, a textbook is a multimodal material, which is made of text, pictures, audios, and other semiotics symbols.

According to Kress and Van Leeuwen (1996, as cited in Thin,2006), *Journal of Language Teaching and Research* Jing Liu (2013) Multimodal texts, consider the information expressed through the use of written language, images, designed element, and even semiotic resources since the written and visual material also have to follow a sequence and a coherent interrelation between these elements to be understood easier. Therefore, multimodality is widely present in our source of observation since it is based on the means of communication along with the semiotic, and multimodal dimensions within the 10th grade students' English textbook sponsored by MINEDUC.

In other words, a textbook is a multimodal material, which is made up of text, pictures, audios, and other semiotics symbols.

The role of the materials in the EFL classroom

The materials in the EFL classroom are divided into three concepts: digital, authentic, and adapted materials. First, digital materials are relevant to the achievements of the objectives regarding an EFL classroom since they support learning. Additionally, the author Oktaviani states, “the use of variety and richness in the materials and media of instructions in the classroom are important factors in teaching and learning variations in materials that contribute to gaining students' attention, stimulating interest, and enhancing achievement” (Oktaviani, 2019). Thus, digital materials are published in digital format which includes textbooks, workbooks, educational videos, tests, images, etc. This is made to inform people about a certain topic, to help them to acquire knowledge, reinforce learning, and solve unfavorable situations. Moreover, they support the development of skills and evaluate

learning outcomes. Concisely, digital materials are everything related to technology and the globalization of the world. Furthermore, this plays an important role in providing students learning through the use of them.

On the other hand, authentic materials meaningfully encourage the learning process through the interaction with students. They help to develop the students' learning through auditory, visual, and physical senses such as audios, images, and texts, basically all materials that make students use their senses. Chamba and Gavilanes state (2018), “authentic materials provide significant exposure to the language as it is used, motivate students and help them develop communicative skills” (*Chamba & Gavilanes, 2018*). By means of the use of these materials they develop their skills which contribute to the improvement of their performance inside the classroom.

Finally, it can be said that adapted materials help to create a suitable environment for the development of productive and educational activities that facilitate the learning process. Halim states that, “a textbook presents the material in a way that does not fit the current needs of the students. It is at this point where the teacher has to decide what to change, eliminate, add or extend” (S. Halim, 2016; T. Halim, 2016). Besides, adapting materials refers to the application of some strategies to make the textbook more effective and flexible. It is a process of changing and adjusting fragments of the textbooks to bring them closer to the reality of the students, and to create a comfortable and dynamic environment for the teaching-learning process.

The use of these types of materials (digital, authentic, and adapted) are fundamental in an EFL classroom since it helps in the improvement of the learning of the students. For instance, digital materials provide resources such as audios, images, or videos. Authentic materials work with the senses of the students and expose them through real language, for example, when the teacher uses an audio, the learners have a connection with the language because they listen to how to pronounce words or how a sentence is structured. Therefore, adapted materials have the function of adapting the classes for each student to create a comfortable learning environment. The explanation of these concepts guide this project to understand the meaning of each one and to analyze whether the 10th grade textbook has these types of materials.

Research objectives, hypothesis (depending on the Research)

General Objective: To discover multicultural aspects in the EFL textbook High School English 2 given by the MINEDUC in Chile.

Specific Objectives:

1. To identify multicultural aspects in the Chilean tenth grade English textbook provided by MINEDUC.
2. To assess multicultural representations within the unit 3 ‘Your time to shine’ and 4 ‘A Day in the life’ of the English textbook
3. To suggest a pedagogical proposal in order to adapt the corpus and integrate multicultural aspects.

Method

Replication of a previous study

First of all, it is fundamental to define what a replication of a research study is. According to Peels (2019), “a replication study is a study that is an independent repetition of an earlier, published study, using sufficiently similar methods (along the appropriate dimensions), and conducted under sufficiently similar circumstances” (Peels, 2019). Thus, this is a replication of the methods for collecting data from a previous study named “Representations of Multiculturalism in Japanese Elementary EFL textbooks” by Kate Efron in 2020. Initially, this study might have some similarities with the research of Japanese textbooks related to the used method. However, the results might be different from each

other, since the research is focused on textbooks from different countries, contexts, and cultures, which supports the importance of exploring this.

Further, based on the Critical Discourse Analysis (CDA) and Content Analysis Data (CAD) methods, it is important to mention the analysis of these brand-new textbooks specifically in Chile and see how the contents are connected or not with the multicultural representations the project aims at.

Critical Discourse Analysis

According to Wodak and Meyer (2001) Critical Discourse Analysis (CDA) aims to critically analyze and investigate the social inequality which is legitimized, signaled, or expressed through the language and its uses. That is to say, it focuses on different perspectives and representations of social and cultural aspects which are expressed through the language by different ways of expression such as signs, texts, images, etc. Furthermore, this kind of method has the purpose of exposing power relations and social structures. The first one, includes historical values, traditions, customs, precedents, habits, lack of general injustices, among others (Hamilton and Sharma, 1996). The second concept refers to social institutions and patterns of institutionalized relationships. For instance, (Crossman, 2019) the major social institutions recognized by sociologists include family, religion, education, media, law, politics, and economy.

This study takes a CDA approach and takes after the model of content analysis of the previously mentioned research, in which representations of multiculturalism are analyzed with the aim of recognizing linguistic, visual, and cultural representations in the High school

English 2 textbook. Therefore, this research study might allow us to elaborate a pedagogical improvement, which enables us to adapt and integrate the aspects encountered in the analysis within the studied units. Our goal is to contribute to make multicultural materials for teachers of EFL classrooms with the purpose of raising cultural awareness through the use of sponsored textbooks.

Further, discourse contributes to the feeling of maintaining and reproducing the social status quo in order to make a change and contribute to transformation. However, it is essential to understand the meaning of discourse beyond the linguistic concept (Fairclough and Wodak, 2001, as cited in Araya, 2011, pag. 15). To clarify, discourses are partly realized in ways of using language, but partly in other ways, for example visual semiosis. Although, to illustrate these abstract forms of the concept discourse, they can be described as the analysis of images, and everything related to multimedia. Since the methods of analysis presented in this research are interrelated with the usage of collected data, analysis of it and creation of new information.

The CDA considers the object of the analysis in which it is essential the emphasis on the method that Efron (2020) applied in her research. In order to use the similar method as much as possible, it is important to consider the base on the analysis which is divided into two such as: quantitative data which encounter the frequency of the cultural references, and the qualitative data that embraces the textual and visual analyses within the discourse (Creswell, 2015). Nevertheless, this study involves both divisions: text analysis, audio

analysis, interpretation of the corpus, and social analysis, on the other hand, the frequency of cultural references in the textbook.

Content analysis of textbook

The resource of data will be the corpus of the textbook which will be analyzed using coding and content analysis, consequently, the textbook must be tabulated to direct the study research towards an interpretation of data that is deeply analyzed by this kind of investigation methodology called 'Coding'. Explained in words of Saldaña (2016) "that can be defined as attributes interpreted meaning to each individual datum for later purposes of pattern detection, categorization, assertion or proposition development, theory building and other analytic processes". Therefore, this data has an interpretation that later goes towards analytic processes such as pattern detection, categorization, assertion, and theory building. Besides, consider a content analysis method, which is explained later, in order to observe and collect information from the materials we have selected to study.

Content analysis can be portrayed as a mixed method approach: assignment of categories to texts as a qualitative step, working through many text passages, and analysis of frequencies of different categories as quantitative steps (Philipp, 2014). Hence this mixed method has two steps to follow and carry out the data collection. For that reason, our research will follow the steps that Efron applied in her research study, in order to obtain clear results and observations through the analysis.

Collected data of the Corpus

The data of this study were collected from the High School English textbook of tenth grades of 2021. These textbooks are usually used along the Chilean territory in secondary schools, in order to support the learning of English as a foreign language. Consequently, the units 3 *Your time to shine* and 4 *A Day in the life* of the textbook were selected randomly. This study examines the textbooks: images (55 pictures between the two units), textbooks listening activities (14), text content (30) from the corpus for multicultural content.

Considering the Fairclough's CDA model as cited in Kate Efron study. First, we analyze the content of textbooks. A qualitative content analysis of the texts and videos included coding, identifying patterns and themes, and drawing conclusions (Yin, 2016 as cited in Efron, 2020). Based on the results of the content analysis, we selected texts, audios, and images from the textbook in order to be categorized into the following criterias: 1) *festivities and traditions representations in the textbooks*; 2) *adjectives with positive connotations about cultures*; 3) *countries from each continent*; 4) *local and international cities/places*; 5) *holidays*; 6) *languages* and 7) *Religions*.

As explained by Kress (2014), it can be defined and described as the resources through which visual texts can (1) represent something about the world, (2) shape cohesion, information structure and different truth-values toward what is represented. In order to examine images from the corpus, a semiotic approach was considered, focusing on those which have multicultural characteristics (Kress, as cited in Adami, 2014).

This study does not analyze the rest of the two units of the textbook called *My style* and *Healthy body, Healthy mind*, video materials, exercise book and the teachers book volume 1 and volume 2. Those parts of the textbook were not included as part of the study

research since we did not have enough time to cover more deeply the other materials, most of them included perhaps too much content to be analyzed in such a short period of time, besides we tried to focus on the books two units before mentioned.

The following table is a checklist that shows the delimitations of Multicultural representations expected in order to put a limit in the units 3 and 4 of the tenth-grade English book. The first column is the criteria that represent the aspects considered for the investigation: festivities and traditions, adjectives with positive connotation about cultures, countries from each continent, local and international places or cities, holidays, languages and religions. The second column is the ideal number of expected representations that we consider essentials, and finally the last column shows the results found in the selected units of the textbook. After the content analysis, this checklist helped us to answer the research question, organize the gathered data and to limit the amount of multicultural representations that we considered a textbook must have.

Checklist Multicultural representation expected in the 10th grade textbook

Criteria	Number of representations	Results	
		Unit 3	Unit 4
Festivities and traditions representations in the textbooks	3		

adj Positive connotation about cultures	3		
Countries from each continent	2		
Local and international cities/places	2		
Holidays	4		
Languages	5		
Religions	4		

Results

This section presents the obtained results of the data analysis of the units 3 and 4 of the textbook which is illustrated on the following tables with the names of the units, the number of expected and presented criteria in the book such as Demyonym, country, cities, etc. the number of the criteria present and its corresponding pages.

Table 1 *Demyonym represented in the text and audios*

Units	Number of demonym represented	Demonym presented in the units	Pages
Unit 3 <i>Your Time to Shine</i>	5	Chilean, Haitian, American, Korean, Spanish.	64,70, 71, 82. tracks: 34,39
Unit 4 <i>A Day in the Life</i>	3	Chinese, Japanese, Italian.	94, 95 tracks:55

Table 1 organizes the demonyms encountered with units 3 and 4, not only between pages but also the tracks for each unit, from page 64 to 82, and tracks 34 and 39 for unit 3, finding around 5 demonym within unit 3, which are: Chilean, Haitian, American, Korean, Spanish, and for unit 4 pages 94 to 95 and track 55. Additionally, there were 3 demonyms within the pages and audios of unit 4. In which there were found the following demonyms: Chinese, Japanese, Italian.

Table 2 *Countries represented in the texts and audios*

Units	Number of countries represented	Countries presented in the units	Pages
Unit 3 <i>Time to shine</i>	8	Chile, Italy, Scotland, Thailand, Finland, USA, Korea, Japan.	64, 66, 67, 70, 71, 72, 74, 78, 82.

Unit 4 <i>a day in life</i>	6	USA, Japan, UK, Italy, Cayman Islands, Barbados	88, 95. Tracks: 39,47,56
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Table 2 represents the countries which are involved and mentioned within the texts and audios between the pages 58-83. The table was divided into the units we chose to analyze (3 and 4), the table is divided into the number of countries involved, the countries presented, and the pages in which the observed countries are found. The analysis of unit 3 shows us that there are 8 countries represented in the texts between the pages 64-82. The previous mentioned countries are Chile, Italy, Scotland, Thailand, Finland, USA, Korea, and Japan. On the other hand, according to the analysis of unit 4, there were found 6 countries within the texts of the pages 88 and 95, and the tracks number 39, 47 and 56. In which we found the countries: USA, Japan, UK, Italy, Cayman Islands, and Barbados.

Table 3 *Examples of traditions and festivities in the texts*

Units	Text/Dialogue	Pages
Unit 3 <i>Time to shine</i>	1) Benny told me about the three-day Battle of the Oranges , which takes place every February in Ivrea, Italy. About 3,000 people dress up in colorful costumes and throw over 360 tons of oranges at each other!	66

	<p>2)The RaRa celebration is held during Easter week. It is one of our strongest musical traditions as we have celebrated it since the 17th century! Every year, people from all villages and towns reunite to play their best tunes with homemade instruments.</p> <p>3)In November, Benny was in Thailand for the strangest dinner in the world. In the city of Lopburi, 20 top chefs prepare over 2,000 kilos of fresh fruit and vegetables, ice cream and jelly for up to 3,000 special guests. Macaque monkeys! The people believe the monkeys, which live in the city, bring them good luck. This enormous buffet is a way of saying ‘thank you’.</p>	<p>68</p> <p>67</p>
Unit 4 <i>a day in life</i>	no data	no data

Table 3 shows the data about festivities and traditions encountered within the content text.

The information such as place, date, participants and customs about traditions and festivities are presented in texts in unit 3, where you can find 3 traditional celebrations like ‘Three-day Battle of Oranges’, ‘RaRa Celebration’, and ‘Thailand’ for the strangest dinner in the world, celebrated in different countries such as Italy, Haiti and Thailand. Unit 4 does not present any

information about traditions or festivities. The first column of the table shows the units and their names, the second column has a fragment/citation of the texts with the information of each of the festivities, and the last one has the number of the pages that correspond to the texts.

Table 4 *Cities represented in the text and audios*

Units	Number of countries represented	Local	Pages	International	Pages
Unit 3 <i>Time to shine</i>	15 L: 4 cities. I: 11 cities.	Curicó, Viña del mar, Olmue, Atacama.	62,64,66.	Ivrea California Lerwick Shefland Lopburi Oulu Berlin Seul Sidney Boston New York	66 67 tracks: 38,39
Unit 4 <i>a day</i>	10	Copiapó,	86	Texas	88

<i>in life</i>	L: 2 cities.	Vallenar.		London	92
				Birmingham	94
	Tokyo			95	
	Utetsu			97	
	Newcastle			track:	
	Weybridge			47,53	
	Nottingham				

Table 4 considers the cities presented in the units 3 (your time to shine) and 4 (a day in life), between the pages 58-86. There are two rows which represent the content of the textbook and audios, the columns show the number of cities represented, the pages in which we can find them, and the criteria whether they are local or international cities, considering Chile as the local country. Regarding unit 3, 15 cities were found: 4 local cities; Curicó, Viña del mar, Olmué, Atacama; and 11 international cities; Ivrea, California, Lerwick, Shetland, Lopburi, Oulu, Berlin, Seoul, Sidney, Boston, New York. The gathered information from unit 3 was collected between pages 62-67 and tracks number 38 and 39.

Based on the information presented in the table, in unit 4 were found 10 cities: 2 local cities; Copiapó, Vallenar; and 8 international cities; Texas, London, Birmingham, Tokyo, Utetsu, Newcastle, Weybridge, Nottingham. The data was analyzed between the pages 86-97 and the tracks number 47 and 53.

Table 5 *Holidays represented in the textbook*

Units	Number of holidays represented	Holidays presented in the units	Pages
Unit 3 <i>Time to shine</i>	3	New year Easter Christmas	62,68,80,82
Unit 4 <i>a day in life</i>	0	no data	no data

Table 5 organizes the holidays involved within units 3 and 4. The rows show the units selected to analyze, and the columns present the number of holidays found, the holidays considered within the texts, and the pages where the data was encountered. In unit 3, there were 3 holidays mentioned in the texts: New Year, Easter, and Christmas. They were found between the pages 62-82. In unit 4 there was not found data regarding holidays from different countries.

Table 6 *Sample of Adjectives with positive connotation in traditions and festivities in the text and audios*

Units	text/dialogue	Pages
Unit 3 <i>Time to shine</i>	It's a nice festival, because you can see in people's faces that there is more to it than just fun.	64

	<p>I think this festival is meaningful because it shows how beautiful our Chilean culture is.</p> <p>Benny Aziz went to some extraordinary festivals around the world.</p> <p>because the music we play makes RaRa unique.</p> <p>Traditions are good for our spirit and are an important part of any community.</p>	<p>66</p> <p>68</p> <p>82</p>
Unit 4 <i>a day in life</i>	no data	no data

Table 6 presents some adjectives with positive connotations in traditions and festivities that were found in texts and dialogues. Only in unit 3, it was possible to find such adjectives mainly referring to describing traditions. As it can be seen, the textbook utilizes 2 positive adjectives referring to a Chilean tradition. The before mentioned adjectives are nice,

meaningful, beautiful, extraordinary, unique, and good. However, within unit 4 there were no examples of adjectives that describe cultures.

Table 7 Sample of *Adjectives with neutral connotation towards other cultures in the text and audios*

Units	text/dialogue	Pages
Unit 3 <i>Time to shine</i>	<p>I think the weirdest festival is the monkey buffet</p> <p>I think the strangest one is the air guitar competition</p> <p>Benny was in Thailand for the strangest dinner in the world.</p>	67
Unit 4 <i>a day in life</i>	Japan experienced a powerful earthquake	95

Table 7 shows the samples of adjectives with neutral connotations towards other cultures in the content of the text and audios. The results obtained are three statements from page 67 in the unit three *your time to shine* in which the neutral adjectives are: weirdest and strangest these adjectives are used to describe festivals in the world, the word strangest was expressed two times in the same text. Consequently, in unit number four *a day in life* in page 95, the adjective powerful was found, which is utilized to describe a historical event that took place in Japan.

Multimedia content analysis of visual and multimedia representations

The following section has images collected from the textbook to make the analysis of this study research. In addition, there is a little description under each image that might help the reader to understand the study more.



Figure 1 (Unit 3. Your time to shine, cover. pag 58)

Figure 1 represents a young woman from India. As it can be seen, the woman wears typical jewelry and costumes from that country. This is one of a few representations that could be found in the textbook related to religions due to the fact that this woman wears a *bindi* which is a colored dot (usually red) on the center of the forehead. Traditionally, a bindi is worn by women in Hinduism. In the same way, figure 2 represents a festivity called Holi form India, which can be noted by the various colors on her face and clothes.



Figure 2 (Unit 3. Your time to shine, cover. pag 59)

Figure 2: In the picture it is possible to appreciate a representation of Chinese culture because there is a group of men that are part of a presentation which involves moving a red dragon around people as the dragon could dance. This dance is very representative to how Chinese people celebrate the New Year.



Figure 3 (Unit 3. Your time to shine, cover. pag 59)

Figure 3 represents a person wearing a traditional costume related to the Oruro Carnival, a festival that takes place in Bolivia and it is a clear representation of the Bolivian culture, and its traditions.



Figure 4 High school English - unit 4 a day in life p.86

Figure 4 represents an accident that occurred in 2010 in the San Jose gold and copper mine, 45km north of the city of Copiapó, Chile. In the image, it can be seen the miners who were rescued by the Fenix Capsule. This event was highly important for the country since it had a

worldwide repercussion due to the fact that all miners were rescued alive.



Figure 5 High School English - Unit 3 your time to shine (pag. 67)

Figure 5 represents a festival called Macaque monkeys banquet originated from Thailand in which it can be inferred that these types of monkeys are considered a sacred or respected animal in Thai culture since this banquet is held exclusively for them.



Figure 6 High School English - Unit 4 A Day in the life (pag. 95)

Figure 6 represents an earthquake and tsunami that happened in Japan. It shows the devastation that occurred in that country by illustrating some destroyed houses submerged in the sea. In addition to this, there is a map of Japan which shows the epicenter of this tragic event.



Figure 7 High School English - Unit 4 A Day in the life (pag. 83)

The figure 7 shows four images. In the first image, it is shown a person holding a cake with lit candles which is very representative of a happy birthday party which is a well-known celebration in many cultures around the globe. The second image shows a young boy with his face painted blowing confetti. It can be assumed that he is in a carnival which is very representative of Brazilian culture.

The third image represents a woman showing her both hands tattooed. It can be recognized that is a woman since these types of tattoos are used by women in Asian culture, mostly Indian culture, in which they used a special ingredient called henna, that is occupied in these types of tattoos with the purpose of celebrating. Finally, the last image shows a young man

wearing typical costumes of Asian culture. It can be seen that he is holding sticks in both hands from which we can conclude that he is performing some type of celebration.

Critical discourse analysis

The following section has fragments of the texts of the units 3 and 4 of the English textbook. Additionally, under each text there is a little description and explanation of the fragments to better understand this study.

RaRa is the perfect mix between thinking and feeling in my opinion. I hope this information was enough for you to learn a bit about us. That is all for now but, please, don't forget about me! **I am curious about your favorite Chilean festivity.**

This quotation from the textbook is from unit 3 page 68, it is an email about festivities and typical festivals in Haiti, whose final statement shows us the intention of getting new information about the country. In this case Chilean festivities are required as a topic in order to replay a message. However, in this activity the topic could be more broad due to the fact that it does not include a variety of cultures and countries, in this specific example the demonym Chilean limited the answer of the learner because it is focused only in one country. Finally, this activity should be open-oriented since it gives students the possibility to express themselves about their culture.

This quotation is from the textbook in the unit 3 page 68, it is a fragment of an email about a typical festivity in Haiti, whose final part asked about information of a festivity in Chile. The

last part of the email required information about a typical festivity in Chile, this requirement could be more broad if it asks for festivities of different countries and not be centered on Chilean festivities in order to be more inclusive in a multicultural classroom.

The change Hayes talks about does not mean that black, Latino, LGBT, outsider, feminist, and ‘other’ art will suddenly appear; these movements have existed for a long time already. Rather, she means to say that these diverse artistic expressions will become more openly accepted and valued, **moving away from the dominant Eurocentric, Western canon.**

This text shows a fragment of the text What Will Art Look Like in the future, page 74 of the unit 3, where the reader can see this phrase that alludes to minorities as the future of the art which nowadays only reflects on the dominant Eurocentric, Western canon.

In addition, according to the text itself it can be assumed that people, as in the people mentioned within the text(japanese), believe that in the future many artists of these communities will be recognized and appreciated as the artists of the Western canon.

Discussion

According to table one it was discovered that in unit 3 there are five demonyms such as Chilean, Haitian, American, Korean and Spanish, which are from three continents: America, Asia and Europe.

On the other hand, there is no representation of the rest of the continents, such as Oceania and Africa which invisibilities the culture of these people. In contrast, in unit 4 there are 4 demonyms: Chilean, Italian and Japanese which also limit again to only 3 continents.

This is limited to those teachers who use the textbooks to give examples about content from different cultures in their teaching learning process. Besides, Banks (2009) states that content integration deals with the examples of information from a variety of cultures that teachers use to illustrate the key concepts in their subject, area, or discipline. According to the Multicultural representations of Banks, content integration involved data of different cultures to show key concepts of the subject. Thus, to manage the input inside the classroom which is fundamental to improve Multicultural education in the EFL learning.

In terms of multicultural content, Content analysis found that unit 3 is more multicultural than unit 4, but in general both units did not reach the expected multicultural representations that we considered adequate, as shown in the checklist. The units present the students a good variety of countries such as Chile, Italy, Scotland, Thailand, Finland, Korea, and Japan (unit 3); in contrast unit 4 repeats some countries Japan, Italy, and only named USA, UK, Chile, Cayman Islands and Barbados. Therefore, not all continents of the globe are included, for example the African continent is missing, there is no representation through the textbook (images, exercises, audios). In contrast, Europe is the most represented continent, mostly the UK. This demonstrated the dominant cultures represented in the multimodal texts. Moreover, these backgrounds are essential to raise cultural awareness not

only in American schools but also around the world because even though the textbook will not be completely multicultural, students would have an expanded exposure to the world.

Table three has examples of traditions and festivities such as the Battle of oranges which is a celebration in Ivrea (Italy), this is a clear multicultural representation because it shows traditions and costumes of the country. Then comes the RaRa that is a traditional festival celebrated in Haiti in the Easter week. }

Finally, the Macaque Monkey Banquet in Lopburi (Thailand) is a festival where monkeys are the protagonists, people feed them with fruits and vegetables and believe that the macaques give them good luck. Consequently, it is reflected in this table that shows these three different celebrations in three different countries which according to Banks is crucial to illustrated elements of culture such as race or ethnicity to understand how knowledge is developed in an EFL class. Also, Banks adds that a multicultural focus on knowledge construction includes discussion of the way in which the implicit cultural assumptions of perspectives within a discipline influence the construction of knowledge. It is clearly reflected in these texts since it has general information about celebration and festivities in some countries which might help to influence the construction of knowledge in the EFL classroom.

Table number four shows the local and international cities present in the audios of the units 3 and 4. There are 15 cities in unit 3, 4 local and 11 internationals. On the other hand, unit 4 has 10 cities, 2 local and 8 internationals. Once again most of the cities are from America, Asia and Europe, there is no data of African or Ocean cities in the audios of these

units. Thus, (Banks, 2009) in order to generate an equity pedagogy teachers, use methods to expose students to the language and other realities and aim for the academic achievement of students from diverse racial, ethnic, and social-class groups.

Table number five shows holidays encountered through unit 3 and 4. Only in unit number 3 it was possible to find some holidays such as New year, Easter, and Christmas and as it can be seen, these holidays are celebrated in many countries around the world which is very over-simplified. On the other hand, unit 4 has no representation about holidays limiting to not contributing to multicultural representations. This is highly related to content integration Banks (1993), since these holidays can be a good resource for teachers to point out some generalizations about how people celebrate these holidays, so students can elaborate input about their customs and practices.

Table number six illustrates adjectives with positive connotation about traditions and festivities which answer the question of *how* people picture a place in this case related to different places of the world. The textbook offers discussion activities which try to include a multicultural integration to help students to understand and infer what is the text about. This can be related with the meaningful learning that according to Ausubel who states:

Learning is an active cognitive procedure where the student is the protagonist. This dimension signals the active participation of learners by interacting with content and the learning environment and engaging with a subject matter to make a personal cognitive contribution (Ausubel, n.d., as cited in Mystakidis, 2021).

Therefore, these discussion activities help to the active learning of the students along with making the learning environment more multicultural in which students can share their points of view about a topic such as this case, traditions, and festivities.

Table number seven exemplifies samples of adjectives with neutral connotations towards other cultures. These kinds of adjectives could be considered as judgment because this dampens the perception towards this kind of events or celebrations. It could have two types of reactions: positive or negative since that might generate curiosity in some people and the other might generate rejection.

Table number seven illustrates examples of adjectives with neutral connotations towards other cultures that could be controversial or considered as a judgment for the perception that students may have about these phrases that can be negative or positive since they could generate curiosity or prejudice against the place or people.

1.1. Interpretation of visual representations

Picture number one and three both represent religions, for example, number one is related to an Asian celebration, number three is an American celebration. First, picture one presents a Hindi woman who wears typical clothes from India, this image is a clear representation of religions, specifically Hinduism. This might catch the attention of people since it shows a religion outside of the common ones such as Catholicism or Islamism. In addition, picture number three is highly related to the traditions in the north of Bolivia which represent how people behave and celebrate their beliefs. Both images are related with the knowledge construction (Banks, 2009), since as these are just images without a deeper

context, teachers and students can get involved about them, they can investigate these pictures by researching them, in order to know where they are from . On the same note, it can be said that by searching the images, they also change some perspectives and remove some cultural assumptions about other cultures . For instance, in figure one in which a Hindi woman is shown and students can ask themselves some questions like what is she celebrating? Why does she have a dot in her forehead? Finally, this can be related to Content integration too (Banks, 2009), since these images might contribute to promoting students' input and raise cultural awareness among the class which is highly important to a multicultural education.

Photo number two illustrates a typical New year celebration from China with enormous dragons and people only wearing white and red clothes. This celebration is commonly known around the world. Nevertheless, it is not the background behind the image in the textbook that allows students to make inferences about the root of the holidays. It could be connected with Content Integration (Banks, 2009) since he postulates examples of information from a variety of cultures to illustrate key concepts in the classroom. For that reason, this picture might help students to acquire new information about something that is outside of their knowledge, so it could motivate them to look for information about what they had seen in class.

Picture number four shows a famous incident in Chile that caught the attention of the world. The accident of the 33 miners in the San Jose mine, an event that marks the memory of Chilean people and puts the spotlight of the world in this country since people from other countries came to help. We agreed that this is an important historical fact that exposes

students to embrace their culture and people, besides the image permits get a background for those students who are immigrants into Chile.

Figure six shows a natural disaster that took place in Japan. This illustration demonstrates to students that beyond Chile there are tragic events similar to the ones that happened in our country that raise their cultural awareness. In connection with knowledge construction helps to understand the process to describe cultural assumptions and teachers can use this illustration to teach meaningful knowledge.

Figure seven shows four different photos, it is the most multicultural illustration because it portrays a variety of multicultural aspects for instance a racist, ethnic, traditions and cultures which are good selections to make a multicultural inference. These photos are connected with the concept of multiculturalism which is explained as the coexistence of two or more cultures in a common space, they do not have major influence within each other. (Kastoryano, 2018) Moreover, this concept is within the book which might cause students to make some assumptions of these images and motivate them to talk about their cultures, a good aspect that contributes to developing their critical thinking towards other events and places .

1.2. Listening representation

In this section the most frequent criterias have been encountered on the checklist which are local and international cities and places, the content might be improved to include different realities in the conversations. According to Banks (2009), the dimension of 'Content integration' is the part of information that shows examples of multicultural varieties to illustrate the key concepts of the subject. At this point, it is clearly important to add more.




Such as adding Content Integration, which is clearly important since this dimension shows multicultural varieties among concepts of the subjects.

1.3. Languages representations

In this textbook there are no allusions to other languages than Spanish, English and Creole. Even though, the Creole is only mentioned as a language within the textbook, leaving behind a series of languages which might be named or considered as part of multiculturalism. There were no other foreign languages which mean that this aspect is not inclusive with the whole globe. The lack of meaningful languages does not prepare and encourage students to use or learn other languages than Spanish itself or the understanding of the manner of communication from other cultures. For this reason, Multilingualism plays an important role here since it is defined as the ability of speakers to express themselves in several languages with equal and native proficiency. (Okal, 2014). In addition, the speakers live in an environment where several languages and cultures are present. In consequence, to motivate students in their learning process the book must have more references to other languages, since the classroom has students from different countries and cultures. The aim here was not to encourage the experts to put text or audios in other language than English, the ideas was to see the mentioning of languages even in presentation or where the text were about places, for example: the text of thailand could say that in this country the official language is thai.

1.4. Checklist Multicultural representation expected in the 10th grade textbook

Criteria	Number of expected representations	Results	
		Unit 3	Unit 4

Festivities and traditions representations in the textbooks	3		X
Adj Positive connotation about cultures	3		X
Countries from each continent	2	X	X
Local and international cities/places	2		
Holidays	4	X	X
Languages	5	X	X
Religions	4	X	X

Conclusions

After analyzing the multimodal material that is the textbook (High school English 2), multicultural representations were found through the use of CDA and content analysis method, the results analyzed were cultural references, visual representations, listening activities, with the aim to achieve the main objectives of this study research, which were the

following: identifying and analyzing multicultural aspects in the corpus of the units 3 ‘Your time to shine’ and 4 ‘A day in the life’.

Contrary to what was concluded in the study of Kate Efron (2020), where the textbooks were targeted as to be designed from a tourist perspective. However, We can conclude that the book has an intention of making a multicultural resource for students, but it could be better with some suggestions to improve the contents of it, for this reason, we elaborated a pedagogical proposal to make the textbook more inclusive for students. In order to adapt the corpus by integrating multicultural aspects. It can be said that our research question can be answered as follows: yes, there are some multicultural dimensions within the content, since different countries are named, including their festivals, holidays, or even cities. However, we consider that the textbook can be improved and adapted in order to involve different cultures of the world. In accordance with the concept of culture there are a variety of representation that fit with the meaning of the concept, for instance, culture can be understood as several aspects such as: knowledge, experience, beliefs, values, attitudes, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving (Samovar and Porter, 1994).

Although, according to the limitations established in the proposed checklist to observe multicultural aspects, it can be observed that the textbook does not fulfill entirely the criterias regarding it. Since the material observed only considers some cultures regarding specific countries and continents, leaving a lack of consideration about some cultures, their languages,

festivities, holidays, and religions, as part of our limitations. This might be considered a disadvantage for teachers who want to apply an equity pedagogy that facilitates the academic achievements of students from diverse racial, ethnic, and social-class groups (Banks, 2009).

Looking through a CDA lens, there are cultures that have a bigger presence within the textbooks made in Chile, for instance dominant cultures such as: Europe or North-america. Besides, there is not an effort to generate interculturalism due the activities do not encourage the exchange of cultural backgrounds between students. This might affect students' experiences because they might feel not integrated or segregated from other cultures different from themselves. Further, it can be said that a sense of worry was formed in the researchers, for the minority of the students living in Chile that are foreigners citizens regarding to the statistics presented by INE that stated until December 31, 2020, the majority of migrants living in the country have come from Venezuela, Peru, Haiti, Colombia and Bolivia, respectively. Reaching a number of 1.462,103 people, in which 44.094 are 17 years old or younger.

The critical discourse analysis was used to analyze visual representations, texts and audios in which were found that the textbook lacks cultural descriptions referring to images and pictures since the textbook utilizes these resources without giving a detailed background as in the cases of photographs related to festivities. On the other hand, audios do not promote multicultural content rather than stereotypical audios. Even though the textbooks did not achieve our delimitations, it is important to emphasize that we could not find any elements that were aggressive, disrespectful or transgressive towards other cultures. In fact, racial

stereotypes were not beyond the obvious characteristics that belong to ethnic or culture, as in the images or the text such as the Huaso de Olmue Festival..In the Chilean curricula, it promotes itself as a multicultural resource, but the textbook lacks representations of religions which we consider are important because is part of the cultural construction of the people, about our own culture and other cultures and in other languages just point out the case of Creole which was the only language mentioned throughout the units analyzed. This generates a disadvantage towards students, because there is no recognition nor mention of other languages, not allowing the generation of multilingualism and cultural awareness within the classroom. Due to the fact that multilingualism occurs often in our daily life, as in the classroom, because we live in a globalized and diverse world, we consider is a weakness does not include representations of other languages, as mapudungun,or, african languages as one of the main concepts in the creation of the textbooks because the material is used to teach a foreign language that makes a bridge between this and other languages.

As final thoughts, we can also mention the theory of Vygotsky, which stated that "learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90). In the light of the previous idea, we can say that even though we established a focus on EFL, though the aim of the process of learning and development of the students is being conscious and aware of the existence of other cultures different from their own, they recognize them and respect them. We also establish that the raising of cultural awareness helps students to become citizens of the world because this knowledge empowers school cultures and aims to organize students in

order to have a better educational equality experience and to develop the empowerment of those vulnerable students with different characteristics.



Pedagogical Improvement:


Considering the previous analysis about the material of the English textbook ‘‘High school English 2’’ for tenth grade students. It can be observed that there are multicultural dimensions as the ones proposed in our checklist, together with a variety of cultures, festivities, holidays and countries within the texts, images, or audios. Nevertheless, this pedagogical improvement seeks to improve the multicultural dimensions within the material in the textbook of tenth grade, the suggestions is for the improvement of the topic and the structure of the activities that involved the use of texts, images and audios, changing them in order to fulfill the requirements and expectations establish by the researchers on a checklist. Besides, raising cultural awareness and the acceptance for other cultures than Anglo-Saxon. In order to achieve the expected criteria to consider a material as multicultural. Finally, it is fundamental to mention that there is no book that includes all the countries and cultures around the world since there are many different cultures in the world and creating a book that includes all these cultures could be somewhat utopian because there is no way to make a multicultural book with all the cultures of the world, for this reason, this study suggests including more countries that go beyond of the dominant Europe and North America. As an example, the improvement of this research is to include more cultures from Africa or Latin America. In addition, it was also impossible to create another book with all of the suggestions of this study, due to the fact that there was not enough time to make it possible, for this reason this research was focused on the improvement of the activities of the textbook.


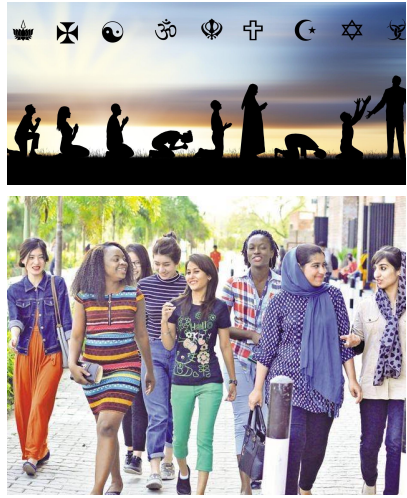
However, this pedagogical improvement seeks to propose a material which might work better in EFL classrooms to raise cultural awareness, together with the fact of improving multicultural dimensions from a variety of cultures.

Table 1: This table shows the pedagogical improvement based on the images of the textbook, from units 3 and 4. In the first column, it is the number of the unit and the page where the data was taken. The second column shows the images taken from the textbook. And finally, the third column shows the pedagogical improvement based on the information shown in the second column.

Table 1

Number of units and pages.	Images from the textbook.	Pedagogical Proposal.
<p>Unit 3 - page 64.</p>	 <p>This image appears on page 64 since the text is about a Chilean festival called The Huaso de Olmue music festival. The image shows the National flower that represents our country. The image is used to support the information within the text, because it reflects a symbolic national plant.</p>	 <p>The image above shows the scenery in which the Huaso de Olmue music festival is held. Besides, according to the expected dimensions established in this study, it would be better to consider this image since it shows the place in which the festival is</p>

	<p>(Go to page 130 from the Appendix)</p>	<p>carried out, being understood as a local place.</p>  <p>Besides, it might include this image, which is related to the International Cervantino Festival, in Mexico, Guanajuato. In order to consider also an international city and country within the activity.</p>
<p>Unit 4 - page 94.</p>	 <p>The previous image appears on page 94, and it is used under the context of a blaze in China. The image shows the silhouette of three firefighters who are close to the flames.</p> <p>(Go to page 158 from the Appendix)</p>	  <p>The images above represent fires that occurred in two different countries. The first image corresponds to a fire that occurred in Valparaiso,</p>

		<p>Chile in 2017. And the second image corresponds to a fire that occurred in Australia in 2019, and the place of the photo is Lake Conjola. According to multicultural dimension, it would be better to consider the photo of the fire in China, together with the two proposed photos above since it would help to demonstrate that there are fires in different countries, and in this case, it would be considered local and international cities within the context. As in the case of Valparaiso and Lake Conjola.</p> <p>(1 local / 1 international)</p>
<p><u>Unit 4 - page 99.</u></p>	 <p>On page 99, it appears this image which introduces the audience to a listening activity. The audio refers to a student who has been studying in a university.</p> <p>(Go to page 163 from the Appendix)</p>	 <p>The images above might be used to introduce the audience to a listening activity about studying at university, but focused on the integration of different cultures within the universities in an exchange program. Besides, it</p>

		would be helpful to express multicultural representations since it represents the university context and the different symbols that refer to religions around the world. For instance, the Islam, Hinduism, Christianity Buddhism, Judaism.
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Table 2: This table shows the pedagogical improvement based on the data obtained from the audios of the Units 3 and 4. The first column shows the units, the tracks, the pages and the number of activities in which the data was taken. The second column shows written data that was taken from the audios. The third column shows the pedagogical improvement based on the data taken from the second column.

Table 2

Units, tracks, pages, and activity number.	Data from the audios.	Pedagogical improvement.
Unit 3 - Track 41 - Page 75. Activity 2.	S = Sam, N = Nicky S: What are you reading at the moment, Nicky? N: Nothing much. I've just finished the final Hunger Games book. (Go to page 141 from the Appendix)	Although the audio shows a lot of different characteristics related to a specific book, we consider that it lacks presentations of cultures, for instance it could mention things like the nationality of the author (USA) (Countries from each continent 1)

<p>Unit 3 - Track 42 - Page 75. Activity 3.</p>	<p>The audio describes a story about a science fiction novel, Fahrenheit 451.</p> <p>(Go to page 141 from the Appendix)</p>	<p>The audio does not include culture references , so it would be more suitable to include something related to the aspect of the character, how we can relate to an identity.</p> <ul style="list-style-type: none"> - Physical characteristics.
<p>Unit 3 - Track 43 - Page 75. Activity 4</p>	<p>The audio is about a student and the way he dresses, saying that he has style and where he buys his clothes.</p> <p>(Go to page 141 from the Appendix)</p>	<p>We consider it is necessary to include among the audios of unit 3 one that expresses the different types of styles or clothes around the world, for example women who use represents hiyab or hanbok from korea, among others.</p> <p>(1 religion)</p>
<p>Unit 4 - Track 52 - Page 99. Activity 2.</p>	<p>The audio talks about students from the campus of a university, and how it has been the process for him.</p> <p>(Go to page 163 from the Appendix)</p>	<p>I think that for this audio it would be a good opportunity to talk about other countries from continents leach continent, for instance Egypt or Australia, in order to fulfill the requirements for multiculturalism in the unit</p> <p>(Countries from each continent)</p>

<p>Unit 4 - Track 49 - Page 91. Activities 2 and 4.</p>	<p>The audio represents news for students, related to the date of an exam.</p> <p>(Go to page 155 from the Appendix)</p>	<p>We consider that it is necessary to have another focus, maybe it is more important to talk about religions, in order to fulfill the unit requirements in order to make it more multicultural, for instance, it can be said that in this part the audio could explain or talk about</p>
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		Catholicism or Judaism. (2 Religions)
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Table 3: This table shows the pedagogical improvement based on the texts taken from the Units 3 and 4 from the textbook. The first column shows the number of the units and pages where the date was taken. The second column shows a brief description about the date present in the textbook. Third column shows the pedagogical improvement based on the data shown in the second column taken from the textbook.

Table 3

Units and pages.	Texts in the textbook.	Pedagogical improvement.
<p>Unit 3 - page 60.</p>	<p>In the pages there are short texts about different plans to celebrate a birthday. For example, celebrating your birthday doing outdoor activities, gardening, baking a cake, taking photos, or being surprised with a celebration.</p> <p>(Go to page 126 from the Appendix)</p>	<p>According to our checklist based on multicultural dimensions, it would be better to consider short stories regarding religious holidays and celebrations, because the texts about the ‘Birthday Plans’ are at the beginning of the unit, and the unit begins with photos about religious festivities (go to page ___ from the Appendix). Therefore, it would be better to follow the beginning of the unit talking about religions and its festivities, celebrations, or aspects.</p> <p>For example, the texts might be about the following religious holidays:</p> <ul style="list-style-type: none"> - ‘Urkupiña advocacy’, which takes place in Bolivia, and it is an advocacy of the Maria Asunta Virgin. - ‘La caminata de los Andes’, it is a

		<p>hike which takes place in Los Andes, Chile. In which thousands of people walk to the sanctuary.</p> <p>- ‘Inti Raymi’, this holiday is carried out in Perú, and it is also called ‘The sun’s party’, in which the vindication of the Inca culture is celebrated.</p> <p>(3 religions)</p>
Unit 3 - page 67.	<p>On page 74, there is a text about a person (Benny) who has visited different festivals. Within the text it is named a festival from Thailand, which is about a sort of dinner for monkeys. The second festival named in the text is from Finland, in which different guitarists compete. The third festival that appears in the text is from the United States, which is the world’s biggest frog jumping competition.</p> <p>(Go to page 133 from the Appendix)</p>	<p>According to the text from page 67, it might be considered multicultural since it presents three different festivals from different countries and cultures. Nevertheless, it would be better if the texts presented some phrases alluding to the language from the countries.</p> <p>For instance, if the text talks about Thailand, the text might consider a sentence like this: ‘I was in Thailand and I met a man from that country, he tried to teach how to say ‘Good morning’ in Thai, so he told me ‘อรุณ สว่างจ้า’ too many times so I repeated the phrase every day.</p> <p>Regarding the allusions to Finland and the United States, the text might also consider the fact of mentioning the languages or phrases which demonstrate a variety of languages, in this case the Thai, Finnish and English.</p> <p>(3 languages)</p>
Unit 3 - page 66.	<p>On page 66, there is a text about a person (Benny) who visited two festivals. One festival took place in Italy, and it is called the three-day Battle of the Oranges. The other</p>	<p>The text from page 66 considers two festivals from different cultures, in this case, the Italian and Scottish culture. Nevertheless, regarding the expected multicultural dimensions this project</p>

	<p>festival was carried out in Scotland, and it is called the Up Helly Aa fire festival.</p> <p>(Go to page 132 from the Appendix)</p>	<p>aims to reach, it would be better that the text considers the languages used in the mentioned countries. For instance, the text might consider an Italian phrase, or a Scottish sentence, in order to make the audience know the language from the countries considered within the text.</p> <p>(2 languages)</p>
Unit 3 - page 71.	<p>On page number 71, there are two texts about two stories. The first story is about a couple who overcome some problems to be together. The second one is a fantasy story, in which a boy is the main character, and he is a wizard.</p> <p>(Go to page 137 from the Appendix)</p>	<p>According to the expected dimensions within our checklist, it can be said that these stories do not consider multicultural dimensions since they are not related to any festivity, country, language, or religion. For this reason, it would be more suitable to consider stories in which some holidays are mentioned. For example, it might be considered a story told by a Venezuelan person who tells about how they celebrate the Venezuela Independence Day. Or even a story about a Haitian person who tells his/her favorite experience celebrating the Haitian Flag Day, which is to commemorate the creation of their flag and their revolution to be independent from France.</p> <p>(2 Holidays)</p>
Unit 4 - page 95.	<p>The text talks about a tsunami that happened in Japan in 2011. Besides, it explains the damage that the catastrophe caused, together with the experience of an English teacher who was at school when the tsunami alarms started to sound.</p> <p>(Go to page 159 from the Appendix)</p>	<p>The text might include a phrase in Japanese since the event occurred in Japan. For example, considering the same text, it might include a sentence in which it is said that the school had an alarm that said “津波警報”, a phrase in Japanese which means “tsunami warning”.</p> <p>(1 language)</p>
Unit 4 - page 100.	<p>The text on page 100 talks about the</p>	<p>Since the text talks about the diversity</p>

	<p>diversity and inclusion within different jobs. And the fact of diversifying a company making underrepresented groups feel welcome, and how some companies such as Netflix are trying to represent a wide diversity of characters, directors, and actors.</p> <p>(Go to page 164 from the Appendix)</p>	<p>and inclusion within different jobs. It would be interesting that the text might consider the inclusion of people from different cultures and countries, or experiences of people who arrived in another country and had to learn the language to adapt there.</p> <p>For instance, the text might consider the experience of a person who traveled from Brazil to Canada, and a phrase in Brazilian language in order to express a feeling or idea from the traveler.</p> <p>Besides, it might include the experience of a person who traveled from Germany to Chile, but he or she could not learn the language easily since the German language is very different from Chilean language, so it can be written a phrase German and explained the meaning in English.</p> <p>(2 Languages)</p>
<p>Unit 4 - page 104.</p>	<p>The text on page 104 is about two women who went on a hike, so they had to seek shelter. The text does not mention a country, a city, a religion nor even some characteristics to identify the origin of the two people.</p> <p>(Go to page 168 from the Appendix)</p>	<p>The text might be replaced by using some experiences of people in different countries enjoying holidays. For instance, it might be about two women who are telling their experiences in other countries celebrating holidays.</p> <p>For example, it might include:</p> <ul style="list-style-type: none"> - The Hanukkah holiday regarding Judaism. - Los Diablos Danzantes, which is carried out in Venezuela, in San Francisco de Yare. - Chinese New Year, which takes place in China, and it is the most important celebration in China. - Rohatsu, on which Buddhists celebrate the enlightenment of Siddhartha Gautama

		(4 Holidays)
Unit 4 - page 106.	<p>The text talks about a man that was unemployed until he set up his own business. The text explains that he was in different jobs before he got the job of his life.</p> <p>(Go to page 170 from the Appendix)</p>	<p>The text might consider the fact that he knew a lot of people within his jobs, so he learnt how to express himself in Italian and French language because of the co-workers he worked with, so it can be said that together with English, he could maintain a conversation in other 2 languages.</p> <p>(2 Languages)</p>
Unit 4 - page 108.	<p>The page 108 presents a text about the value of School Newspaper Clubs, alluding to the importance of students to express themselves in a respectful manner. Besides, it says that it is not only to share information but to express their opinions, ideas, and ideals.</p> <p>(Go to page 172 from the Appendix)</p>	<p>Based on the text on page 108. It would be better that the text considered and expressed students' experiences or opinions about different festivities. In order to make students share their opinions and conceptions about festivities around the world, so as to encourage multicultural aspects through the use of newspapers. For instance, the text might consider the opinion of students about the festivities such as: The Carnival in Rio de Janeiro (Brazil), Día de los Muertos in Mexico, or La Tomatina in Spain.</p> <p>(3 festivities)</p>
Unit 4 - page 109.	<p>The page 109 continues the text about the values of the School Newspaper Clubs, making allusion to the importance of students to express themselves.</p> <p>(go to page 173 from the Appendix)</p>	<p>Using the text of page 109 it can be said that the text could use some adjectives to reinforce the importance of the school newspaper, for instance: creative, bright, polite could be included in the text, as means of highlight the job that students fulfill and their role in the school context, (3 adjectives of positive connotation)</p>

For further research: we consider that it is necessary for a future study to take into consideration the other two units of the textbook that were not analyzed, also a future study might be better if they include the past versions of the textbooks. In addition, it could be interesting to analyze other aspects such as gender stereotypes since this is a dimension of culture too. Finally, it could be beneficial to study about how teachers are aware or not of the issues about culturalism and its sub-topics such as religion, language and festivities. Therefore, following this part is an extract of the other two units that were not analyzed is included, in order to be able to establish a base for further research in a similar context.

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Unit 1 our home (for further research)

Unit

1 Our Home

Look and discuss

- › What current affair does this picture represent?
- › How does this global problem affect you and your home?
- › What daily habits can you change to help the planet?

Unit goals

- › Express opinions – agreeing and disagreeing.
- › Describe actions that occurred in the past with present consequences.
- › Describe quantity and frequency.
- › Practice initial /t/ and /d/ sounds.
- › Show a positive attitude about your learning progress.

6



Lesson 1 My Style

Reading

- 1 Think of words you know for bedroom furniture. Make a spidergram in your notebook with the words you remember.



- 2 Read a blog about teenage bedrooms. Write any new furniture words in your spidergram from Activity 1.
- 3 Complete the sentences in your notebook with the correct names.
- e.g. *Silvia* has a small bed.
- ... is learning to play guitar.
 - ... plays computer games.
 - ... has just changed rooms.
 - ... shares a room.
 - ... hasn't decorated his/her room much.
 - ... hasn't had his/her own room before.
- 4 Discuss your ideal bedroom. Think about:

colour - decoration - furniture

Blog

Teenage Bedrooms 😊

This is my new bedroom. My family and I have just moved to a new house. I've never had my own space before – I used to share a room with my brother. As you can see, I'm pretty tidy. You can also tell I love science... Look at those planets over my bed!



This is a typical day in my room. Dad went to work, and my little sister is still sleeping late. My bed here is small, but at least I sleep alone. Don't get me wrong! I love sharing the space with them, but they can get really messy sometimes! Good thing this girl here always helps me put everything in order every day.



Have you just decorated your room? Or do you simply love your space and want to share it with us? Post a picture and description on this site!

OMG, my room is so messy already! I just cleaned it yesterday. My favourite place is my desk. I spend all my free time sitting there playing computer games. I made sure to get a comfortable chair. I always keep my blinds closed because I don't like watching people go by.

Laura



Here's a pic of my room! I haven't really decorated it much. The white walls make the room feel bigger, and the big window gives me lots of light. I'm really excited about my new guitar – I just got it a week ago! I'm still learning how to play though.

Samuel



Editorial Creation

5 In your notebook, write a description of your own bedroom. Use vocabulary from the text and the words below to help you.

bedside table - duvet - chest of drawers - bedside lamp - TV - wardrobe - computer

Checkpoint

- 6 Present your bedroom to the class.
- Make a sketch of your room.
 - Use the description you wrote in Activity 5.
 - Present your room to the class.

My Bedroom



My bedroom has a bed, a desk, and a chair. I have prints of my favourite artwork on the walls and a colourful rug. I keep my computer on the desk. I don't have a bedside table, but I have a lamp over my bed. The walls are painted light blue and the curtains are cream-coloured.

EB
p. 4

Lesson 1. My Style 9

Language in Use Present Perfect

We use the **present perfect** to talk about past experiences that continue in the present. We often use it with **yet**, **already**, and **just**.

- We've **already slept** in our new beds.
- My family and I have **just moved**.
- Have you **guessed** my favourite pastime **yet**?

Grammar reference Exercise Book p. 76

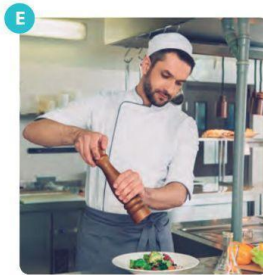
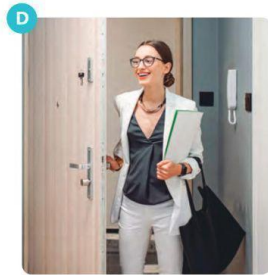
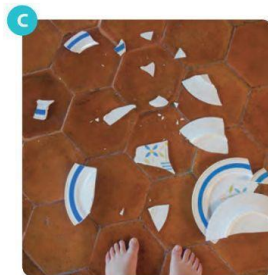
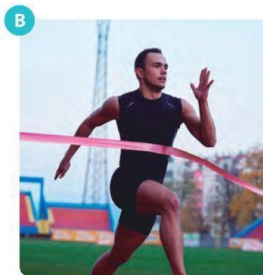
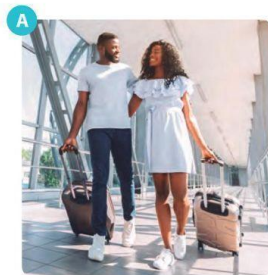
1 Complete the sentences with **just**, **yet**, or **already** in your notebook.

e.g. Oh dear! Look at my room. I haven't tidied it yet.

- "You look tired." "Yes, I've ... been for a run."
- "Are we too late to see the programme?" "No, it hasn't started ..."

2 Write sentences in your notebook about what the people in the pictures have just done.

e.g. **A** They've **just arrived from their trip**.



3 Ask a classmate questions using **yet**, **already**, and **just**. Then, answer their questions.

e.g.

Have you ever gone swimming?

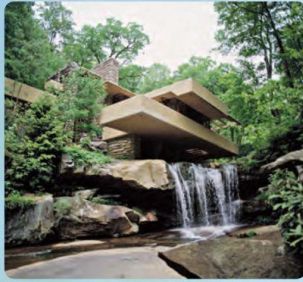
Yes, I've just learnt last month. Have you read the story for Language class yet?

Yes, I've already read it.

Listening

Dream Homes

Fallingwater



The Tower Place



Container City



- 1 Look at the pictures of the three houses and discuss.
 - a. What's special about each house?
 - b. What other unique houses have you seen?
- 2 Listen to the programme and pay attention to the information about each house.
- 3 Listen again and complete the factfile using Extra Material 1.

Fallingwater

location when built floor area

The Tower Palace

location when built number of floors

Container City

location when built how long to build

- 4 In your notebook, match each house with the concept that best represents it.

Unique design - Efficient use of space - Reused materials - Contemplation of nature - Isolation from society - High population density

Reflect

- 5 Discuss.
 - a. Which of the three houses is best adapted to our society? Why?
 - b. What would you prioritise when designing a dream home?

- 1  Look at the picture of a time capsule. What do you think is in it?




A time capsule is a container with a collection of objects inside it, which is sealed and put away for people in the future to open. It can be buried, sealed in a vault, or even shot into space! It can be a small box, an enormous chest, or a simple letter. But all time capsules have the same purpose: to teach future generations about our lives now.

One of the first ever time capsules was the Century Safe, made in the United States in 1876. President Gerald Ford opened it during the USA bicentennial celebrations in 1976. It contained books, pictures, and autographs.

Chile has also joined the fad: a time capsule was buried during the bicentennial celebrations in 2010, and it is meant to be opened in 100 years, during the tricentennial celebrations in 2110.

Time capsules can also be personal. Sometimes people write a letter to themselves in the future or put things they value into a box and don't open it for many years. Opening a personal time capsule is exciting: it takes you back into your past, reminding you of your likes, thoughts, dreams, and feelings from 5, 10, or 20 years ago.



Adapted from What is a Time Capsule?

- 2  Read the article and discuss.
- What are time capsules useful for?
 - What things would you put into a time capsule?

Checkpoint

- 3 **Make a personal time capsule for yourself to open 10 years from now.**
- Make a list in your notebook of the things you will put in it. Make sure to include:
 - A letter to your future self.
 - Pictures of yourself, your family, and your friends.
 - A pendrive with your favourite songs and videos.
 - Anything else you want!
 - Decorate a box to put your things in.
 - Finally, seal it and put it somewhere safe for the next 10 years. Remember to write the opening year on the box!

Speaking


- 1 Look at the picture. What do you think the friends are talking about?
- 2  Listen to their conversation. In your notebook, identify:
 - a. Daisy's birthday.
 - b. What her friends want to get her.
 - c. Why they haven't chosen anything yet.
- 3  Listen to the next part of the conversation. In your notebook, identify:
 - a. Which of these t-shirts the friends talk about.
 - b. Which one they chose.



Pronunciation Initial /d/ sound

- 4  Listen and repeat.
 dear - decision - delightful - design - desk - different - dimension - discuss - double - drawing
- 5  Listen and say.
 Why don't we design the desk, dear?
 Don't you think it's the best idea?
 A double desk sounds delightful, darling.
 A bigger dimension for drawing and drafting.

Your Turn to Speak

- 6  Discuss in groups.
 - a. Choose two or three of these topics:
 the Olympics - bungee jumping - horoscopes - rock music - comic books - influencers
 - b. Take turns giving your opinions about the chosen topics.

I'd love to try bungee jumping.

I disagree – I think it sounds terrifying!

Reading

- 1 Scan the text and find words you don't know.
 - a. Write the words in your notebook.
 - b. Use a dictionary to find what they mean. Then, write their definitions.
- 2 Read the lyrics of a song. Does it sound familiar?

My Favourite Things

Raindrops on roses and whiskers on kittens,
Bright copper kettles and warm woollen mittens,
Brown paper packages tied up with strings:
These are a few of my favourite things.

Cream-coloured ponies and crisp apple strudels,
Doorbells and sleigh bells and schnitzel with noodles,
Wild geese that fly with the moon on their wings:
These are a few of my favourite things.

Girls in white dresses with blue satin sashes,
Snowflakes that stay on my nose and eyelashes,
Silver-white winters that melt into springs:
These are a few of my favourite things.

When the dog bites, when the bee stings,
When I'm feeling sad,
I simply remember my favourite things,
And then I don't feel so bad.



Watch the video at
<https://www.youtube.com/watch?v=0lagRZBvLtw&t=1s>

My Favorite Things song lyrics

- 3 Read the lyrics again while listening to the song. Then, discuss.
 - a. Does listening to the song help you understand it better? Why? / Why not?
 - b. Based on the lyrics and the video, do you think the singer lives a simple or a privileged life? Why?
- 4 Play a game!
 - a. Write three of your favourite things on small pieces of paper and fold them up.
 - b. Put everyone's pieces of paper onto the table. Then, pick random papers and read them.
 - c. Ask and answer each other questions about each thing.
 - d. Try to guess who wrote each paper!

Language in Use Present Perfect and Past Simple

We use the **present perfect** with **for**, **since** and **how long** to talk about situations that started in the past and continue in the present.

*I **have had** this T-shirt **for** three years.
I **have collected** badges **since** I was a child.*

We often start a sentence in the **present perfect** and then give more information with the **past simple**.

*I **have** done some extreme sports. I **went** surfing last summer.*

Grammar reference Exercise Book p. 76


1 In your notebook, complete the sentences with *for* or *since*.

- We've had our new dog ... six months.
- I've lived here ... I was a child.
- I've had this phone ... ages.

2 In your notebook, identify and correct the mistakes you find.

- I've had sausages for lunch at one o'clock.
- Tom has left school one year ago.
- My parents lived in Peru for two years.


Checkpoint

3  Make a timeline for a classmate using Extra Material 2.

- Read the instructions carefully.
- Check this timeline to make yours!



Writing A Journal Entry

- 1  Talk about your favourite people, things, and pets.

Journal

"In my life" by Lidia Jiménez



The three most important things in my life right now are my best friend Mariel, my pet cat, and my favourite earrings.

I love my cat, Celeste. She has soft white fur and big sparkling light-blue eyes. We adopted her from an animal shelter three years ago. She loves playing with her toys. I'm always taking pictures of her. I've just posted some on my Instagram. Take a look!

I've had my favourite earrings since I was born. They were a present from my grandmother and they remind me of her. They're cute little gold moons and I wear them every day.

I couldn't live without my best friend, Mariel. She always makes me laugh. She's got beautiful long curly brown hair and a wonderful big smile. I met her on my first day at nursery school, so we've known each other for nearly 13 years. She's actually from Argentina, but she moved to Chile when she was three.

What about you? Write about it in your own journal.



The first paragraph presents what you'll write about.

The middle paragraphs talk about each of your favourite people or things.

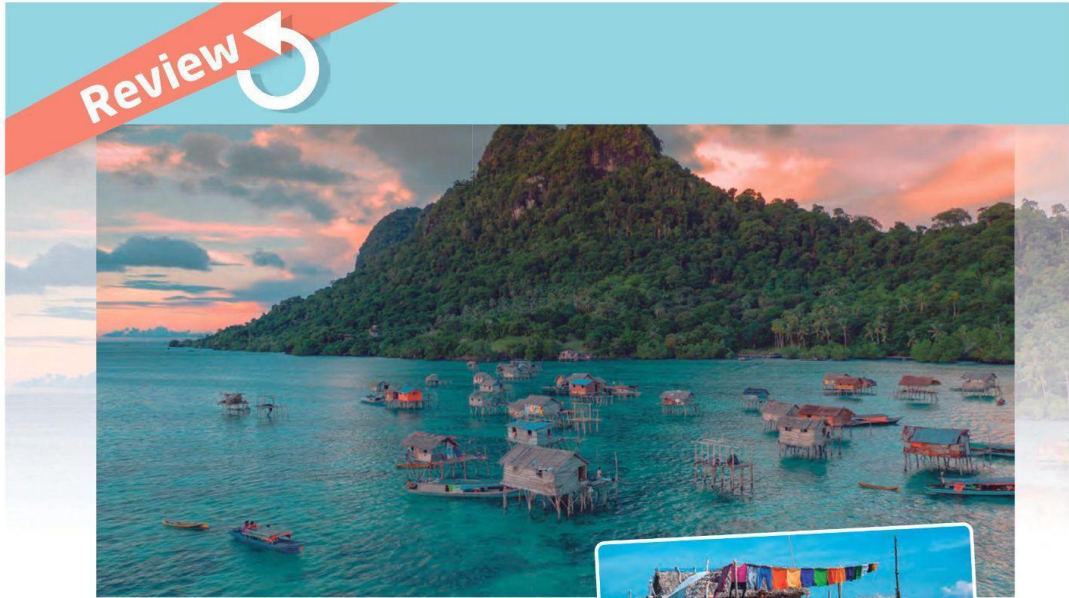
The last paragraph invites readers to write their own journals.

Editorial Creation

- 2 Identify the adjectives Lidia uses in her descriptions.
 - a. Find as many adjectives as you can. Copy them into your notebook.
 - b. Classify them into these categories: opinion, size/shape, quality, colour, and material.

Your Turn to Write

- 3 Write a journal entry about your favourite people and things.
 - a. Choose three people, pets, or things that are important in your life.
 - b. Decide which people, pets, or things you want in which paragraph.
 - c. Write down notes about these people, pets, and things, and why they are important to you.
- 4 Now, go to your Exercise Book to write your journal entry.



1 Look at the pictures and discuss. Do they make you think of any ethnic group or tribe? If so, which one?

2 Watch the video and answer in your notebook.



<https://www.youtube.com/watch?v=GHe5I4dnrw4>

- a. What areas do the Bajau live in?
- b. What is the Bajau's basic diet?



3 Identify two similarities and two differences between the these houses and yours.

e.g. *My house and the Bajau houses have roofs. My house is on land, but the Bajau houses are at the sea.*

4 Discuss. Do you think Bajau culture may suffer from the effects of global warming? Why? / Why not?

Think Back

5 Think about the lesson and discuss.

- a. What have you learnt in this lesson? How did you learn it?
- b. What was easier or more difficult for you to learn in this lesson?
- c. What can you do to improve your learning?



Editorial Creation

- 4 Compare the six ideas from the text.
- Which is the most interesting?
 - Which one do you not agree with? Why?

- 5 In your notebook, write about other green ideas you could do.
- e.g.** - I think we should use reusable bottles!
- I agree, but I think going vegetarian helps the planet too.

Checkpoint

- 6 **Make a poster about a green idea.**
- Choose your favourite green idea from the text.
 - Design your poster. Look at the pictures to get some ideas.
 - Make sure the message is clear and simple.



p. 11

Lesson 2. Save the Planet

19

Language in Use Describing Quantity

We can use certain words and expressions to describe quantity, such as **lots**, **few**, **some**, **many**, **all**, and **none**.

- There are **lots** of simple things you can do to save the environment.
- **Some** things can be bought second hand.

Grammar reference Exercise Book p. 76

- 1 Read the text. Complete the missing words in your notebook using the correct descriptors of quantity.

little - a few - not many - few - many



Andean Mountain Cat

Pudú

Save Our Endangered Species!

The Andean Mountain Cat is one of the most endangered species in South America! Today there are only **a. ...** left. There are about 2,500 Andean Mountain Cats in the wild. They live in very high, mountainous areas in Northern Chile. There is **b. ...** information because there have only been **c. ...** sightings. This small wild cat is hunted for its ashy-grey fur.

The *pudú* is also part of Chile's native wildlife. It lives under the dense foliage of southern Chilean rainforests. Although they're not as critically endangered as the Andean Mountain Cat, there are **d. ...** *pudús* left today. **e. ...** different reasons have made this species vulnerable. Natural habitat loss due to climate change and hunting by wild dogs have reduced their numbers.

Translated from *Inventario Nacional de Especies de Chile*

- 2 Check if these sentences are true or false. Correct the false ones in your notebook.

- There are very few Andean Mountain Cats.
- Pudús* live in forests in northern Chile.
- Pudús* are hunted by wild dogs.
- Pudús* are more endangered than Andean Mountain Cats.



Listening

Coastal Cleanup Day

- 1 Look at the pictures and discuss. What could you do to keep the oceans clean?
- 2 Listen to the beginning of a TV programme and answer.
 - a. What happens on International Coastal Cleanup Day?
 - b. How many people participate each year?
- 3 Listen to the next part of the interview and answer.
 - a. What are the most common rubbish items?
 - b. What's the best way to keep the oceans clean?
- 4 Discuss with a classmate.
 - a. Describe how you feel when you see places full of rubbish, and why you feel that way.
 - b. Propose different solutions to keep natural areas clean.

Reflect

- 5 Discuss.
 - a. How much can one person's actions impact the environment, compared to the pollution from large industries?
 - b. Who should be more responsible for caring for the environment: national governments or non-governmental organisations (NGOs) like Greenpeace? Why?

1 Look at the diagram. Do you know what each conservation status means?



2 Read about these native animals. Try to guess their conservation status.



Puma (*Puma concolor*)

Pumas can be found all along the American continent. They live in forested mountain areas from southern Alaska in North America to the Magallanes region in southern Chile.



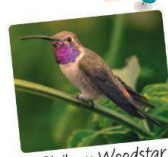
Chilean Huemul (*Hippocamelus bisulcus*)

Huemules live on bluffs and in dry and rocky areas. They used to be found all over southern Chile and Argentina, but their habitat is getting smaller. Now they can be found in small groups between the Los Lagos region and the Magallanes region.



Andean Flamingo (*Phoenicoparrus andinus*)

These birds live in the wetlands and salt flats of northern Chile, between the Arica and Parinacota region and the Atacama region. They live at high altitudes. They can also be found in Argentina, Peru, and Bolivia.



Chilean Woodstar Hummingbird (*Eulidia yarrellii*)

This tiny hummingbird can only be found in the Azapa, Vitor, and Camarones valleys in the Arica and Parinacota region. It lives in low areas close to rivers.

Translated from *Inventario Nacional de Especies de Chile*

3 Check this website to confirm what you guessed.



Confirm your answers here:

<http://especies.mma.gob.cl/CNMWeb/Web/WebCiudadana/>

Checkpoint

4 Research about more threatened animal species.

- a. Find two more threatened animals from Chile.
- b. Find three threatened animals from the world.
- c. Complete the information files in Extra Material 3.



Bengal Tiger
Status: Endangered
Lives in: India



African Bush Elephant
Status: Vulnerable
Lives in: Africa





Research threatened animals here:
<https://www.worldwildlife.org/species>

Speaking

- 1 Look at the picture. Do the friends agree or disagree with each other?
- 2  Listen to the conversation. Pay attention to their arguments about becoming vegetarian.
- 3  Listen again and answer.
 - a. Why did Mia become a vegetarian?
 - b. What is Lauren's opinion about eating meat?
- 4  Discuss.
 - a. Who do you agree with? Why?
 - b. Did any of their arguments change your mind? How?



Pronunciation Initial /t/ sound

- 5  Listen and repeat.
together – teenager – table – tidy – tired – ticket – T-shirt – tablet – text – tube
- 6  Listen and repeat. Then, see who can say it the fastest.
Tomas and Tim have tidied.
Tomas and Tim have tidied the table.
Tomas and Tim have tidied the table together.

Your Turn to Speak


- 7 In groups, choose a statement.

Cars should be banned from cities.

Nobody should wear fur.

- a. Make notes for and against the statement.
- b. Then, use your notes to discuss with your classmates.

Reading

- 1 Make a spidergram in your notebook with things you use that contain plastic.
- 2  Look at the pictures. What do you think the article you're going to read is about?

The Great Garbage Patch

Plastic is everywhere. It's incredibly useful and our life wouldn't be the same without it. Now, you probably never throw rubbish into the sea, but did you know 10% of all the plastic in the world ends up there? It usually comes from ships, from litter on beaches, the wind carries it from land, and rivers take it out to sea.

In fact, somewhere in the Pacific Ocean there is an enormous area of floating plastic called the Great Garbage patch. Nobody knows exactly how big it is, but some people say it's the size of the USA! It's the world's largest rubbish dump. Why does this happen? The strong ocean currents constantly push everything into a huge vortex of rubbish that stays in one place. Everything that is made of plastic (balls, tyres, syringes, toothbrushes, toys, bottle tops, plastic bags, etc.) ends up in this huge rubbish patch.

Charles Moor, the oceanographer who discovered it in 1997, believes it contains 100 million tonnes of plastic. This plastic is dangerous for marine life because sometimes fish swallow it, birds feed it to their babies, or animals like sea turtles get trapped in plastic nets. In fact, each year about 1 million sea birds and 100,000 marine animals die because of plastic.



The patch also reduces the amount of microscopic plankton that fish can find to eat. This is because it contains 3 kilos of plastic for each half kilo of plankton. But the most harmful plastic is invisible, because ocean waves and sunlight often break up the plastic into tiny pieces. These particles are easily swallowed, and they carry manmade chemicals, which get into the food chain. 'What goes into the ocean goes into animals and onto your dinner plate,' says Dr Jon Erikson, a marine researcher.

The environmentalist David de Rothschild took a 12,000-mile journey across the Pacific Ocean in a boat made of 12,500 recycled plastic bottles called the *Plastiki*. He wanted everyone to know about the dangers of plastic and to show practical ways to recycle. We can all do something to help. Use less plastic, recycle more, and pick up litter!

Editorial Creation

- 3 Read the article and check your predictions from Activity 2.
- 4 Check if these sentences are true or false. Correct the false ones in your notebook.
 - e.g. 10% of rubbish ends up in the sea. *False. 10% of plastic ends up there.*
 - a. The Great Garbage Patch is in the Pacific Ocean.
 - b. Charles Moor discovered the Great Garbage Patch.
 - c. 100,000 sea birds die because of plastic each year.
 - d. Plastic particles from the sea can end up on your plate.
 - e. The *Plastiki* was made of plastic bottles.

Language in Use Describing Frequency

We use adverbs of frequency, such as *always*, *never*, *sometimes*, *often*, and *hardly ever*, to talk about how often we do things.

• Ocean waves **often** break up plastic into tiny pieces.

• **Sometimes**, fish swallow plastic.

Grammar reference **Exercise Book p. 76**

1 Put the words in order to make sentences in your notebook.

- hardly ever / music / listen to / my parents
- go swimming / doesn't / very often / Rosie

2 Discuss about things you do.

e.g. • How often do you run?

- I run every day. How many times a week do you read?

Checkpoint

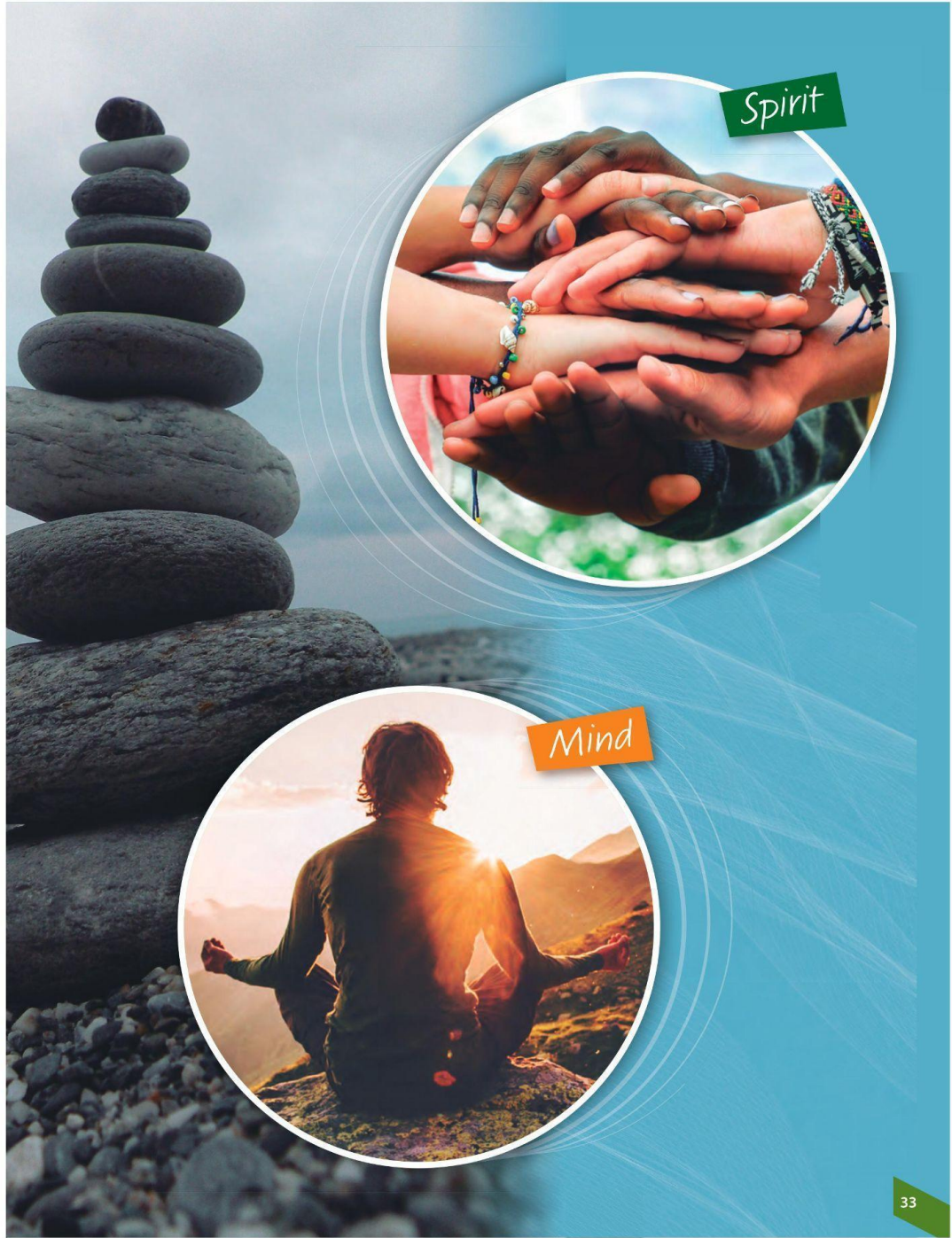
3 Make a schedule with things you do in the week in Extra Material 4.

- Read the instructions.
- Check this schedule to make yours!

Things I do


- Always
- Study After School
- Feed the Cat
- Often
- Do Sports
- Visit Friends
- Sometimes
- Walk the Dog
- Play Videogames
- Hardly ever
- Clean my Room
- Watch T.V.

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Study	Study	Study	Study	Study		
Feed the Cat	Feed the Cat	Feed the Cat	Feed the Cat	Feed the Cat	Feed the Cat	Feed the Cat
Do Sports		Do Sports		Do Sports		
	Visit Friends		Visit Friends		Visit Friends	
		Walk the Dog				Walk the Dog
Play Videogames				Play Videogames		
					Clean my Room	
						Watch T.V.



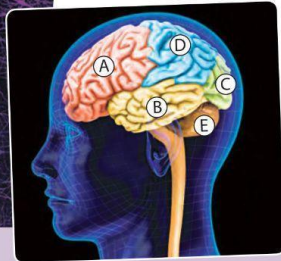
1 Healthy Body, Healthy Mind

Reading

- 1  Discuss. What functions of the human brain do you find most important?
- 2 Read the article. Which of the functions that you mentioned are in the text?

Super Brain

1 Shall I tell you some interesting facts about your brain? It tells your lungs to breathe, your stomach to digest, and your heart to beat. It is where you think, learn, remember, feel, solve problems, and imagine things. Your brain is who you are and how you understand the world.



2 The cerebrum is the largest part of your brain. It has four parts called lobes, each with a different job. The frontal lobe (**A**) is linked to your


personality and planning. The temporal lobe (**B**) has to do with hearing and processing sounds. The occipital lobe (**C**) is where you interpret what you see. And the parietal lobe (**D**) specialises in touch, heat, cold, and pain. The cerebellum (**E**) is a smaller part of the brain. It processes emotions such as anger, fear, pleasure, and sadness.

3 The cerebrum is divided into the left and right hemispheres. Each half controls the opposite side of your body. Can you move your right arm for me? You just did that with the left side of your brain.

- 3 Read the article again and complete the factfile using the Extra Material 1.

Factfile

- | | | | | |
|--------------------------------|------------------------------|---------------------------------------|--------------------------------------|----------------------------|
| a. Lobe that processes sounds. | b. Lobe that processes pain. | c. Structure that processes emotions. | d. Lobe that determines personality. | e. The two language areas. |
|--------------------------------|------------------------------|---------------------------------------|--------------------------------------|----------------------------|

- 4  Discuss.
 - a. What can you do to keep your brain well trained and strong?
 - b. What actions do you think can have a negative impact on your brain's functions? Why?
 - c. Do you agree with the statement "Your brain is who you are and how you understand the world"? Why / Why not?



4 In your brain, there are billions of nerve cells connected by trillions of pathways. They send messages and form memories. If you could see inside your brain now, you would see millions of

electric signals. This uses lots of power, so your brain needs 25% of your body's energy.

5 Without our amazing brains, we wouldn't be able to speak. In the 1860s, two doctors discovered language areas in the left hemisphere – Broca's area and Wernicke's area. Would you like

to have a healthier brain? Don't give up on learning English! Scientists believe that using more than one language keeps your brain more active.

6 Could you do me a favour? Never damage your frontal lobe, or your personality will change! Remember to take care of your Broca's area, too, or you won't be able to speak properly. How do we know this? Because head injuries help scientists understand how the brain works. Doctors usually study healthy human brains by scanning people's brains with MRI machines. In conclusion, the more we learn about the brain, the more we can help people in the future.

Editorial Creation

Checkpoint

5 Create a memory game.

a. Read the text box and look at the different kinds of intelligences.

verbal / linguistic

logical / mathematical

visual / spatial

naturalist

Multiple intelligences

Everyone learns in different ways. Scientists say that we all have a bit of all eight, but each of us has a unique profile. What's yours?

musical

intra-personal

interpersonal

body / movement

b. In your notebook, match each type of intelligence with one of the following concepts:

- Music and sounds. **e.g.** *Musical*.
- Words and language.
- Images and spaces.
- Sports and physical activity.
- Your own interests and feelings.
- Nature, plants, and animals.

c. Read the instructions on Extra Material 2.

d. Take turns quizzing each other.

EB
p. 20

Lesson 1. Healthy Body, Healthy Mind

35

Language in Use Modals: Offers and Requests

Modals are special verbs used to communicate different functions, like requests and offers. They are always followed by a bare infinitive verb.

We use *shall* and *would* to offer to do something.

e.g. **Shall I tell** you some facts about your brain?

Would you like to have a healthier brain?


We use *could* and *can* to ask someone to do something.

e.g. **Could you do** me a favour?

Can you move your right arm for me?

Grammar reference Exercise Book p. 77

- 1 Write sentences using each of the modals in your notebook.
- 2 Read the poem. In your notebook, complete the blanks with the modals of requests and offers.



Asking Too Much

a. "... you bring me food?", you ask.
Yes, I certainly could.


b. ... I make some soup for you?
I hope that will be good.



c. "... you buy me a bike?", you say.
They're expensive, but I can try.

d. ... you like to borrow mine?
Maybe that'll get you by.

e. "... you do my test for me?"
I will teach you, if you need.
But I won't earn your grades for you.
If you cheat, you won't succeed.

Editorial Creation.



- 3  Discuss.
 - a. What is different between the things the first person requests?
 - b. Why do you think the poem is titled "Asking Too Much"?
- 4  Play *Roll the Dice and Role-play*. Use Extra Material 3.
 - a. Read the instructions carefully.
 - b. Practice your dialogues.
 - c. Role-play in front of the class.





- 1** Look at the pictures. Talk about sporting events that are famous in your country.
- 2** Listen to the podcast about the London Marathon. Identify the following aspects in your notebook:
a. Distance. **b.** Number of runners. **c.** Fastest woman. **d.** Fastest man.
- 3** Listen again and decide if the sentences are true or false. Correct the false ones in your notebook.
e.g. The London Marathon is longer than most marathons. *False. All marathons are the same distance.*
a. A Kenyan athlete set the record for the fastest man in 2011.
b. A lot of the runners raise money for charity.
c. About 1 million people from around the world watch the event on TV.
- 4** Listen again and check your answers.

Reflect

- 5** Discuss.
- a.** Over 30,000 people run the Santiago Marathon every year. Why do you think sports are so popular around the world?
- b.** What impact could major sporting events have on a city? Think about:
tourism - traffic - littering
- c.** Organising big sporting events is expensive. Do you think it's a good idea for cities to invest a lot of money on these events? Why / Why not?

1 Read the following riddles and solve them.

a. Which number should come next, and why?

25, 24, 22, 19, 15...

b. You are a cyclist in a race. Just before crossing the finish line you pass the person in second place! What place did you finish in?



c. Jessica put six different coloured beans in a bag. She had red, blue, pink, orange, yellow, and purple coloured beans. There were 30 beans total in the bag: 4 red beans, 2 blue beans, 6 pink beans, 5 orange beans, 4 yellow beans, and 9 purple beans. What is the probability that someone could pull a pink or a yellow bean out of the bag?



Checkpoint

2 Create a brain teaser.

a. Research brain teasers online.



Read some brain teasers at:
www.braingle.com

b. Choose the type of brain teaser you want to create: sequences, division, addition, or probabilities.

c. Write a short instruction or riddle and find the solution.

d. Swap your riddle with another group and solve their brain teaser.



Speaking

- 1 Talk about the last time you went to the doctor. Discuss why you went, what the doctor said, and what happened after.
- 2 Look at the picture. Why do you think Lauren is at the doctor's?
- 3 Listen and identify in your notebook:
 - a. Why Lauren and Charlie were running in the park.
 - b. Why Lauren enjoys running.
 - c. How Lauren hurt herself.
- 4 Discuss.
 - a. What are the consequences of overdoing exercise? Think about Lauren's case and other examples.
 - b. Why is going to the doctor important?



Pronunciation /ɜ/ sound

- 5 Listen and repeat.
 - a. usually – visual – conclusion – illusion – treasure – inclusion – measure
 - b. Visual illusions usually cause confusion.
- 6 Write rhymes using words with the /ɜ/ sound. Use this webpage to help you find rhyming words:



Find rhymes here:
<https://www.rhymedb.com>

Your Turn to Speak

- 7 Listen again and take notes about the doctor's questions and the patient's answers.
- 8 Role-play in pairs.
 - a. Using your notes from Activity 6, write a dialogue about an illness or injury. Include when it started, the symptoms, and how the patient feels now. End it with a treatment recommendation from the doctor.
 - b. Decide who will be the doctor and who will be the patient. Role play, and then swap roles.

When did your fever start?

I've been feeling off since yesterday morning.

You should take some paracetamol and rest for a few days.

Reading

- 1  Discuss. Do you like sports? Which sports do you practice?
- 2 Read the coach's Q&A. Identify the following things and write them in your notebook:
 - a. 4 dietary musts.
 - b. 2 warm-up exercises.
 - c. 2 non-competitive sports.

Dear coach

1 Q: I'm 14 and I do a lot of exercise. I work out at the gym, play football, and go running most days. Am I overdoing it?

A: You're growing, and you mustn't overdo things. Go to the doctor for a health check, and make sure you eat healthily, with lots of protein, carbohydrates, fruit, and vegetables. Sleep is vital. You should also hang out with your friends and relax. It's good to have a healthy body, but you need a healthy mind too!


2 Q: I often hurt myself when I play football. I recently had a sprained ankle and pain in my legs. What can I do?

A: Don't overdo things – you shouldn't have so many injuries. Do you warm up first? Stretch your muscles with warm-up exercises and increase your body temperature by jogging for 5 minutes. But you must see a doctor if you are in a lot of pain.


3 Q: I hate sports and prefer listening to music. Why do I have to get hot and sweaty to get fit?

A: You should exercise because it keeps you healthy. But it doesn't have to be a sweaty, competitive sport. You could do something different and fun, like skateboarding. And why not try walking more often? Or you could set yourself a fitness goal. When you achieve it, give yourself a treat!

Editorial Creation

- 3 Read the Q&A again. Find the correct word for each definition and write them in your notebook.
 - a. Meet with.
 - b. Calm running.
 - c. Covered in a watery-fluid that comes out of your skin.
 - d. A tasty snack that you get as a prize.
- 4  Discuss.
 - a. Do you think being overweight or obese is something to be ashamed of? Why? / Why not?
 - b. 74% of the Chilean population is overweight or obese (OCDE, 2019). Why do you think there are so many people who fit into that category?

Checkpoint

- 5  Ask your classmates. Find someone who...

e.g. has broken a leg. *Who has broken their leg? Martin broke his leg last year!*

 - a. is allergic to pollen.
 - b. has had a cold this year.
 - c. got a bad sunburn last summer.
 - d. has pulled a muscle in gym class.
 - e. hasn't had chicken pox.
 - f. has gotten a papercut.

Language in Use Modals: Suggestions


Modals can also be used to suggest things to do or to not do. Remember, modals always go with a bare infinitive.

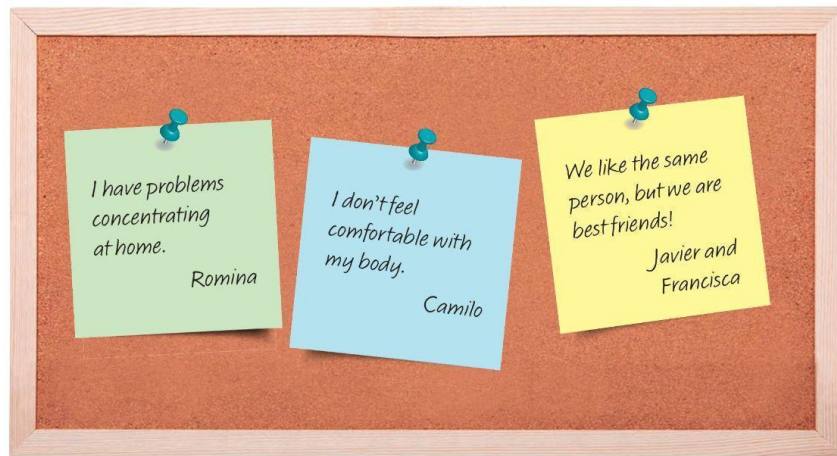
We use *should* or *shouldn't* to suggest doing or not doing something.


e.g. You **should walk** home more often.

We **shouldn't eat** so many sweets.

Grammar reference Exercise Book p. 77

- 1  Read the Q&A again. What suggestions does the coach give?
- 2 Read the following messages. Choose one and write two suggestions for them in your notebook.



- 3  Discuss.
 - a. Think of something you want to improve in your life. It can be something physical or mental.
 - b. Write it on the adhesive note the teacher gives you.
 - c. Swap notes with different partners.
 - d. Receive and give suggestions. Make sure to use "should".**e.g.**

I'm not good at Maths.

You should study with me!

Writing A Brochure

- 1 Look at the title and the pictures. What do you think the brochure will be about?
- 2 Read the brochure and check your predictions.

The title should be short and informative.

Bullet points organise the tips about the topic you chose. Each paragraph addresses one tip and gives extra information about why it's relevant.

Remember to use should for suggestions.

Tips for a Healthy Life

You only get one body, so you should take care of it!
A healthy lifestyle improves life quality, reduces stress, depression, and anxiety, and gives you more energy.
Follow these three easy tips to stay healthy!

- ✓ **Stay active.** Doing exercise doesn't have to be only about the gym. There are lots of ways you can be active while doing other things. You could dance or do yoga at home, you could ride your bike to school, or you could walk your neighbours' dogs for a bit of pocket money.
- ✓ **Eat healthy.** Adults always go on about eating more vegetables, but to be honest, I just can't stand lettuce. Shall I tell you a secret, though? Eating healthy isn't just about boring salads. You don't even have to say goodbye to your favourite sweets – just make sure you keep a balanced diet.
- ✓ **Keep in touch with your feelings.** We know that physical health is good for mental health, but the opposite is true too. It's OK to be sad or angry sometimes, but you should manage those emotions effectively without being impulsive or trying to repress them. You should ask for help when you need it. Just like we go to a doctor when our knee hurts, we should go to a professional when our minds don't feel right.

Follow these tips and you'll feel great in no time!

Editorial Creation



The introduction presents the topic you'll be writing about and why it's important.

Tips given should come from trustworthy sources, like doctors and scientists.

The final paragraph closes the pamphlet with a short summarising statement.

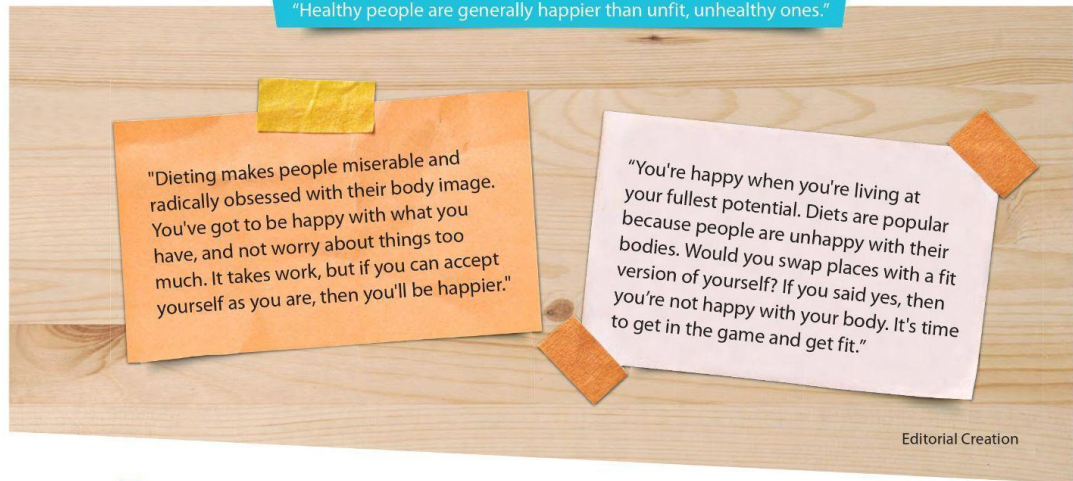
Your Turn to Write

- 3 Write a brochure with tips about being healthy.
 - a. Think of three pieces of advice that you think are important for being healthy.
 - b. Mention why each tip is important or useful.
 - c. Make sure your advice is backed by trustworthy sources.
- 4 Now, go to your Exercise Book to write your brochure.

Review

- 1 Read the following statement and arguments for and against it.

"Healthy people are generally happier than unfit, unhealthy ones."




- 2 Discuss.
 - a. Do you agree or disagree with the statements? Why?
 - b. Which argument do you find the strongest? Give proof to support your choice.
- 3 Write about your opinion in your notebooks. Include:
 - a. An introduction to the topic.
 - b. Arguments to support your stance. Include at least two.
 - c. A conclusion.
- 4 Debate with a group with the opposite stance in front of the class. Use the arguments you wrote in Activity 3. May the best group win!

Think Back

- 5 Think about the lesson and answer.
 - a. What did you learn in this lesson? How did you learn it?
 - b. What was easier or more difficult for you to learn in this lesson?
 - c. What can you do to improve your learning?

Lesson 2 Moral Dilemmas

Reading

- 1  Look at the pictures and discuss. Have you ever done something dishonest? Share your experiences.
- 2 Read the article and identify the main conclusions of the surveys. Write them in your notebook.

I'm Honest... aren't I?



We would all like to think that we are honest and trustworthy. But are we? Would you keep a wallet if you found it on the street? Would you stand in a preferential line at the shop even if you didn't need it?

A recent survey of 1,300 people from different Chilean cities suggests that we aren't as moral as we think. It found that over 25% of people would keep money if they saw it fall out of someone's pocket in front of them, 23% would spread unconfirmed rumours about a neighbour, and over 40% would include fake information on their *curriculum vitae* to get a job. Interestingly, women and older people, in general, were the most honest, while men and younger people had more flexible values.

The study found some factors that affect people's decisions. People are more likely to do something unethical if a friend does it, or if it's something that a


lot of people also do. On the contrary, empathetic people are less likely to do something they feel will harm someone else.

A different study, carried out in England, asked people about these two situations: in the first one, a woman buys a special dress, wears it once, and then takes it back for a refund.

In the second one, a care-at-home nurse gets an old woman to change her will in his favour. This survey found that over 80% of people thought it was wrong to take the dress back, but only 40% disapproved of taking advantage of the old person. Do you find that surprising?



Editorial Creation

- 3 Read the article again. Complete the sentences in your notebook.
 - a. The Chilean survey found ... to be more dishonest.
 - b. People are more likely to do something dishonest when
 - c. The English survey revealed people thought it was worse to ... than to
- 4  Discuss.
 - a. Do you find the results of the English survey surprising? Why? / Why not?
 - b. In your opinion, is dishonesty embarrassing or a necessary evil? Why?

- 5 Choose three questions and discuss your answers.

Now You Try!

Are you honest? What would you do in these situations?

- If you broke something valuable at home, would you tell your parents it was you?
- If there wasn't a litter bin, would you carry the litter home?
- If you got a bad score on a test, would you lie to your parents?
- If a friend baked a cake and it tasted horrible, would you say it was nice?
- If you were playing a game, would you cheat?

Checkpoint

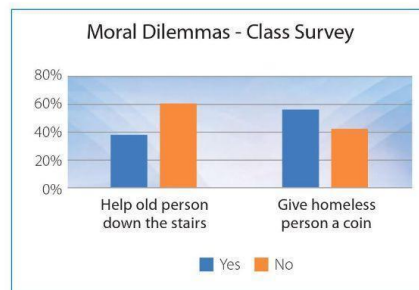
- 6 Survey your class about moral dilemmas.
- Make a list of five moral dilemmas.
 - Make survey forms with the dilemmas.
 - Ask your classmates to answer the surveys anonymously.
 - Analyse the answers and make a graph with the results.
 - Present your results to the class.

Moral Dilemmas Class Survey

Would you help an old person walk down the stairs if you were running late for school?

Would you give a homeless person a coin, if it meant you couldn't buy a snack later?

Would you...?



Language in Use **Second Conditional**

We use the **second conditional** to talk about hypothetical situations.

It is divided in two parts:

- We use the **past simple** in the **if** clause.

- We use **would / wouldn't** + a verb in **infinitive** in the **other** clause.

• **If Jake *was* late for school, he *wouldn't help* the lady to cross the street.**

• ***Would* you *keep* money, *if* you *found* it on the ground?**

- We can use the phrase *if I were you* to give advice.

• ***I'd stop* hanging out with those guys, *if I were you*.**

Grammar reference **Exercise Book p. 77**

1 Complete the questions in your notebook. Use the correct forms of the verbs in brackets.

e.g. If you *found* a wallet with 200,000 pesos, what *would* you do?

a. ... you ... (read) a friend's diary if you ... (see) it on the table?


b. If you ... (not/want) to do an exam, ... you ... (pretend) to be sick?

2 Write some advice in your notebook for the following problems using *If I were you ...*

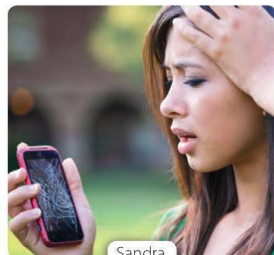
a. The essay I wrote for class isn't very good, but I found a great one online that I could copy.

b. My friends always make fun of another classmate. I think it's mean, but I don't want them to get mad at me.

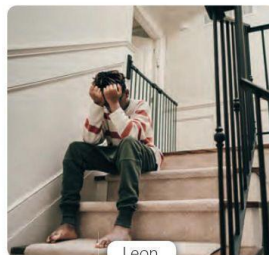
c. My neighbour has a game I really like, and he always forgets it outside.

3  Look at the pictures. Think of what you would do in each case. Take turns with a partner.

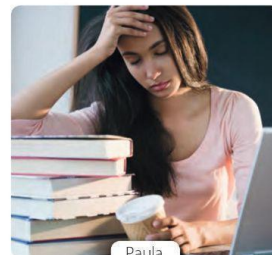
e.g. *If I were Sandra, I would take my mobile phone to the repair shop.*



Sandra



Leon



Paula




- 1 Look at the pictures and discuss. How do the people feel? What do you think happened to them?
- 2 Listen to the first part of a TV programme called *The Moral Question*. Identify the following information. Use the Extra Material 4 your teacher will give you.

Eric	Sally
<ul style="list-style-type: none"> • Occupation. • Reason to play the lottery. • Why his life would change. • Person he would give money to. 	<ul style="list-style-type: none"> • Occupation. • Reason to play the lottery. • Why she wouldn't want so much money. • Would move home if... .

- 3 Discuss. Who would you choose to win, Eric or Sally? Why?
- 4 Listen to the last part of the programme and answer in your notebook.
 - a. How did Jerry and his wife spend the money?
 - b. What happened to their marriage?
 - c. How does Jerry feel now about his lottery win?

Reflect

- 5 Discuss.
 - a. Do you think winning the lottery is always a good thing? Why? / Why not?
 - b. Would your personality change if you suddenly had a lot of money? Why? / Why not?
 - c. Should people who win the lottery be required to give a certain percentage to charity? Why / Why not?

- 1  Look at the picture and discuss. What are some of the effects of bullying?




- 2 Watch a video by Natalie Hampton, a victim of bullying. Does she mention any of the effects that you discussed in Activity 1?



Watch the video at:
<https://www.youtube.com/watch?v=sh7XFCysTr4>

- 3 Watch again and identify in your notebooks.
- What saved Natalie's life at her new school.
 - What actions Natalie took to help other victims of bullying.

Checkpoint




- 4  Research and discuss bullying issues.



Research bullying here:
https://en.wiktionary.org/wiki/Category:en:Forms_of_discrimination

- Identify bullying issues in your school, such as:
 - Inequality.
 - Racism / xenophobia.
 - Sexism.
 - Body shaming.
 - Ableism.
 - Sexual orientation.
 - Social exclusion.
 - Gender identity.
- Choose and research a bullying issue.
- Write an explanation of the bullying issue.
- Present your research to the class.

Speaking

- 1  Look at the pictures and discuss.
 - a. Do you like art? Who is your favourite artist?
 - b. Do you think graffiti is art? Why? / Why not?
 - c. What message do you think these graffiti send?
- 2  Listen to some friends talking about graffiti and decide if the sentences are true or false. Correct the false ones in your notebook.
 - a. Alex is reading an article about street artist Banksy.
 - b. No one knows anything about Banksy.
 - c. Banksy's artwork is very valuable.
 - d. Laura loves graffiti.
- 3  Listen to the second part of the conversation and discuss.
 - a. Does street art make the city ugly or more beautiful? Why?
 - b. Do you think a museum or gallery is the best place to see art? Why? / Why not?
 - c. Should people be allowed to make art in public places without permission?



By Seth Globepainter



By Banksy

Your Turn to Speak

- 4  Discuss in groups.
 - a. Choose a statement:

Graffiti is an acceptable form of protesting.

Tattoos are art.
 - b. Make notes for and against the idea.
 - c. Then, use your notes to discuss with your classmates.

e.g.

I'm convinced that getting a tattoo is a terrible idea. It's a mark that you can never remove from your body!

As I see it, a tattoo is a permanent piece of art that will stay with you all your life.

Unit

3 Your Time to Shine



Look and discuss

- › What do you think when you look at these pictures? Have you ever been to a festival?
- › Has technology helped make international culture more available? Why? / Why not?
- › Why is cultural diversity important?

58



Unit goals

- › Report what another person said.
- › Apply the use of the present tense to review a story.
- › Practise initial /sp/ and /st/ sounds.
- › Show respect for different cultures and realities.



Lesson 1 Let's Celebrate

Reading



1 Discuss.

- What do you usually do on your birthdays?
- Do you think it's important to celebrate birthdays? Why? / Why not?

2 Read the article. In your notebook, match each paragraph with one of these ideas.

- | | |
|------------------------|---------------------|
| a. Jamming | e. NGO Birthday |
| b. Camping Trip | f. Grow your Roots |
| c. Photography Session | g. Bake It Yourself |
| d. Cook Out | h. Solo Bike Ride |

3 Read the article again. Discuss which option you'd choose to celebrate your birthday, and why.

e.g. *I would choose the Grow your Roots plan because it's interesting and eco-friendly. I love plants!*

Out-of-the-Box Birthday Plans

1 Outdoors activities are fun! A camping trip could be an excellent birthday celebration. Choose a natural location you love, invite your best friends, set up a large tent outside, and enjoy a great experience in the fresh air.

2 Gardening is a wonderful way of giving back to the Earth. You can celebrate your birthday by planting some flowers or herbs in tubs, inside the house. Or you could choose a place outside and plant a tree. The plants will make your space look more beautiful, and watching them sprout will make you feel happy.

3 Why wait for someone to surprise you with a wonderful birthday cake? Be independent and bake one yourself. Ask a friend or family member for their best cake recipe and start baking! My mother told me that she always baked her own cake for her birthdays, and everyone loved it.

4 Maybe you'd prefer to celebrate your birthday alone. How about an exciting bike ride down a hill or near the seashore? Remember to take sunblock, your helmet, and plenty of water. Get in touch with your inner adventuring spirit.

Checkpoint

4 Write a birthday cake recipe using Extra Material 1.

- Follow the instructions carefully.
- When you are ready, check for any corrections you can make.
- Exchange recipes with another pair. Comment on what you would improve to make the best birthday cake ever.

e.g.

You shouldn't freeze the dough.

You could use more flour.

RECIPE
Minty birthday cake

PREP TIME: 20 min | COOK TIME: 40 min
SERVINGS: 12 | DATE: 24/09/2021

INGREDIENTS

- Chocolate chips
- Mint ice-cream
- Eggs
- Milk
- Flour
- ...

INSTRUCTIONS

- First, break the eggs in a bowl...
- ...
- Last, decorate with the toppings you like best.

FROM THE KITCHEN OF Romi and Pancho

5

Last year I went to an orphanage with the help of an NGO called "One life." During my visit, we celebrated a child's birthday. The people in charge of the orphanage said that I could celebrate my birthday with them this year, so I did. It was my most heart-warming birthday celebration ever. I will cherish the memory of the experience forever.

6

Maybe you already have a cake, but you still want to make some of the food for your party. Why not involve all your friends and have a cooking competition? Make sure you have all the ingredients and utensils you will need. Everyone can show off their cooking talents, and then you get to have a feast with the results!

7

A few years ago, my best friend Beto asked me if I wanted to learn to play the guitar. He gave me some lessons, and for my birthday that year, he surprised me with a jam session along with some other friends. They all brought their instruments and we played music for hours! It was really fun, and I got to listen to different music styles I didn't know about.

8

Are you interested in photography? A day out taking photos could be a great birthday celebration. It doesn't matter if you prefer nature, cityscapes, or portraits: you can find great snapshot moments anywhere. My dad told me of a special place for taking photos: it's on top of a hill overlooking the city, so there's both nature and city landscapes. I think that's what I'll do for my next birthday.

Adapted from *53 Unique Celebration Ideas*.



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Lesson 1. Let's Celebrate

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Language in Use Reported Speech

We use reported speech to say what someone else communicated, using **said**, **told**, and **asked**.

We change the tense of the verbs to a **past** form.

e.g. Cony: "Can I go to the party tomorrow?"
Cony **asked** if she **could** go to the party tomorrow.

Grammar Reference Exercise Book p. 78

1 Read the statements below and report them.

a. "My birthday is at the end of October, but I usually celebrate it in November".



Ale

b. "We're planning to spend New Year's Eve in Curicó this year."



Cami and Marco

2 Play Voicemail.

- a.** Form a circle.
- b.** Choose a player to say a short comment. That person will be Player 1.
- c.** Player 2, the person to the right, will report what Player 1 said.
- d.** Players 3 and 4 will report what the Players before them said.
- e.** Switch player roles and start over again.

e.g.

P1: "I don't like running or swimming."

P2: "She said she didn't like running or swimming."

P3: "He said she said she didn't like running or swimming."

P4: "They said she said she didn't like running or swimming."

Listening



- 1 Look at the pictures and discuss.
 - a. Do you know what a prom is?
 - b. Do you celebrate proms in your country? What are they like?
 - c. Does anything like this happen in your school?
- 2 Listen to Daisy talking to Erin and answer the questions in your notebook.
 - a. Who is Will and how old is he?
 - b. What was he wearing on Friday?
 - c. How did he get to prom?
- 3 Listen to the rest of the conversation and identify in your notebook:
 - a. What Will found difficult to buy.
 - b. What Will did on the day of the prom.
 - c. Why he had a crisis with his socks.
 - d. What Daisy helped Will to do.
- 4 Listen again and check your answers as a class.

Pronunciation Initial /sp/ sound

- 5 Listen to the tongue twister and repeat it out loud.

A Spanish spaceman spent his time spiralling spicy spaghetti with a spoon.
- 6 Find words that begin with /sp/ in the article on pages 60-61. Make a list in your notebook and pronounce them all together.

Reflect

- 7 Discuss.
 - a. What do you think about spending a big sum of money on parties?
 - b. Do you think it's necessary for proms to be luxurious and pompous? Why? / Why not?

CLIL

- 1 Discuss. Why do you think some Chilean festivals have lasted for such a long time?
- 2 Read an opinion paragraph about a Chilean festival. Identify expressions to give opinions.

Huaso de Olmué Music Festival

The Huaso de Olmué music festival is one of the greatest festivals in Chile. It is held every January, and various artists get the chance to perform their songs during the three to four days this event lasts. If you ask me, in comparison to festivals like Viña del Mar, the Huaso de Olmué festival has a lot more to offer in terms of authenticity and national representation. Everyone on the stage wears traditional outfits, and the spirit of the show is the best. It's a nice festival, because you can see in people's faces that there is more to it than just fun. Personally speaking, I think this festival is meaningful because it shows how beautiful our Chilean culture is. I believe it is very necessary to have more festivals like this one, because they help preserve the country's traditions.

Editorial Creation

- 3 Watch a video from the Huaso de Olmué festival and discuss.
 - a. Do you agree or disagree with this statement: "the Huaso de Olmué festival has a lot more to offer in terms of authenticity and national representation"? Why?




<https://www.youtube.com/watch?v=PGR0x6LU5PQ>

- b. Do you recognise the song and the band from the video? What do you think the song is about?
- c. Are traditional music festivals important for a country's national identity? Why? / Why not?

Checkpoint

- 4 Write a song in English.
 - a. Decide on a topic for your song. Think of something that's relevant to your local or national identity.
 - b. Choose a musical style. Think of your favourite musicians from your country for inspiration.
 - c. Write lyrics to your song in English.
 - d. Write a description of your song, including:
 - Musical style.
 - Band(s) that inspired the song.
 - Topic.
 - A brief explanation of the meaning of the lyrics.
 - Names of the songwriters (you!).

Speaking

- 1  Look at the pictures and answer: What do you do when you receive a phone call for someone else?




- 2  Listen to Lauren and Theo. Complete the sentences in your notebook.


- a. Charlie has ... his phone.
- b. Lauren is celebrating her ... birthday.
- c. They are meeting at the ...

- 3 Write the conversation between Aisha and Cesar in the correct order in your notebook.

- a. A: Kevin isn't at his desk at the moment. Would you like to leave him a message?
- b. C: Hi. Can I speak to Kevin Jamieson, please?
- c. A: All right, Cesar. I'll see that he gets your message.
- d. A: Goodbye.
- e. C: Thank you very much. Bye.
- f. A: Rossetti Media. This is Aisha speaking. How can I help you?
- g. C: Yes, please. Could you tell him Cesar said to meet him at the gym at 6:15 pm?

- 4  Check your answers with a classmate.

Your Turn to Speak

- 5  Prepare a phone conversation and practise taking messages. Use Extra Material 2.

- a. Follow the instructions to write your dialogue.
- b. Check the example below.




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Lesson 1. Let's Celebrate

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Reading

Benny's *Weird* Festivals



Battle of the Oranges



Up Helly Aa Fire Festival

Last year, Benny Aziz went to some extraordinary festivals around the world. I caught up with him in California and found out more in an internet interview.

First, Benny told me about the three-day Battle of the Oranges, which takes place every February in Ivrea, Italy. About 3,000 people dress up in colourful costumes and throw over 360 tonnes of oranges at each other! 'Guards' ride in horse-drawn carts; the 'common people' stay on the ground. Spectators who don't want to be hit wear red hats. After the procession, it takes a team of 100 workers to clean up the city!

Benny's year started at the Up Helly Aa fire festival in the Shetland Islands, north of Scotland. On the last Tuesday of January, the small town of Lerwick goes mad for 24 hours. At 7.30pm, 1,000 'guizers', men dressed as Vikings, carry flaming torches and a replica Viking longship through the streets. There are fireworks, marching bands, and at least 5,000 spectators. At the end of the procession, the longship is burnt in a huge bonfire. I asked if Benny had slept that night. He said the celebrations ended at 8.30 in the morning!

- 1 Look at the pictures and discuss.
 - a. Which events did you celebrate last year?
 - b. Are any of the events you celebrated similar to the festivals in the pictures? Why? / Why not?
- 2 Read the article. Take notes in your notebook for each festival, including:
 - a. Festival's location.
 - b. Important objects in the festival.
 - c. Number of spectators.
 - d. Festival's main activity/attraction.
 - e. When the festival starts.
- 3 Write a summary of each festival in your notebook using the notes you took in Activity 2.

In November, Benny was in Thailand for the strangest dinner in the world. In the city of Lopburi, 20 top chefs prepare over 2,000 kilos of fresh fruit and vegetables, ice cream and jelly for up to 3,000 special guests. Macaque monkeys! The people believe the monkeys, which live in the city, bring them good luck. This enormous buffet is a way of saying 'thank you'.

I asked Benny if he had a favourite festival. He answered that his favourite is the Air Guitar World Championship in Oulu, Finland, held every August. The competition started as a joke in 1996, but it soon became very popular. Now around 8,000 spectators watch the competitors play their imaginary guitars to rock music. And the prize for the best air guitarist? A real guitar!

Finally, I asked if Benny had plans to visit more festivals. He told me that in May he was attending the Calaveras County Fair in California for the world's biggest frog jumping competition, with thousands of frogs. It's a very strange world

Editorial Creation



Macaque Monkey Banquet



Air Guitar Championship

4 Discuss.

- Which festival is the weirdest?
- Which one is the most exciting?
- Which festival would you like to go to? Why?
- Are there any festivals like these in your country?

e.g.

I think the weirdest festival is the monkey buffet.


I disagree. There is a reason for that festival. I think the strangest one is the air guitar competition!

Checkpoint

5 Create your own weird festival using Extra Material 3.

- Brainstorm ideas for a weird festival.
- Present your festival to the class.

Writing An Informal Letter

- 1  Discuss: What typical festivities are celebrated in your country?
- 2 Read the letter below. What do you think about the celebration mentioned in it?

The letter starts with a greeting (e.g. 'Hi' or 'Dear').

The introduction paragraph explains your motives.

The body of the letter includes the main information of your message. All details are written in this part.

The letter finishes with a friendly goodbye and a signature.

A post scriptum, or P.S., is used to add something you forgot to say in the letter.

Hi *mon ami*,

I hope you are doing great. It has been a long time since I last wrote to you. That time, you **said** that you wanted to know more about my country's traditions. Guess what? Now, I will **tell** you about one of our main festivals, *RaRa*.

The *RaRa* celebration is held during Easter week. It is one of our strongest musical traditions as we have celebrated it since the 17th century! Every year, people from all villages and towns reunite to play their best tunes with homemade instruments. It is my favourite festivity of the year, because the music we play makes *RaRa* unique. Our lyrics are about our social conditions, and the greatest part is that all songs are in the Haitian Kreyòl language, so we share our real essence. My parents particularly love it. It's a festival that everyone can be a part of!

RaRa is the perfect mix between thinking and feeling in my opinion. I hope this information was enough for you to learn a bit about us. That is all for now but, please, don't forget about me! I am curious about your favourite Chilean festivity.

Lots of love,
Rose Pierre

P.S.: Here's a picture of some of the costumes from the festival!

Editorial Creation

We use 'say' for words or short sentences, such as requests or comments. We use 'tell' for larger messages, like a story or detailed information.

The conclusion paragraph summarises the content of the letter. It also includes an invitation for a response.



Your Turn to Write

- 3 Write a response letter about your favourite Chilean celebration.
 - a. Choose one festivity.
 - b. Mention what it is about and when it is celebrated.
 - c. Give details about any activities or interesting elements of the celebration.
- 4 Now, go to your Exercise Book to write your response letter.

Review

- 1 Read the following tips about zero-waste celebrations. With your classmate, choose your top three tips out of the list.

8 Easy and Affordable Zero-Waste Party Tips Party

Party Preparations

1 Be a conscious consumer – Think about what the products are made from and what will happen to them after your party.

2 Cloth napkins are more durable and effective than paper napkins. Borrow some or make your own from fabric scraps.

Decorations

3 Choosing natural decorations of flowers and foliage is a low-waste option, and they can be composted when you're done.

4 Make decorations that will work for multiple occasions. Use recycled materials.

Food and Drink

5 Check what you already have in the fridge and freezer before going shopping.

6 Let your guests take food home with them if you are not going to consume it.

Zero-Waste Guests

7 Skip plastic straws and cups. Consider reusable ones, or drinking directly from a bottle or can.

8 There is no need for single-use wrapping paper. Wrap presents using newspaper. Make it look good by adding ribbons.

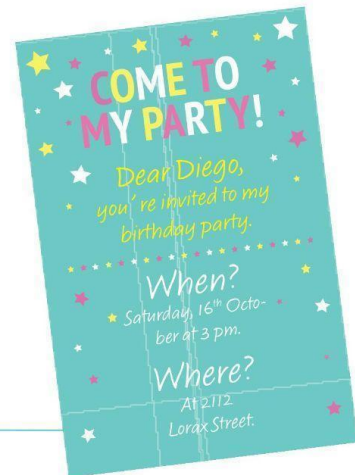
Adapted from *33 Easy and Affordable Zero-Waste Tips*

- 2 Discuss.

- a. How are these tips beneficial for the environment?
- b. Which tip is the most important to you? Why?

- 3 Create your own birthday party invitation.

- a. Decide on a theme for the party.
- b. Include the name of the venue where you will celebrate.
- c. Add the date and time of the event.
- d. Write the addressee's name.
- e. Write an invitation message for the party guests.



Think Back

- 4 Think about the lesson and answer.

- a. What did you learn in this lesson? How did you learn it?
- b. What was the easiest or most difficult for you to learn in this lesson?
- c. What can you do to improve your learning?

2 Life Changes

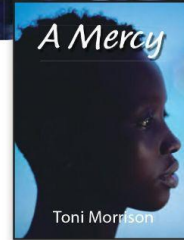
Reading

Ethan's Book Blog

My Top Coming-of-Age Novels

In this week's blog, I talk about coming-of-age novels. This kind of story explores the difficult journey all of us teenagers have to make to get to know ourselves and become adults. These are my three favourites:

1 ... happens in the United States during the colonial period. The protagonist is Florens, a slave girl living on a farm. The people who live on the farm are all alone in the world: Florens was given to the farm master by her own mother; Lina, another slave, is the only survivor of her Native American tribe; and Rebekka, the master's wife, went to America leaving her family behind in Europe. Because they have no one else, they all form an odd family together. But after the master dies and Rebekka falls ill, Florens leaves the farm to find a free black man who knows about medicine, hoping that he can help Rebekka. She falls in love with the man, but he rejects her. He says he doesn't like her because she is a slave to her own mind, and to him, for trying to find her freedom in someone else. In the end, she finds her own voice and tells her story herself. I really liked this book because it taught me about people's everyday lives in United States in the 17th century, and because it shows different people's points of view.

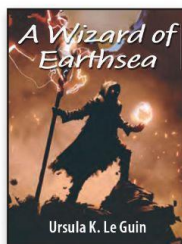


- 1** Look at the book covers and read the titles. Who do you think will be the protagonists of each book?
- 2** Read the blog and write the names of the characters in your notebooks.
 - a. ... lives in a very small house.
 - b. ... leaves home to find a man who can help an ill person.
 - c. ... summons an evil monster.
 - d. ... has a father who doesn't appreciate him.
 - e. ... is the only survivor of her people.
 - f. ... gets too ambitious about his magical abilities.
- 3** Ask and answer the following questions.
 - a. What is the last book or story you have read?
e.g.
 - b. Did you enjoy it? Why? / Why not?

What's the last novel you've read?

The last novel I've read is The Book Thief. It was really interesting.

2 *Eleanor & Park* by Rainbow Rowell. This is a story about two 10th grade students who meet on the school bus and fall in love. They're both misfits at school: Eleanor gets bullied because of her unique clothes and personality, and Park feels he doesn't fit in because he's half Korean. They also have difficult home lives: Park's father thinks his son isn't masculine enough and constantly looks down on him. Meanwhile, Eleanor lives in a very small house with her five siblings, her mother, and her alcoholic and abusive stepfather. This is a good book because it shows how both protagonists learn to stand up for themselves, prove they are valid despite what other people think, and in Eleanor's case, escape from an abusive household. Although this isn't my favourite kind of story, it was still very interesting to read.



3 *A Wizard of Earthsea* by Ursula K. Le Guin. Sparrowhawk is a young boy in the fictional fantasy world of Earthsea. He discovers he has magical abilities and goes to a prestigious school for mages. Once there, he begins to learn very quickly, and he gets ambitious. Another student who doesn't like Sparrowhawk dares him to show how good he is with magic. Sparrowhawk does a forbidden spell and accidentally creates a shadow monster. The monster begins hunting Sparrowhawk, and he must find a way to destroy it himself. This one's my absolute favourite. I love fantasy novels! I like this story because the protagonist learns how to face his darker side, take responsibility for his mistakes, and confront his deepest fears, becoming a better person in the end. And there're dragons and magic! What more could I ask for?

4 Read the rules in the box. Then, find reflexive pronouns in the blog and write them in your notebook.

Reflexive pronouns are a pronoun with **-self** or **-selves**. There are eight:

myself – yourself – himself – herself – ourselves – yourselves – themselves – itself

We use them when we want to emphasise who the agent of the verb is.

– *We can write the story ourselves.*

We also use them when the subject and the object of a sentence are the same person.

– *I bought myself a new book.*

Checkpoint

- 5** Write a review using Extra Material 4.
- Choose a book, film, or series you love.
 - Follow the steps on your material before you start writing.

Language in Use Present Tense - Review

Present Simple and Present Continuous

We use the **present simple** to talk about regular actions, habits, and routines.

*Park **feels** that he **doesn't fit in**.
Kyle **plays** tennis once a week.*

We use the **present continuous** to talk about activities in progress at the time of speaking.

*Hi! I'm **sitting** on the bus. Where are you?
We're **living** in Berlin, but we usually **live** in Seoul.*

Historic Present Tense

We use the **historic present** to talk about books and film plots.

*This story **happens** in the United States.*

The **historic present** is also used for newspaper headlines.

*Ship **sinks** in Sydney harbour.*

Grammar reference Exercise Book p. 78

1 Complete the dialogue in your notebook with the present simple or the present continuous.

Lucy: Hey, Josh. **a.** ... you ... (want) to meet up later? My cousin Bella **b.** ... (visit).
Josh: Sure. What **c.** ... Bella ... (do) now? **d.** ... she ... (look for) a job?
Lucy: No, she's at college. She **e.** ... (study) Literature and Film.
Josh: Cool! Ok, so let's **f.** ... (meet) at at Paddington station at about 5 o'clock.
Lucy: That **g.** ... (sound) perfect! I'll see you then.

2 Interview your partner. Ask follow-up questions and note the answers. Then, write about your partner in your notebook.

What time do you usually get up?

At a quarter to seven.

What about the weekend?

Sara gets up at quarter to seven during the week. However, she gets up after ten o'clock on Sundays!

3 Read the book review. Write the verbs in brackets in the correct form in your notebook.

My reading list by Katy

This week's book is *To Kill a Mockingbird* by Harper Lee. I **a.** ... normally ... (not like) historical books, but this novel is incredibly powerful. The story **b.** ... (take) place over a three-year period in the 1930s in the USA. The main story **c.** ... (focus) on the trial of a black man. However, for me the real story is about the man who **d.** ... (try) to bring up three children on his own. Atticus Finch is a lawyer with two young children. The story is told through the innocent eyes of Scout, his daughter. The story **e.** ... (be) dark and complicated, and Harper Lee **f.** ... (show) us a period of history that was full of racism and inequality. However, Scout **g.** ... (bring) humour to the storytelling, so the book never **h.** ... (get) depressing. My brother **i.** ... (read) this at the moment. He has to read it for school. Unfortunately, he **j.** ... (hate) it!




- 1 Look at the pictures and discuss.
 - a. Do you keep in contact with old friends? If so, how?
 - b. What is the difference between getting together with a friend and talking over the phone? Which do you prefer? Why?
- 2 Listen to the first part of the conversation between Oscar and Daisy and answer the questions in your notebook.
 - a. How did Oscar and Daisy get in contact again?
 - b. Where is Daisy living now?
 - c. When and why did she go there?
- 3 Listen to the second part of their conversation. Read the questions and complete the statements in your notebook.

<ol style="list-style-type: none"> a. Daisy lives in ... b. Compared to school in the UK, Daisy has more ... c. Her classmates think she has a cute ... 	<ol style="list-style-type: none"> d. Her brother is living in ... e. Daisy's mother is teaching in a ... f. Daisy is reading a lot of old ...
--	---
- 4 Listen again and check your answers.

Reflect

- 5 Discuss the following statement. Do you agree or disagree? Why?

Sometimes, a person who was important in our lives starts to have a negative effect on us. Maybe they start being mean, or they start doing things we disagree with. The fact that they were important to us before doesn't mean we have to stick around if we don't want to. Your own mental health and peace of mind is more important than other people, so if you need to say goodbye to someone, you shouldn't feel bad about it.

- 1  Look at the picture and discuss.
- Do you think art is constantly changing? Why / Why not?
 - What do you think art will look like in the future?

What Will Art Look Like *in the Future?*

The future may be uncertain, but one thing we know for sure: there will be changes, both wonderful and terrible. And art will change as well.

Identity and inclusion will most certainly be important, and laws about equality, identity, and migration will evolve. Following these cultural developments, art will also become increasingly diverse, and might not 'look like art' as we know it now.

Art curator Jeffrey M. Hayes says: "I imagine art in 20 years will be much more fluid than it is today. It will be much more representative of our growing and shifting demographics, so we will see more artists of colour, more female-identified works, and everything in between."


The change Hayes talks about does not mean that black, Latino, LGBT, outsider, feminist, and 'other' art will suddenly appear; these movements have existed for a long time already. Rather, she means to say that these diverse artistic expressions will become more openly accepted and valued, moving away from the dominant Eurocentric, Western canon.

Our future will bring unpredictable changes, but we can be hopeful that those changes will be positive. Art will help pave the way for a more inclusive, diverse, and accepting world for everyone.

Adapted from What will Art Look like In 20 Years?



Japan's National Art Centre installation, The Forest of Numbers.

- 2 Read the article. Write if these statements are true or false in your notebook. Correct the false ones.
- Identity and inclusion won't be important in the future.
 - "Art" as we know it will change.
 - There will be more people of colour and sexual diversities in art.
 - The Western canon will stay in place.
- 3  Watch a video about writer Sandra Cisneros' perspective on art and discuss. How important is it for people to see themselves represented in art?



Watch the video by Sandra Cisneros here:
<https://www.youtube.com/watch?v=4AqX9fAgf7o>

Checkpoint

- 4  Create a collage about art in the future.
- Sketch a drawing showing how you imagine art in the future.
 - Cut pictures or patterns out of magazines to match your idea.
 - Cut words or sentences to explain the message of your work and paste them together.

Speaking



- 1 Look at the picture. What are they doing?
- 2 Listen to a conversation between two friends recommending books. Answer in your notebook.
 - a. Which book has Nicky recently finished?
 - b. Why are astronauts' lives boring?
 - c. What is the 'cabin fever' that astronauts suffer?
 - d. What does the book teach the reader?
- 3 Listen to the second part of the conversation and discuss.
 - a. What type of book is Fahrenheit 451?
 - b. Why is the title relevant to the story?
 - c. Why are books banned in this future society?
 - d. How are the firefighters different from ours?

Pronunciation Initial /st/ sound

- 4 Listen and repeat.
 - a. That student stands out for his style.
 - b. Steven stopped on the street to stare into a store window.

Your Turn to Speak

- 5 Recommend a book, film, or series.
 - a. Choose a book, film, or series you loved. Make notes about why you like it. Think about:
 - The author or director.
 - The characters.
 - The story.
 - Other reasons you loved it.
 - b. Take turns to give your recommendations.
 - c. Ask questions to find out more about other people's recommendations.

e.g.


I really recommend Black Mirror. There are some pretty creepy episodes!

I prefer watching film, actually. Have you watched Up?

That film's really old! I haven't seen it, but my sister loves it.



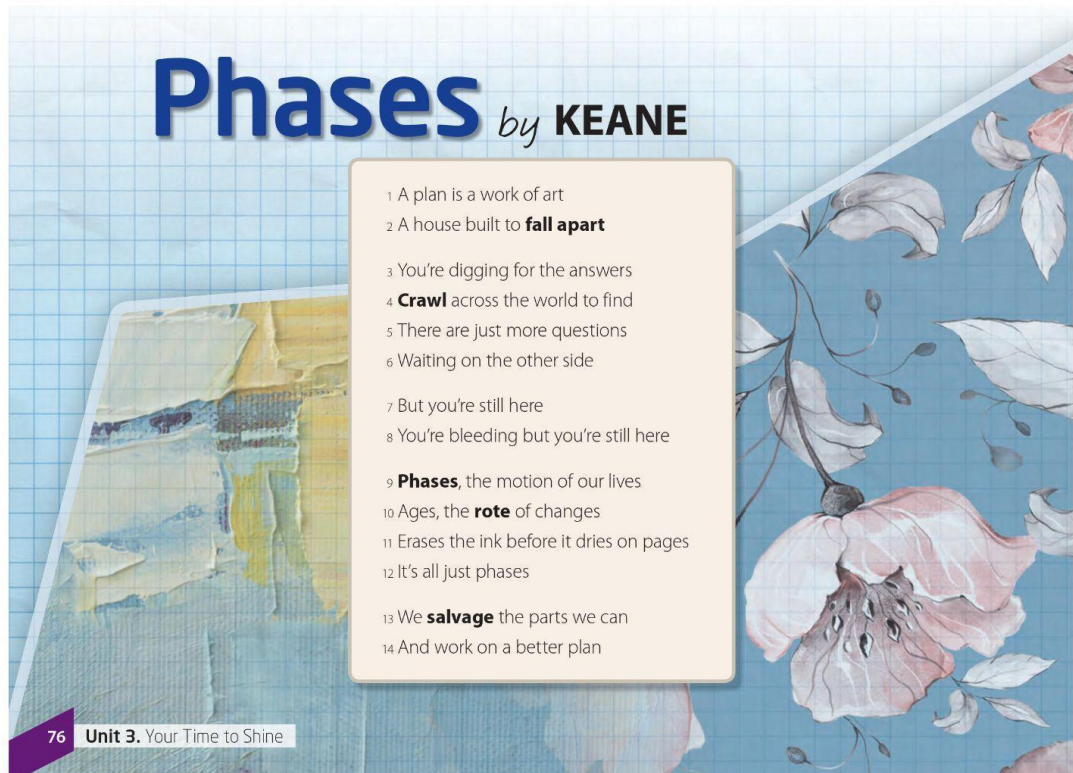
Reading

- 1  Discuss the following statements. Do you agree or disagree with them?

 - a. Life doesn't often go as we planned it.
 - b. Everyone will experience meaningful changes at some point in their lives.
 - c. Music helps us connect with other people who feel the same way as we do.
- 2 Read the song lyrics. Match the words in bold with the following synonyms in your notebook.

a. save	c. strong interests	e. repetition	g. move slowly
b. break down	d. hanging on to	f. ocean wave	h. periods
- 3 Read the lyrics again. Complete the sentences in your notebook.

 - a. There are ... on the other side of the world.
 - b. Changes erase the ink before
 - c. When a plan fails, we make
 - d. ... comes after high tide.
- 4 Identify verbs in the present continuous tense and write them in your notebook. Write a sentence with each verb.



Phases by KEANE

- 1 A plan is a work of art
- 2 A house built to **fall apart**
- 3 You're digging for the answers
- 4 **Crawl** across the world to find
- 5 There are just more questions
- 6 Waiting on the other side
- 7 But you're still here
- 8 You're bleeding but you're still here
- 9 **Phases**, the motion of our lives
- 10 Ages, the **rote** of changes
- 11 Erases the ink before it dries on pages
- 12 It's all just phases
- 13 We **salvage** the parts we can
- 14 And work on a better plan

76 Unit 3. Your Time to Shine

5 Listen to the song and discuss.

- What do you think the songwriter wanted to express? Why?
- Do you agree with the song's message? Why? / Why not?
- How do you interpret the verse "low tide gives way to high tide"?



Listen to *Phases* here:
<https://www.youtube.com/watch?v=V55A9ED9oAM>

Checkpoint

6 Make a playlist.

- Think of songs you like that talk about changes.
- Brainstorm a list of all the songs you can think of.
- Look up the lyrics to the songs and select the best ones. Represent and respect everyone's musical styles!
- Make a booklet with the lyrics to the songs you chose.
- Present your playlist to the class.




15 Always on the outside
16 Fingers **clinging** on so tight
17 Kicking at the window
18 Dreaming of a better life
19 Take what you can
20 Just got to take what you can
21 Phases, the motion of our lives
22 Ages, the rote of changes
23 Erases the ink before it dries on pages
24 It's all just phases
25 And sometimes you feel how good it is
26 And low **tide** gives way to high tide
27 And hard times, we watch them come and go
28 Like **crazes**, it's all just phases

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p. 47-48

Lesson 2. Life Changes 77

Writing A Biography

- 1  Look at the picture and read the title of the biography. Do you know this person? If so, what do you know about her?



The title of a biography states the person's name.

The following paragraphs give a summary of the person's life. This includes any relevant details such as awards, achievements, or big life changes.

Billie Eilish

Born in the United States on 18th December, 2001, Billie Eilish has had an explosively successful musical career. Her parents and her older brother are all also musicians, so she was exposed to music since she was born.

She became famous for her song Ocean Eyes, which she made with her brother Finneas. This breakthrough song was released in 2016 on SoundCloud, where it was streamed over 14 million times. This won her almost immediate attention from the musical industry. She continued releasing successful singles, and in 2019 she released her first full album.

In 2020, only four years after her rise to fame, she won the top four most prestigious categories in the Grammy awards: record of the year, album of the year, song of the year, and best new artist. She became the youngest person to ever win all four awards in one year. The last time someone won all four was in 1981.

When she received the awards, she was very surprised. She said she didn't feel she deserved to win them, and that other artists deserved them more. Her sudden stardom has left her feeling overwhelmed but happy. She's excited for the future and has several projects she's already working on.

The first paragraph has the person's date and place of birth, and who they are/ what they do.

The last paragraph concludes with what the person is doing now.

- 2  Discuss.

- What important life changes has Billie experienced?
- Why do you think she didn't feel she deserved the Grammy awards?

Your Turn to Write

- 3 Write a biography about someone in your life that you admire.
- Choose a person you know who has overcome important changes in their life.
 - Ask them questions about their life and take notes of their answers. Make sure to ask about important life events, such as:
 - Moving to a new city or country.
 - Happiest and saddest moments.
 - Living during a historical moment.
 - Important people to them.
 - Personal successes and failures.
 - Life-changing decisions.
- 4 Now, go to your Exercise Book and write a biography about the person you chose.



- 1 Read the following pieces of advice. Give examples for each one.

How to Face Changes

in Your Life

1 Be Ready for Change It can happen suddenly. Prepare yourself for various situations in life. Don't be a paranoid, but always have some other options in case a plan does not work out the way you wanted it to.

2 Be Aware of Possible Signs Be always watchful, listen carefully, and pay attention to everything that happens around you. Many signs that indicate change appear ahead of time, but people choose to ignore them most of the time. Be wise and have those signs in mind.

3 Spend some Time Alone Keep yourself away from distractions like your phone from time to time. It will help you think clearer about what you have experienced, what you are going through, or what could possibly happen. Take time to think of possible options if you are already facing a major change. Quiet is your strongest ally.

4 Have an Accepting Mind You should have a ready mind to accept changes. A person very close to you may die, and you may suffer from a terrible setback if you do not have an accepting mind. It may take you some time to adapt with the new change. However, life will eventually get better to you.

Adapted from How to Face with Change in your Life

- 2 Discuss.
- Do you agree with the text? Why? / Why not?
 - How do you cope with change?
- 3 Make a brochure including ways of adapting to high school life.
- Mention 4 complicated changes you experienced in 9th grade.
 - Write how you felt and what you did about those changes.
 - Include solutions for each change.
 - Give it to a 9th grade student at school!

Think Back

- 4 Think about the lesson and answer.
- Did you like the lesson? Why? / Why not?
 - What would you change from the lesson if you could?
 - Explain what you learnt to a classmate.



The One New Year's Resolution

A new year
a new you

by Lori Deschene

I originally started to offer lots of different New Year's resolutions and tips to create lasting change. However, we know most people give up on the first weeks of the New Year. Then, I realised that didn't feel authentic to me. I don't actually believe 1st January is any different than any other day. I don't think we need to change or improve at such a random point in time that we invented. New Year's Eve is, in fact, just another day, and the next day is one, too.

New Year's resolutions often fail for a reason, and it's usually linked to discipline. Resolutions fail because they don't emerge from true intentions. They're calendar-driven obligations, and they often address the symptoms, not the cause of our unhappiness. Some resolutions are smart for our physical and emotional health and well-being. Losing weight, dealing with stress better... But if we don't focus on the cause, like ordering cheeseburgers or worrying too much, will it really help to expect one day to change it all? It's pretty much like we avoid facing what's bothering us.

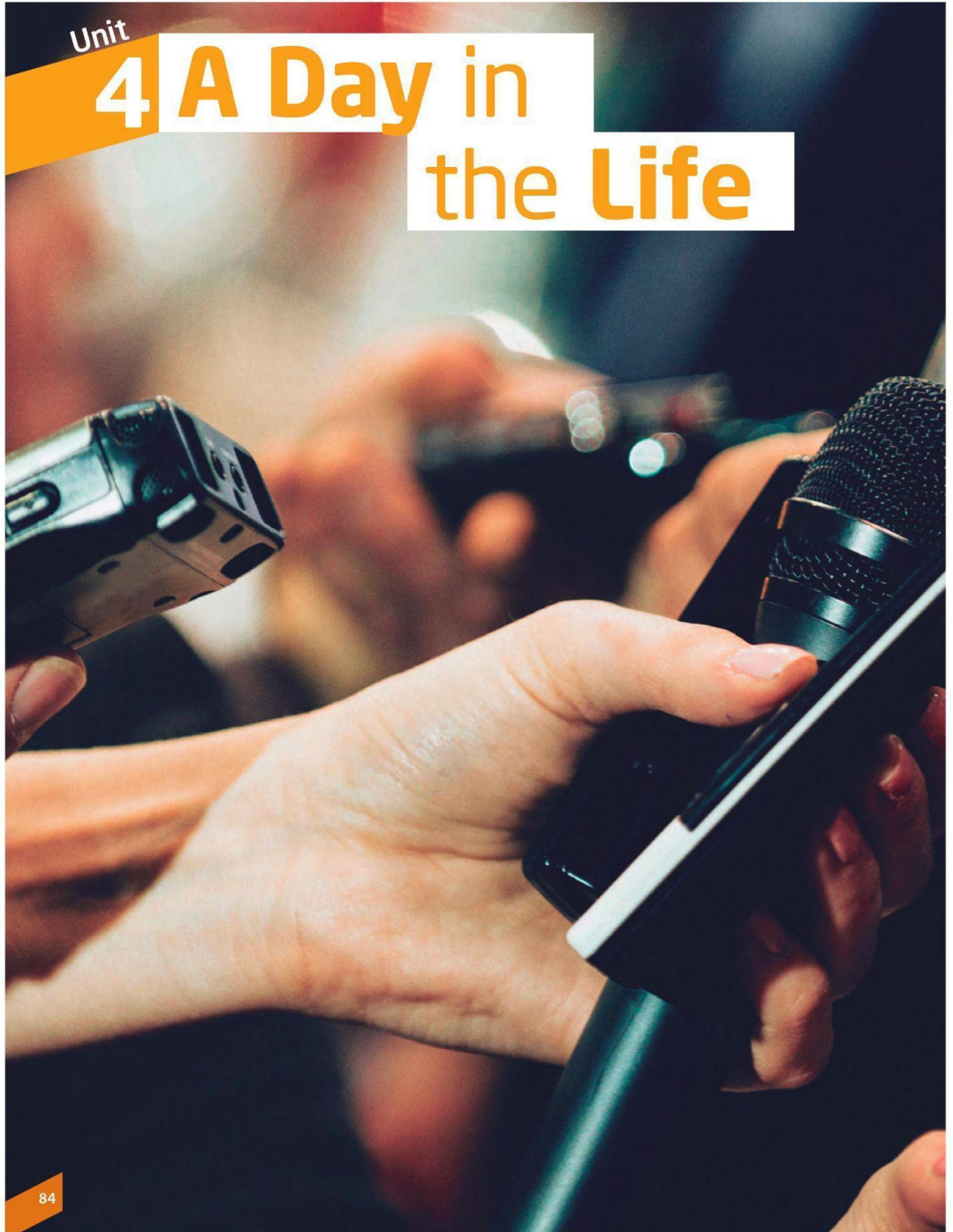
- 1 Read the quotes next to the text. Discuss:
 - a. What is each quote trying to communicate?
 - b. Which quote do you agree with the most? Why?
- 2 Read the text and identify in your notebook.
 - a. Health-related resolutions.
 - b. Common causes to create resolutions.
 - c. The strategy to make things work.
- 3 Decide if the sentences are True or False. Explain why in your notebook.

a. According to the author, New Year's Resolutions are effective.	c. Setting goals on specific dates is the key to not giving up.
b. New Year's Day is just another day from the author's perspective.	d. You should focus on happiness and reflect about it to feel well.
- 4 Discuss.
 - a. Have you ever made any New Year's resolutions? If yes, name one.
 - b. How easy or difficult is it for you to stick to a resolution? Why?

Appendix 2

Unit

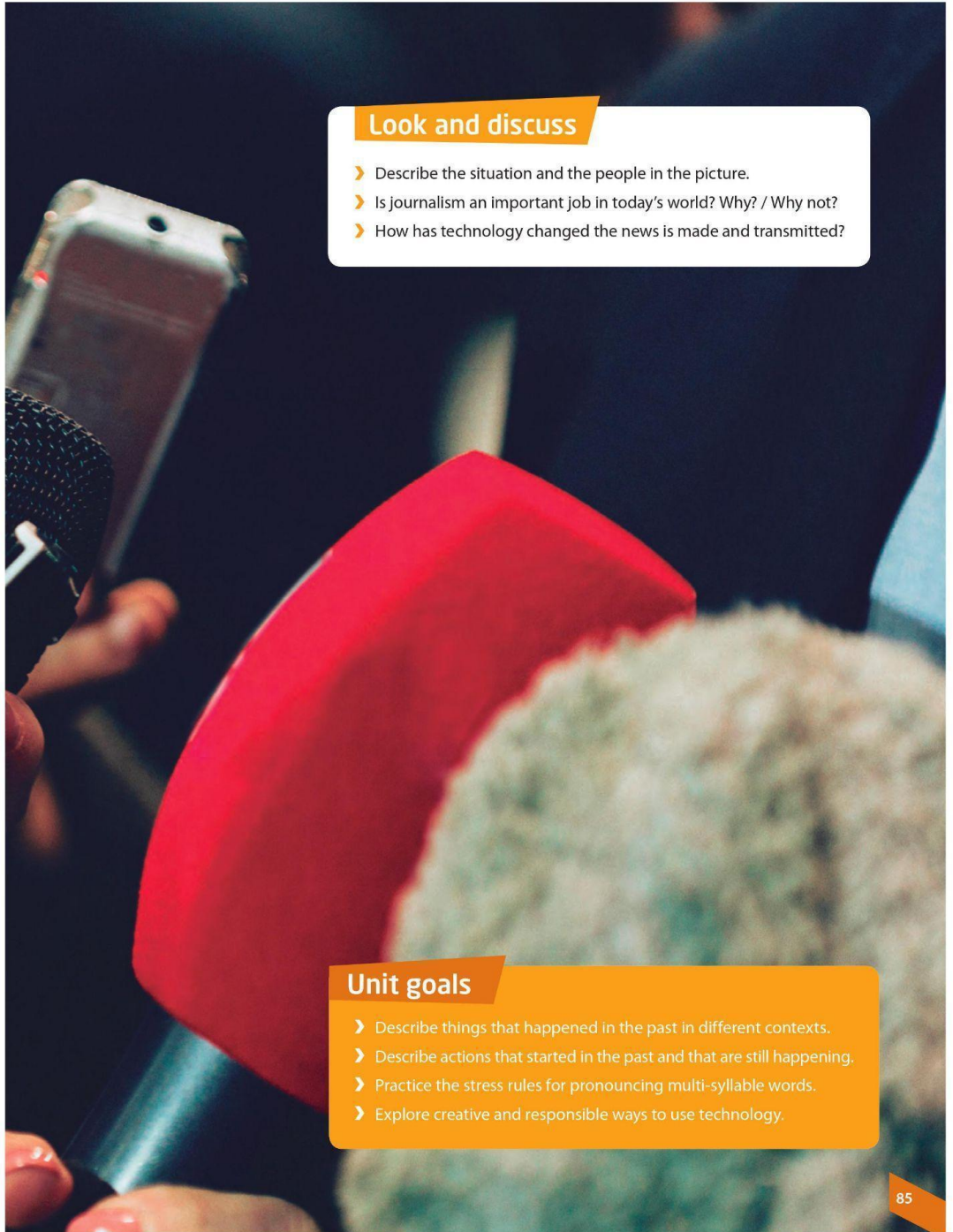
4 A Day in the Life



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Look and discuss



- › Describe the situation and the people in the picture.
- › Is journalism an important job in today's world? Why? / Why not?
- › How has technology changed the news is made and transmitted?

Unit goals

- › Describe things that happened in the past in different contexts.
- › Describe actions that started in the past and that are still happening.
- › Practice the stress rules for pronouncing multi-syllable words.
- › Explore creative and responsible ways to use technology.

1 In the News

Reading

- 1  Read the title and the first paragraph and look at the pictures. Discuss.
 - a. What do you think happened in the Chilean mining accident?
 - b. How do you think the story ended?
- 2  Read the article and check your answers to Activity 1.
- 3 Read again and find words with the following meanings. Write them in your notebook.
 - a. A long, narrow space.
 - b. A small amount of drink.
 - c. Felt afraid that something bad would happen.
 - d. A tool or machine used for making holes.
 - e. Large businesses.
- 4 Find what each of these numbers refers to in the article. Write them in your notebook.

a. 17	d. 69
b. 33	e. 24
c. 45	f. 700

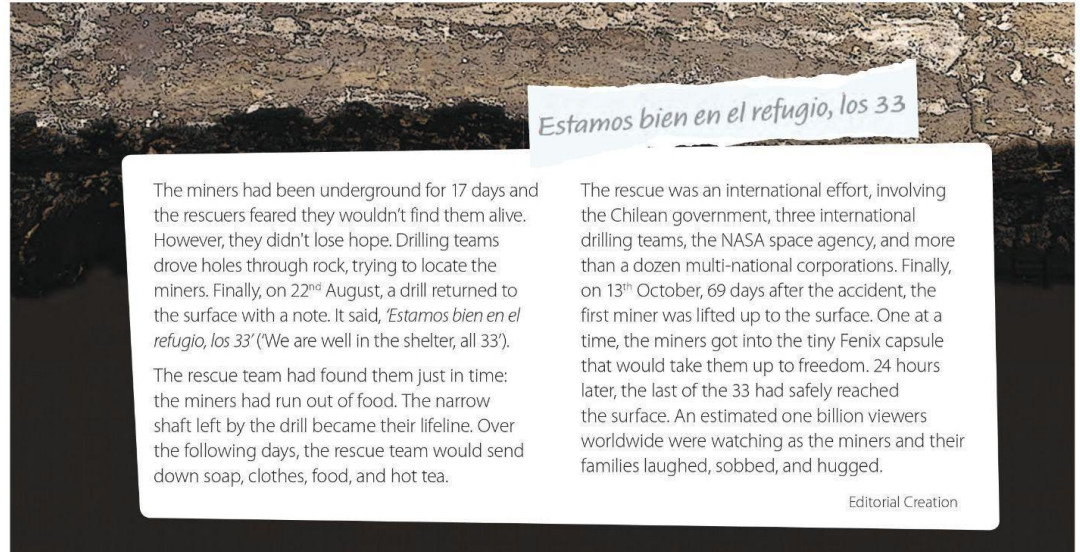
Trapped Underground

In 2010, a terrible mining accident happened in the Atacama Desert in Chile. But through human courage, determination, and ingenuity, this potential tragedy turned into a triumph.

Thursday, 5th August was just another day for 33 miners at the San José gold and copper mine, 45 km north of the city of Copiapó. Lifts took them 700 m underground, then trains carried them 5 km to their work site. The miners were working when the mine entrance suddenly collapsed, trapping them underground.

The miners were cut off from the world and they spent the next 17 days in darkness. It was a long and difficult time. They didn't know if anyone was looking for them. However, they remained hopeful. They had very little food and drink, so they would eat just two teaspoons of tuna fish with a biscuit and drink a sip of milk every 24 hours. Despite this, they felt that they were waiting for death.





5 Read the article again and answer the questions in your notebook.

- a. What type of mine was San José?
- b. How were the miners trapped?
- c. How did the miners survive underground?
- d. How did rescue teams find the miners?
- e. How did they learn that the miners were still alive?
- f. Why was the 'narrow shaft' so important to the miners?

Checkpoint

6 Make a summary diagram about an important news event in your area. Use Extra Material 1.

- a. Choose a local or national news event.
- b. Follow the instructions in your material carefully.
- c. Check this model to complete the diagram with your own piece of news.
- d. Present your news to the class.



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Language in Use Past Simple and Past Continuous

We use the **past simple** to talk about finished actions in the past and the **past continuous** to talk about activities in progress in the past.

On 22nd August, a drill **returned** to the surface with a note.
The miners felt that they **were waiting** for death.

We can connect past actions with *when* and *while*.

The miners **were working when** the mine entrance **collapsed**.

Grammar reference Exercise Book p. 79

1 Complete the sentences in your notebook with *when* or *while* and the correct form of the verbs in brackets.

- a. I ... (hear) the explosion ... I ... (check) my emails.
- b. ... they ... (travel) across the desert, planes ... (fly) overhead.
- c. ... the landslide ... (happen), the rescue team ... (try) to locate the lost climbers.

2 Read the text box. Write the sentences in your notebook using the correct tenses of the verbs in brackets.

At 5.30pm, a gas explosion happened in the centre of Maintown, Texas, USA.
When the gas explosion happened, ...

- e.g. ... Larry (take) his dog for a walk. → ... *Larry was taking his dog for a walk.*
- a. ... the windows (break).
 - b. ... Max (throw) himself to the ground.
 - c. ... Carmen (read) a newspaper.
 - d. ... Mr and Mrs Clark (watch) TV.
 - e. ... Roy (make) coffee.
 - f. ... a car (crash) into a truck.

3 Interview your partner about last Saturday. Find out as much information as you can!

What did you do last Saturday?

I stayed at home and played video games.

What were your parents doing while you were playing?


They were repairing a hole in the roof.



- 1 Look at the pictures. What do you think the news stories are about?
- 2 Listen to two stories from a radio news report. Write the complete sentences in your notebook.
 - a. The fire is at ...
 - b. Sally was rushed to hospital ...
 - c. In her career as a DJ, Sally ...
- 3 Listen again and answer the questions in your notebook.
 - a. Why are the police going to investigate this fire?
 - b. What happened in Sally's road accident?
 - c. Why did she want to get back to the UK after the accident?
- 4 Check if these sentences are true or false. Correct the false ones in your notebook.
 - a. The fire at Newton recycling plant started at midday.
 - b. This is the second incident at Newton plant in a month.
 - c. Sally Lomax was holidaying in Italy when she crashed her motorbike.
 - d. Sally has a gig in Santiago next weekend.

Reflect

- 5 Discuss.
 - a. Do you think it is more important to listen to local or to international news? Why?
 - b. Do you think that news sources can manipulate what people think about a news piece? How and why?

- 1 Scan the article. Write a sentence in your notebook describing what the article is about.
- 2  Read the article and discuss.
 - a. Is it a good or bad idea to get news from social media? Name advantages and disadvantages.
 - b. Do you think social media platforms should take a more active role in moderating the news content their users share? Why? / Why not?

Social Media has Changed

the Way We Consume News

Social media has changed our news consumption habits. Recent studies show that people no longer go to newspapers, radio, and TV for news. Today, we get our news from social media.

Social media platforms use algorithms to know what sort of content each person likes the most. As a result, they have a strong impact on what type of news we consume. As opposed to traditional news sources, we no longer receive a variety of information, but rather only read what appears on our social media newsfeeds.

Even more worrying is that today, most people simply view the news as a source for making new memes. Nobody really reads full articles any more – all they do is scan the headlines and check out the pictures or videos. Especially with the rise of sites like BuzzFeed (which has more visitors than the New York Times), viral and buzzworthy news pieces are much more popular.

If people aren't going to press the "like" button on a story, what's the point of publishing it?

On the other hand, social media makes all news available almost immediately. You no longer have to wait for the evening news or the weekend newspaper to get information. Now, as soon as something happens, it gets published and constantly updated online.

Whether you think this is a good or a bad change, one thing is certain: social media has forever affected how we consume news. It's more widely available to everyone, but it's also harder to know if what we're reading is true or if it's just another version of 'fake news'.

Adapted from *Social Media Has Forever Changed The Way We Consume News*

 **Checkpoint**

- 3  **Make a school news platform on social media.**
 - a. Create an account for the class on a social media platform, such as TikTok, Instagram, or another one.
 - b. Make posts or videos about school news. Each group will make one post.
 - c. Research the news. Interview the people involved, if possible. Make sure you only share true information from direct sources.
 - d. Upload the news posts to your class account.
 - e. Invite the rest of the school community to follow your class account.


Speaking

- 1**  **Discuss.**
- If you heard some surprising or amazing news, who would you tell first? Why?
 - When you tell a story, what makes a good listener?
- 2**  **Listen to the conversation and identify in your notebook:**
- The news Melanie tells Paul.
 - How Paul feels about the news.
 - What Paul says happened to their friend Kevin.
 - How Melanie feels about the news.


Pronunciation **Stressed syllables**

- 3** Read the rules below and practice pronouncing the examples.

Type of word	Stress	Example
Most 2-syllable nouns	Stress on first syllable	PRE-sent, EX-port, CHI-na, TA-ble
Most 2-syllable adjectives	Stress on first syllable	PRE-sent, SLEN-der, CLE-ver, HA-ppy
Most 2-syllable verbs	Stress on last syllable	pre-SENT, ex-PORT, de-CIDE, be-GIN
Most words ending in <i>-ic</i>	Stress on penultimate syllable	GRA-phi-c, geo-LO-gic, FRAN-tic
Most words ending in <i>-sion</i> and <i>-tion</i>	Stress on penultimate syllable	te-le-VI-sion, re-ve-LA-tion
Most words ending in <i>-cy</i> , <i>-ty</i> , <i>-ry</i> , <i>-phy</i> , and <i>-gy</i>	Stress on ante-penultimate syllable	de-MO-cra-cy, BA-ke-ry, pho-TO-gra-phy, ge-O-lo-gy
Most words ending in <i>-al</i>	Stress on ante-penultimate syllable	CRI-ti-cal, ge-o-LO-gi-cal, ME-di-cal

- 4**  **Listen again while you read along. Use the Extra Material 2 your teacher will give you. Identify in the transcript:**
- Words that follow the stress rules.
 - Words that don't follow the stress rules.

Your Turn to Speak

- 5**  **Tell and listen to anecdotes.**
- Think of something surprising, amazing, or strange that you heard about recently.
 - Tell a classmate about your anecdote. Then, listen to theirs.
 - Remember to use the stress rules properly.

You won't believe this, but I won a writing contest on Sunday!

No way! That's fantastic! Congratulations!

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Lesson 1. In the News **91**

Reading

- 1 Discuss. What's the biggest story in the news at the moment?

Dead or *Alive?*

On the evening of 12th October, 2011, a man walked into a London police station claiming he was suffering from amnesia. His name was Max Mercer. He had gone missing five and a half years earlier, and he was officially declared dead one year later. Now he had returned from the grave, saying he had no idea what had happened since he disappeared. But within days, the truth began to come out.

These were the known facts: Max Mercer was a former medical technician married to Ina, a retired paramedic. He had gone bike riding on 29th April, 2006. The next day, his wrecked bicycle was found in the sea at the bottom of a cliff. A rescue operation began, but Max was never found.

No one knew that Ina was faking her mourning and that Max was living in a secret room hidden

in their house. So, what had in fact happened during Max Mercer's missing years?

A few hours after Max had pushed his bike off the cliff, Ina picked him up and drove him away. And then he went into hiding in the secret room. Meanwhile, Ina collected over £250,000 (about 270.000.000 pesos) in life insurance payments. The Mercers did this because they had heavy debts that they couldn't pay.

However, Max began feeling anxious locked up, and he wished to visit his children, who also believed that he was dead. And so, the Mercers came up with the idea of faking his amnesia. It didn't work. Max and Ina Mercer were convicted of fraud and sentenced to over six years in prison.

Editorial Creation

- 2 Read the article. Put the events in chronological order in your notebook.

- a. Max and Ina were sent to prison.
- b. Max walked into a police station in London.
- c. Max pushed his bicycle down a cliff.
- d. Max hid in a secret room.
- e. Ina picked Max up and drove him away.
- f. Ina received life insurance payments.

Checkpoint

- 3 Role-play an interview between journalists and Max Mercer.

Journalists:

- a. Write questions to ask Max Mercer about his decision to fake his own death and about his life in hiding.
- b. Role-play the interview. Then, switch roles.

Max Mercer:

- a. Read the story again and try to remember as many details as you can. Be prepared to invent information in the interview if you don't know the answers.

How did you feel when you were living in the secret room?

It was a difficult time. I didn't like being locked up.

Language in Use Past Perfect

When we talk about two events in the past, we can use the **past perfect** to make clear which happened first.

Max **had gone** missing in 2006 and was officially declared dead one year later.

We often use the **past perfect** after 'thinking' verbs such as *think, decide, know, believe, forget, or remember*.

I thought we had decided to go to the cinema this evening.

Grammar reference Exercise Book p. 79

1 Combine the sentences using the past perfect and adding any other words you need.

e.g. The ship sank in the ocean. The ship struck an iceberg.

The ship sank after it had struck an iceberg.

- a. We arrived at the station. The train already left.
- b. They climbed for six days. They reached the summit of the mountain.
- c. I didn't understand the project. I spoke to the teacher.
- d. He didn't finish the marathon. He trained for six months.
- e. You studied for weeks. The exam was cancelled.

2 Read the situations. Invent what you think happened before each one and write it in your notebook.

e.g. The police arrested Harry at the airport. → *Harry had just landed a stolen plane.*

- a. Nsaki, 15, received an award for bravery.
- b. The factory collapsed three weeks after its opening.
- c. Jamie looked at the message on his phone and started laughing.
- d. The book fell off the shelf.
- e. Everyone was happy when the dog came back home.

3 Take turns reading your sentences. Think of as many new ideas as you can.

The police had heard Harry was trying to escape the country.

They arrested him at the airport because they had followed him there from the crime scene.

Writing A News Piece

- 1  Read the news headline and look at the picture. Talk about the last news piece you read and what it was about.



Headlines should be clear and concise.

Huge Blaze Destroys Recycling Plant

Pictures can make a news piece more interesting and give the readers a better idea of what happened.

The first paragraph is a short description of the news and the main relevant facts.

A Chinese lantern is thought to have started an enormous blaze at a recycling plant near Birmingham. Although the fire, which involved over 100,000 tons of plastic recycling material, is now under control, poisonous fumes and smoke are still billowing from the wreckage.

The information in the second paragraph is more detailed, like time, people affected, etc.

The fire began at about 11pm last night, and even though more than 200 firefighters and 45 fire engines were on the scene within minutes, it took only eight minutes for it to spread. The fire crew described the blaze as one of the biggest they had ever seen, and estimate it will be another three days before it is out completely. Three firefighters remain in the hospital with minor injuries, including heat exhaustion, problems with their eyes, and minor burns.

The third paragraph gives advice and suggestions for the community.

The advice to local residents is to keep all windows and doors shut. However, in a statement from the Health Department, a spokesperson said that anyone with asthma or an existing respiratory condition should make sure they carry their medication with them at all times and use it when necessary.

The final paragraph states possible future effects of the news.


The director of the recycling plant described the fire as a tragic accident which no one had any control over. Fire chiefs and senior fire officers are urging the government to review their policy on Chinese lanterns.

Editorial Creation

Your Turn to Write

- 2 Write a news piece.
 - a. Use a story you know or invent your own.
 - b. Make a summary diagram of the story like the one you made on page 87.
 - c. Choose an interesting and relevant picture for your news piece.
- 3 Now, go to your Exercise Book to write your news piece.

Review

- 1  Look at the pictures and read the news headline. Have you ever experienced something similar?

Mega Earthquake and Tsunami

On 11th March, 2011, Japan experienced a powerful earthquake. It reached a magnitude of 9.0 and it lasted 6 minutes. It left parts of the country completely destroyed.

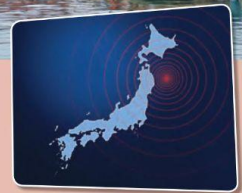
The earthquake struck about 400 Km from Tokyo and it triggered a super tsunami. Waves reached heights of up to 40,5 m and travelled almost 10 Km inland. The Japanese National Police Agency reported that 15,883 people were killed and another 6,145 were injured during the disaster. Around 129,225 buildings were destroyed.

Jeremy Michael, an English teacher working in Japan at the time, was teaching a class of primary school children when the earthquake hit. He said it had felt like it was never going to end. After the earthquake ended, they went outside and were met with more danger. The tsunami alarm bells were ringing,

warning the town to evacuate immediately to higher ground.

Within 10 minutes, they had all managed to reach safety high up on a hill. He recalls looking back and seeing the wave approaching. Water had already flooded the school. The tsunami waves had destroyed most of the town and everyone lost their homes.

In Utatsu, where Jeremy was living, only 50% of the population of 18,000 were confirmed as survivors. Millions of people suffered across Japan. It was the worst natural disaster they had ever experienced.




- 2 Read the news piece. Write in your notebook what each figure refers to in the news.
- a. 9.0 b. 40,5 c. 15,883 d. 6,145 e. 129,225 f. 10 g. 50
- 3 Check if these sentences are true or false. Correct the false ones in your notebook.
- a. The emergency services warned people to evacuate to safety.
b. Jeremy and his class didn't manage to escape.
c. Tsunami waves covered the whole town.
d. People rescued their belongings from their homes.
e. Half the population of Utatsu was missing.

Think Back

- 4 Think about the lesson and answer.
- a. What did you learn in this lesson? How did you learn it?
b. What was easier or more difficult for you to learn in this lesson?
c. What can you do to improve your learning?

2 What Your Future Holds

Reading

- 1 Look at the pictures and read the title. What do you think the woman's job is?
- 2 Read the article and check your answer.
- 3 Read again and identify in your notebook:
 - a. What Suzie did when she left school.
 - b. The minimum age for learning to drive a lorry in the UK.
 - c. What Suzie's father does.
 - d. The most amusing part of Suzie's job.
 - e. Two things that make Suzie special in her line of work.
- 4  Discuss.
 - a. Why do you think Suzie felt intimidated as the only female in the class?
 - b. Why is it important for more women to begin working in areas traditionally reserved for men, and vice versa?



Jobs for the Girls

After she left school, Suzie Hopkins went to college to get a childcare service qualification. While she was doing her course, she realised that childcare wasn't really what she wanted to do. Her dream was to drive lorries. The age limit to obtain a Heavy Goods Vehicle (HGV) licence in the UK used to be 21, but it is now 19 so Suzie was eligible.

After she finished college, her father, who ran his own haulage firm, encouraged her to apply for the lorry-driving course. She was the only girl to take the practical driving exam and she admitted to feeling a little intimidated. But this didn't put her off and she picked things up quickly. She says she knew she was as good as any of the boys. She did the exams, took the theory and practical tests, and passed everything the first time.

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5 Look at the job adverts. In your notebook, match the jobs with the words in the box.

self-employed - permanent job - voluntary work - weekend job

- a. We're offering the chance to develop your career in a secure and friendly company. There is a variety of great opportunities for people of all ages and experience.
- b. Tired of your job routine? Would you rather set up your own business for a change?
- c. We are a local charity looking for staff to work at one of our shops. There is no salary for the job, but we offer a wide range of training and experience.
- d. Local newsagent looking for polite and enthusiastic young person to help out on Saturdays and Sundays. No experience necessary.

Checkpoint

6 Write a *curriculum vitae* using Extra Material 3.

Suzie loves her job and wouldn't want to do anything else. Her boyfriend is also a lorry driver, and she says that because being a lorry driver isn't always a nine-to-five job and can often involve shift work, it's good that he works in the same area. For Suzie, the funniest thing is always the look on other drivers' faces when they realise it's a woman driving a 32-tonne lorry. Of the 300,000 truck drivers in the UK, only 1600, or 0.5%, are female. Suzie is one of those 1600, and she's also one of the youngest lorry drivers in the UK.

She has now been driving lorries full-time for a few years with her father's company and has been working towards getting a licence to drive 42-tonne lorries. She hopes more girls will follow her example, but deep down she still thinks women will remain the minority in this line of work.



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Lesson 2. What Your Future Holds 97

Language in Use Present Perfect Continuous

We use the present perfect continuous to talk about things we have recently finished doing.

What have you been doing?

We've been reviewing for our exam.

We also use it to show that an activity that started in the past is still continuing.

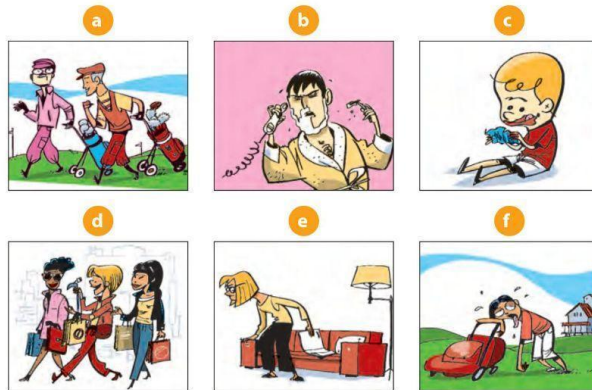
They've been playing football all morning.

Grammar reference Exercise Book p. 79

1 Match the two halves of the dialogues in your notebook.

- | | |
|-----------------------------|--|
| a. You're soaking wet. | I know. She's been studying really hard for her exams. |
| b. You look very happy. | It's been raining all afternoon and I've been out in it. |
| c. Sara looks really tired. | It's just Will and Josh. They've been arguing again! |
| d. What's that noise? | Yes, I've been watching a really funny show! |

2 Look at the pictures. Write sentences about what the people have been doing.



3 Write questions in your notebook using the present perfect continuous and the words below.

- How long / you / live in (name of your town / city) ?
- What / think about / in the last hour ?
- What / do / all day ?

4 Ask a classmate your questions and answer theirs.

How long have you lived in Vallenar?


I've lived here all my life.



- 1  Imagine you are choosing a university to study after high school. What are the most important things for you? Why?
- 2  Listen to the introduction to the radio programme. Answer in your notebook.
 - a. What are prospective students thinking about?
 - b. How long has Alec Brown been studying at Nottingham University?
 - c. How long is his degree course?
- 3  Listen to the radio programme and complete the statements in your notebook.
 - a. Alec thinks it is better to choose a course because ...
 - b. Some of Alec's friends have had problems with ...
 - c. Alec thinks that everyone should ...

Reflect

- 4  Discuss.
 - a. Do you think a person needs to go to university in order to be successful? Why? / Why not?
 - b. Do you think the university education system in your country fair or unfair? Why?

- 1  Read the title. What do you think "Diversity and inclusion jobs" are?
- 2 Read the article. Write any words you don't know in your notebook. Then, look up the meanings of the words in a dictionary. Write a definition and a synonym for each one.
- 3 Read the text and answer in your notebook.
 - a. What are "diversity and inclusion jobs"?
 - b. Why is the final goal of these jobs to become unnecessary in the future?

The Rise of Diversity and Inclusion Jobs, by Julia Carpenter

Earlier this year, Uber hired its first ever "diversity officer", following a string of sexual harassment claims and other public relations crises. Last month, after a year plagued by controversy, the NFL posted a job opening for a "head of diversity and inclusion".

These diversity officers are popping up at many other high-profile companies, too. The titles may vary - "director of diversity and inclusion," "chief equality officer," or "head of diversity, inclusion, and belonging" - but more organisations are realising this is something that matters to their employees. It even merits an entire position (or sometimes, even its own department). But what does a diversity officer do?

Diversity and inclusion roles require expertise in three important areas: employee recruitment, retention, and engagement. Diversity and inclusion go hand-in-hand, which is why you see them in so many of these job titles. Diversifying a company workforce requires leaders to make sure employees from underrepresented groups feel welcome.

Focusing on diversity and inclusion isn't just a good PR move, something to implement in the wake of a crisis. Instead, it's a proven investment in company success. There's been study after study that shows diversity is good for the bottom line. So by investing in this, companies are doing the right thing. It not only makes employees happy at the end of the day, but if employees are happy, they're more likely to stay at a job.

The focus of these new job positions isn't only about the workers, though. Netflix strives for diversity not just in its employees, but in its programming as well, making sure to represent a wide diversity of characters, actors, and directors in their series and films..

The final goal of these positions, however, is for them to eventually not be necessary. In an ideally inclusive world, we won't need to pay people to make sure all diversities are equally respected. It'll just come naturally.



Adapted from The Rise of Diversity and Inclusion Jobs

Checkpoint


- 4 Re-write the text in simpler words.
 - a. Imagine an 8th grade student will read the text.
 - b. Read the text again and take notes about:

<ul style="list-style-type: none"> - The general topic. - The main ideas in each paragraph. 	<ul style="list-style-type: none"> - Important facts and figures. - Key words and concepts.
---	---
 - c. Re-write the text in simpler language using your notes. Make sure your text is 150 words or shorter.

Speaking

- 1  Discuss.
 - a. Have you ever had an interview? If so, what was it for?
 - b. What questions might you be asked in a job interview?
- 2  Listen to an interview. Complete the statements in your notebook.
 - a. Imogen wants to do the Engineering course because... .
 - b. The interviewer mentions these two school subjects:
 - c. Imogen suggests the connection between engineering and art is
 - d. The students in the course have to do ... in their second year.

Your Turn to Speak

- 3  Read the apprenticeship offer below and role-play an interview.

ENGINEERING APPRENTICESHIP

A full-time two-year course.
Location: City centre campus + work placement.
Cost: free for 16-18 year olds.
You spend one day each week in class at college and the other four days at the workplace, putting your college training into practice.



Interviewer:

- a. Think about the questions you want to ask the interviewee, such as: motivation, qualifications, experience, and plans for work in the future.
- b. Role-play the apprenticeship interview. Then, switch roles.

Why are you interested in this apprenticeship?

Interviewee:

- a. Think about why you want to do the apprenticeship and what it involves. Think about the qualifications and the exam results you already have.

Because I want to be an engineer and it will be a good work experience.

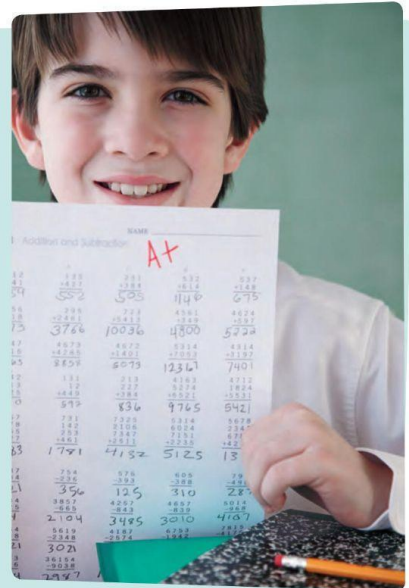
Reading

- 1 Look at the pictures and read the title. What do you think the article is about?
- 2 Read the article and check your predictions.

Too Much, Too Soon

Very intelligent children can find life difficult. When Jonas White, a seven-year-old boy from Newcastle, achieved the top grade in a high school level Maths exam recently, his parents were delighted. But when it was revealed that Jonas had had four hours of intensive teaching every Saturday morning for nine months, 'hothousing' suddenly became a hot topic again.

An increase in the number of intensive tutoring centres in the UK reflects this growing trend to push children to take exams early. Educational professionals warn of the dangers of hothousing. They all agree that there are some children who are born extremely gifted and talented, but that parents should not put too much pressure on their children to be the best at everything. Recent research suggests that this stops children thinking for themselves, and such children can end up going off the rails because they have been pushed too hard.

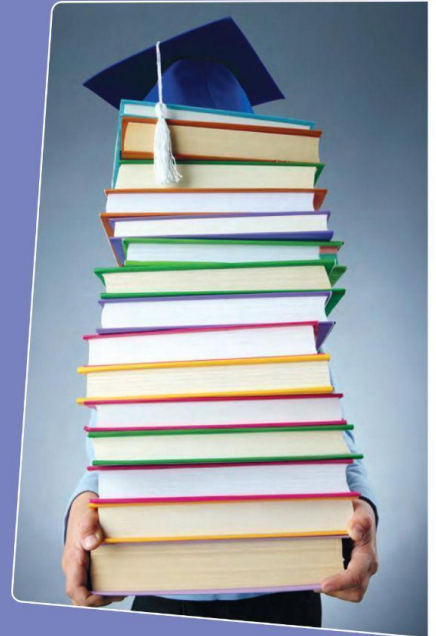


- 3 Read the article again. Check if the sentences are true or false. Correct the false ones in your notebook.
 - a. Parents should stop putting children under pressure to be successful from a young age.
 - b. Hothousing often means that children don't learn to do things for themselves.
 - c. Children might have problems if they aren't pushed enough.
 - d. All children develop at the same rate.
 - e. It is better for children to learn to cope with things and to be good communicators, than to achieve top academic results.

Jenny Rojas left school with top grades at the age of 12 and went to university to get a Maths degree. Her father stayed with her there and accompanied her to all her lectures and tutorials. By the time she started her second year, Jenny claims she hadn't made any friends. She worked all the time and she was exhausted. 'The pressure got to me in the end and I couldn't go on,' she said. 'It suddenly dawned on me that everyone around me was seven or eight years older, and that they were all having a great time going out and enjoying their courses. I wasn't doing either, so I left.' Jenny has been doing a bit of tutoring part-time since she left and is trying to decide whether to go back to university or not.


So, what should you do if you have an exceptionally gifted child, like Jenny or Jonas? Experts strongly believe that bright children should be nurtured and encouraged to develop their talents. But the most important thing for both parents and children to realise is that academic achievement is not the most important thing in life. Some people will develop faster than others, but everybody has the right to live a normal childhood and adolescence. Schools and parents should let children find out what they actually enjoy doing, as well as learning to cope with failure. Being resilient and able to communicate well is ultimately what enables us to develop better relationships and deal with difficulties; and we will be happier and ultimately more confident and successful as a result.

Editorial Creation



Take the VARK® Learning Preference Test here:
<https://vark-learn.com/the-vark-questionnaire/>

Checkpoint

- 4  Design a personalised studying plan for next year using using Extra Material 4.
 - a. Take the VARK® Learning Preference Test to discover your preferred learning modes.
 - b. Form groups with other classmates that share your learning mode preferences.
 - c. Design a studying plan. Make sure to follow the instructions in your material carefully.

 pp. 63-64

Lesson 2. What Your Future Holds 103

Writing A Story

- 1 Read the title of the story. Can you guess what will happen?
- 2 Read the story and check your prediction.

A story starts with the title and the author.

The Hike by Lily Freeman

It was a freezing cold day and it was raining steadily. I was on a hike with my best friend Abby in the hills. We couldn't see very much because the rain was forming a continuous, mysterious mist.

We had been walking for about an hour when the rain began to pour down. We quickly ran under some nearby trees, but it didn't shelter us enough – we kept getting wetter and wetter. Suddenly, Abby noticed a small hut in the distance. It looked lonely and abandoned in the mist, but we decided to head there for shelter.

We knocked loudly on the old wooden door, but there was no reply. Nervously, we pushed it open and went inside. The embers of a fire crackled and you could feel that someone had been there recently. The place felt eerie; I didn't like it at all. But Abby and I huddled together for warmth, glad to be out of the rain.

Then, out of nowhere, we heard a loud screech. It sounded like someone or something was in pain. We were terrified and grabbed each other. What was it?

Then we saw it ... a huge, black crow by the window. It screeched again and then flew towards us. That was too much for us! We fled and didn't stop running until we got home.

The first paragraph sets the scene and describes the characters of the story.


The following paragraphs describe how the story started and developed.

The final paragraph tells the ending to the story.

Your Turn to Write

- 3 Choose one of the following sentences to begin your story:
 - As the train left the station, I suddenly felt uneasy.
 - The first time I saw that house, I knew there was something strange about it.
 - I got out of the car and smelt the salty sea air.
- 4 Think about the following points and make notes.
 - The setting and the weather.
 - The characters and how they felt.
 - The beginning, the middle and the end.
- 5 Now, go to your Exercise Book to write your story.

Review

- 1 Scan the apprenticeships and job vacancies below. What is each advert offering?
- 2  Listen to three students giving a talk. In your notebook, match each student to the apprenticeship or job they chose to do.
 - a. Lizzie
 - b. Joel
 - c. Ben

CAREER PATHS *This week's opportunities*

a. Sports coach and fitness instructor. This is a great opportunity for anyone who wants to get involved in the sports and leisure industry. We offer training on the job, hands-on experience, and excellent career development opportunities. Qualifications: 4 GCSE passes, including English or Maths, PE, and Science.




b. Apprenticeship for chef. Local restaurant seeks young enthusiastic person to work in a busy kitchen. We will fund your apprenticeship at a local college three days a week and you will work with us for two days a week. Once you are qualified, there are opportunities within our company here and abroad. This is a full-time position for one year.


c. Business Administration Assistant. We are a small local business looking for an enthusiastic young person to join our admin team. This is a fulltime position and we offer a competitive salary, on-the-job training, and 25 days holiday a year. Qualifications: School-leaving qualifications in English, Maths, and Science.



Editorial Creation



- 3  Prepare a talk to give to younger students.
 - a. Choose one of the apprenticeships or jobs above.
 - b. Take notes using both the adverts you read and the talks you listened to. Include:
 - The apprenticeship / job you have chosen.
 - The experience you have gained by doing it.
 - The reasons why you chose that apprenticeship / job.
 - Why you like it.
- 4 Give your talks using your notes from Activity 3. Answer any questions from your classmates.

Think Back

- 5  Think about the lesson and answer.
 - a. Did you like the lesson? Why? / Why not?
 - b. What would you change from the lesson if you could?
 - c. Explain what you learnt to a classmate.



FINAL Review

- 1  Discuss.
 - a. What do you want to do when you finish school?
 - b. What types of jobs do the people in your family do?
 - c. Do you know anyone who is self-employed? If so, what do they do? Why did they choose to become self-employed?
- 2  Look at the people in the pictures. What do you think their jobs are? Read the article and check your predictions.

From Unemployed to Self-Employed

Since leaving school with only a few qualifications, Daniel Millar had had a lot of different temporary jobs doing shift work at local factories. He would often have to work very hard for low pay. That was until, at the age of 19, he decided to take a graphic design course. He had finally found a job that he actually enjoyed doing.

He found some work at a local agency, where he got quite good training, and for three years he had a stable job. But when things started going badly for the company, he lost his job and again he was unemployed. 'I felt really low,' says Daniel. 'The only way to move forward I could see was to set up my own business.'

Now, and for the last year, he has been working in an industrial area on the edge of his city, where he has



converted an old ship container into a design studio. He says he doesn't earn much yet, but he's gaining valuable experience and is optimistic about the future.

- 3 Read the article again and write in your notebook:
 - a. What Daniel did after he left school.
 - b. What Daniel did in order to become a graphic designer.
 - c. Why Daniel decided to become self-employed.
 - d. Where Daniel has been working for the last 12 months.
 - e. What Katie did before becoming self-employed.
 - f. What made Katie decide to set up her own business.

For Katie Fawkes it had been a similar story. She had been to and left three different colleges and had started receiving unemployment benefits from the government. Then in 2012 she had the idea of turning a hobby of hers into a business.

'It started when a stranger stopped me in the street and asked me about my hats,' she explains. 'She said she'd seen me a couple of times wearing hats that she thought were cool. I told her I'd been making them for myself for years.' That's when she came up with the idea. Now, she says, she can't imagine doing anything else. 'And I don't have many expenses because I work from home and each hat doesn't cost me very much to make,' says Katie.

For both Daniel and Katie, being self-employed has given them a chance to take control of their own futures, and they're not alone in their career choice either. Government statistics say that the number

of self-employed people in the UK is now over 4 million. It seems that self-employment is becoming an increasingly popular choice for young people.



Editorial Creation

4 Discuss.

- a. What are the advantages and disadvantages of being self-employed?
- b. What type of job would you do if you were self-employed?

My 3Ws

Answer the questions in your notebook.

Now what?

Reflect on the next steps in your learning process.

What?


Describe what you learnt in this unit.

So what?

Explain why that learning was important/useful.

Project

Create a School Newspaper Club

- 1  Discuss. Have you heard of school newspaper clubs? Do you think they sound like a good or a bad idea? Why?



The Value of


School Newspaper Clubs

In this digital age and with so many means of communication available to us, a school newspaper seems outdated and irrelevant, sharing news that everyone has already seen on social media and text messages. However, that is not the reason for having a school newspaper club.

So why have a newspaper club? Every school can benefit from having one, and here are some of the main reasons.

First of all, students of any age need the freedom to express themselves in a respectful, thoughtful, and accepted manner. A newspaper club can give everyone a voice. It also allows teachers and administration to monitor the content to ensure appropriateness and relevance. A newspaper club is more than just for sharing information. It is the voice of the student body. It is a place for them to voice their opinions, their ideas, and their ideals. Giving students a voice makes them become participants rather than spectators.

- 2 Read the article and identify in your notebook.
- a. Three reasons for having a school newspaper club.
 - b. Three things writing news pieces can teach students.
 - c. Four skills publishing a newspaper can teach students.
 - d. The difference between a newspaper club and homework assignments.
- 3  Choose the roles each person would like to have in a newspaper club:
- Writer.
 - Editor.
 - Designer.
 - Photographer.
 - Content selector.
 - Club director (only 1 person).
- 4  Identify the resources you'll need to start the club. Consider...
- A place for the club.
 - Regular meeting times.
 - Materials and tools needed.
 - How to promote the club in the school.
 - A guide teacher.
 - Extra training the club members might need.

5  Name your newspaper club.


Secondly, and regardless of the way technology evolves, there will always be a need for writers. The pen is still mightier than the sword, as Twitter, Facebook, and other social media platforms have shown. While writing news pieces, students can learn the importance of good journalism. They can learn to communicate their thoughts, ideas, and impressions. They can learn the value of research and the dangers of misinformation and slander.

Finally, publishing a newspaper teaches a variety of skills beyond writing, such as editing, designing, and photography. A newspaper club can provide the basis to learn and improve these skills. Students in a newspaper club can put into practical application the skills they learn in the classroom. One significant difference is that the newspaper isn't a homework assignment and shouldn't be treated as one. It is a club. Students do it because they want to.

*Adapted from *Why a Newspaper Club is Important for Your School**

6  Write a description of your club. Include:

- The club name.
- The roles of each club member.
- The resources you identified in Activity 4.
- The kind of news your club will focus on.
- The publication medium (print, internet, etc.)
- Who your guide teacher will be.

7  Present your club plan to the class using the descripti



Appendix 3

Página	Audios(ejemplos)	Categorías
63 activity 2 track 32	D: I know, isn't it weird? He was just about to go to his school prom , last Friday.	Traditions
Track 33 page 63. Activities 3 and 4.	D: Yeah, Will looked really cool. But he had been stressed out for months before the prom .	traditions
Track 34 page 63. Activity 5.	A Spanish spaceman spent his time spiralling spicy spaghetti with a spoon.	demonym food
Track 37 page 65. Activity 2.	Well, sort of. It's my cousin's birthday, and she's visiting at the moment. She's over from the USA . So can you tell Charlie we're going to see a film this evening and then have a pizza ?	country food
Track 38 page 73. Activity 2.	D: In Boston . You know, on the east coast of the USA .	country city
Track 39 page 73. Activities 3 and 4.	<p>1) In the suburbs of Boston. It's very pretty. Lots of trees and stuff.</p> <p>2) You've become so American!</p> <p>3) The funny thing is, everyone seems to like my English accent. They think it's cute.</p> <p>4) Louie? He's working for a TV production company in New York.</p> <p>5) Cool! Is he living in New York, then?</p> <p>6) She's just started teaching in a local primary school. She used to teach in the UK, too.</p> <p>7) It's weird. I'm reading loads of nineteenth-century English novels.</p> <p>8) O: Not American novels?</p> <p>D: No! I've just finished Jane Eyre and now I'm reading Wuthering Heights!</p>	city nationality language
Track 42 page 75. Activity 3.	Well, it's set in the future, in America .	continent
Track 47 page 89. Activities 2 and 3.	1) Firefighters are tackling a large fire at the Newton recycling plant in Weybridge .	city country names

	<p>2) 26-year-old Sally Lomax was holidaying in Italy when she lost control of her motorbike and crashed into a tree.</p> <p>3) Sally knew she had to get back to the UK to continue her career.</p> <p>4) I have a gig in London next weekend and I'm definitely going to be there.</p> <p>5) K = Kathy, C = Colin, H = Harry, S = Sally</p>	
Track 49 page 91. Activities 2 and 4.	M = Melanie, P = Paul Kevin Blake?	names
Track 53 page 99. Activity 3.	<p>Students are now halfway through the spring term here at Nottingham University, Alec Brown,</p> <p>Yes, I've been studying here at Nottingham for a year and a bit and I'm doing a three-year course</p> <p>I think it depends on the person. I'm from just outside Nottingham and I chose to stay at home.</p>	names city
Track 55 page 101. Activity 2.	Ehm, well there's that Italian chap, what's his name? Da Vinci? He was an artist but he actually designed loads of clever machines and gadgets.	demonym
Track 56 page 105. Activity 2.	The hotel chain I've been working for has loads of other hotels in amazing places like Barbados and the Cayman Islands.	city country

Unidad 3 CDA

	Page	Example	Dimensions
Number of languages mentioned in the textbooks	68	- Kreyol	
Gentilicios / Demonym	64	-Chilean festival -Chilean culture	
	68	-Haitian -Chilean	
	71	- Korean	
Countries	64	- Chile	
	66	- Italy - Scotland	
	67	- Thailand - Finland - California	
	70	- United states	
	72	- Berlin - United states	
	74	- Japan	
	78	- United states	
Traditions and festivities	62	- We are planning to spend New year's Eve in Curico this year	New Year
	63	- Do you celebrate prom in your country?	
	64	- Festival of Viña del Mar	

	66	<ul style="list-style-type: none"> - Benny's weird festivals - Battle of the oranges - Up helly AA fire festival 	
	67	<ul style="list-style-type: none"> - Air Guitar World in Championship - Calaveras County fair 	
	68	<ul style="list-style-type: none"> - Rara celebration 	
	78	<ul style="list-style-type: none"> - Grammy awards 	
Holidays	62	<ul style="list-style-type: none"> - New Year 	New Year
	68	<ul style="list-style-type: none"> - Easter 	
	80	<ul style="list-style-type: none"> - New Year's Eve 	
	82	<ul style="list-style-type: none"> - Christmas 	
Cities local / international	64	<ul style="list-style-type: none"> -Olmué -Viña del mar 	
	66	<ul style="list-style-type: none"> -California -Ivrea (Italy) - Shetland Islands 	
	67	<ul style="list-style-type: none"> - Lopburi - Oulu -Seoul 	

	80	- New Year's Eve is, in fact, just another day	
Religions	0	no data	
Diversity	74	- Black, LGBT, outsider, feminist, indentity, inclusion, diversity, equality.	
Food			
Names			
cultural lexical items	64	-Huaso	
Questions to discuss	68	- What typical festivities are celebrated in your country?	
Continent	70	- America - Europe	
Physical description	72	- on the trial of a black man	
Gender representations			
currency		Pesos, libras, euro	

To discuss

moving away from the dominant Eurocentric, Western canon. ---> critical discourse

/the sections in bold are not found .../

activity page 78 to check

Unit 3 pictures

page 58

Gender visibility	woman
Culture visibility	indian, bindi, jewelry and typical costumes.

* ✓

page 59

Gender visibility	men
Culture visibility	la diablada bolivia (could find that), chinese festival, mexican festival. typical costumes

* ✓

page 62

Gender visibility	2 men and a woman
Culture visibility	abstract (draw)

page 63

Gender visibility	13 women and 7 men
Culture visibility	mainly an american celebration, it can be seen latino and afro american teenagers in typical suits

page 64

Gender visibility	
Culture visibility	a chilean symbol (copihue)

page 65

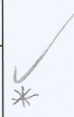
Gender visibility	a man and a woman
Culture visibility	abstract

page 66

Gender visibility	
Culture visibility	<p>an italian festival (Battle of the Oranges) typical costumes.</p> <p>an scotland festival (Up Helly Aa fire festival) typical Viking longship.</p>

page 67

Gender visibility	a man (Air Guitar World Championship)
Culture visibility	<p>Thailand festival, Macaque monkeys banquet.</p> <p>Finland festival, Air Guitar World Championship</p>



page 68

Gender visibility	
Culture visibility	haitian festival RaRa. typical costumes

page 70

Gender visibility	woman
Culture visibility	american

page 71

Gender visibility	man a woman
Culture visibility	unknown

page 73

Gender visibility	2 woman 2 men
Culture visibility	asian, and European ? typical teenager clothes

page 74

Gender visibility	male
Culture visibility	a japanese place

page 75

Gender visibility	3 men 2 women
Culture visibility	abstract/ americans

page 78

Gender visibility	man a woman
Culture visibility	american culture (billie a famous singer)

page 83

Gender visibility	a young boy, a woman and a man
Culture visibility	arabic/indian culture henna tattoo asian culture, typical asian costumes

Unit 4

Appendix 4

page 86

Gender visibility	men (10 aprox)
Culture visibility	a chilean incident (33 miners)

*

page 89

Gender visibility	2 men ? and a woman
Culture visibility	unknown

page 94

Gender visibility	unknown (shadows)
Culture visibility	abstract

page 95

Gender visibility	
Culture visibility	a japanese incident/ catastrophe the map of japan

*

page 96

Gender visibility	a woman
Culture visibility	diversity in women jobs

page 98

Gender visibility	4 women 5 men
-------------------	---------------

Culture visibility	abstract (draw)
--------------------	-----------------

page 99

Gender visibility	a man
-------------------	-------

Culture visibility	latino?
--------------------	---------

page 101

Gender visibility	a woman and a man
-------------------	-------------------

Culture visibility	diversity in woman jobs
--------------------	-------------------------

page 102

Gender visibility	a young boy
-------------------	-------------

Culture visibility	european culture because it shows A+ grade
--------------------	--

page 105

Gender visibility	a woman two men and 3 boys and 3 girls
-------------------	--

Culture visibility	unknown
--------------------	---------

page 106

Gender visibility	a man
-------------------	-------

Culture visibility	unknown
--------------------	---------

page 107

Gender visibility	a woman
Culture visibility	she has european features

page 109

Gender visibility	a man
Culture visibility	abstract (draw)