



Student's Book



High School English 1

Martyn Hobbs • Julia Starr K.



English



joins



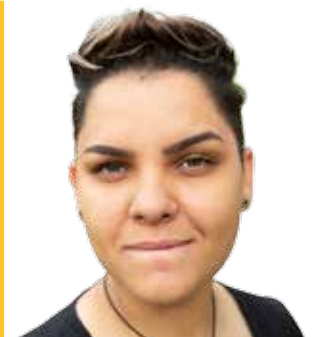
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us!



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High School English

1

Martyn Hobbs

BA Hons in English Literature, (Sussex University),
RSA Certificate in Teaching English as a Foreign Language (International House, London).

Julia Starr Keddle

BA Hons in English Literature (Sussex University),
PGCE in English and English as a Foreign Language (Manchester Polytechnic),
RSA Diploma in English Language Teaching (British School, Italy).

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RODOLFO HIDALGO CAPRILE

Deputy Director:

Cristian Gúmera Valenzuela

Editorial Coordinator:

Marcela Briceño Villalobos

English Publishing Coordinators:

Ly-Sen Lam Díaz
Manoli Camacho Ángeles

Editor:

Manoli Camacho Ángeles

Editorial Assistant:

Melissa Núñez Carmona

Proofreading:

Nicholas Scarlota

Editorial Collaboration:

Jonkion Chang

Authors:

Martyn Hobbs

BA Hons in English Literature, (Sussex University) RSA Certificate in Teaching English as a Foreign Language (International House, London).

Julia Starr Keddle

BA Hons in English Literature (Sussex University), PGCE in English and English as a Foreign Language (Manchester Polytechnic), RSA Diploma in English Language Teaching (British School, Italy).

Documentation:

Cristian Bustos Chavarría

Head of Design Department:

M^a Verónica Román Soto

Design and Layout:

Luis Medina Ortiz

Artwork:

Antonio Ahumada Mora

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Student's Materials



Presentation

Each unit begins with two pages that will encourage discussion in the class. These pages introduce the theme of the unit. It also shows the unit goals.

Checkpoint /Reflect

In each unit, you will have Checkpoint and Reflect sections. These activities will foster your creativity, collaboration, and critical thinking skills.

Reviews

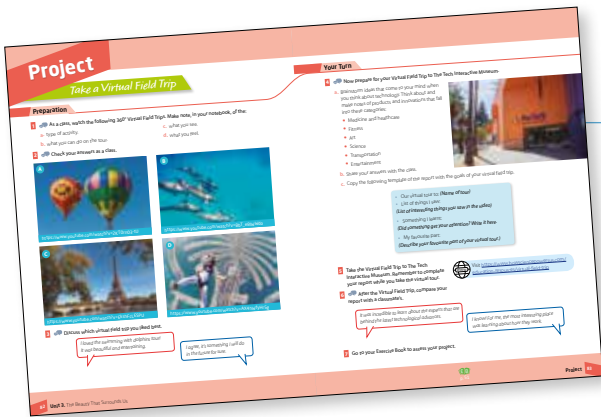
Each unit presents instances where you can evaluate your learning of the structures and vocabulary of each lesson via activities and games.

Think Back / 3Ws

At the end of each lesson and unit, we invite you to reflect on your learning process by answering questions about the themes seen during the lesson and overall unit.

Extra Material

Throughout the book, you will have Extra Material given by your teacher to help you complete certain activities.

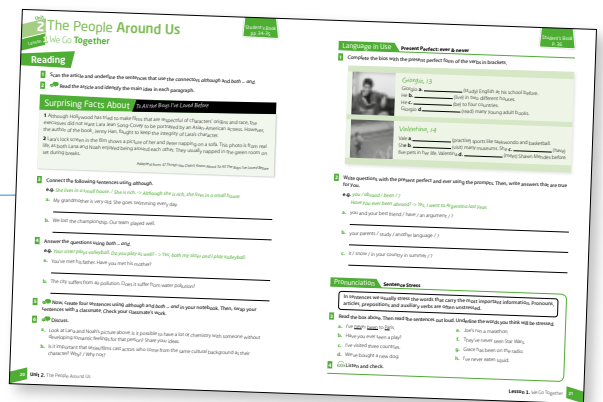


Project

Each unit ends with a project which is aimed at doing an activity that has an impact at the school level. The idea is that you can share meaningful experiences with your classmates which have an actual impact.

Exercise Book

Your Exercise Book contains extra material for you to reinforce what you have learnt in each lesson. It contains, at the end of each unit, a Test Yourself section, where you can measure your knowledge and an assessment sheet for the unit project.



Icons



This icon indicates an activity in pairs or groups.



p. 50

This icon shows the pages in the Exercise Book where you can continue your learning.



This icon indicates a listening activity.



Valle de la Luna, Chile.



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Days Gone By

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1992



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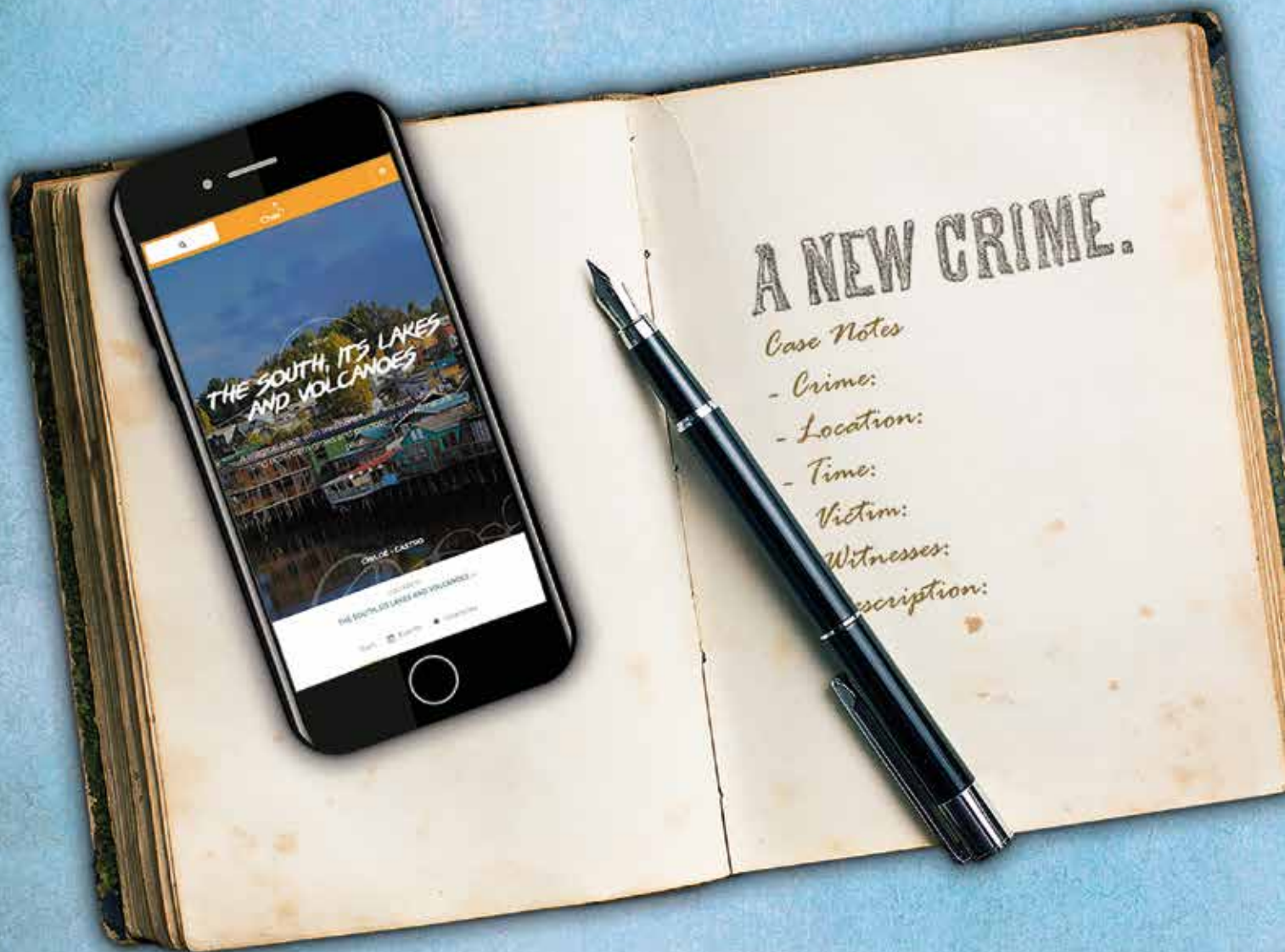
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1 Days Gone By

Look and discuss

- › Name the items on these pages.
- › What ideas come to your mind when looking at these items?
- › What action words would you use to describe these items?





Valle de la Luna, Chile.



Conguillío National Park, Chile.

Unit goals

- › Describe actions that happened in the past.
- › Work with large numbers.
- › Practise the final /-tion/ sound.
- › Describe objects in detail.
- › Design your own poster to raise security awareness while going on holidays.
- › Show interest in independent learning as part of a personal and shared project.

1 Going Places

Reading

A Voyage Into the Past

4000 years ago, the Ancient Egyptians built incredible pyramids. These pyramids are similar to ancient pyramids in Mexico. So, did the Ancient Egyptians build pyramids in Mexico, too? Most people said this was impossible – how could they sail thousands of kilometres across the ocean in light reed boats? The Norwegian explorer, Thor Heyerdahl, wanted to prove it was possible! Did he succeed?

1 First, Thor studied paintings of boats found in Egyptian pyramids. Then, African boat builders built a 15-metre-long reed boat in Egypt and drove it on a lorry to the port of Safi, Morocco. He named the boat *Ra*, after the Egyptian Sun God.

2 Thor chose seven men from seven countries, including an Egyptian, a Mexican, and an American, and sailed under a United Nations (UN) flag. They started their journey across the Atlantic Ocean on 25th May, 1969.

3 It was a dangerous journey. They didn't have satellite navigation in those days. During the journey, the boat filled with water, and there were terrible storms. But they travelled 4 284 kilometres in 54 days. Unfortunately, only a week from Barbados, *Ra* broke in half, and the crew couldn't complete the journey.



1  Look at the title of the article and pictures A-C. Then, discuss.

- What do you think the article is about?
- What does each picture show?

2 Read the article. Match the headings a-f with paragraphs 1-6 in your notebook.

- | | |
|---|---|
| a. Did <i>Ra</i> cross the Atlantic Ocean? | d. Ecological problems |
| b. Building the boat | e. What did the journey of <i>Ra II</i> prove? |
| c. Choosing the crew | f. The second journey |



4 The first expedition taught them a lot, and Thor didn't want to give up. So he asked Bolivian boat builders to build a new boat. One year later, in May 1970, he started a second journey in *Ra II*, a 12-metre-long boat.

5 During the journey, they discovered a modern problem – oil pollution, as well as plastic containers and bags. They took samples of the oil and, after the trip, they presented a report to the UN.

6 Finally, in July 1970, *Ra II* reached Barbados after a 57-day journey of 5 260 kilometres. This proved that people could sail across the Atlantic Ocean in a simple boat. It also showed that people from different countries could work together too.

Editorial Creation

3 Decide if the sentences are true or false. Correct the false sentences in your notebook.

e.g. *The first boat was 12 metres long.*
False: It was 15 metres long.

- Thor had a crew of people from Mexico, Egypt, and the United States.
- The first journey lasted for 54 days.
- The second journey lasted for 197 days.
- Both boats, *Ra* and *Ra II*, reached Barbados.
- There was pollution in the Atlantic Ocean in 1970.

4 **Discuss.**

- What is the main source of ocean pollution? How can it be prevented?
- What are the advantages and disadvantages of working with people from different countries? Why?

Checkpoint

5 **In groups, create a comic strip representing Thor's voyage.**

- Create a frame for each paragraph (1-6) of the article.
- Choose what to draw in each frame.
- Write a small caption in each frame explaining the events.
- With another group, find the differences and similarities between your comics.

