

Exercise Book



High School English 1

Martyn Hobbs • Julia Starr K.



English



joins



Edición especial para el Ministerio de Educación. Prohibida su comercialización.



us!



Exercise Book

High School English

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Lesson 1 Going Places

Reading

1 Skim the article. Then, complete the sentences with the correct word from the text.

- a. A _____ is a person in the army.
- b. A _____ is a bag that you carry on your back.
- c. A _____ is a running machine.
- d. A _____ is an organisation that helps people.

It's no surprise that Mike Buss is called 'the Running Man'. On 24th September 2010, the ex-soldier completed a marathon (42 km) in 4 hours and 49 minutes. In doing so, Mike set a new world record. It was his 100th marathon in 100 consecutive days. Did he wear lightweight running gear for this last marathon? No, he didn't. He wore a pair of boots and he carried a 18 kg rucksack.

This wasn't Mike's first world record. In the same year, he broke the world record for running the longest distance on a treadmill in seven days; 832 km. During that time, he slept two hours per day and took short breaks to eat and drink. How much weight did he lose? Only 3 kg!

So why does he do it? Many people run marathons to raise money for charity and Mike is no different. He decided to start running when he left the army and every year he raises tens of thousands of pounds for charities that help British soldiers and their families.

Editorial Creation



2 Read the article again and decide if the sentences are True (T) or False (F). Correct the false sentences.

- a. When Mike ran 100 marathons, he didn't run at weekends.

Correction: _____

- b. In his last marathon, Mike's rucksack was heavy.

Correction: _____

- c. Mike has more than one world record.

Correction: _____

- d. Mike stopped every two hours when he was on a treadmill.

Correction: _____

- e. Mike runs marathons to help other people.

Correction: _____

3 Discuss.

- a. Would you participate in an event to help others? Why? / Why not?
- b. Do you think organisations such as firefighters should receive an income instead of relying on fundraising campaigns? Why? / Why not?

Language in Use Past Simple Review

1 Rewrite the sentences by making them negative. Do not change the tense.

e.g. *Abigail went to the park last weekend. Abigail didn't go to the park last weekend.*

a. Seba travelled to La Serena by car.

b. Laura rode a bike to school.

c. I saw Francisco Saavedra on TV yesterday.

d. Alexa's journey took 18 months.

e. Nicole posted on Instagram from the South Pole.

2  Play the *Find Who* game.

Find someone who

e.g. ... *got up late today.*

Question: *Daniela, did you get up late today?*

Yes, I did! / No, I didn't.

Find someone who:

a. ... had juice for breakfast.

b. ... travelled to another country last year.

c. ... didn't have a shower this morning.

d. ... spent more than an hour playing video games yesterday.

e. ... was sick this month.

f. ... listened to the radio yesterday.


g. ... posted something on social media.

h. ... broke a bone last year.

i. ... went to the beach in February.

j. ... _____

Name:

3  Now, share your answers with a classmate.

e.g. *Daniela got up late today. / Sergio wasn't sick this month. / Javiera didn't break a bone last year.*

Listening



1 Discuss.

- a. How do you get to school?
- b. How important do you think it is to use public transportation? Why?

2 Listen to the Josh's conversation.
Write down the different ways of transport mentioned in your notebook.

3 Listen again and circle the correct answers.

- a. Josh's mum tells her story because Josh...
 - A. loves hearing it.
 - B. wants to go to Salamanca.
 - C. needs help with his homework.
- b. She explains that she studied ...
 - A. Spanish in Wales.
 - B. English in Spain.
 - C. French in England.
- c. They planned to get to Salamanca via...
 - A. Paris.
 - B. Manchester.
 - C. Madrid.
- d. His mum missed the train to Waterloo because of ...
 - A. a train crash.
 - B. a signal failure.
 - C. a problem with her phone.
- e. The next day, she caught ...
 - A. a flight to Madrid.
 - B. a train to Paris.
 - C. a coach to Salamanca.
- f. Josh's mum ...
 - A. never arrived to Salamanca.
 - B. arrived in Salamanca before her friends.
 - C. met her friends when she arrived in Salamanca.

4 Now, write a short description about the worst journey of your life. Then, read it to a classmate.

5 Discuss.

- a. Would you travel alone to another country? Why? / Why not?
- b. What are the differences in the travel habits between younger and older tourists? Why?

Speaking

Travelling Around

On the bus

Does this bus go to...?
A single / return, please.
How long does it take?
Can you tell me when we get there?

At the station

Have you got a student card?	Is there a student discount?
Are you under 16?	What time is the next bus?
Can I have a return to ..., please?	Which stop does it leave from?

1 Read the dialogue and complete the summary of the conversation.

Clerk: Can I help you?

Clerk: That's great. That's 3 000 pesos then.

Camila: Yes, a ticket to Melipilla, please.

Camila: It's 10:05 now. What time is the next train?

Clerk: Single or return?

Clerk: There's one at 10:20 from platform 5.

Camila: Return, please.

Camila: Thanks. How long does the journey take?

Clerk: That's 3 800 pesos.

Clerk: It's about an hour, I think. Let's see. Yes, the 10:20 arrives in Melipilla at 11:17.


Camila: Is there a student discount?

Clerk: Yes, there is. Have you got your student card?

Camila: Thanks. Bye.

Camila: Yes, I have. Here it is.


Camila buys a **a.** _____ ticket to **b.** _____. The ticket normally costs **c.** _____, but Camila pays **d.** _____ because she's a **e.** _____ and she's got a **f.** _____.
Camila's train leaves from **g.** _____ in **h.** _____ minutes.

2  Listen to four people asking questions. Use the expressions in the box above and write an appropriate response in each case.

- a.** _____
- b.** _____
- c.** _____
- d.** _____

Pronunciation


/-tion/

3  Listen and repeat the poem.

*Sometimes you need to get attention through communication.
Sometimes you need an invitation for accommodation.
And sometimes you need competition in moderation!*

4  In groups, use the sentences you created in Activity 6 on page 13 of your Student's Book to make your own poem.

Reading

- 1 Look at the green words in the texts below. Look up the meaning of the words you do not know in a dictionary.
- 2  Look at the pictures and answer: Do you know these countries? If so, describe what you know about them.
- 3 Read the brochure information of two European countries. Then, complete the chart.

Information	Poland	Italy
a. Number of lakes		
b. Names of famous places		
c. Agricultural production		
d. Around 25% of the land is...		

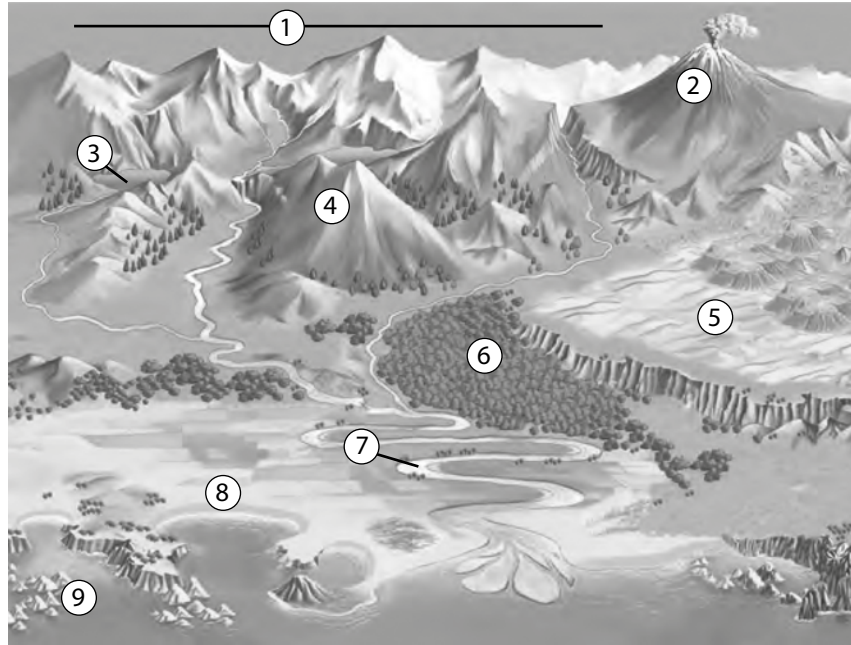
Poland shares a border with seven countries and has a coastline on the Baltic Sea. The longest **river** is the Vistula, and thousands of small **streams** flow into it. Poland has got about 9 300 **lakes**, almost a world record! In the south, there are 70 mountains over 2 000 metres high, and lots of hills. 29% of its surface is covered in **forest** – some are the oldest forests in Europe. 60% of the land is farmland, and it's the largest producer of potatoes in Europe. It's also got a desert – one of only five **deserts** in Europe.



Italy has 7 600 km of coastline, surrounded by sea on three sides, and two big **islands**. Its **beaches** are popular because of its sunny summers. It's very mountainous with two active **volcanoes**, one on a small island, and one near a large city. Its main **mountain ranges** are the Alps in the north and the Apennines, which run down the middle of the country. Its highest **mountain** is on the border with France. A quarter of the country consists of plains. The Po Valley has a huge plain where vegetables, olives and fruits are grown. It's got 1,500 lakes altogether, with five large lakes in the north.

Editorial Creation

4  Match the words in green from the brochures with features 1-9. Then, answer the questions.



1. Mountain range

- | | |
|----------|----------|
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |
| 5. _____ | 9. _____ |

- What physical features can you identify in your Student's Book on pages 14 and 15?
- Which of these features can you find in Chile? Give examples.

5 Read and write the numbers in the boxes.

c.	Thirty-eight thousand and seventy-nine	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
d.	Five hundred and fourteen	<input type="text"/>	<input type="text"/>	<input type="text"/>				
e.	Five thousand, three hundred and thirty-five	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
f.	Seven thousand, seven hundred and eighteen	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
g.	Fifty-seven thousand, seven hundred and fourteen	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
h.	Thirty-nine thousand, a hundred and thirty-eight	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
i.	Five hundred thousand, seven hundred and ninety-one	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	

6  Discuss.

- The news often shows the harm some tourists cause when travelling. Why is it important for countries to create laws to protect nature?
- What are the possible consequences of not protecting nature?