

# SUNBURST

READER



**Primary**

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**Dear readers,**

This book will take you to new experiences. You will read fictional stories in which you will use your imagination. Also, you will find interesting texts with which you will learn about real life and have fun. There may be many words that you don't know, but don't worry, each text has a glossary that will help you with difficult vocabulary.











At the end of each reading, you will work on different activities. Some of them will make sure you understand the texts very well. Others will make you connect the information with your own life.

The following pages will guide you on a wonderful journey. Are you ready? Enjoy!

### **Glossary key:**

- noun = *n.*
- adjective = *adj.*
- adverb = *adv.*
- conjunction = *conj.*
- present participle = *pr. part.*
- past participle = *p. part.*

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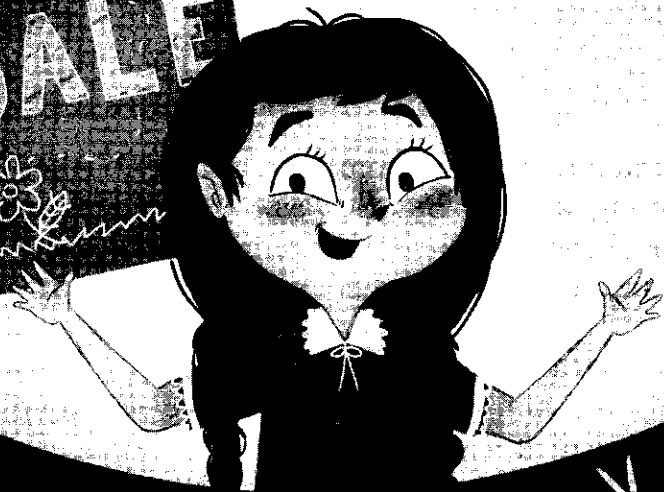
1

# How I Got the Money

A story about a new enterprise 

Written by Valeria Johns

FOR SALE



**Social Practice of the Language**

To exchange suggestions to buy or sell a product

Unit 1

5



Lisa wanted to give her mom a big gift; her birthday was coming up soon. But she was concerned because she didn't have any money. She remembered that Katherine, her cousin, had her own business.

"Maybe she can give me a few suggestions to get some money," Lisa said, talking to herself. She picked up the phone and called Katherine.

"Hi, Katherine! It's Lisa. I need your help. Do you think you can come to my house today?"

"Absolutely! I will be pleased to help. I'll stop by after work. Is that OK?" said Katherine.

"Sure. Thanks a lot. See you later."

At 6 pm someone knocked on the door.



“Katherine, thanks for coming. I called you because I want to buy a gift for my mom, but I don’t have any savings. I don’t want to **borrow** money from you. Perhaps you can help me get some,” said Lisa.

“Why don’t you sell something? It could be healthy food or eco-friendly products,” suggested Katherine.

“I don’t know how to cook or build things,” answered Lisa.

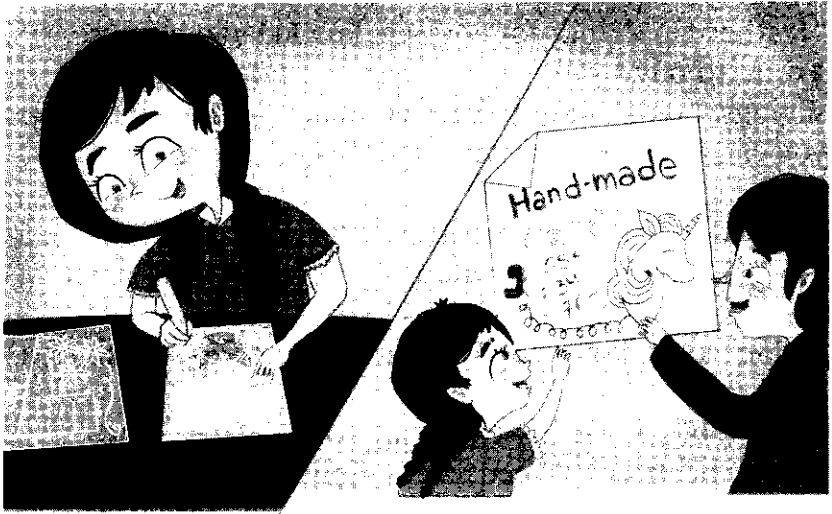
“Think of your skills and what people need. Find the connection between them. How about drawing something? You’re very good at it,” said Katherine.

“Yes, I can draw very well.” Lisa paused to think. “I know what to do!”



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**borrow:** *v.* to ask for and receive money or something else from someone with the promise to give it back



“I think I can make cards. People like hand-made things,” said Lisa.

“That’s an excellent idea! I can help you get the materials you need. Let’s go to the stationery store,” Katherine said.

They bought **cardstock** paper, color pencils, and watercolors. Lisa put her hands to work and made 30 cards. The drawings were creative and colorful; she did an excellent job.

Two days later, Katherine explained to Lisa that it was time to set up the business. They had to advertise the product, so they made a poster and photocopied it to post it in their neighborhood.

.....

**cardstock:** *n.* a type of paper that is thicker and more durable than regular paper



“I strongly recommend telling people about your product directly. It is very effective”, expressed Katherine. In the following days, Lisa told her neighbors, teachers, friends, and relatives about the cards she was selling.

Everybody liked the cards very much. Lisa sold them very quickly, so she made more. She sold all of them and even ran out of materials, but there were enough **profits** to buy more supplies.

Lisa asked Katherine to take her to the stationery store again. Katherine was very happy to see that the project was working fine. She told Lisa, “After you get the money for the gift, you should continue selling your cards. Who knows? Maybe you’ll create a huge enterprise in the future.”



.....  
**profits:** *n.* the money you get from selling something



Wayne, one of Lisa's classmates, noticed her success. He could draw very well too, so he started making his own cards to sell.

Lisa felt annoyed because she thought that Wayne was stealing her clients. She wanted to tell him to stop selling cards, but actually he wasn't doing anything wrong. Lisa called Katherine and explained the situation.

Katherine said that it was perfectly normal to have **competitors** in the business world. "Offering discounts works once in a while, but the best strategy against competitors is offering the highest quality", Katherine explained.

.....

**competitors:** *n.* in business, the people who sell the same products as you

Lisa and Katherine went to the stationery store. This time they bought glitter glue, foam sheets, **sequins**, and self-adhesive ornaments. Lisa created new and spectacular cards with these materials.

Lisa set a stand outside school to show the cards. A lot of people approached the stand and started to buy them. Wayne got closer to see what was going on. When he saw the cards, his jaw dropped. His drawings were great, but he wasn't good at working with other materials.

When all the people were gone, he talked to Lisa.



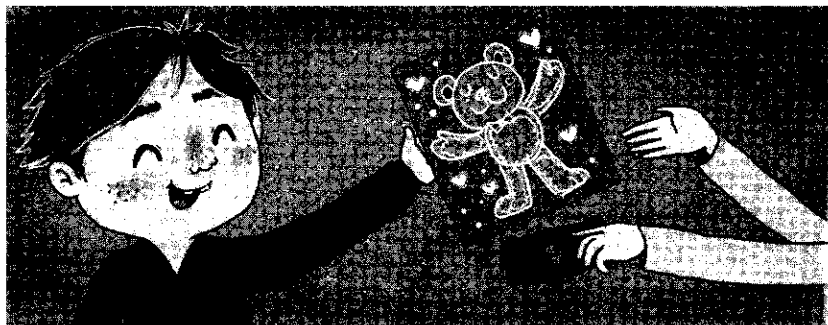
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**sequins:** *n.* small, shiny, metal or plastic discs used for decoration



“Hi, Lisa. I can see that you put so much passion in your product. I could never match your skills, so I will stop selling. I just wanted to get money to buy some video games. What about you?”

“I’m going to buy a special gift for my mom. It’s kind of expensive, so I need to sell a lot of cards.”

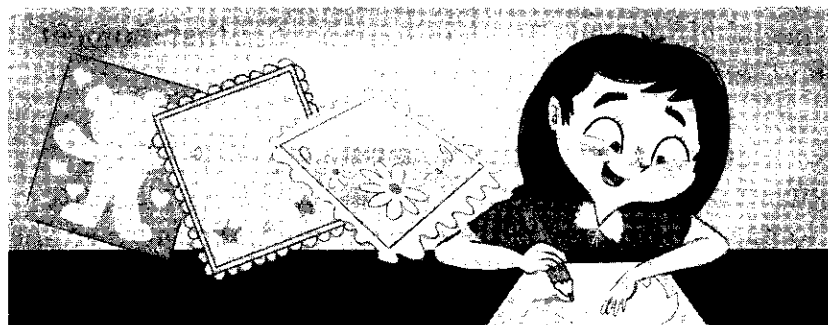
“I didn’t know, so I apologize for getting in the way. I never wanted to ruin your business. Why don’t you let me help you? I have a lot of friends and family who will love your cards.”



Lisa and Wayne became business **associates**. He was going to be in charge of selling, and Lisa would have more time to make the cards.

The sales increased a lot with Wayne's help. Lisa got four times more money than when she was on her own. She was going to be able to buy a new stereo for her mom.

Lisa wanted Katherine and Wayne to be part of this, so they made plans to go to a store to buy it. Then, they took the stereo to Katherine's house, where it would stay for a few days until the birthday party.



.....  
**associates:** *n.* someone connected to another person as a business partner



The day came and everybody was having a great time. After dinner, Lisa told her mom that she had gotten a special gift for her. She had to open it at that moment. Katherine went to her car to bring the box.

Lisa's mom cried when she saw the present. All the guests congratulated Lisa because it was a great gift. Some of them asked Lisa how she got the money, so she and Katherine told the story.

Lisa's mom felt very proud of her daughter, and everybody else was thinking that she had raised an excellent girl.



“I know how much you like music, so I wanted you to enjoy it even more. Compared to everything you have given me, this is a very small gift,” said Lisa.

“You know what? You used your time and energy to do something for me with all your love. That’s the best gift I could ever get. I love you, Lisa. Well, our party is going to be full of music, then. Why don’t we sing?” suggested Lisa’s mom.

All the guests said yes while Lisa was already turning on the stereo. She found a great song playing on the radio and everybody started singing along happily. It was a fine party. ☀

Do the following activities to support this unit's social practice of the language: To exchange suggestions to buy or sell a product.

**1. You want to help Lisa advertise her product even more. Write two suggestions for her.**

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**2. Imagine you need to make a hand-made product to sell. What would you sell? Write the product and the materials you need. In pairs, exchange suggestions to make both products better.**

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**3. In pairs, look at your partner's product from the previous activity. Give some suggestions to advertise it in order to sell it well.**

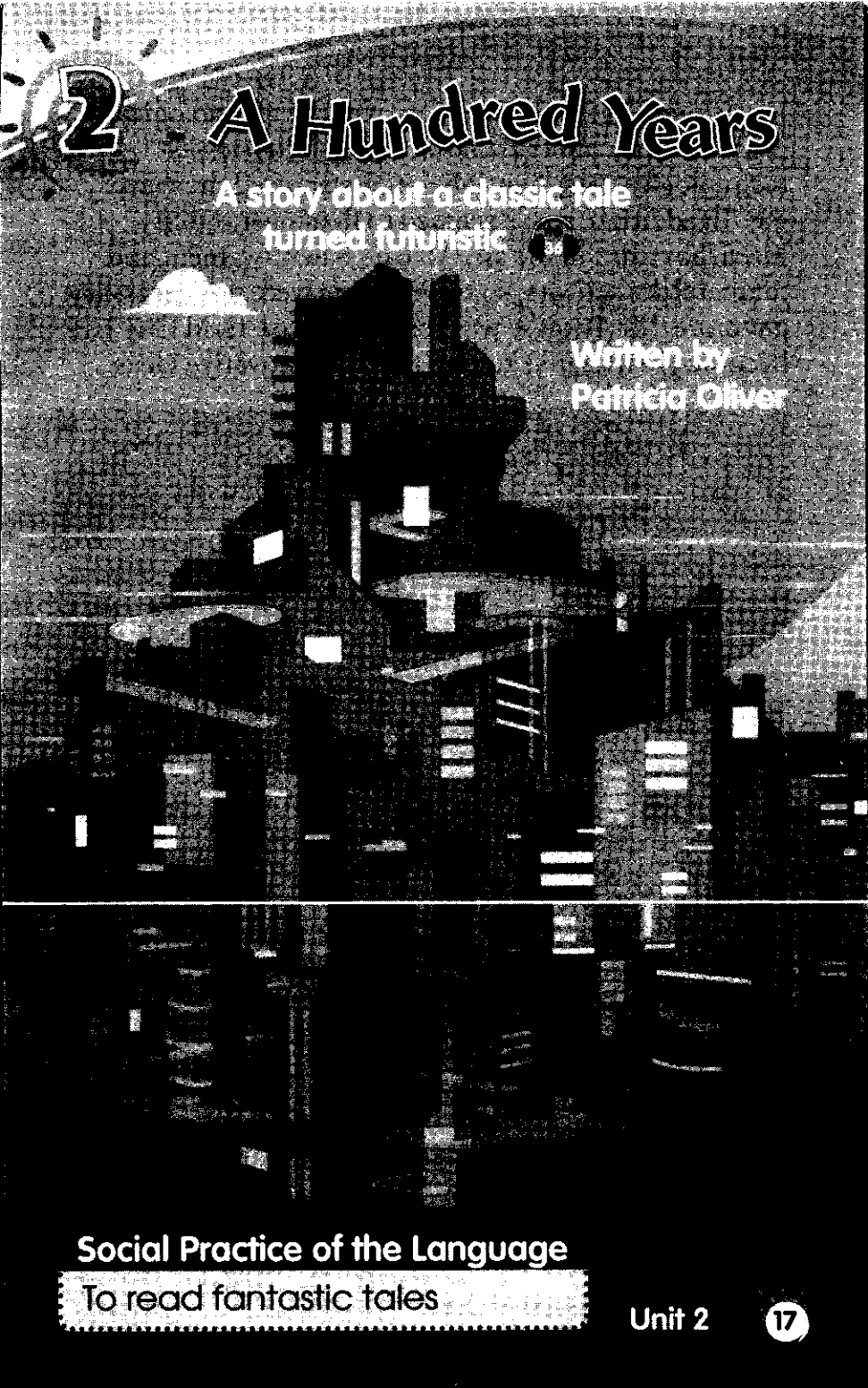
### ICT Box



<https://bit.ly/2zAu3aB>

You already know some phrases to make suggestions. Do you want to know other phrases you can use, especially in business meetings? Go to the link provided.





2

# A Hundred Years

A story about a classic tale  
turned futuristic.



Written by  
Patricia Oliver

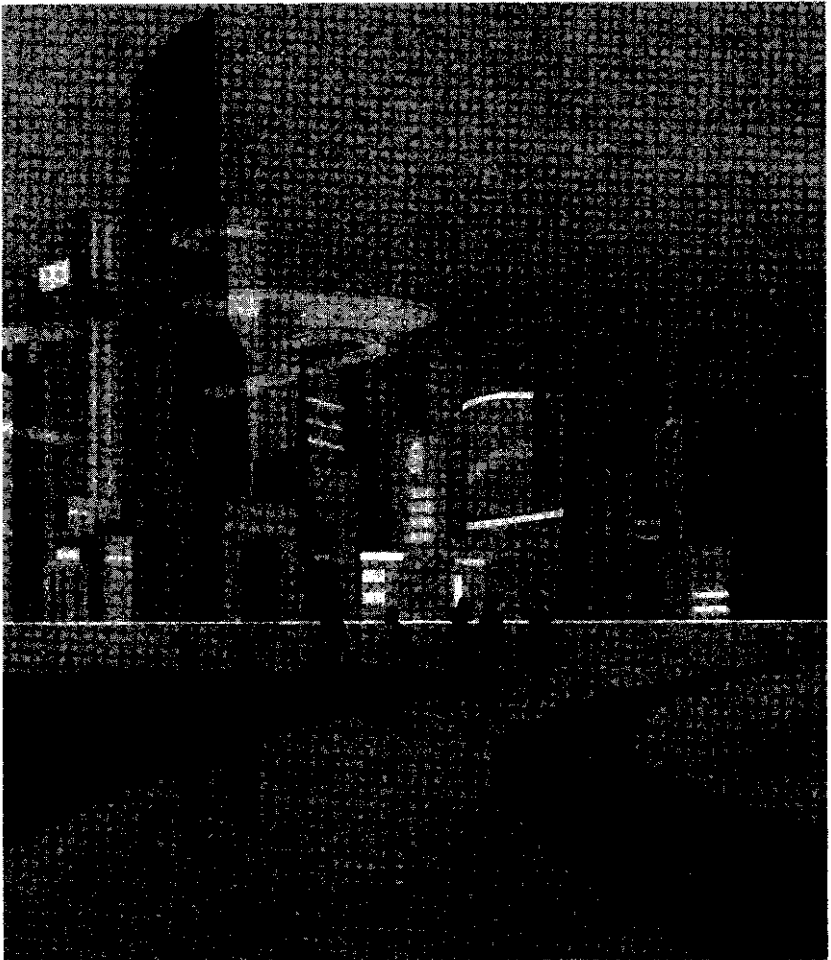
Social Practice of the Language

To read fantastic tales

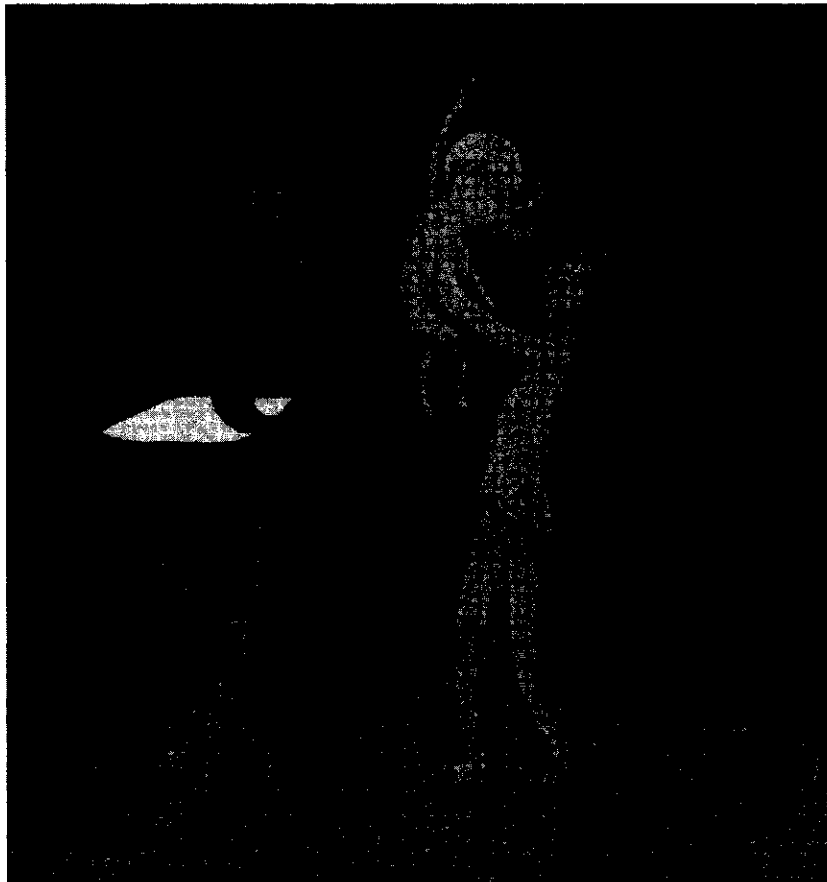
Unit 2

17

It was the year 2112. Grid City was the technological capital of the country. The city had all the newest technologies, and their inhabitants enjoyed them every day. In addition, roads seemed to float over the city, like a labyrinth in the air. All cars had movement and temperature sensors, so traffic lights were not necessary anymore. Mr. Browse was the city mayor. Grid City had become great thanks to him and his innovative ideas.



Mr. Browse had only one child, his daughter Zellandine. He loved her very much and used to call her Princess Zellandine. Her mother had died at birth, but Mr. Browse was married again. Mrs. Browse, his second wife, **was** not very **fond of** the girl. She was cold and did not like children. She was also selfish but very clever. She liked money and power very much. But Mr. Browse loved her.



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**was fond of:** *exp. p. part.* to like someone very much; to like doing something

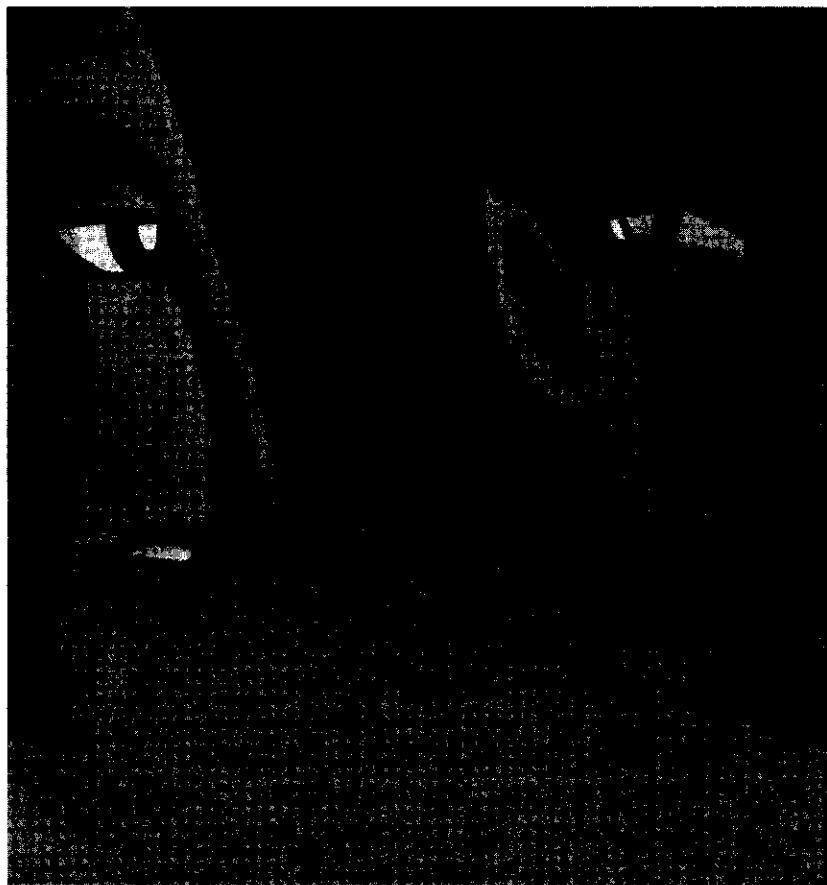


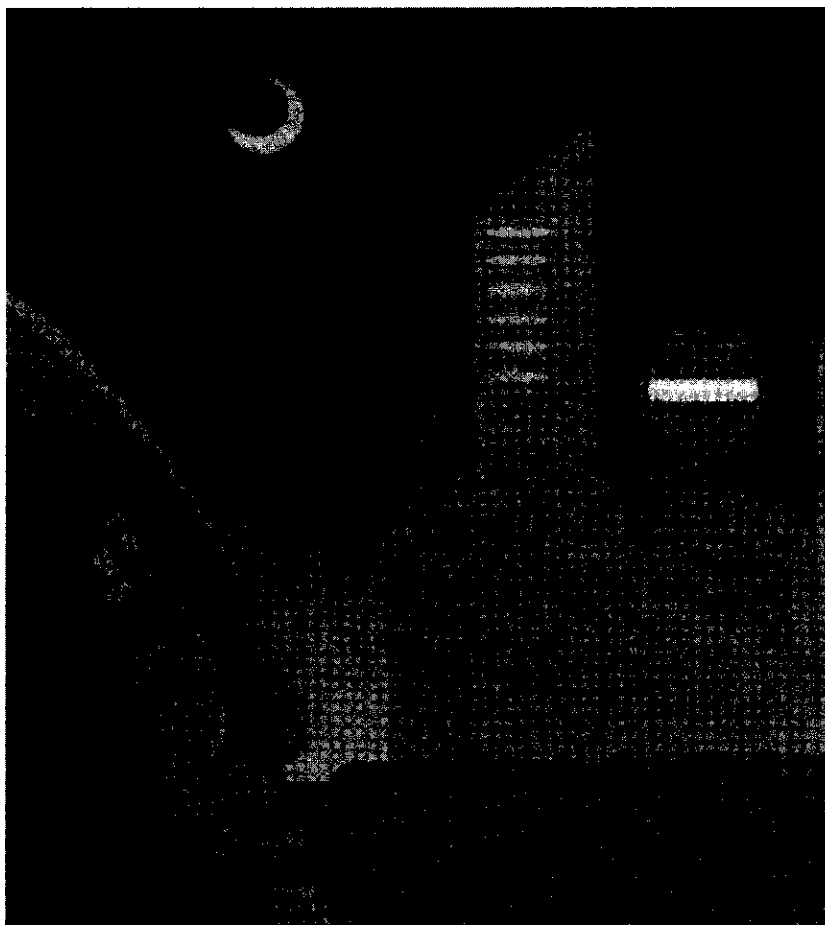
Princess Zelandine had just turned 15 years old. She was beautiful, like her mother. Her father **threw a big party** for her. Everybody was dancing, eating, and smiling. Except for Zelandine's stepmother and another man. They were both hidden in a corner, speaking. "The birthday girl looks stunning, don't you think?" said the man. The comment made Mrs. Browse furious. She could not accept there was someone more beautiful than her.

.....  
**threw a party:** *v. p. part* to organize a party and invite people

"I need to do something about it. I need *you* to do something about it," whispered Mrs. Browse. "What do you mean?" replied the man. "I have to be the most beautiful woman. Take her to the woods outside the city; nobody goes there anymore. They'll never find her," she said.

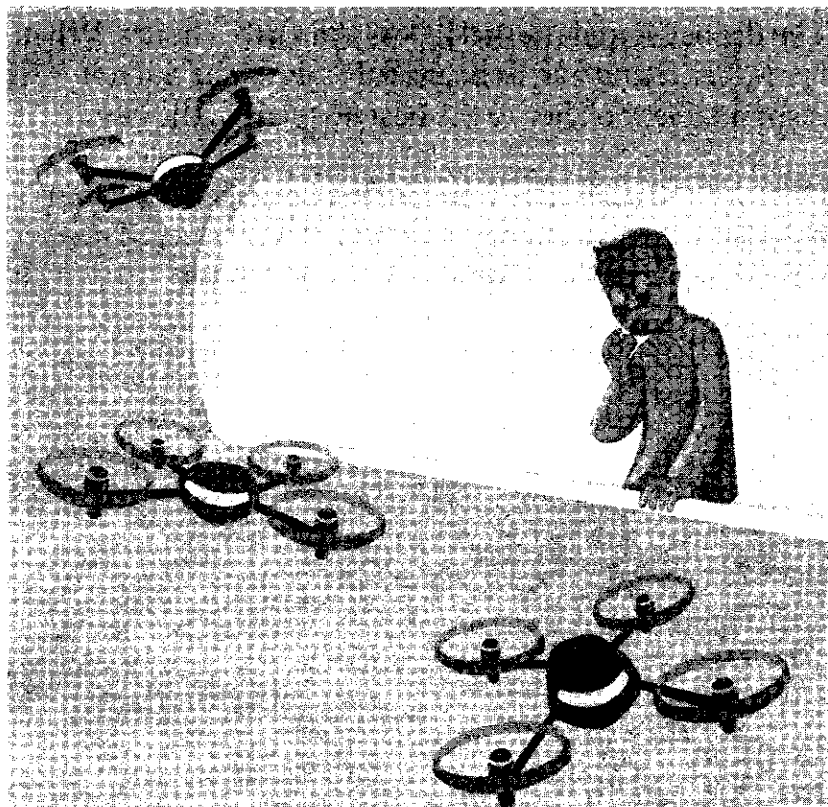
The man said goodbye and left. But he really just waited outside, hidden in the shadows. He was waiting for Zellandine to go to bed.





Zellandine's windows were open, so he climbed up without a problem. He put a cloth with chloroform over her nose and mouth. It put her to sleep immediately. She did not have time to scream or fight.

He took her to an abandoned shelter in the woods and left her there, on a hard, wooden bed with no mattress. He gave her a strong poison to make sure she would never wake up. She lay there, cold, pale, and beautiful.



The next morning, Mr. Browse went upstairs to kiss Princess Zellandine good morning. When he entered the room, he panicked. He wondered where she could be.

At his office, Mr. Browse gathered and activated prototype **drones** CSS1, CSS2, and CSS3. Although not on the market yet, they had proven to be the best surveillance gadgets. He programmed them with the help of his team and set them off on the search.

.....

**drones:** *n.* aircrafts that do not have a pilot, but are operated by radio

The drones found the girl in less than three hours. When her father found her, as beautiful as ever, she did not respond. He took her to the best hospital in the city.

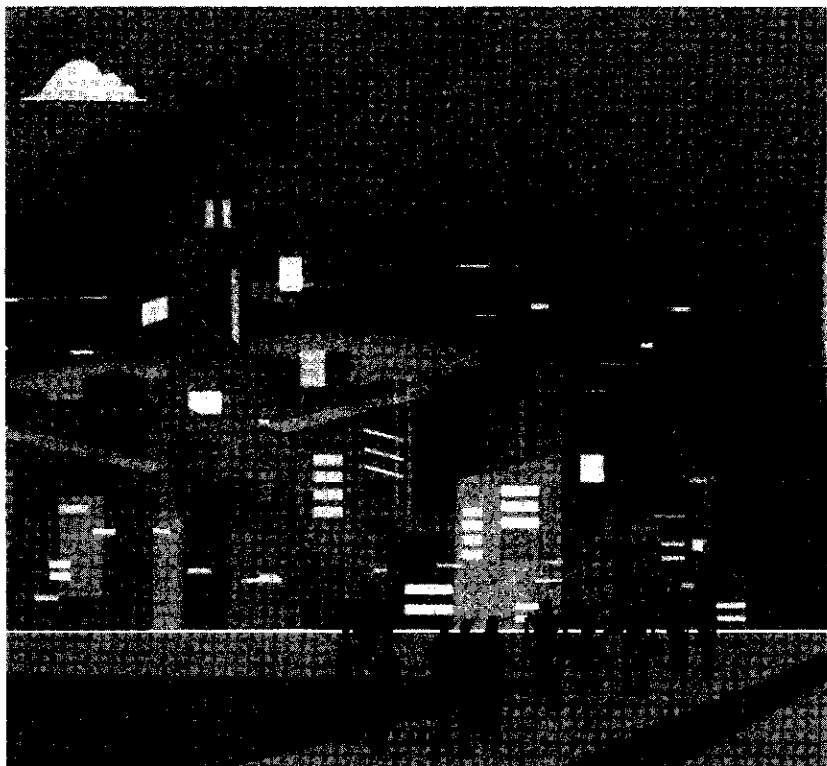
Doctors and scientists were **baffled** because they could not discover what caused such a profound sleep. The only solution at that moment was **cryogenesis**.



.....  
**baffled:** *adj.* surprised because you cannot understand or explain something

**cryogenesis:** *n.* preservation of living cells by storing them at extremely low temperatures





It was the year 2212. Grid City had changed a lot. Now robots lived with humans. Coexistence was peaceful.

Rob1, the first robot ever, worked at CryoG Inc. He entered the cryopreservation room. It was full of see-through tanks in the shape of huge cylinders. There were tubes as well. Humans were floating inside the tanks.

Rob1 checked the maintenance **log** —he needed to take Zellandine Browse out. She had been there for exactly 100 years.

.....

**log:** *n.* a written record of things that happen



The process lasted over an hour. After turning the machine off and **unplugging** cables and tubes, they put the big cylinder in a pool. They opened the cylinder and let the liquid and the body sail smoothly into the pool.

Rob1 was breathless. Princess Zellandine was lying there, beautiful as ever. Rob1 could not take his eyes off of her.

“Where is my father?” she asked as soon as she woke up.

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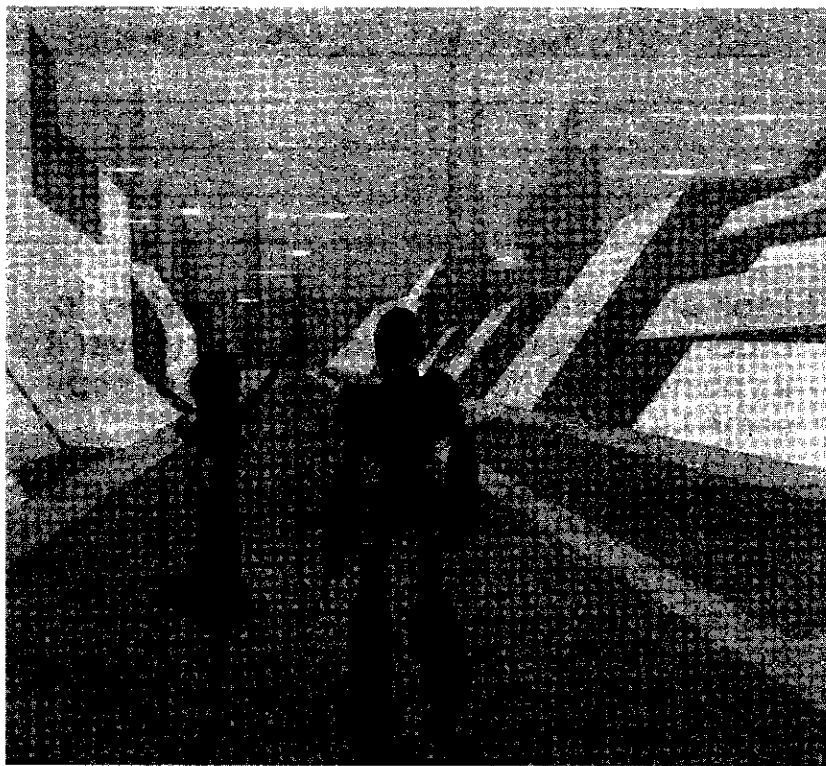
**unplugging:** *v. pr. part.* to disconnect a piece of electrical equipment by pulling its plug out of a socket

“I’m not sure,” replied Rob1. “Let me introduce myself. I’m Rob1. I’m a robot. And this is the year 2212.”

Princess Zellandine looked confused. “You’ve been cryogenically preserved for... a hundred years.” She gasped.

“Don’t worry. I’m here to help you with anything you need in your new life. I’m here for you.”

It took a while for Princess Zellandine to adjust to her new situation, but Rob1 really helped her. They soon became best friends. ☺



Do the following activities to support this unit's social practice of the language: To read fantastic tales.

**1. Why is this a fantastic tale? Discuss in groups of four.**

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**2. Compare the behavior and values of Mr. and Mrs. Browse. Then, compare with a partner.**

Mr. Browse...	Mrs. Browse...

**3. Look at the illustrations and retell the story to a partner without looking at the text (cover it if you need to). You can make notes or copy some key words beforehand.**

### ICT Box

← → <https://goo.gl/eCTcNC>

Most fairy tales are fantastic to a certain degree because they have animals that behave as humans or elements that could not happen in real life. Check this link to find more fantastic tales.

# Safety First!

AMBULANCE

Instructions to avoid personal risk situations

**DANGER**

**CONSTRUCTION AREA  
KEEP OUT**

Written by  
Mark Gonzalez

**Social Practice of the Language**

To write recommendations to avoid personal risk situations



Have you ever been in a situation in which you felt unsafe? Has your intuition ever told you, “You should get out of here”? If the answer is yes, it means you were in a risky situation.

What is risk?

Risk is the probability of damage or injury of any kind. Risk increases when the **vulnerability** is higher, which means that, if we are ready to face the risk, the chances of being hurt will diminish.



Does risk happen only when we feel unsafe? Not always.

For instance, if you don't know how to swim, jumping into a deep pool is obviously not a good idea.

.....

**vulnerability:** *n.* the quality of being easily harmed

In a situation like that, it is very easy to know if you are in danger. However, we might be exposed to risks when we least expect it. For example, if you befriend people you don't know in your social networks, you are at risk. Or maybe you **succumb** to peer pressure, and you get involved in a harmful activity.



It is important to always be ready. Experts advise following these two simple instructions:

1. Identify the risk.
2. Diminish the risk.



Let's put them into practice in three common situations.

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**succumb:** *v.* to give up and accept something that you didn't want to do before

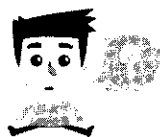
## At Home

### Identify the Risk



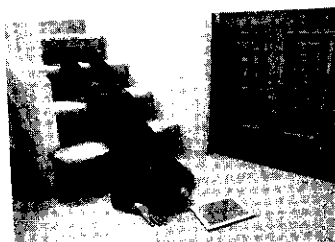
One of the most common risks at home is fire. Just in the US, there are more than 300,000 fires in homes every year. Fire can cause problems: anything from smoke damage to total destruction, even loss of lives. Sources of fire can be electrical appliances, **frayed** wires, cooking equipment, heating equipment, candles, decoration lights, or smoking in the bedroom.

Are there any other risks in your own house?



Other sources of risk at home:

- cuts
- poisoning
- burns
- falls

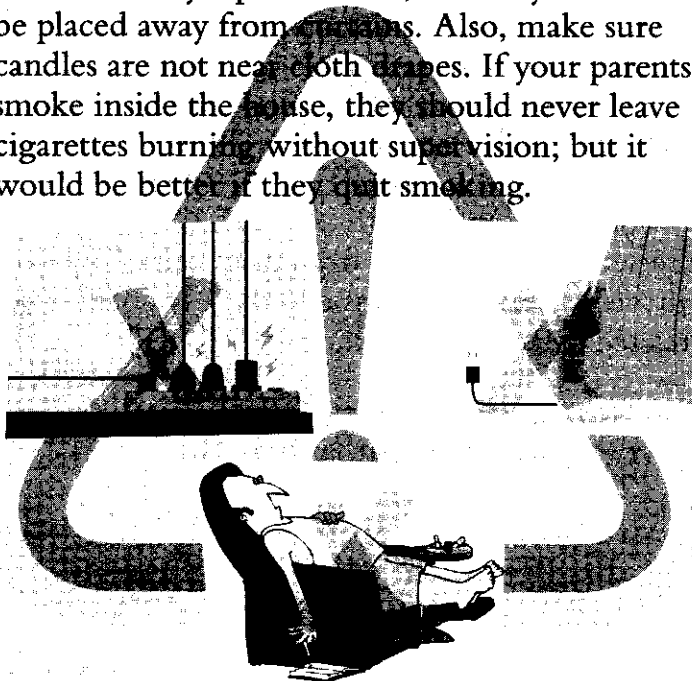


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**frayed:** *adj.* having loose threads on wires, ropes or cables because the material is old



## Diminish the Risk

Don't overload electrical **outlets** and unplug appliances when you are not using them. If you are cooking, never leave a frying pan on the stove unattended. Heating systems should be installed by a professional, and they should be placed away from curtains. Also, make sure candles are not near cloth drapes. If your parents smoke inside the house, they should never leave cigarettes burning without supervision; but it would be better if they quit smoking.



In addition, it is a good idea to have a fire alarm and to keep a fire extinguisher at hand and learn how to use it.

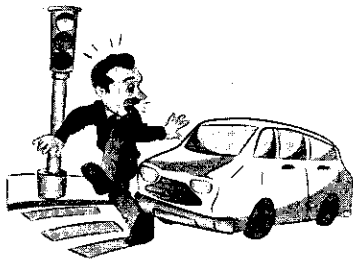
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**outlets:** *n.* places where you can connect electrical devices to the electricity supply

## In the Streets

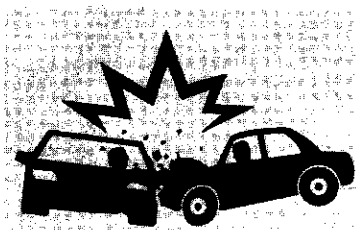
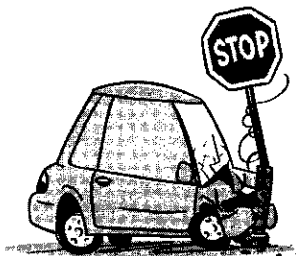
### Identify the Risk



Outside your house there are even more sources of risk. As the number of vehicles is high, **pedestrians** have a hard time being safe. A person walking in parking lots, on sidewalks, or through intersections is exposed to injuries caused by cars. Furthermore, pedestrians could get robbed or be affected by weather conditions.



People walking are not the only ones at risk. Drivers can also suffer from **fatalities**.

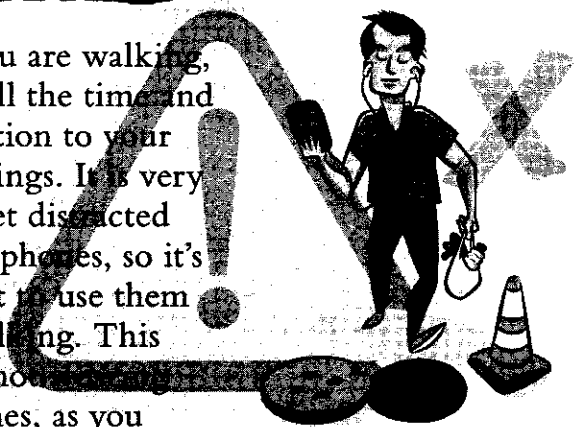


.....  
**pedestrians:** *n.* people who walk, especially in an area where there are cars

**fatalities:** *n.* deaths caused by an accident

## Diminish the Risk

When you are walking, be alert all the time and pay attention to your surroundings. It is very easy to get distracted with cell phones, so it's better not to use them while walking. This includes not using headphones, as you might miss an auditory **warning**, like a car approaching. Also, if your electronic devices are visible, a thief could take them more easily.



Before crossing a street or any other place where vehicles drive through, always look both ways. And if you are the driver, keep 100% of your attention at all times.

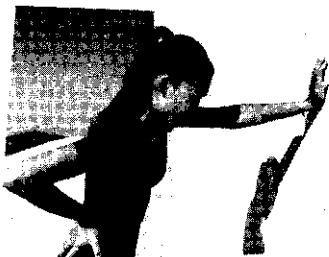


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**warning:** *n.* something that makes you aware that there is danger

## When Playing Sports

### Identify the Risk

There are several factors to consider before playing any sport. First, pay attention to the temperature because weather that is too hot or too cold can cause severe damage to your body. Next, check the playing surface, as rocks, nails, or other objects on the ground could harm you.



Most sports involve physical contact with other players, so someone might knock you down. Also, the physical effort might cause **exhaustion** if done in excess, or you might pull a muscle.



.....  
**exhaustion:** *n.* the state of being extremely tired

## Diminish the Risk

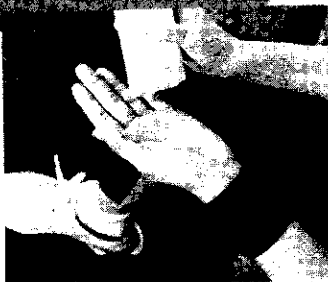
Protect yourself from weather conditions by putting on sunscreen and hydrating constantly when you are practicing a sport in hot weather. In the case of cold weather, wear warm clothes.



Avoid wearing regular glasses and use special protection instead. Also, wear any other necessary safety equipment such as kneepads, or helmet.

Always warm up before playing any sport and don't overwork your muscles.

Don't let your friends push you into doing more exercise than you can. In addition, it is recommended to do certain physical activities under the supervision of a professional.



## Have a Plan B

Even though you take every **precaution** to diminish risks, injuries can still happen unexpectedly. Therefore, it is advisable to take the following actions:

- Learn by heart emergency numbers or have them at hand in your cell phone.
- Always locate the emergency exits of every place you go.
- Find out where the nearest police station is.
- Carry a card with medical information like blood type and allergies. You can also include a phone number where someone can call in case you are unconscious.

These simple steps could save your life.



.....  
**precaution:** *n.* an action to prevent a dangerous situation

As we have learned, there are a huge number of sources of risks. It is essential that you and your family are aware of the most likely accidents that could happen at home and in your immediate surroundings.

A good piece of advice is to write instructions to know what to do in case those accidents happen. Study them with your family and drill them once in a while.



## Family Disaster Plan a

### IF YOU EVACUATE

Take with you:

- Medicines and first aid kit
- Flashlight, radio and batteries
- Important documents and cash
- Blankets and extra clothes
- Personal sanitary items
- Any additional items

Emergencies can occur all of a sudden, but it's in your hands to avoid risky situations. Remember: Your safety comes first. ☀

Do the following activities to support this unit's social practice of the language: To write recommendations to avoid personal risk situations.

**1. Make a list of the most likely risks in your own house. Share it with a partner.**

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

**2. Choose one of the risks from the previous activity. In teams of three, write some instructions to diminish each risk.**

**3. In pairs, make a list of risky situations at school. Then, create a poster with instructions to avoid those risks.**

### ICT Box



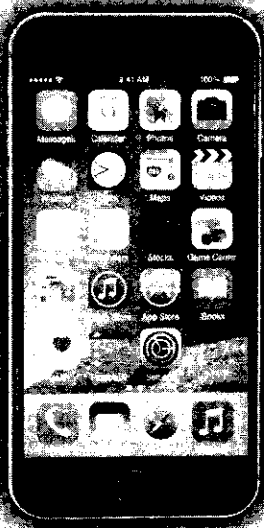
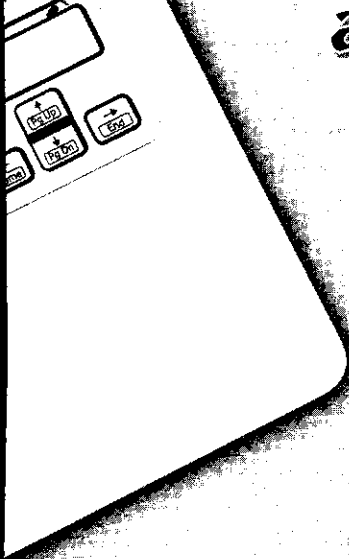
<https://bit.ly/1fnONPX>

You already know some safety tips to avoid risks at home. If you want to read more about this, go to the link provided. You could share the information with your family afterwards.

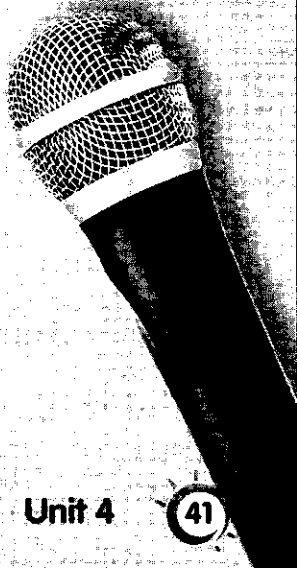
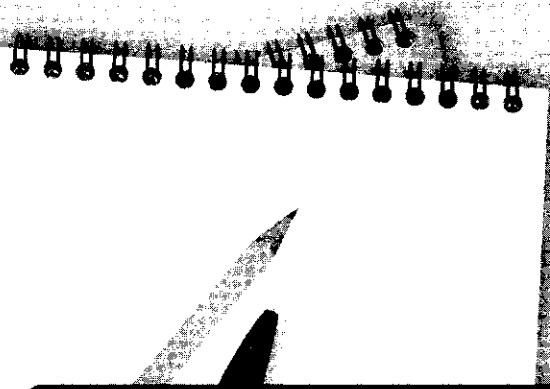


4

# Anyone Can Do an Interview



Written by  
Lino Kauffman



**Social Practice of the Language**

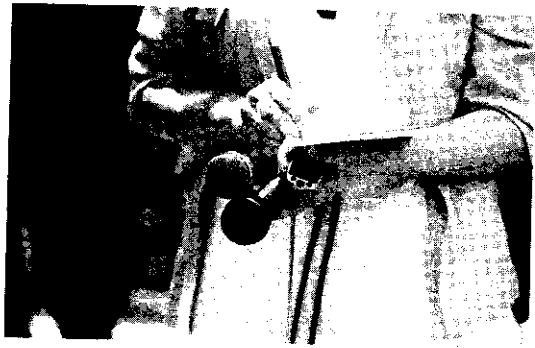
To analyze and discuss  
an interview

Unit 4

41



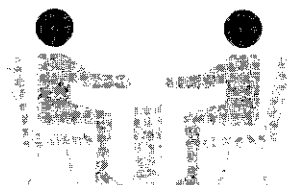
Interviews are a very useful tool. Not all interviews are the same. They can have different objectives and can be done by different professionals, too. The most common professionals that work doing interviews are journalists. For them, interviews are a very important method of **collecting** information about celebrities, books, movies, or sports, among many other themes. Interviews are usually published in magazines or newspapers. But they can also be shown on TV or in documentaries.



.....  
**collecting:** *v. pr. part.* to get things or data from different places and bring them together

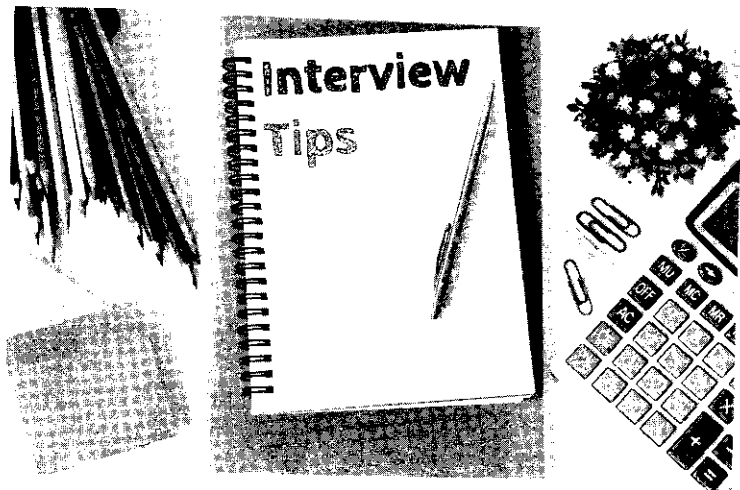


You can even interview members of your family! Imagine you decide to interview your grandfather because you want to know more about life before the Internet. In those cases, you would be the *interviewer* (the one who asks questions) and the other person would be the *interviewee* (the one who answers).



Interview Preparation

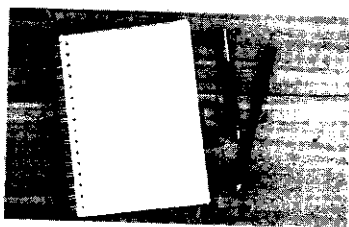
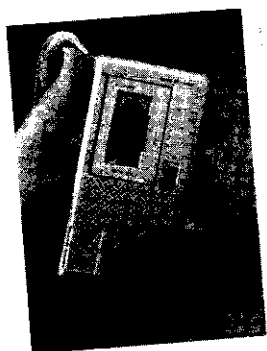
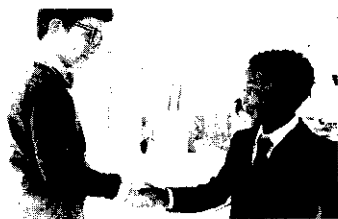
If you decide to do an interview, you need to prepare very well. First of all, you need to know that an interview has three main parts: beginning, middle, and ending.



For each part, there are certain general rules.

### Beginning

- Always introduce yourself and **state** the purpose of the interview.
- Use expressions of courtesy.
- Explain how the interview is going to be and how long it will be approximately.
- If you have a recording device, ask the interviewee for permission to record the interview. In addition, always take a notebook and pen with you to take notes.



.....  
**state:** *v.* to formally say or write a piece of information or your opinion

## Middle

Now, it's time for questions. Always prepare your questions in advance. Never **show up** empty-handed! You can write them down in a notebook or you can save them on an electronic device. During the interview, you can ask questions that are not in your notebook, but you should always follow the script as a guide.



.....  
**show up:** v. to arrive, especially at a place where someone is waiting for you



- Use an assertive tone of voice.
- Always look at the interviewee attentively.
  - Use persuasive body language: smile and let your interviewee know you are listening.
- Change the rhythm, volume, and intonation when you speak so the interview is not boring.
- Respect speaking turns. Never interrupt your interviewee.
- Take notes of things you don't want to forget or additional questions you could ask.
- If you are recording, occasionally check that the device is still recording.



## Ending

Once the interviewee has answered every question on your list —and any other **spontaneous** questions—, you can end the interview.

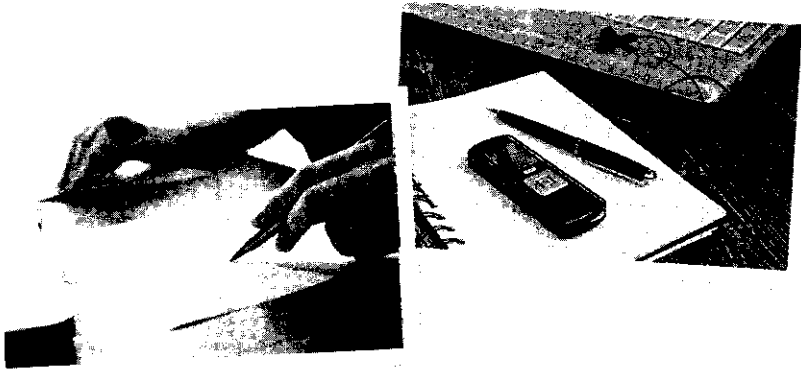
- Tell the interviewee that you are now turning off the recording device.
- Always thank the interviewee for his or her time.
- Tell him or her that the information provided was very useful for you and that it was a pleasure talking to him or her.



# THANK YOU

.....  
**spontaneous:** *adj.* not planned or organized





Even if the interview is over, you now have extra tasks. If the interview was for a school project, for example, it would be a good idea to include the questions and answers so your teacher and classmates can read them.

It will be easier if you recorded the interview. In that case, you just have to **transcribe** it. If you did not record it, you will have to use your notes and your memory to “reconstruct” the complete interview.



.....  
**transcribe:** *v.* to write down something exactly as it was said

## REMEMBER...

Who is your interviewee?  
Think about him or her and  
adjust your vocabulary. If you  
are interviewing a classmate  
or a kid your age, "Hi!" might  
be a good greeting. If you  
are interviewing an older  
person, you might want to say  
"Good morning!" or "Good  
afternoon!"



Let your interviewee  
know the reason for  
the interview. Is it for a  
school project or is it for  
personal reasons?



Don't be nervous!  
Most people are  
happy to talk about  
themselves, their lives,  
or their work.



Show that you are  
interested — pay  
attention and smile.  
After a few minutes,  
it will feel like a  
regular conversation.

**Practice makes perfect!**  
Before the interview,  
you can practice the  
questions with a family  
member or friend. This  
will give you confidence  
for the real interview.



So, go ahead and do it! You'll do great! ☀️

.....

**practice makes perfect:** *exp.* to do something many times,  
so that you will become very good at it

Do the following activities to support this unit's social practice of the language: To analyze and discuss an interview

- 1. In pairs, discuss what you think are the three most important things when you are doing an interview.**

---

---

- 2. After rereading the text, discuss in groups of three if you would like to do an interview or not, and explain why.**

- 3. Think about an interview you would like to do. After analyzing your choice, complete the text.**

I would like to interview \_\_\_\_\_  
\_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_. To prepare  
for the interview, I would \_\_\_\_\_.  
Three questions I could ask are: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

### ICT Box



<https://www.scholastic.com/teachers/articles/teaching-content/how-conduct-journalistic-interview/>

There are many steps you can follow to conduct and interview. Check the steps in the link and discuss them as a class.



# Clash of Cultures

Historical accounts about Mexico  
and European cultures

39



Written by  
Ismael Centeno

## Social Practice of the Language

To read historical accounts to  
compare cultural aspects  
from Mexico and other  
countries

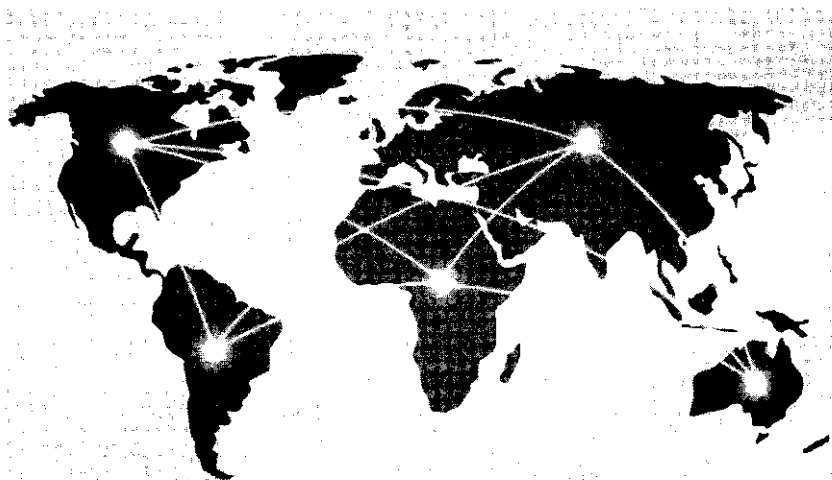
Unit 5

53



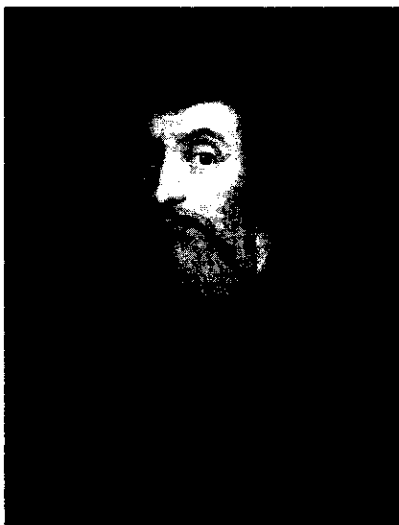
Nowadays it's not necessary to travel to another country if we want to learn about other cultures. We can watch documentaries on TV or do research on the Internet and we will see new places, food, traditional clothes, religions, and much more.

Many different cultures have been in contact for a long time. As a result, they have become mixed. That's why we wear the same clothes as in other countries, or we eat food from different origins. Also, it's easier to travel to other places than centuries ago.

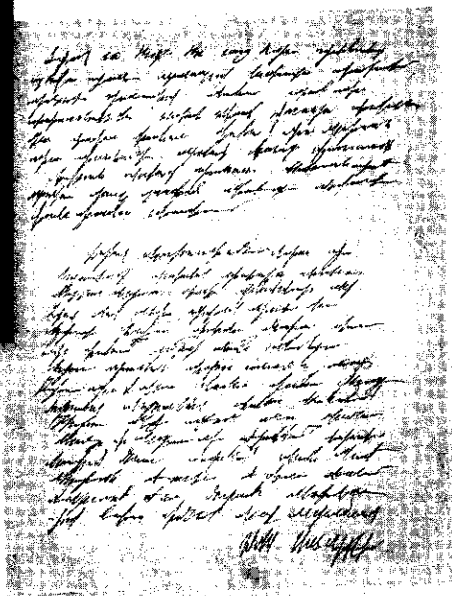


But what happens when two cultures meet for the first time? Especially if they don't know how the other behaves or the language they speak. How could the first explorers of a new land communicate with the native population? How could the new settlers integrate into the native society?

Let's go back in time to the 16th century, when the Spanish conquerors arrived in the center of Mexico. Hernan Cortes sent some letters to the Spanish king in which we can learn about his perception of cultural differences between both countries.



Here is the account.

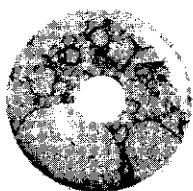
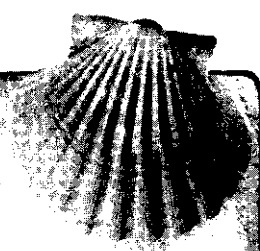


*Most Potent Sir,*

*I will try, in the best possible manner, to describe what I have seen.*

*This great city of Tenochtitlan is as large as Seville or Cordova. It has many public squares full of markets for buying and selling. Thousands of people gather there and all kinds of **merchandise** are found. The items include jewels of gold and silver, precious stones, shells; birds of prey, rabbits, little dogs, and many other animals; medicinal herbs, ointments, and liquids.*

*It reminds me of the silk market in Granada, but these are supplied more abundantly.*



.....  
**merchandise:** *n.* things that people buy and sell



*The inhabitants of this country are people of middle size.*

*Their bodies are well-proportioned. Some people*

***pierce** their ears and put large objects in them. Others pierce the nostrils and put in round stones. Another place they*

*pierce is the lower lip near their gums. They hang stones or pieces of gold. These are so heavy that they make the lip look deformed.*



*Their clothes are very different. Men wear **loincloths** and large mantles. Women wear wrap-around skirts to their feet and tunics with short sleeves. Sometimes they leave their breasts uncovered.*



.....  
**pierce:** v. to make a hole in something using a sharp object

**loincloths:** n. pieces of cloth that hang down from around the waist

The city contains a large number of temples, but they don't share our religion.

Before my departure I will keep instructing them to understand our faith. I beckoned

Moctezuma, their **sovereign**, and told him that they should give up sacrificing human beings.



The idols in their temples are bigger than a person. Some of them are made with a mixture of seeds, legumes, and human blood. When the idols are completed, the people offer them human hearts. It is a gloomy ritual.

They also have an idol for everything in order to get their gods' favor.



.....  
**sovereign:** *n.* a king or queen

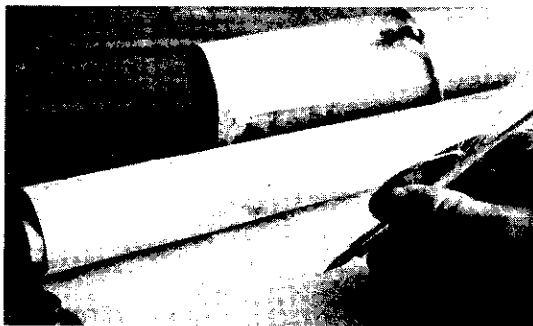
In this letter we see that commerce, body ornaments, clothes, and religion were not the same. And there were many other cultural differences between the Aztecs and the European conquerors.

Hygiene caused a great impression on Spaniards when they saw Aztec habits. Why were they so surprised?

In Medieval times, Europe didn't have a good sewer system. Bathrooms were not common either. People would often go to the bathroom in a pot, and then throw the contents onto the streets. As a result, the streets were completely **filthy**. Look at the following account about England by Erasmus of Rotterdam (1466-1536).

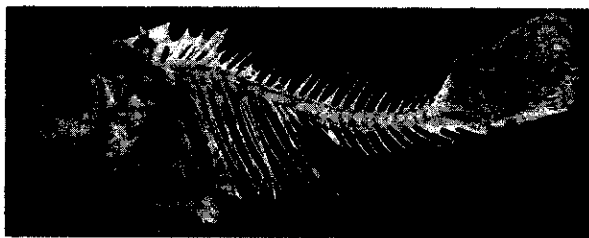


.....  
**filthy:** *adj.* extremely dirty



*"The floors are covered with **rush mats**. The bottom layer is not renewed, sometimes for twenty years. It absorbs spit, vomit, human waste, **scraps** of fish, and other substances. When the weather is hot, a vapor comes out of the floor, and this is very bad for the health."*

Taking a bath in Europe in those times was not a popular practice. It's not because people didn't like it, but because they thought they could die from it. There were many diseases, so a lot of doctors recommended not taking baths to avoid those sicknesses.



.....  
**rush mats:** *n.* small pieces of material made from a plant that look like grass

**scraps:** *n.* bits of food left after a meal

Look at what Thomas Moulton, a **friar** and doctor, wrote around 1531:

*"Use no baths or stoves, nor sweat too much, because it opens the pores of the body. The venomous air enters and infects the blood."*

This idea began two hundred years before, when the Black Plague killed 30% of Europe's population. In 1348, the doctors of the University of Paris suggested closing all bathhouses. People, even kings, avoided water for the following five hundred years.



A Russian ambassador wrote this about King Louis XIV:



*"His Majesty stinks like a wild animal."*

.....  
**friar:** *n.* a member of a Catholic order that promises to stay poor

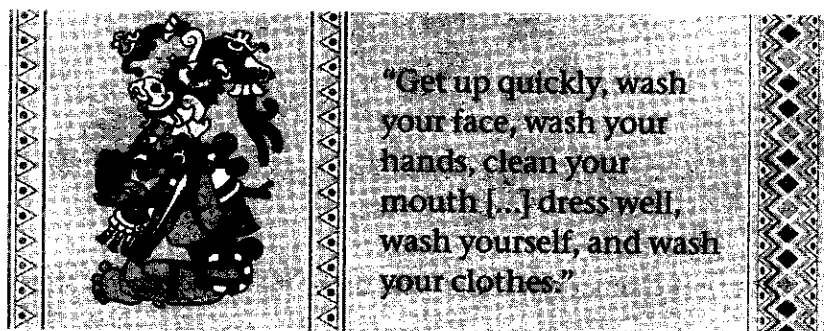
By contrast, Aztecs were very clean. Conqueror Andres de Tapia reported, in a surprised tone, that emperor Moctezuma bathed twice a day. He wasn't the only one; everybody bathed in the rivers or lakes.



Also, there were sauna-bath houses called *temazcalli*. This type of bath was clean and healthy, but it was also an act of spiritual purification.



Take a look at these instructions from a father to a daughter in the Florentine Codex:



There were similarities between Aztecs and Spaniards, too. Both had conquered territories. They were both deeply religious peoples. However, their cultural differences were greater. No wonder that both groups were amazed when they saw each other for the first time. Fortunately, there are many letters written by the conquerors and also **codices** written in the pre-Columbian times.



Both types of texts provide interesting accounts to learn about their culture. That way we can understand where we come from. We can meet ancient cultures for the first time and be surprised, too. ☀



.....  
**codices:** *n.* ancient books written by hand (singular: codex)

Do the following activities to support this unit's social practice of the language: To read historical accounts to compare cultural aspects from Mexico and other countries

**1. What caught your attention the most about the Aztecs and Medieval Europe? Write it below.**

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---

---

**2. How different were the Aztecs and other pre-Columbian cultures? Read some historical information and tell a partner about it.**

**3. In pairs, choose a civilization from the past and compare it to the Aztecs. Pick only one topic (religion, food, professions, government, etc.).**

### ICT Box

← → <https://bit.ly/2A3KXyB>

You already know some cultural differences between Aztecs and Spaniards. If you want to read more information about this, go to the link provided.



6

# Think... Outside the Box

A story about a school problem



Written by  
Yoanna Chan

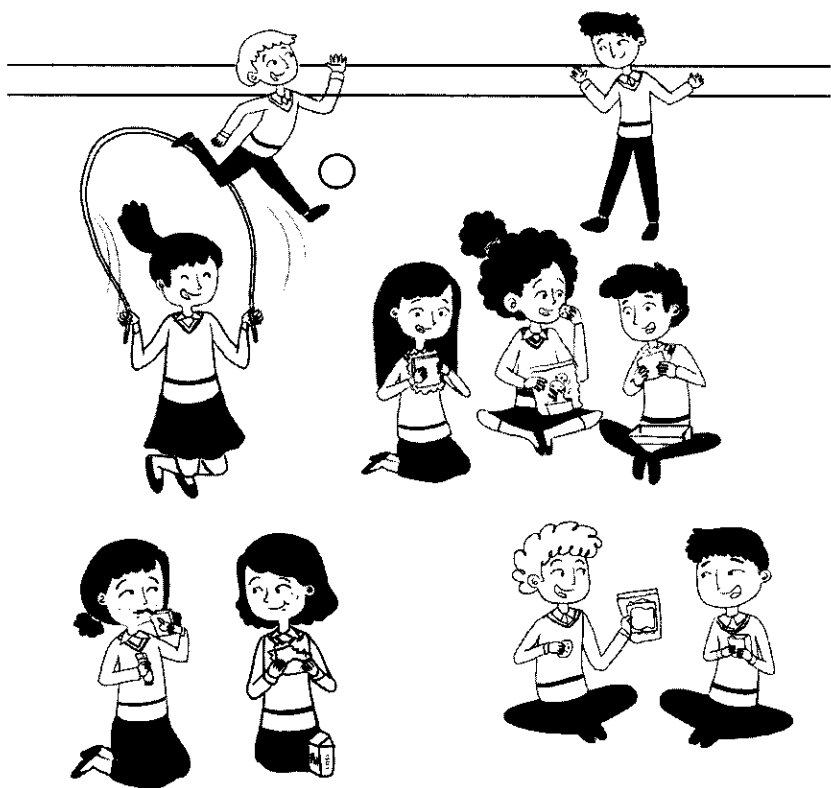
**Social Practice of the Language**

To review and select  
information to solve a problem

Unit 6

65

It was spring. The weather was nice. Children started to enjoy their recess time in the playground. They ran around **chasing** each other and shared their morning snacks. They came outside again after lunch. They ate dessert and sat on the benches to warm up in the sun. By the end of the day, there was a lot of trash on the playground. The principal and teachers talked about this problem and decided to ask the students to solve it.



.....  
**chasing:** *v. pr. part.* to quickly follow someone or something in order to catch them

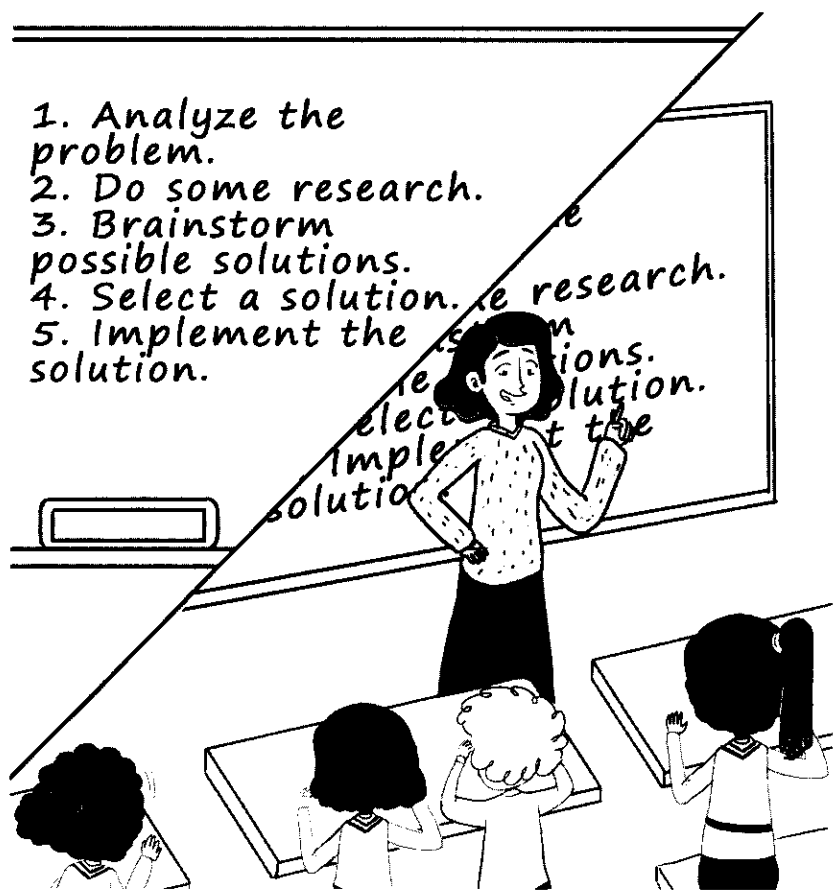
So Mrs. Luna went to her sixth-grade class and explained the problem.

“The principal and the teachers have identified a big problem in our school.” The students all looked at each other, surprised. She continued, “By the end of the day, the playground is very dirty with plastic and **foil wrappers** from your snacks and desserts.” Some students nodded, they knew it was true. Some others just stayed quiet.



.....  
**foil wrappers:** *n.* pieces of metal sheet (as thin as paper) that cover something, usually food

“We decided that you, the students, are going to solve this problem. I suggest that you follow these steps,” said the teacher, and read them from the board.



Mrs. Luna and the students started discussing the problem.

“The trash comes from the wrappers of our snacks. Prohibiting snacks could be an option, but... we would be really hungry!” said Jessica —one of the students—, and the whole class laughed.

“Exactly.” said Isaac. “We need to think of a way for the wrappers to **end up**... not on the ground, right?”

“More trash cans!” shouted Anna.

“Well,” interrupted the teacher, “we already have trash cans. Do you think we will use them if there are more?”

“Yeah, maybe not,” replied Anna **discouraged**.



.....

**end up:** *phrasal verb* to be in a particular situation, state, or place that was not planned

**discouraged:** *adj.* feeling that it is useless to try to do or continue doing something

“Why don’t you take a week to do some research?” said Mrs. Luna. “You can call friends or cousins and **find out** if they have the same problem in their schools.”

They all went home that afternoon excited and eager to find the best solution. Jessica called some friends, but they had not had that problem. Isaac called his cousin, who lived in a different city. He had not had that problem.



.....  
**find out:** *phrasal verb* to get information after trying to discover it or by chance

Anna was lucky —in her friend Sandra's school they were having exactly the same problem! But they already had a solution: an **awareness campaign** with posters all over the school.

They agreed to **scold** the students that they saw throwing trash on the ground. Those students would stay after school to clean up.

“Since no one wants to stay after school, nobody throws trash on the ground anymore. Only in the trash cans,” explained Sandra.

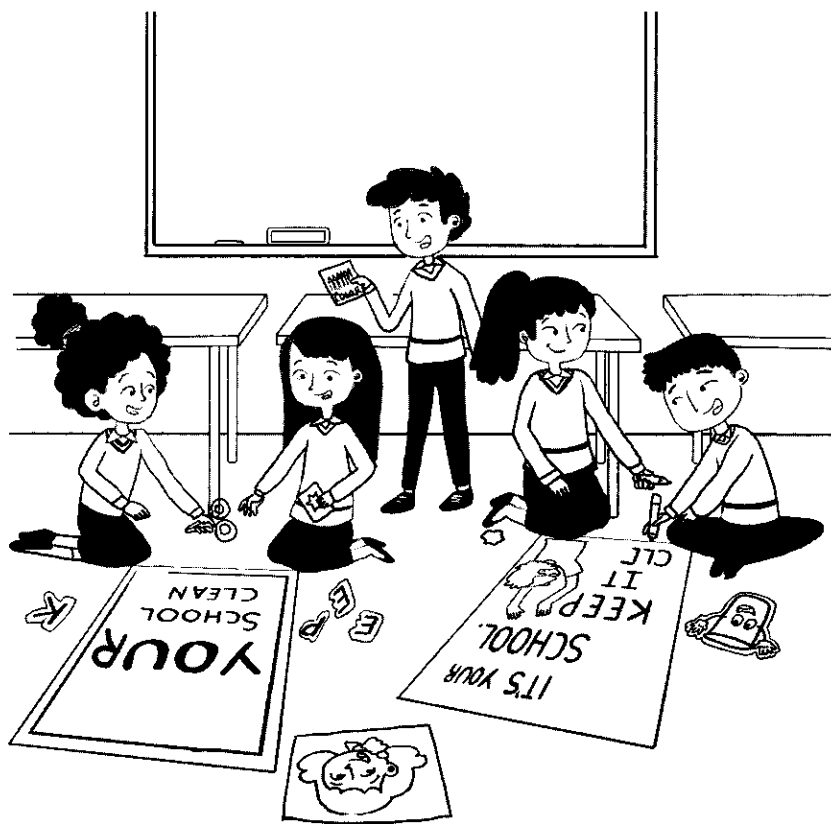


.....  
**awareness campaign:** *expr.* a series of actions intended to achieve a particular result by giving people knowledge of a particular situation

**scold:** *v.* to speak in an angry or critical way to someone who has done something wrong

Anna loved the idea. The following week she told everyone in class. They all liked it, including Mrs. Luna, but she said they had to change it a little bit because they couldn't make students stay after class. Besides, a kid scolding another was probably not a good way to help them become aware—they would only become angry.

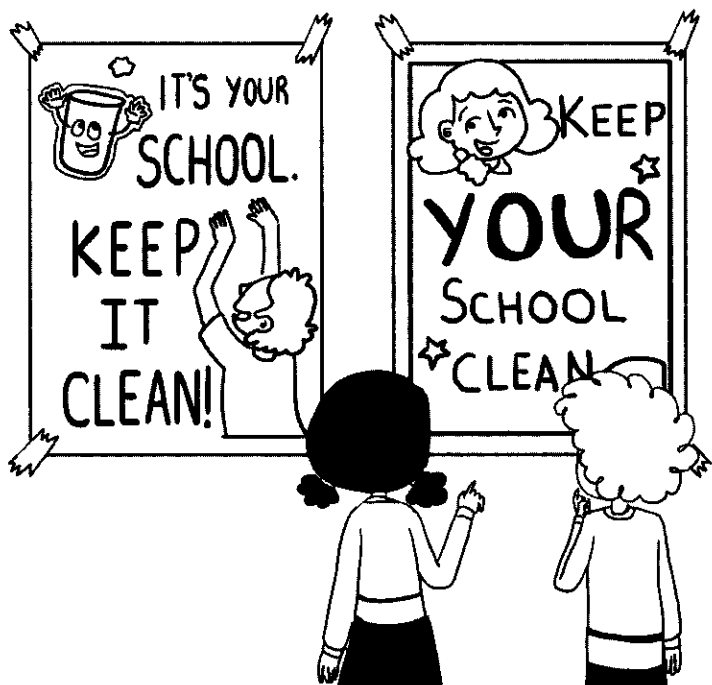
So they decided to send a letter to the parents of those kids who didn't pick up their trash. That was the solution they had found. Mrs. Luna told the principal and he gave them permission.





Mrs. Luna came back the next day and told her students they should be **proud** of themselves —the principal had accepted their idea. In addition, he had **instructed** them to create posters to remind children the right thing to do is to throw trash in the trash cans.

After they were finished with the posters, they all taped the posters in the school halls and in the playground.



.....  
**proud:** *adj.* feeling pleased about something that you have done

**instructed:** *v. p. part.* to officially tell someone what to do

“That was a very good job,” said Mrs. Luna to her students. “Now let’s think about solving problems. What did we really do?”

Isaac answered, “We did some research first. Then, when we found a good idea, we took it to use it in our school.”

Anna added, “Well, we took someone else’s idea... but the truth is that we changed it a little bit. We adapted it to our needs.”



“Oh! So, copying a solution might or might not be a good idea. Is that what Anna means?” asked Jessica.

“Exactly,” said Mrs. Luna. “The fact that one solution works perfectly for someone doesn’t mean it will work perfectly for you. You have to analyze all the details and only then decide if you can use it or not, or if you have to change it. OK, it’s recess time. Don’t forget to use the trash cans!”

They all laughed as they left the classroom.



Do the following activities to support this unit's social practice of the language: To review and select information to solve a problem.

**1. What other research could the students have done apart from calling friends? Discuss in groups of four.**

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

**2. In pairs, discuss how Mrs. Luna's class selected the best option for them.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**3. What other solutions could students have presented? Discuss it in groups of five.**

← → <https://bit.ly/2R1WmEI>

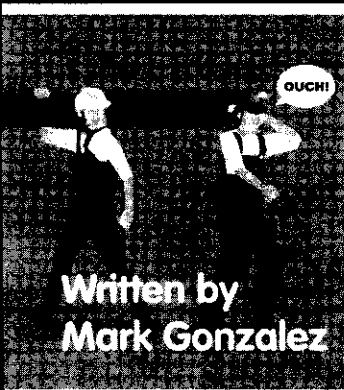
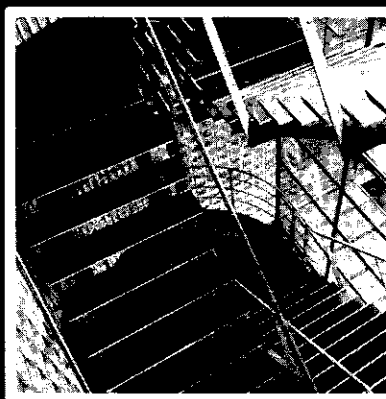
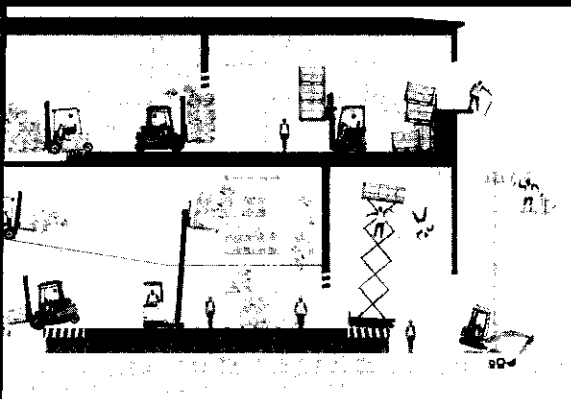
Problem solving is a very important skill. Check this link and help solve a problem.



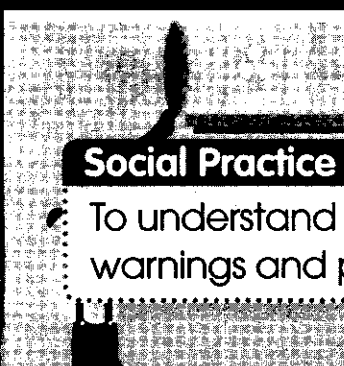
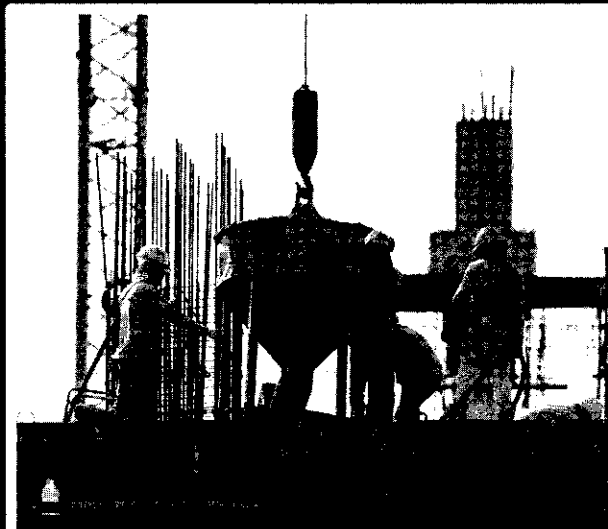
# Keep Out! Be Careful!

Warnings and prohibitions  
to avoid damages

41



Written by  
Mark Gonzalez



## Social Practice of the Language

To understand and express  
warnings and prohibitions





There is a saying that goes like this: “Curiosity killed the cat.” It usually means that asking too many questions or experimenting with something you shouldn’t, could bring serious consequences. Cats may have nine lives, but we humans only have one. That’s why it’s important to avoid unnecessary risks.

We know that accidents can happen unexpectedly, but there are other situations where we know with certainty that there is a risk. A lot of warning signs have been created to let us know when to be careful.

Pay attention to them. You don’t want to end up like the cat.



There are different safety labels or signs. In this text, we are going to focus on three of them, and explain in which cases we can find them.

## DANGER

It indicates a highly **hazardous** situation that will cause serious injury or death if it isn't avoided. It's used for the most serious risks.



## WARNING

It indicates a potentially hazardous situation that could cause serious injury or death if it isn't avoided. The risk is lower than the one on the "danger" sign.



## CAUTION

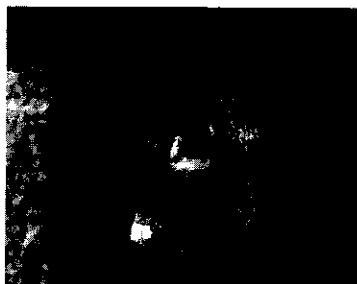
It indicates a situation that might cause moderate or minor injury.



.....  
**hazardous:** *adj.* dangerous, especially to people's health or safety



Danger signs are common in facilities in which there is **unguarded** equipment, high voltage, explosives, or chemical substances. They can also be found in **confined** spaces and construction sites.



All these places require specialized personnel and special equipment. If you don't have to be there, you must keep away.

Remember that if you don't pay attention to a danger sign, a very possible result is death. However, there are other consequences.



.....  
**unguarded:** *adj.* not watched or protected by anyone  
**confined:** *adj.* that has very limited space for entry and exit, and where someone can't stay for a long time



Let's take a look at the repercussions of some accidents in hazardous situations.

## High Voltage

Electricity can flow through the body, and it heats up the tissues, causing internal burns. It can also damage the nervous and muscular systems. Electrocutation may cause the heart to stop.

### CAUTION



## Chemical Substances

Chemicals can cause burns on the skin or organ damage. They can weaken the immune system. Also, they can cause allergic reactions or asphyxiation.



.....

**repercussion:** *n.* the effect that an action has, especially a bad one

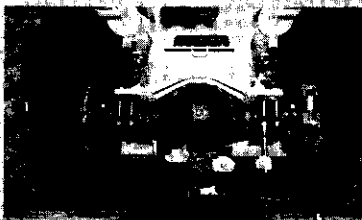
Warning signs are common in places in which there could be a personal injury risk. They can be found in industrial areas or where there are machines and vehicles.

In these places, there are frequent sources of risks like the following:

- toxic and flammable materials
- doors opening constantly
- moving parts
- **welding** flashes
- boiling water
- obstacles on the floor
- objects that could fall



Remember that ignoring a warning sign might not cause death, but other injuries are probable.



.....  
**welding:** *n.* the activity of joining metal pieces by melting their edges when they are hot

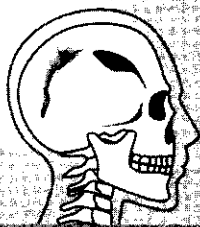
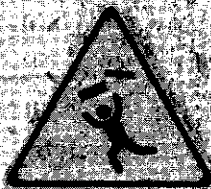
One of the most common injuries at industrial workplaces is a blow to the head. It can have different consequences. Here are some examples:

- skull fractures
- concussions
- brain swelling

These injuries can cause the following symptoms:

- balance problems
- loss of consciousness
- nausea
- memory loss

Frequent causes of blows to the head are moving parts of machines, objects that fall, or obstacles that cause people to trip and fall.



.....

**concussions:** *n.* temporary damages to the brain that make someone become unconscious or feel confused for a short time

Caution signs indicate possible risks or unsafe practices. These signs can be placed in a wide variety of places, for instance, when you have to hold onto a handrail, when you buy a product that has sharp edges, or in places where the floor is wet.

Here are more examples of caution signs:

- watch your step
- stairways
- intense light
- fragile equipment
- water not suitable for drinking
- hold a child's hand



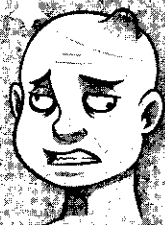
Remember that this level of hazard is less serious than warning or danger signs. However, there might still occur moderate or minor injuries.



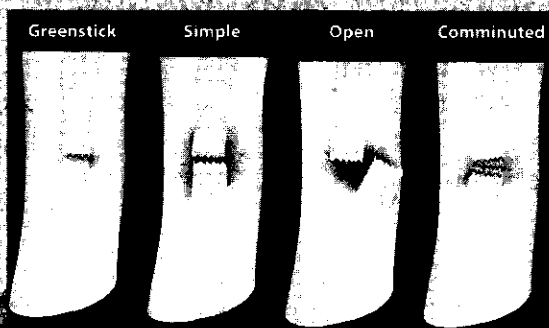
Even though the injuries won't cause death, they are very inconvenient.

The most frequent moderate and minor injuries are:

- cuts
- **abrasions**
- **bruises**
- bumps on the head
- broken bones
- sprained ankles or wrists



If you get hurt, you would need to go to the doctor, or make use of a first aid kit. If the injury is minor, you would only be in pain for a short while. Therefore, you shouldn't ignore caution signs.



.....  
**abrasions:** *n.* injured areas of skin caused by rubbing it hard against something

**bruises:** *n.* purple or dark marks on the skin after being hit

There are two more types of signs that can also help you stay safe.

## Prohibitory Signs

These types of signs are used for actions that you are not allowed to do. You can recognize them because they have a round shape. There is a black **pictogram** on a white background. They have a red edge and a diagonal line.

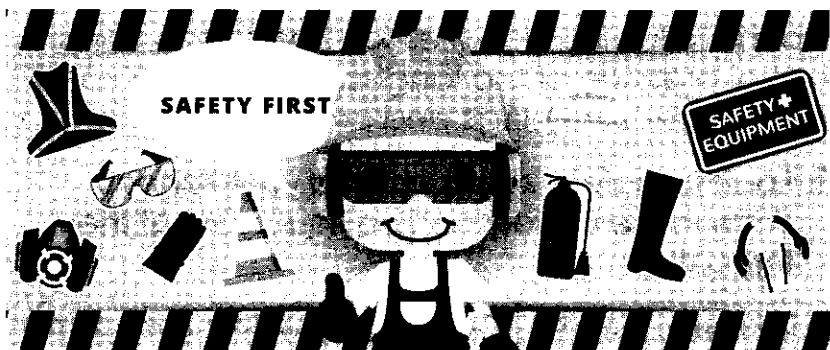


## Mandatory Signs

These signs are used to indicate the safety equipment that must be used in a place that has certain risks. You can identify them because they are round and there is a white pictogram on a blue background.

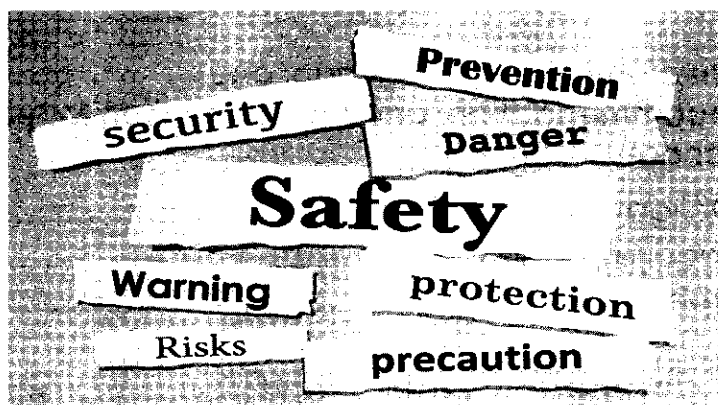


.....  
**pictogram:** *n.* a picture or symbol that represents a word or phrase



All these signs exist for a reason, so you shouldn't ignore them. Everywhere you go, look at them. Fortunately, they are universal. You won't have any problems understanding them, even in other countries.

The signs are usually placed where there is no one to tell you that an action is **banned** or dangerous. You must take responsibility for your own actions.



If you feel very brave and invincible, you are at greater risk. Be thankful because safety signs could save your life. ☺

.....

**banned:** *adj.* not allowed, especially by an authority

Do the following activities to support this unit's social practice of the language: To understand and express warnings and prohibitions.

- 1. Look for safety labels around your school. Write in the corresponding square what they indicate.**

<b>Danger</b>	<b>Warning</b>	<b>Caution</b>	<b>Prohibitory Sign</b>	<b>Mandatory Sign</b>
Example: High Voltage				

- 2. In teams of three, create a prohibitory sign for something you are not allowed to do inside your classroom. Post it on the walls.**
- 3. Write one strong obligation, one recommendation, and one prohibition for your school.**

Obligation: \_\_\_\_\_

Recommendation: \_\_\_\_\_

Prohibition: \_\_\_\_\_



<https://bit.ly/2EjnsWj>

You can already recognize some safety labels, but if you want to review what you know, and learn about other signs, go to the link provided.



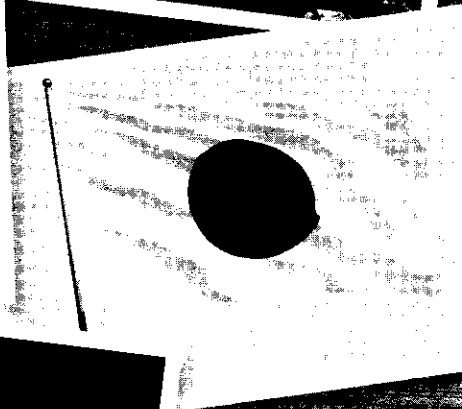
# 8

# Konnichiwa

A story about a trip to  
a different country

42

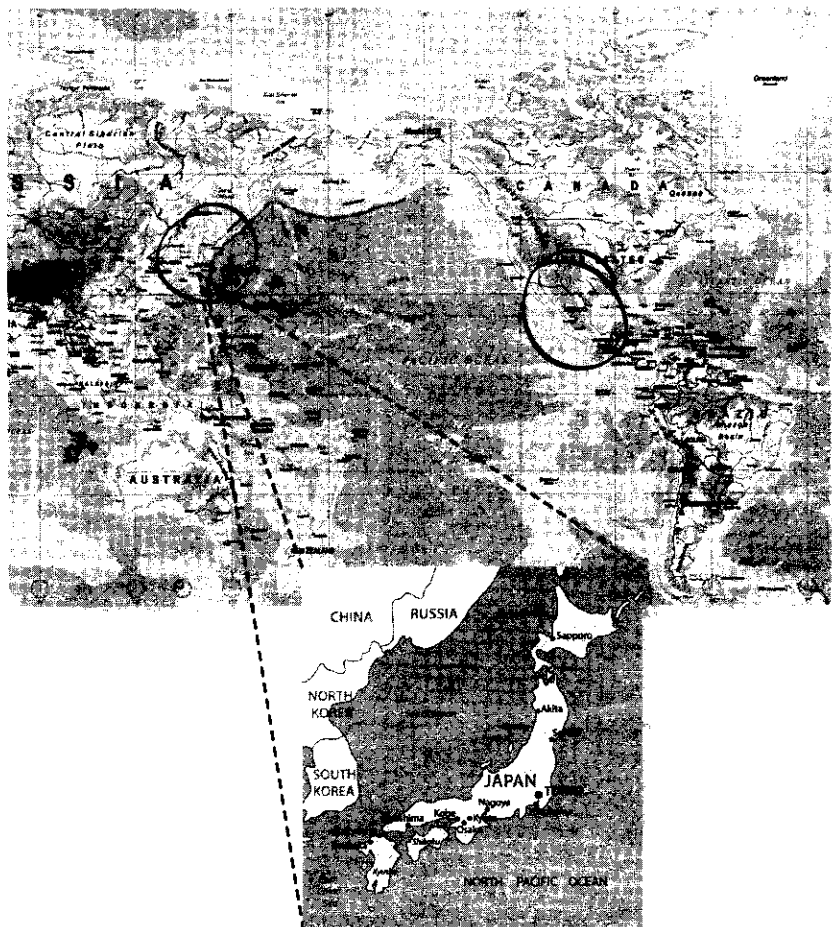
Written by  
Jane White



## Social Practice of the Language

To explain customs based  
on pictures

Last month I went to Japan with my parents. My father went there on a **business trip** and he took us with him. Japan is a long and narrow territory formed by several islands. It is located in the Pacific Ocean. Mexico has a Pacific coast, too. It goes from Baja California to Chiapas. Well, on the other side of that ocean, thousands of kilometers away, is Japan.

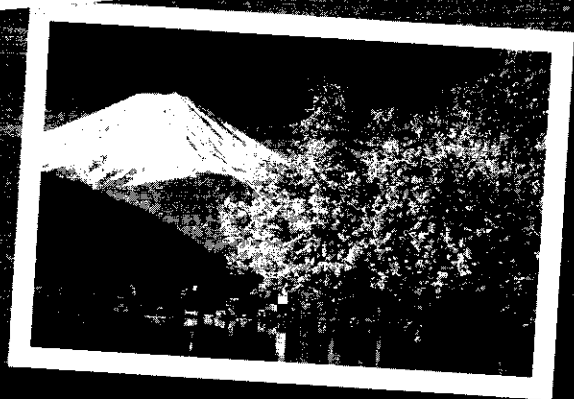
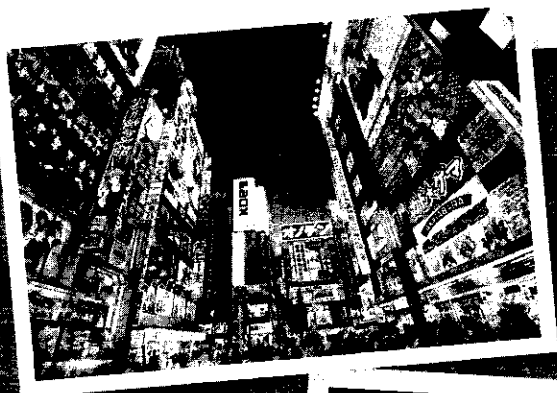


.....  
**business trip:** *n.* a trip taken for work and not pleasure

Japan is in Asia. Sometimes, Asian countries are different from Latin American countries. In this case, Japanese traditions and customs are extremely different from ours, but I loved Japan!

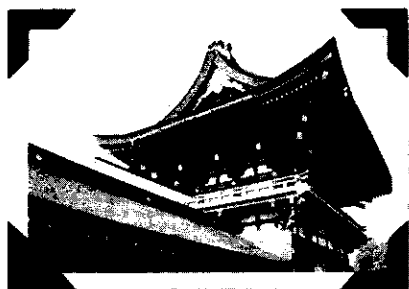
I also love old photo albums, so I made one to show my friends. I want to tell them all about this wonderful country and their customs.

Let me share with you too my photo album and tell you a little bit about what we saw.

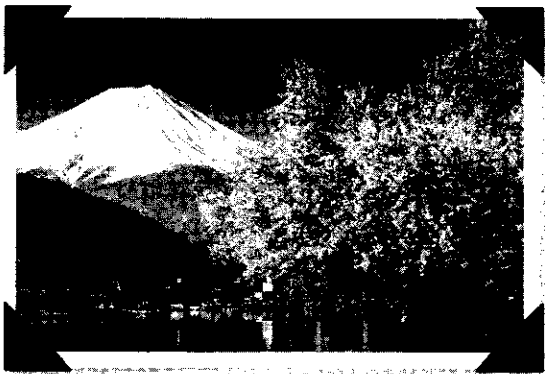


On the first day, we were in the mood for walking around. The architecture surprised me a lot. Japan has beautiful, ancient temples. They are made of wood. In Mexico, ancient pyramids are made of stone blocks.

Look at those **pointed** roofs... and those colors! These temples are sometimes surrounded by big, lovely gardens full of trees and flowers. Look at some of the temples we saw!

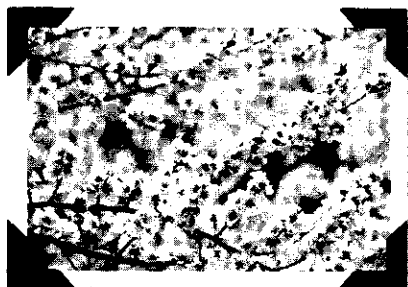


.....  
**pointed:** *adj.* having a point at the end



The trees in the pictures are **cherry** trees and they are very famous. You can see them in many pictures of Japan. I think they are beautiful, full of little pink or white flowers.

I believe the most famous plant in Mexico is the cactus. It's very different from a flowering tree... but that's why it's interesting, right? You can learn from comparing and contrasting.

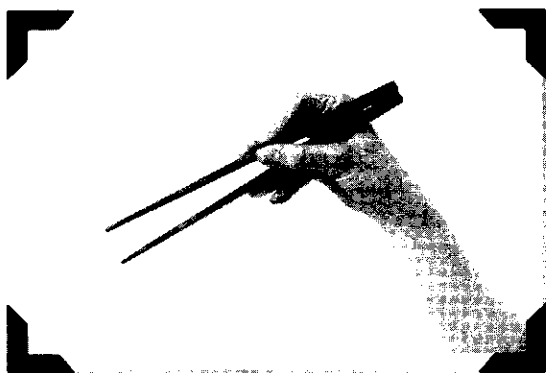


.....  
**cherry:** *n.* a small round fruit that is usually red or black

I love eating new things. This is sushi, a typical Japanese dish. They are rolls **stuffed** with rice and other ingredients like fish or vegetables.

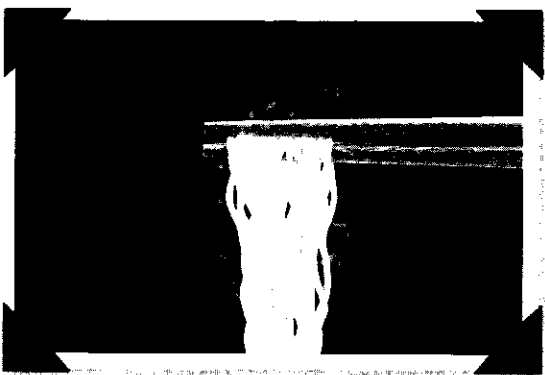
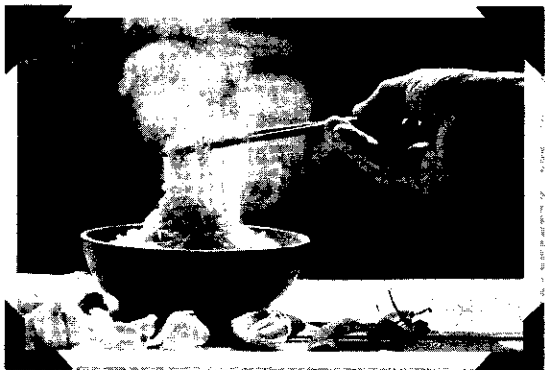
They eat sushi with **chopsticks**. They are not easy to use! At the beginning I missed my fork and spoon. But then I learned how to use them. It was fun!

Here's a picture of our dinner and my chopsticks.



.....  
**stuffed:** *adj.* filled with something

**chopsticks:** *n.* a pair of thin sticks used mainly in Asian countries to pick up and eat food



In Japan they also eat ramen, which is a dish with noodles and vegetables. They are like spaghetti but in a soup. They eat them with chopsticks as well. That was even more difficult than eating sushi.

We noticed that they **slurp** ramen and soups. We don't usually do that in Mexico but in Japan it's a sign that you are enjoying your meal.

.....  
**slurp:** v. to eat or drink something with loud sucking noises

In Mexico we greet each other with a hug and a kiss. Well, in Japan the usual greeting is a **bow**. Japanese people usually **nod** their heads when greeting someone. It means respect. I think the Japanese are more formal and serious than Mexicans. That's not better or worse, it's just different.



.....

**bow:** *n.* the act of bending the body to express politeness or respect

**nod:** *v.* to move your head up and down as a way of saying "yes"





We were invited by one of my father's coworkers to dinner at his home. He was Mexican but was married to a Japanese woman. They explained to us some other customs when we got there. When you enter a house, you need to take off your shoes. They have slippers for everyone at the **doorway**. Also, you must arrive on time. Traffic is no excuse to be late!

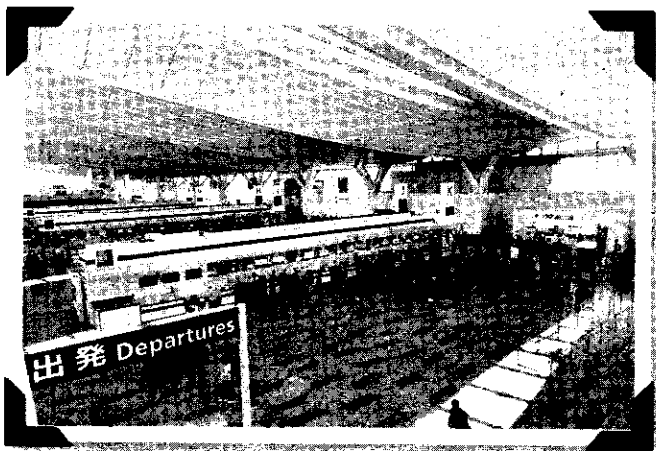


.....  
**doorway:** *n.* the space in front of a door

I was surprised to find out about their national sport. I would say Mexico's national sport is soccer, or at least the most popular. But in Japan, it's sumo. Sumo **wrestling** is the oldest of Japan's martial arts and was introduced in the country around 1,500 years ago. We were amazed at their clothes—they wear almost nothing! International sumo athletes may wear shorts, but traditional sumo wrestlers wear only loincloths called *mawashi*.



.....  
**wrestling:** *n.* a sport in which two people fight by holding and pushing each other in special positions, and try to throw each other to the ground



And that was all we saw in our trip. It was all very interesting. We were there only for 10 days, but I would like to go back some day and learn more about the cultural differences. Or maybe I can travel to another country and study their cultural differences. I just hope I don't feel homesick if I travel too much!



Do the following activities to support this unit's social practice of the language: To explain customs based on pictures.

- 1. Reread the text as necessary, pick one picture, and explain that specific Japanese custom to a partner.**
- 2. Continue talking about the same picture and compare that custom with your country: Is there anything similar in your country or is it different? Discuss in groups of three.**
- 3. Look at the tacos in the picture. How is this typical Mexican food similar or different from sushi? Discuss in groups of four. If time permits, you can create a poster with your ideas.**

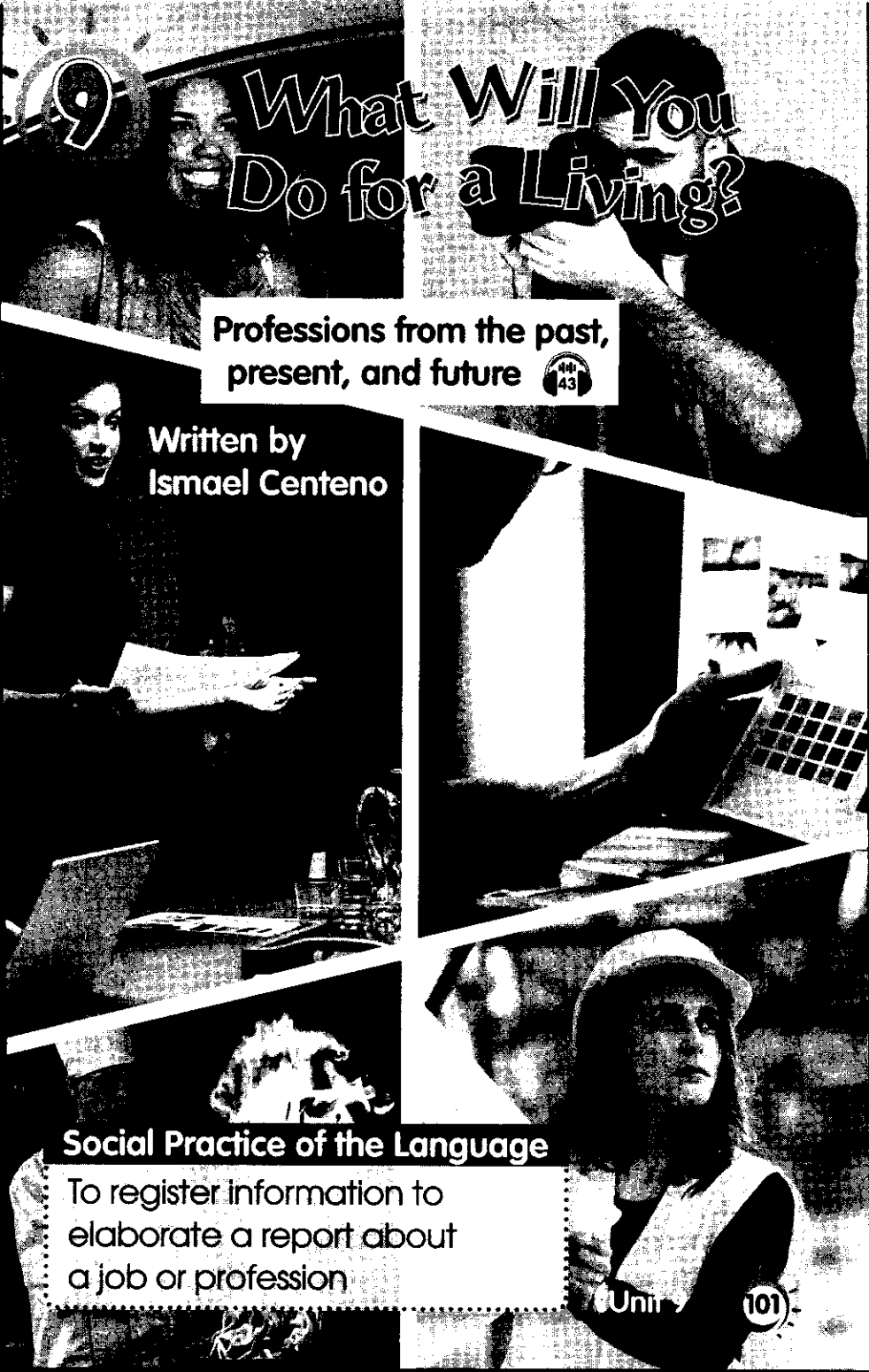


### ICT Box

← → <https://goo.gl/Sh3WT8>

Do you want to know more Japanese cultural practices? Check this out!





# What Will You Do for a Living?

Professions from the past, present, and future

44  
43

Written by  
Ismael Centeno

## Social Practice of the Language

To register information to elaborate a report about a job or profession

Unit

101



What do you want to do when you grow up? That's a question we all ask ourselves. And the answer is strongly linked to the place and time we live in. This is because there are jobs that are needed in a particular location. Also, every era has had different needs, so many jobs disappear and new ones are created.

Let's take a tour to find out about jobs that existed in the past, **remarkable** jobs that we have in the present, and the ones the future could bring.



.....  
**remarkable:** *adj.* interesting, amazing, or unusual

## What Are the Oldest Jobs?

No one knows exactly how long humans have lived on Earth, but from the beginning of their existence, some jobs were needed. Hunters, farmers, toolmakers, and builders were some of the first jobs that appeared.



However, not all ancient professions were activities designed for humans to survive or to nourish themselves. Artists have worked for ages, too. The oldest cave painting is estimated to be 67,000 years old. The oldest-known musical instruments are flutes. Archaeologists say that they are around 43,000 years old.

The most surprising fact is that these professions haven't disappeared!

Some other jobs were needed in the past, but they have disappeared.

**Praegustators** (*pre* = before; *gustator* = taster)

This was a job in which people could eat like a king. Actually, they had to eat before kings and emperors to make sure their meals and drinks hadn't been poisoned. They knew that their hazardous career —and life— could end very soon.



**Leech Collectors**

From antiquity until the late 19th century, doctors used leeches for **bloodletting**, which was supposed to cure different illnesses. Leech collectors used legs of animals to attract the leeches, and sometimes they used their own legs. The profession was dangerous and it wasn't well-paid.



.....  
**bloodletting:** *n.* the practice of taking blood from a patient to cure disease



## Newspaper Readers

During the late 19th century and early 20th century, factory owners considered that their employees needed some entertainment. The radio wasn't a widespread invention, and there was no TV. The solution was **hiring** a person to read the newspaper from a platform.



## Lamplighters

Before electricity was invented, they were employed to light candle or gas streetlights. They would do it every evening with a long pole, and they would return at dawn to put them out. There are still a few lamplighters nowadays, but they work in touristic places to give a nostalgic effect.



.....  
**hiring:** *v. pr. part.* to pay someone to do a job

Today, there are jobs that didn't exist in the past. Which ones do you know? What would you like to become to **make a living**? A financial advisor? A drone operator? An astronaut?



There are endless possibilities suitable for your skills and preferences. Some professions are peculiar, and there are others that are even dangerous.



Let's take a look at unique jobs around the world. Maybe after you read about them, you will want to follow a different path if you are the adventurous type.

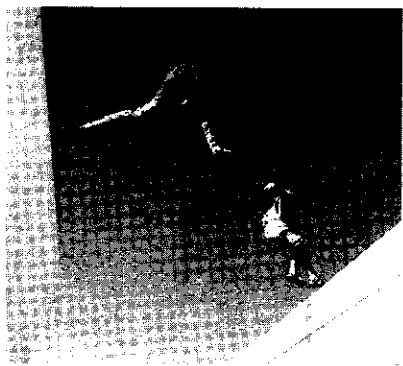


.....

**make a living:** *phrase* to earn the money you need to support yourself

## Stuntmen and Stuntwomen

Their job is to do dangerous things instead of actors or actresses to keep them safe. Their activities include car crashes, falls from great heights, or explosions. They have to prepare physically for years and take big security measures, but they still face death every day.



## Odor Testers

These professionals have to smell different odors in food or perfumes. However, they also have to smell other things like armpits. In this case, their job is to see if a deodorant works correctly and covers the unpleasant smell.



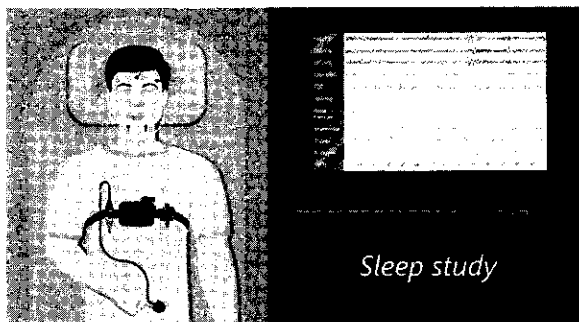
## Bicycle Fishers

It is said that Amsterdam has more bicycles than inhabitants, and also this city has 165 canals. Therefore, it is very common to see that bicycles fall into the water. Every year, 14,000 bikes are fished out from Amsterdam's canals by these workers.



## Professional Sleeper

Can you imagine getting paid for sleeping? It's a dream that really can become true. Researchers can study sleeping disorders and benefits only on a real person who is sleeping. Since this makes a great contribution to science, a professional sleeper earns a good **wage**. Other sleepers work for companies that want to make sure the mattress you purchase is very comfortable.

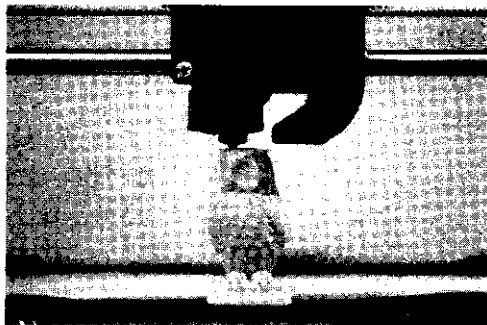


.....  
**wage:** *n.* the money that an employee gets regularly

We have seen that some professions have existed for millennia. Will the jobs we know today last for a long time? We can't be absolutely sure. However, there are certain jobs that might become obsolete in the future.

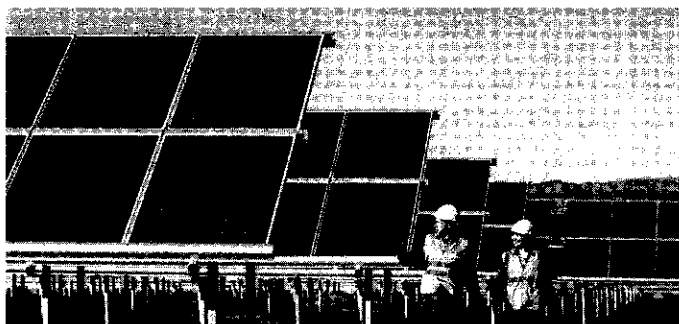
Technology is advancing at an incredibly high speed, and this is the main threat to workers. A 3D printer, for example, reduces the need for skilled **operators** and expensive machines. All manual activities could be done by a machine in the future. Even teachers might be replaced by virtual learning.

If all this comes true, what will happen next?



.....  
**operators:** *n.* people who handle a machine

As we said, we don't know what will happen with the jobs of tomorrow, but the following occupations might offer you a **promising** career.



### **Solar Energy Technician**

Solar power is becoming very important as the world is trying to build a clean-energy future.

### **Software Developer**

Computers, gadgets, and robots will still be part of the future. Software development is considered one of the best careers because of the job openings and the good salary.



Other professions for the future:

- Genetic Engineer
- Virtual Reality Designer
- Urban Agriculture Specialist
- Drone Pilot
- Weather Control Engineer
- Digital Content Specialist

.....  
**promising:** *adj.* likely to be good or successful

## What Will You Do for a Living?



Whatever career you pursue, it has to bring satisfaction to your life. If you ever get a high **position**, always be humble. If you choose a modest job, don't feel that you are not relevant. All professions are essential; that's why they exist.

Don't select an occupation only because of the salary. The important thing is to be passionate about your job, and to use it to help society.

To conclude, always remember this popular saying:

“ Choose a job you love and you will never have to work a day in your life. ”



.....  
**position:** *n.* a job in a company or organization



Do the following activities to support this unit's social practice of the language: To register information to elaborate a report about a job or profession.

**1. What would you like to do when you grow up? Write 1-5 options below, and explain your reasons to a partner.**

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**2. What job from the present or the future caught your attention? Write a brief report about it (skills, if college education is necessary, etc.).**

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**3. In pairs, make a list of unusual jobs in your country. Write a brief report about them on a sheet of paper and post it on the wall so everybody can read it.**

### ICT Box

← → <https://bit.ly/2NwFSCm>

You have read about some professions for the future. If you want to know more occupations, as well as the necessary skills, go to the link provided.

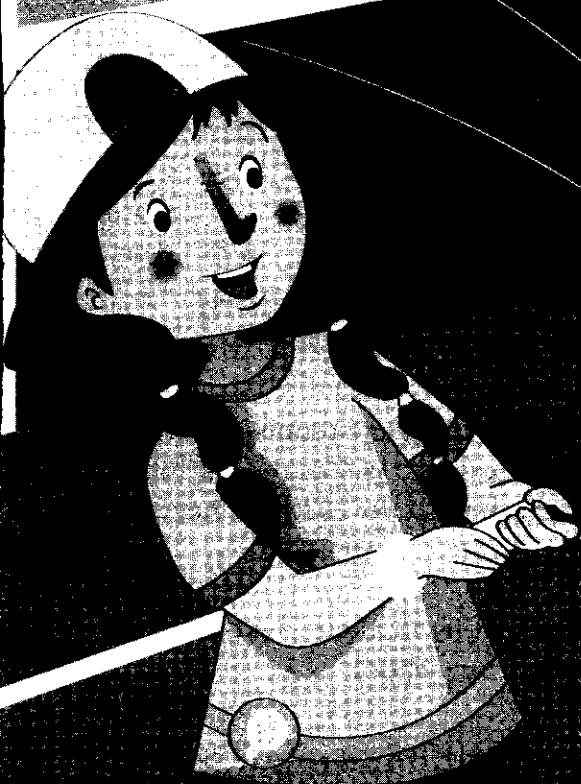


# 10

# Refuse to Lose!

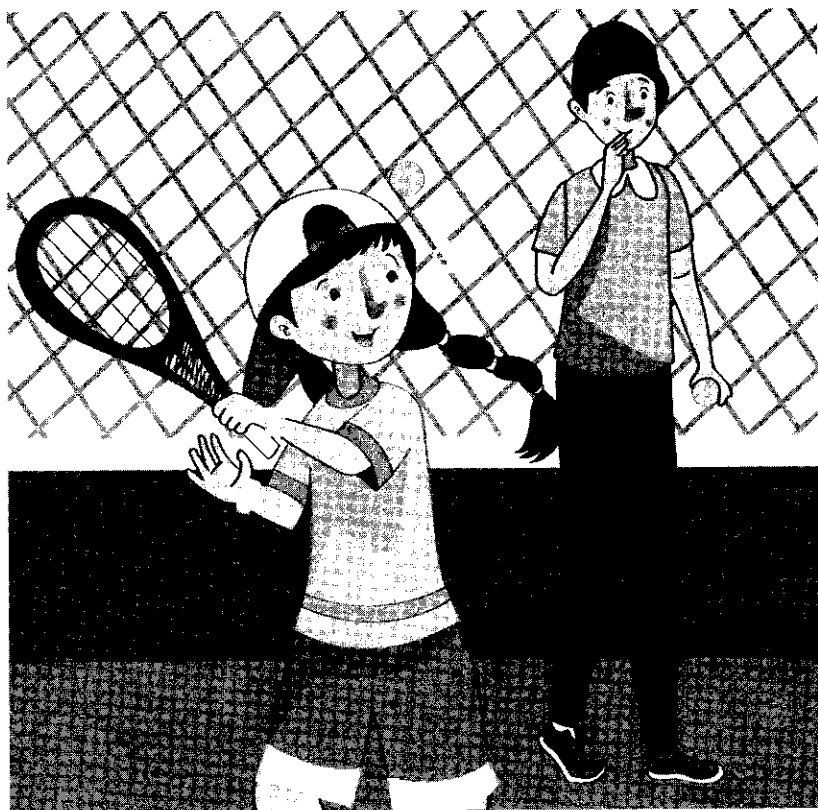
A story about a tennis match

Written by  
James Scott Wilbraham



**Social Practice of the Language**

To narrate a sports event



Vanessa is 13 years old and is a teenage tennis player. She trains several hours a day, six days a week, all year long. Training is extremely hard. But she loves it; she never **complains**.

This summer, she is participating in a tennis **tournament** because she is on vacation from school.

.....

**complains:** *v. 3rd person* to say that you are unhappy about something, or that you do not like it

**tournament:** *n.* a sports competition that involves many players, and that usually continues for several days



Today, she is playing the **final**. Vanessa has never played a final, so she is absolutely focused. She wants to win. She is in the **locker room** getting ready together with her opponent.

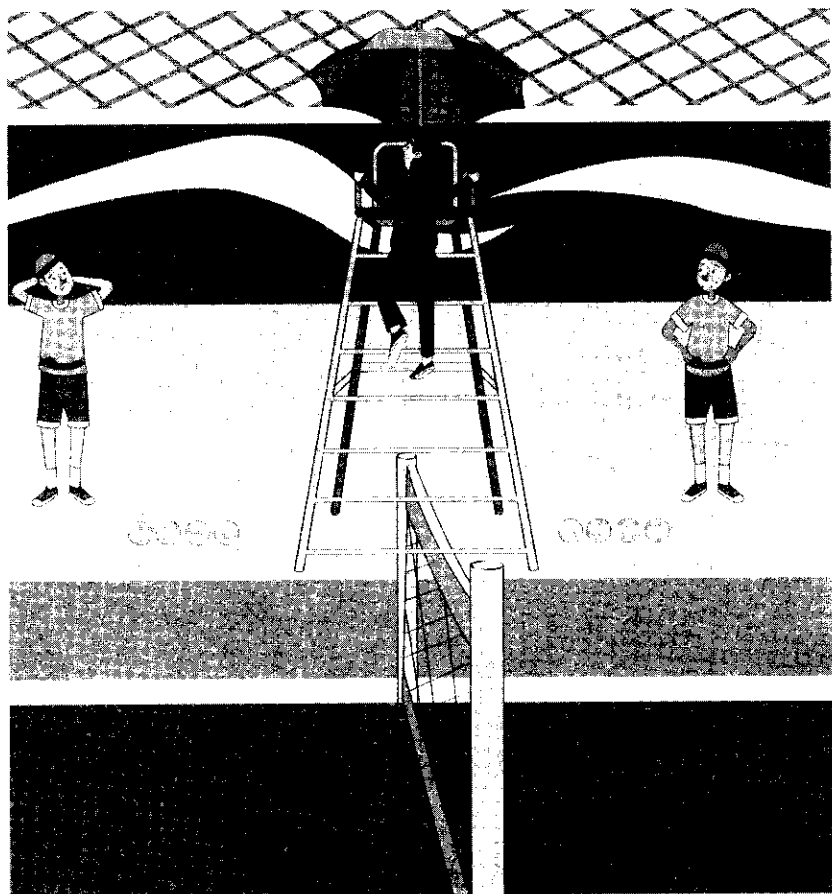
They are playing at her school. They are going to **broadcast** the match on the local radio, so the school brought a commentator.

.....

**final:** *n.* the last in a series of games or competitions

**locker room:** *n.* a room for changing clothes and leaving them in lockers

**broadcast:** *v.* to present on a radio or TV program



The **ball kids** come out and take their positions at the **court** corners. The **umpire** for the finals also comes out and takes his place in the high chair. The commentator starts commentating for the tennis fans listening to the radio.

.....

**ball kids:** *n.* kids who pick up balls that go out of play and returns them to the players

**court:** *n.* a space arranged for playing a certain game

**umpire:** *n.* a person who makes sure that players follow the rules



Good afternoon, everyone! We are here at Highmount Middle School ready to tell you all about this very exciting **female** final match for the Summer Tennis Tournament. Today, Vanessa Lopez and Chen Liu will be playing for the Champion Cup. **May the best player win!**

.....  
**female:** *adj.* relating to girls or women

**May the best player win:** *expr.* used before a competition to say that you hope the most deserving person wins



The girls are on the court **warming up** now. They seem to be calm. Chen is even smiling; Vanessa isn't. She seems particularly focused today. I bet she is thinking about her victory and about holding the cup in her hands. Let's see who wins. I have to tell our audience that they have never gotten to the finals and, logically, they have never won a cup. This match will be interesting.

.....

**warming up:** *phrasal verb pr. part.* to prepare your body for an intense activity like sports

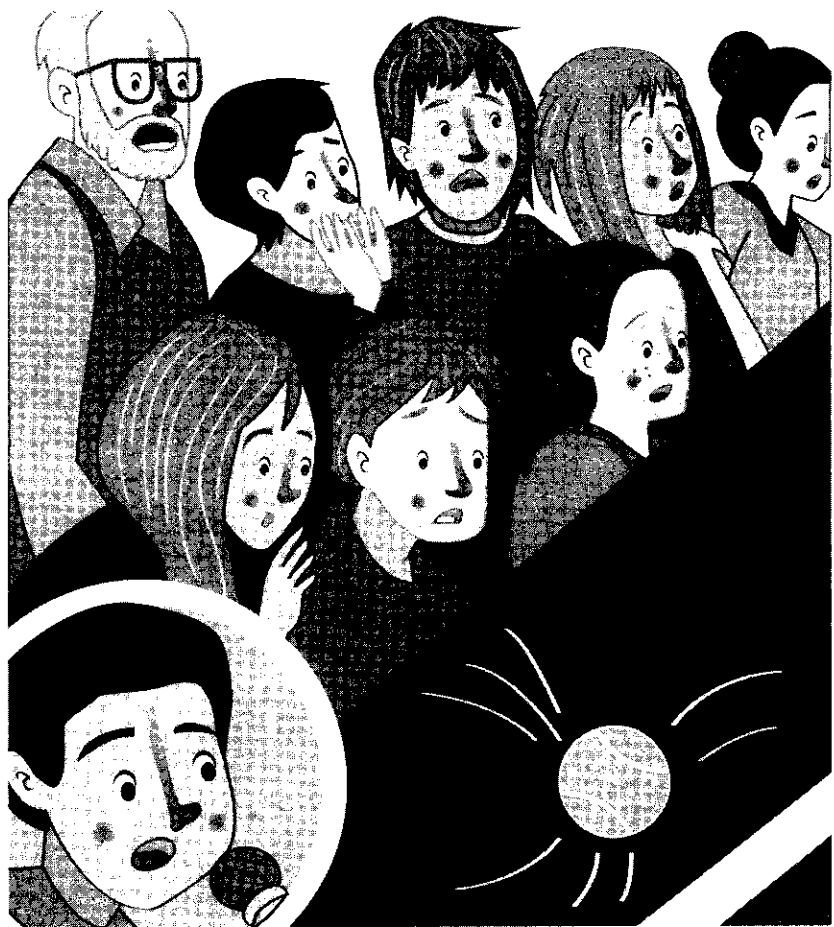


Vanessa starts the game with a powerful **serve**. Serves are tricky — you need to be strong. The ball moves quickly from one side of the court to the other. This is a really **dramatic** set. Both girls are playing exceptionally well. I'm amazed at their strength.

.....

**serve:** *n.* the action of hitting a ball over a net to start a play

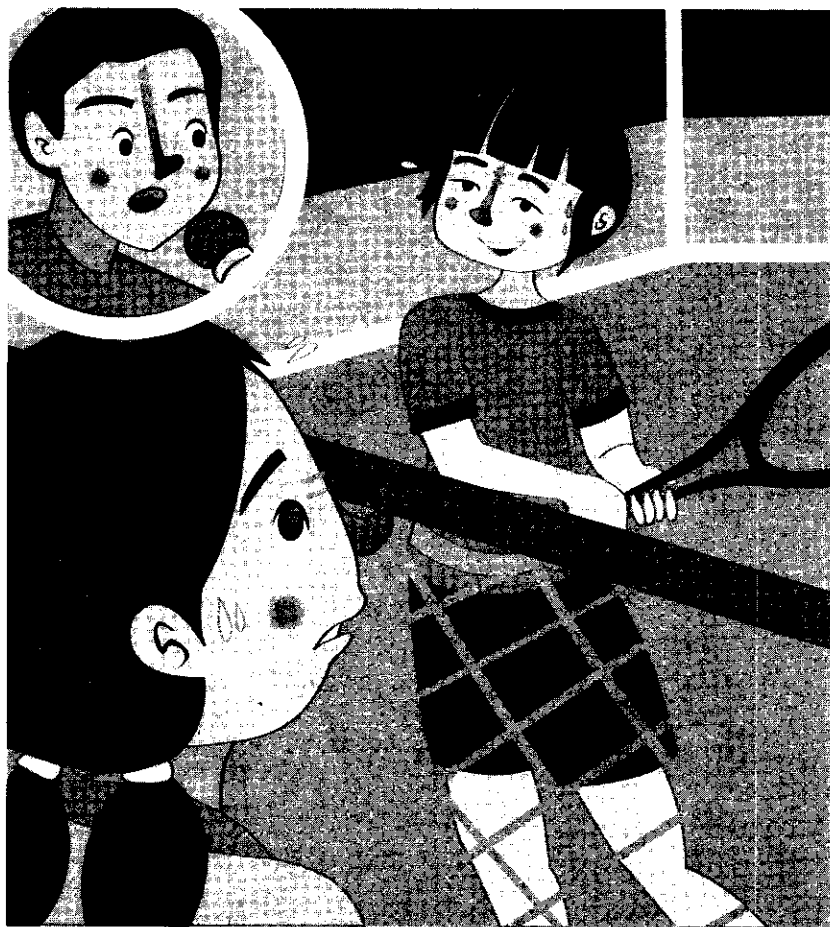
**dramatic:** *adj.* great, exciting, or impressive



Wow! What an excellent point! That ball was clearly in, but it hit just the very edge of the court. I can't believe it! These girls are playing like adults. What an amazing and breathtaking final match! They have been playing for an hour now and it is very close —we really don't know who will win this match.

Chen is serving now. Her serve is very powerful, too. Just like Vanessa's.



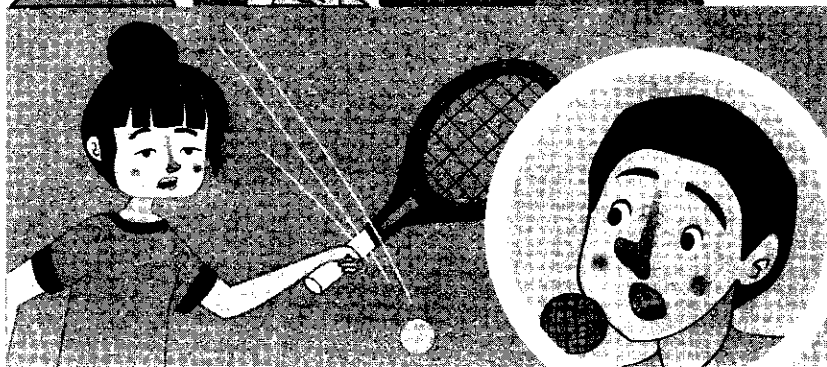
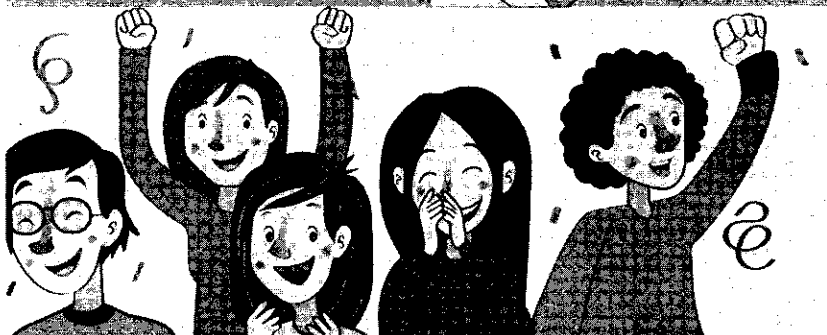
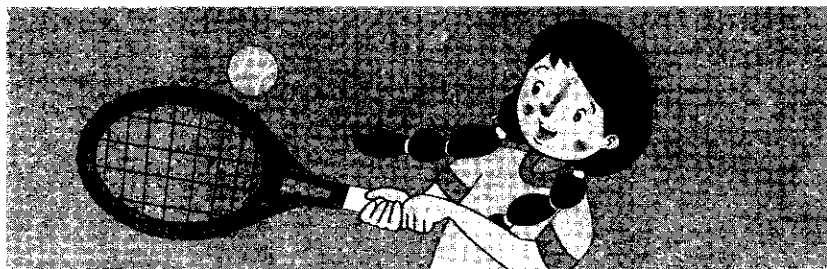


Vanessa and Chen run from side to side of the court. They are tired, you can tell by their faces. But they're **hanging in there**. Vanessa is hitting the ball hard and is making it difficult for Chen. Oh! Look at that! Chen hits back with a strong **backhand** —she twists her waist and hits the ball.

.....

**hanging in there:** *expr.* to remain brave and determined when you are in a difficult situation

**backhand:** *n.* a way of hitting a ball

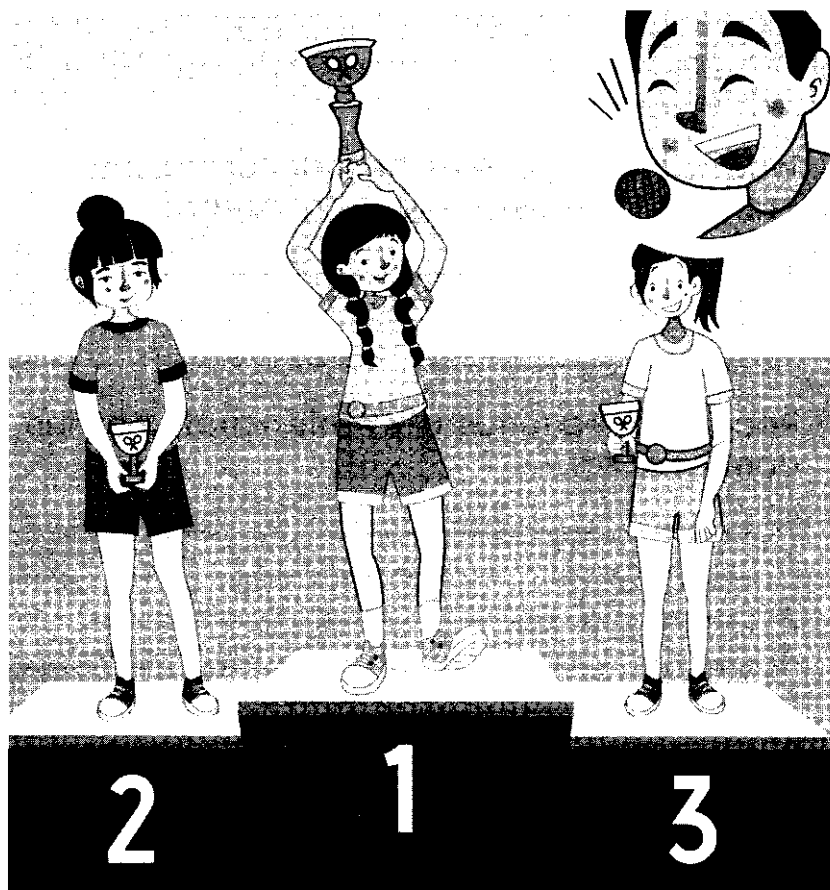


Oh! Vanessa is not letting Chen win! She holds the racket **firmly** and **strikes** back. Point for Vanessa. Chen ran as fast as she could, but she could not reach the ball. That was a fastball! I can't believe this match! The audience is going crazy. They stand up and gasp. They are all happy to be here.

.....

**firmly:** *adv.* in a firm manner

**strikes:** *v. 3rd person* to hit in a forceful way



And the match is over! With an incredible strike from Vanessa's racket, she is the winner! The audience is **roaring**. What-an-a-ma-zing-match! Chen looks a little disappointed but approaches Vanessa and gives her a hug. I imagine she said "Congratulations," too.

We'll let Vanessa and her family celebrate. This is all for today. Thank you for listening. Have a good evening. ☀

.....  
**roaring:** *v. pr. part.* to shout something in a deep powerful voice

Do the following activities to support this unit's social practice of the language: To narrate a sports event.

**1. What is the purpose of the radio broadcast narration? Discuss in groups of three.**

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**2. Recall the sequence of events narrated by the commentator.**

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

**3. Work in pairs. Each of you will narrate a brief fragment of a soccer match or any other sports of your choice.**

### ICT Box



<https://goo.gl/xqwpzv>

Watching sports and writing about it is a dream job for many people. Is it your dream job? What sport would you like to write about? Check these recommendations from the BBC.

## References

# Stories

All the Stories texts are completely fictional and, as such, have been written especially for this edition. Most of them are based on real topics, though. If you want to read more about those topics, you can use these links:

- ☀️ **U1 14 Tips for Safe Online Shopping**  
<https://www.pcmag.com/feature/364896/14-tips-for-safe-online-shopping>
- ☀️ **U2 Stories about Dragons**  
<https://www.storyberries.com/category/dragons/>
- ☀️ **U6 5-Step Problem Solving for Young Children**  
<https://heartmindonline.org/resources/5-step-problem-solving-for-young-children>
- ☀️ **U8 Here's What 10 School Lunches Look Like Around the World**  
<https://www.thekitchn.com/school-lunch-around-the-world-260173>
- ☀️ **U10 25 Funny and Weird Sports You've Never Heard of**  
<https://www.ba-bamail.com/content.aspx?emailid=15239>

# Facts

All the Facts texts are based on social and academic disciplines, such as risk control, history, sports, business, and professions. They have all been written especially for this edition. If you want to read more about those topics, you can use these links:

- ☀ **U3 Safety Hazards to Watch for Around the House**  
<https://www.safewise.com/blog/safety-hazards-to-watch-out-for-around-the-house/>
- ☀ **U4 How to Conduct a Journalistic Interview**  
<https://www.scholastic.com/teachers/articles/teaching-content/how-conduct-journalistic-interview/>
- ☀ **U5 Aztec Culture and Society**  
<http://www.crystalinks.com/azteculture.html>
- ☀ **U7 Warnings**  
<https://dictionary.cambridge.org/grammar/british-grammar/functions/warnings>
- ☀ **U9 The 15 Most Interesting, Unique, and Weird Jobs**  
<https://www.thebalancecareers.com/top-weird-and-interesting-jobs-2060110>



## Bibliographic References

If you want to read more about the topics in this book, you can check these books:

- ☀ **U1** Bernstein, D. (2012). *Better than a Lemonade Stand*. New York: New York. Aladdin.
- ☀ **U2** Rowling, J. (1997). *Harry Potter and the Philosopher's Stone*. London: Bloomsbury Publishing.
- ☀ **U3** Shatkin, J. (2017). *Born to Be Wild: Why Teens Take Risks, and How We Can Help Keep Them Safe*. New York, NY: TarcherPerigee.
- ☀ **U4** Santana, L. & Rothstein, D. (2011). *Make Just One Change*. Cambridge, MA: Harvard Education Press.
- ☀ **U5** Standish, P. & Bell, S. (2014). *Culture and Customs of Mexico*. Westport, CT: Greenwood Press.
- ☀ **U6** DeGaetano, J. G. & Newman K. M. (1996). *Problem Solving Activities*. Wrightsville Beach, NC: Great Ideas for Teaching.
- ☀ **U7** Casner, S. (2017). *Careful: A User's Guide to Our Injury-Prone Minds*. New York, NY: Riverhead Books.
- ☀ **U8** Morley, J. (2014). *You Wouldn't Want to Be a Pyramid Builder!: A Hazardous Job You'd Rather Not Have*. New York: Franklin Watts.
- ☀ **U9** Rosen, M. & Kassoy, B. (2004). *Weird Jobs*. Minneapolis, MN: Millbrook Press.
- ☀ **U10** Corey, S. (2003). *Players in Pigtails*. New York: Scholastic Press.